THE EFFECTS OF PHYSICAL, INTELLECTUAL AND SOCIAL CHANGES ON ADOLESCENTS' PERSONALITY: IMPLICATION FOR CLASSROOM

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ABSTRACT

The Effects of Physical, Intellectual and Social Changes on Adolescents' Personality can not be over emphasis. This paper therefore dwelled on the concept of adolescent, the concept and structure of personality, the adolescents and adults, the personality need of Adolescents, the developmental tasks of adolescent, the physical development of adolescent, intellectual development of adolescent, social development of adolescent and educational implication for teaching learning were highlighted. Finally, the paper provided some recommendations that may help Adolescents to satisfy their needs.

Keywords: Physical, Intellectual, Social Changes and Adolescents Personality.

Introduction

The term adolescents have been defined in many ways. Some described it as period between puberty and adulthood. It may also be referred to as the transitional period between childhood and adulthood. The combination of biological and social development requires changes in the way adolescents think about themselves and the world. Hence adolescents is the most important period of human life because they determine the demand made of them and the right they accorded by the society. The physiological and physical changes of adolescents place great demand for adjustment on them. A child with a pleasant personality is predisposed to enjoy social life and learn also faster than the child with an unhealthy personality (Musa,2005). Thus, to understand the influence of the physical, intellectual and social changes of adolescents of their personality development for the purpose of effective teaching and learning of adolescents as well as general handling of adolescents in diverse life situation.

The Concept of Adolescent

 Adolescent is both biological and social in origin. It is the most important period of human life. The word adolescence comes from Greek word adolescence' which

means 'to grow to maturity', a number of definitions have been given by Psychologists from time to time. Scientifically, some theorists describe adolescence from biological perspective, some from social, environment learning, cognitive and cultural perspectives. The challenge that each of these theorists is faced with, is to explain how biological, social, behavioural, intellectual and cultural facts contribute to the adolescent development and how they are woven together to shape the transition from childhood to adulthood. Thus, the theorists of adolescence agree that it is a transition from childhood to adulthood; even they vary in the chronological period of adolescence Cole and Cole (1989) in Musa (2005). According to Jersica (1978), Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically. Akinboyi (1989) in Mamman (2005:86) sees adolescence as a period of accelerated growth between childhood and adulthood. Thus, it is a period of heightened social awareness, a period of formal cognitive operations and a period when the youngster has reached a maturation stage of primary sex characteristics that will enable him to reproduce his kind. Piagett defined adolescence as "the age of great ideas and the beginning of theories as well as the time of simple adaptation to reality".

Furthermore, Lovell (1973:83) states that adolescent can be defined as for both sexes, as the time in the teens when the individual approaches the peak of his physical and mental growth. Chronologically, adolescence is a period of life between 11 – 20 years on the average. Psychologists explain it as a period of profound changes in every aspects of life, which is coupled with new social demands from parents, teachers, peers and the society in general. It is a period that many socialization demands are made at the same time the young person is experiencing almost unprecedented rate of biological maturation. Besides coping with these developmental changes, adolescents are struggling to achieve identities of their own (who am I). Alkinsan (1979), Bustiest and Garbing (1990) in Musa (2005:85). Adolescence can therefore be seen as a stage in the life span through which individual pass in the preparation for adulthood. It is the transition that is referred to as adolescence.

According to Mamman (2005:14 – 15) Adolescence can be sub divided into at least three phases.

1. **Early Adolescence:** Encompassing the sexual and psychological awakening of puberty as well as new social changes. This period extends from age ten through fourteen.

2. **Middle Adolescence:** This is a time of increased autonomy and experimentation and its covers roughly from ages fifteen through seventeen.

3. **Late Adolescence:** This stage occurs for those who delay their entry into adult roles because of educational or social factors and this stage can stretch from age eighteen into the early twenties.

Generally, therefore, adolescence period is a transition from childhood to adulthood and it characterized by physical, mental, social and emotional changes. It is a period of frequent turmoil, frustration, insecurity, struggle for independence and identity hence it is often referred to as a period of stress and storm. He is neither a child nor an adult, so he is in transition period in between childhood and adulthood.

The Concept and Structure of Personality
There is no uniform definition of the construct personality. Mostly, when people talk about a person's personality, they refer to the unique and distinctive characteristics of the person, which sets him apart from others. Oladele (1987:82) explains that personality includes one's outward appearance, one's role in life, the totality of one's qualities or attributes, the way one really is, one's general habitual behaviour politeness, submissiveness, assertiveness, talkativeness and so on. Gordon Allport in his list of numerous definition of personality, emphases the unique qualities of the individual and the integration of physical, mental and social qualities as manifested by individuals to other people (Oladele 1987). To Eysenck, Personality is more or less stable and enduring organization of a person's character, temperament, intellect and physique which determines his unique adjustment to his environment. From the foregoing personality could be described as the crystallization of a combination of different characteristics that make individual's uniquely different from others.

Freud on the basis of his theory of psycho–sexual development identified three types of personality which include the Id, the ego and the superego that operate in the individual at the oral, anal, phallic, latency and genital stage of development to determine the success of the individual. According to Freud, these components represent the basis principles regarding how the mind works in shaping out personalities. The Id is the source of energy for the entire personality system. It is primitive in nature and works in the "pleasure principles". The Id thus, the biological aspect of personality, the Superego is repository of the individual moral values. It opposes the Id whenever it demands is morally wrong. The Superego consists of two components:-

Conscience and ego-ideal: The conscience contains the moral sanction that the superego uses to counter the aggressive and sexual prompting of the id, while the ego-ideal is the standard of goodness and virtues that individual strives to achieve. The superego is social in nature. Hence, while the instinctive id prompts us to seek gratification through pleasure principles, for example sexual desire by having sex outside wedlock, the super-ego directs us towards the ego ideal sex is permitted and

pleasurable only under wedlock Mukherejle (1978) Hillgard Atkinson and Atkinson (1979) Bootzin etal (1991) in Musa (2005:85).

The Adolescents and Adults

The adolescent's relationship with Adults whether parents, teachers or others, are a frequent sources of difficulties. According to level (1973) the boy or girls of 15-16 years is sexually mature, and is seeking independence and freedom from adult control. Like the child he often has to accept the advice and decisions of adults even although he can not understand them. Thus, he is apt to scrutinize and criticize his parents and teachers to flout their opinions, and disregard their authority. He alternate between resenting adult interference and wanting to confide in them, he is sometimes assertive and at other times shy and sensitive, still greatly needing help, but not wanting to ask for it. However, if his previous relationships with adult have been satisfactory, these phases will not last long.

Therefore, home is at the greatest importance to the adolescent. If it is a good home, it provides love and security; it transmits to him the mores and standards of society and helps him in his adjustment to out side world. According to level, parents and teachers can render great assistance to the adolescents by permitting him to work as an independent individual in as many ways and as frequent as possible, it is the attitude of parents especially, which affects the growing up process. Thus, parental indulgence is helpful in that it provides an atmosphere of security while the individual is making increasing contact with the outside world. Parental indifference or over-indulgence retards the parents of adjustment to the world. It is vital that parents spend time with their children discussing with them, giving them opinions on a number of issues and allowing their children to put their view points too. Above all, adolescents most be made to fell that parents and other adults, care about them and that are not neglected. Note that the adolescents is particularly sensitive to injustice, sarcasm, or lack of understanding whether within or without the home. In many ways the conventions of the adolescents may conflict with those of the parents. Again, both sexes usually want to bring home their friends, although some do not because they feel ashamed of their parents, generally without good reason. Since these and other similar matters cause trouble between adolescents and their parents, it is important that the later should realize the need to handle adolescents with tact and understanding.

The Personality Need of Adolescents

The term 'need' occupies a central position in the educational system. Educational policy planning as regards the curriculum construction for various age levels, and formation of the objectives of education depends on the concept of needs (Chauhan (1996). According to some psychologist needs is the critical explanation of observed behaviours of the organism and can not be directly observed but are inferred from

the behaviour of the individual. Tolman (1957) in Chauhan (1996:83) defines a need as "readiness or tendency to persist towards and perform a consummatory response". He classified human needs into three broad categories; (a) Primary needs as hunger, thirst and sex (b) Secondary needs as affiliation and dominance (c) Tertiary needs as wealth and academy achievement.

According to Blair, Jones and Simpson (1975) in Musa (2005:89) asserted among human personality needs, those that are urgent during adolescence, are the needs for status, independence, achievement and a satisfying philosophy of life - these needs as observed, seem to constitute the development task of adolescents. The need for status is of the paramount importance to the adolescent in the sense that they want to be important, have standing in their group and to be recognized as people of worth. They therefore, crave to achieve adult status and leave behind the insignia of childhood. Hence, adolescent boys try to behave the adult way by smoking, drinking and posing big while girls do that by putting on make – up, wearing of glasses and dressing in big way. During this period, status in peer group is probably more important to many adolescents than status in the eyes of parents, teachers and adults. Yet, adolescents cherish recognition from peer group and parents, teachers and adults.

The status need demands that teachers should make conscious effort to direct classroom activities to be status producing for each individual child. They could achieve this through the selection of learning materials and methods to meet every child's needs and treat the children equally by giving them each opportunities to participate in all classroom endeavours. Blair *et al*, (1975) in Musa (2005:89) explain that adolescent who is achieving his goal in school and is accorded appropriate recognition is seldom, if ever, a disciplinary problem. He is at best possible emotional state to continue to benefit from the learning experiences of the school.

The need for independence follows status need. The adolescent crave to be weaned from parental restrictions and become self – directing. They need privacy to do their own thinking and activities. They desire to run their own lives and therefore hate to be over protected by Parents. Musa explain that adolescents, who are treated in more adult manner, will display more adult behavior and can be depended upon to take on and carry out highly independent and responsible assignments.

The need for achievements also closely related to the status and independence needs. Kegan and Spikar (1963) in Musa (2005) say that achievement motivation is ego function. Thus, achievement need, is paramount in the field of learning. According to Alfred Adler in Musa (2005) asserted that the gratification of achievement need may be one of the most important goals of human behaviour. To enable students develop this personality need achievement which is present in

classroom activities and instructional strategies to the current achievement levels of each individual students.

The need to satisfy philosophy of life is also important to the adolescent. Blair *et al,* explains that satisfying philosophy or set of beliefs tends to provide the adolescents with psychological security. Thus, the school has the responsibility to help the adolescents find themselves and to develop out looks on life that are consistent with our democratic philosophy and that will give them stability of character and a sense of security. Adolescents should be provided opportunities for the development of their creative abilities through music, dances, art and crafts help the students to develop their potentialities to the maximum for the benefit of larger society. Ericson sees the acquisition of identity as a response to the pressures and needs generated in adolescents (Siann & Ugwubu 1980). Achieving a clear sense of identity depends on cognitive skill, a person's ability to conceptualize himself in abstract term (Mussan *et al,* 1990 in Musa 2005) and partly on adolescent's new bodies and responsibilities. One way of approaching the identity problems is to try and explore various interest and possible occupations and work out their personal beliefs systems and role as way of behaving. According to Musa (2005:96) to enable students to form identity, teachers should provide conduct environmental activities for interaction through the following:

a) Give students models for career choices and adult roles e.g. models from literature and history or guest speaker.

b) Provide and encourage student to develop interest in many activities e.g. extra–curricular clubs and activities, such as young farmer club, current affairs club, cultural club/days debate, religious societies and so on, as well as worth while bodies.

c) Give students a chance to examine some of the choice, they must make through lesson centering on career choice and unit on changing family values (Wool folk 1980).

These needs no doubt are important because they constitute a basis for action that needs to be satisfied. If these needs are not met, adolescents are bound to experience crises which can also lead to emotional maladjustment.

The Developmental Tasks of Adolescents
Adolescents Developmental Tasks refer to vital problems that adolescents must meet and solve during their period of transition from childhood to Adulthood, successfully solutions to these problems will lead to the development of healthy personality while

the unsuccessful solution to the problems will lead to the development of unhealthy personality Blair, Jones and Simpson (1975) in Musa (2005:88). Adolescents can only achieve meaningful and psychological maturity if they are able to master, successfully, roles expected of individuals at different stages of life, the process of which is also termed as developmental tasks (Oladede (1978).

The developmental tasks of adolescents are thus summarized by (Having Hurst, Musa 2005, Mamman 2005, Chauhan 1996) as follows:

1. Achieving needs and more mature relationships with age mates of both sexes.
2. Accepting one's physique and size and using the body effectively.
3. Sexual maturation.
4. Achieving a masculine or famine social roles.
5. Achieving emotional independence from parents and adults.
6. Attaining adult status and developing as a unique human being.
7. Being accepted by and gaining the approval of one's peers.
8. Making adjustment to the family.
9. Developing a personal identity.
10. Acquiring a set of values and ethical systems as a guide to behaviour i.e. developing an ideology.
11. Choosing and preparing for economic career and planning for further education as well as getting a job.
12. Establishing relations with teachers and adjust to social life and its demands.
13. Preparing for marriage and family life.
14. Security money for spending and buying cloths, other goods and services as well as personal necessities.

Physical Development of Adolescent

Physical development refers to specific biological changes in size, weight, structure and strength of various part of the body. Growth during early childhood proceeds at a slow rate as compared with that of the infancy period. According to Chauhan (1996) physical and physiological changes of puberty mark the beginning of adolescence. During this period, certain inborn maturational processes lead to various developmental, physical changes, which characterized adolescent physical characteristics; growth is accelerated bodily shape change; secondary and primary characteristic become marked and hormonal levels increase Istanna & Ugwuebu (1980) in Musa (2005:90). According to Mamman (2005) physical maturity talks place much earlier than cognitive maturity in children. Thus, girls after puberty tend to become heavier as their breasts and hips take rounder and more feminine shape, as boys experience wet dreams and maturation is frequently undertaken.

The Role of the Teacher in Fostering Physical Development in Adolescent

The physical changes and bodily shape affect students self concept. Teachers should treat students with respect and ensure that the classroom learning atmosphere and climate cater for both late and early mature as well as students with a synchronic body shape. Thus, should avoid using words that affect the children's feeling about their size and physique and have equal expectations for both big and small adolescents and treat them equally by giving them equal opportunity to participate in the classroom learning activities.

Boys and Girls should not be given equal activities requiring physical strength and exercise. Life skill education especially on how to handle sexual pressure should be given to early maturity girls and reproductive health education should be given to all adolescents to enable them make a decisive effort to control their sexual urges. Health hygiene should be given to both adolescents small size children should made to sit in front of the class and taller ones at the back to enable all see the teacher and the chalkboard for the effective instruction. Teachers could use growth chart to explain to adolescence in growth rate and the fact that most of the synchronic in growth are just temporary.

Intellectual Development of Adolescents

Adolescents are very good at creative work and imagination. Logical thinking through inductive and deductive reasoning is improved. According to Piaget (1955) the ability to deal with abstraction and logical possibilities as the formal stage of operation is regarded as the culmination of cognitive development. The adolescents at this stage can deal with the possible and the hypothetical. They can think scientifically understand their relations to the society and apply abstract principles to their moral judgment. Thus, however, an adolescent are still egocentric in some of their thoughts for instance, adolescent things and feels he alone has the privilege or misfortune of experiencing some events. They check their schemas through imitation to achieve perfection. Thus, they employ both induction and deduction reasoning to arrive at a solution to matters. Hence, they engage in a lot of experimentation, some of which lead them into trouble. Their thinking capacities enable them to make judgment of human expectation of them Liebert, Puslos & Straus (1994), Buskist & Garbing (1990), Mukherjel (1978) in Musa (2005:93).

Educational Implications

1. The school should conductive learning environment for the proper development of mental and intellectual ability of children.

2. Adolescent should be expose with rich learning experience by the teachers through guided discussion, discovery with inquiry and experimentation methods among others.

3. Teachers should provide the adolescents with opportunities for the development of their creative abilities through music and crafts.

4. Adolescents should be provided with guidance as regards their individual, educational and vocational problems.

5. Adolescents should be encouraged to think hard and work hard.

Social Development of Adolescent
During this period, there is high interest in the opposite sex due to the development of the reproductive organs. Self–assertions is common because of the child's desire to be popular through self–display and social activities. Thus, the stage of adolescence is a stage of desire for freedom from adult controls. As a result, the child at this stage may be aggressive and rebellious to adults including teachers. This is the time when a lot of disciplinary problems arise in the classroom. The adolescent tends to be over active and out of control in his behaviour to teachers, parents and peers. In most cases, the adolescent prefers to adopt the ways of life of his or her peer group to those of adults. School rules are often deliberately violated without any reason.

One of the greatest problems of adolescents arises from their desire to assume adult roles. They want to behave like adults yet they are still socially and economically dependent on teachers and parents. The adolescent want to be identified as an adult; he wants to participate in religious, should, academic and political activities. He is worried about his future marriage, settled life and economic independence. This is why the period of adolescence is often referred to as a period of social stress and crisis for the individual. In their attempt to solve their problems some misguided adolescents may become victims of alcohol, drugs and delinquency. It is during the period of adolescence that the student needs the teacher's help most. During adolescence, the child becomes difficult to control both at school and home. If the adolescent succeeds under the teacher's guidance to overcome his problems he becomes useful to himself and the community. If he fails to survive the crisis he may become a social outcast. Teachers should harness all their efforts through adequate planning and preparation of teaching materials and methods to help the child at this stage.

A lot of group work and competition should be introduced into classroom work during this period. Such competitive work will help to challenge or absorb the adolescent's self–assertion. Social activities for both sexes should be encouraged by the teachers. These may include games, clubs, film shows and dances. Such activities

will be help to release the adolescent's tensions and anxieties, moral, religious and sex education should be given to adolescents. These will help to guide their standard of behaviour towards the expected pattern. A lot of practical works, books and assignments should be provided to keep adolescents busy and hence reduce disciplinary problems.

Educational Implications

1. The teacher should provide opportunities for effective use of social groups for classroom work.

2. Peer teaching and group assignments should be used by teachers.

3. Sex Education should be part of adolescent education.

4. Counseling and guidance activities should be introduced and be encouraged by school activities for the benefit of the youngsters.

5. Teachers should select learning materials; activities instructional strategies as well as structure classroom social climate which enhance the development of the positive personality characteristic in students, while at the same time minimize the development of the negative tendencies.

6. The needs of adolescents should be given proper place in the school curriculum.

Conclusion

The paper has tried to bring into sharp focus the effects of physical, intellectual and social changes on adolescents' personality. It went ahead to state the implications for teaching and learning to promote and improve quality education.

Recommendation

Based on the inferences drawn from the paper, the following recommendations are made:

1. Parents should try as much as possible to monitor and control the ways and manner their children/ward movement and limit the freedom based on the culture of the community.

2. The society should be aware of the needs of its adolescents and make provisions for the satisfaction of these needs.

3. The teachers should try to be a model of their adolescents in schools.

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