Abstract: This article is written with our Owen convictions as competitive students in the academic jamboree and due to the pro-active and unabated quantum of youngster’s physiological transition and contextual influences during adolescence development. This paper shows the environmental cues and detailed description of topics that have dominated recent research, including the meaning of adolescence, preadolescence, social, mental and emotional development of the adolescent child, adolescent problem-solving behaviour (skills), parent-adolescent relations, puberty, the development of the self, and peer relations. We then identify and elaborate on what seem to us to be the most important new directions that have come to the fore in the last decade, including research on the strange and significant interests of adolescents (be it recreational, religious or influential interests), their developmental tasks and contextual influences on development, genetic behaviours that passed on through their family lineage, and some intellectual developments, they undergo (together with the time span at which this intelligence level (IQ) of every single adolescent can be developed). We go further to briefly explain the problems that result from some of the physical deviations that occur during the adolescence period (changes) and how we can help to make these deviations suit us or our children properly. We also expound on the need for adolescents to take up leadership positions or roles and the merits and demerits of associating with friends (and also the type of friends to keep). We draw the curtains down with a well knowledgeable summary which briefly outlines everything discussed in the chapters plus some solutions to help curb some of the problems adolescents are challenged with.

Keywords: Adolescence, Adolescent, Puberty, Youngster, Preadolescence.

1. INTRODUCTION
Youngsters Physiological Transition and Contextual Influences of Adolescence Development: is the physical, intellectual, social and emotional changes that occur during facial development in an adolescent. Although people change throughout their lifetimes, developmental changes are especially dramatic in
adolescence. During this period, a dependent, vulnerable child grows into a capable young person who has master language, is self-aware, can think and reason with sophistication, has a distinctive personality, and socializes effortlessly with others. Many abilities and characteristics developed in adulthood last a lifetime.

Perhaps for individuals to continue growing in intellectual capacity into maturity its worth. (Osei and tail, 2018) fiscal education has also been characterized by persistent deficits and slippages. The school, family, friends and the community should not be too ready to give up on a youngster whose test performance is poor in early adolescence. Steady development may bring the student to a more promising level by late adolescence. Especially in view of the extremely rapid scientific and technological advances of our time, education beyond the adolescence stage of development must expand. Although the basic mental processes level off in adolescence, each individual has his own unique pattern. Thus, the children in a given classroom will differ among themselves not only in the level of intellectuality which they have reached but also in the rate of cognitive and inbuilt abilities as they are developing. Through childhood, the differences increase. During late childhood, the range of abilities is so great that many schools find it necessary to divide classes into sections according to abilities. During adolescence, the range of abilities has increased to the point where it becomes extremely difficult to satisfy the intellectual needs of all the students in a mixed classroom. Apart from quantitative changes in intelligence, there are also qualitative changes in learning abilities. Intellectual interests vary more and more with increasing age motivation and satisfaction with school becoming more complex and varying the effect of social class family and classroom climate, this becomes more wide-spread as children become adolescents and young adults. The school in general and the teacher, in particular, have to provide more and more individual attention and guidance as the child goes up the age and class ladder. More avenues for learning should be provided and more ways sought for the individual to realize his full potential and capacities. This call for wider use of audiovisual materials in a form adapted to the needs and cultural realities of the individual.

Adolescence has been viewed in some societies as a very difficult period of life. From observation youths today are rebellious, more troubled emotionally, more sexually loose, and more critical of the values and standard of adult culture. Even teenage music and fashions have cited an example of the worsening state of affairs. In contrast, we are told by other observers that adolescents today are brighter and better informed than their parents, less sentimental, more serious-minded and no loser in sexual behaviors than their elders was at adolescence, that they take education more seriously and are more concerned for the welfare of others.

1.1 OBJECTIVES OF THE STUDY
a. To Discuss the process of physical; intellectual; emotional; social; and moral development in adolescence;
b. To Discuss Primary Sex characteristics which occur in the organs connected with procreation and reproduction. Between the onset of the growth spurt and menarche;
c. To understand the nature of the transition period through which adolescents pass, the special needs and development tasks of adolescents, the role of the peer group in influencing adolescent behavior, the special problems arising out of family life and those arising out of sexual maturation and the effects of these on behavior;
d. Describing the relationship between adolescence behaviors, adolescent emotions, adolescence gang, self-identity, adolescence relationship and intellectual development process;
e. Identify the usefulness of adolescent transitional development, it important in Edodemic Education and recent finding from studies of brain development.
1.2 RESEARCH QUESTIONS

In order to pursue the objective of the study, the following research questions were formulated namely:

a. How do most adolescents cope psychologically with the physical changes they undergo?

b. How many institutions or parents do you personally know to have adopted any of the theories concerning good adolescent development?

c. Which people are more qualified to be consulted when adolescents are challenged with developmental problems?

d. Why do adolescents struggle with problems of self-identity and intimacy?

e. In your own perspective, what do you think can be employed to reduce peer pressure and influence on early adolescents?

1.3 SIGNIFICANCE OF STUDY

Why are the study of youngster’s physiological transition and contextual influences of adolescence development important?

a. One reason is that it provides a practical guide dance for parents, teachers, child-care providers and others who care for children.

b. A second reason is that it enables society to help and support healthy growth. Understanding early brain development, for examples, means that parents can provide better opportunities for intellectual stimulation, and society can reduce or eliminate obstacles to healthy brain growth.

c. Third, the study of adolescent transitional development helps therapists and educators better assist adults with special needs such as emotions or learning difficulties, and

d. Understanding adolescent transitional development, contributes to self-understanding. We know ourselves better by recognizing the influence that has made us into the people we are today.

2. LITERATURE REVIEW

Historical background and theoretical perspectives

Adolescence is a developmental transition between childhood and adulthood. It is the period from puberty until full adult status has been attained. In our society, adolescence is a luxury. It is reported that the real reason there is the developmental period of adolescence was to delay young people from going into the workforce, due to the scarcity of jobs. There are also varying views on the actual timeline of adolescence—especially about when it ends. Typically, we view adolescence beginning at puberty and ending at 18 or 21 years. Others suggest that there is a period of late adolescence that extends well into what is now known as the period of young adulthood.

(G. Stanley Hall 1844-1924), was the first psychologist to advance a psychology of adolescence in its own right and to use scientific methods to study them. He defined this period to begin at puberty at about 12 or 13 years, and end late, between 22 years to 25 years of age. Hall also described adolescence as a period of Sturm and Drang," -- storm and stress." In German literature, the period of sturm and drang includes the works of Schiller and the early writings of Goethe. It is a literary movement full of idealism, commitment to a goal, and the revolution against the old, expression of personal feelings, passion, and suffering. Hall saw an analogy between the objectives of this group of young writers at the turn of the eighteenth century and the psychological characteristics of adolescence. According to Hall's analogy and expansion of Darwin's concept of biological "evolution." into a psychological theory of recapitulation, adolescence corresponds to a time when the human race was in a turbulent transitional stage. (Muuss, 1975, pp.33-35) In this theory, Hall stated that the experiential history of the human species had become part of the genetic structure of each individual. The law of recapitulation claimed that the individual organism, during its development passes through states that correspond to those that occurred during the history of mankind. To sum up, the individual relives the development of the human race from an early animal like primitivism, through a period of savagery, to the more recent civilized ways of life that characterize maturity. (Muuss, 1975, p. 33) Therefore, Hall described adolescence as a new birth, "for the
higher and more completely human traits are now born" (Hall, 1916, xiii).

Hall describes this particular aspect of adolescent development (storm and stress) in detail in a chapter of his book on adolescence -- "Feelings and Psychic Evolution." He saw the emotional life of the adolescent as an oscillation between contradictory tendencies. Energy, exaltation, and supernatural activity are followed by indifference, lethargy, and loathing. Exuberant gaiety, laughter, and euphoria make the place for dysphoria. Depressive gloom, and melancholy. Egoism, vanity, and conceit are just as characteristic of this period of life as are abasement, humiliation, and bashfulness. Hall believed that adolescent characteristics contained both the remnants of an uninhibited childish selfishness and an increasing idealistic altruism. The qualities of goodness and virtue are never so pure, but never again does temptation preoccupy the adolescent's thinking. Hall described the adolescent as wanting solitude and seclusion, while he finds himself entangled in crushes and friendships. Never again does the peer group have such a strong influence over the person. The adolescent also moves between the exhibition of several personality traits including exquisite sensitivity and tenderness at some points in time to callousness and cruelty at other times. The display of apathy and inertia also vacillate with enthusiastic curiosity, along with the urge to discover and explore. According to Hall, during this stage of development, there also is a yearning for idols and authority that does not exclude a revolutionary radicalism directed against any kind of authority. In late adolescence, according to Hall, the individual recapitulates the state of the beginning of modern civilization. This stage corresponds to the end of the developmental process: maturity. Hall's genetic psychology did not see the human being as the final and finished product of the developmental process; it allowed for indefinite further development (Muuss, 1975, p.35-36). According to (Eduard Spranger (1882-1963) is a late professor of psychology at the University of Berlin) "The ego's ability to cope with or to yield to the instinctual forces. This, in turn, depends on the character training and superego development of the child during the latency period".

3. METHODOLOGY

3.1 Introduction

This pepper brings to the fore the method employed in the research for the analysis. The pepper comprises mainly of research design, data sources and sampling method, Validity/Reliability, and methods of data analysis.

3.2 Research design

As this study seeks to examine, youngsters physiological transition and contextual influences of adolescence development a descriptive survey was employed in this study. Creswell (2003) defines a descriptive survey as a method of collecting data for the purpose of testing a hypothesis or answering research questions and interviews concerning the current status of the subjects under study.

3.3 Data sources/ sampling method

This paper involved both intensive and extensive review of existing literature on the topic and the public respectively. This research took a lot of time and effective reading. Both previous and current reigning books, journals peppers, monographs and conferences presentations were stringently scrutinized to be able to come up with this paper Some of the books read were: Adolescent choices and parent-peer cross-pressures (Brittain, C.V. (1963).); The adolescent society(Coleman, J.S. (1961).); Socialization and adolescent personality(Davis, A. (1944).); Childhood and society(Erikson, E.H. (1950).); Identity and the life cycle(1959); The psychological world of the teenager(Offer, D. (1969).) and many more. An extensive research on the public was also carried out to clarify our doubts and enable us to get a clearer understanding, on the behaviors these adolescents put up during the transition. A method of questioning and questionnaires was the coin, to avoid Ignoratio elenchi (irrelevant conclusion), and for the public. Adolescents employed were ranging from (10-21yrs) of age. Some of the countries and towns that featured are; Abrion (France), Abuja (Nigeria), Sunyani (Ghana), and Abidjan (Cote devoire).
As the research was ongoing we critically observed the way each person answered the questions thus either through the questioning method or the questionnaire. From facial expressions and body gestures, we could tell those who were telling the truth intuitively. Some of the individuals were called to be verbally interviewed. The research paper established a trend in responses among the youth. The intensive research which was carried out from journals papers, books, monographs and prospects theories. Also established a definite difference in the development/transition process of the male and female adolescent. Though both had some common physiological similarities their intellectual, emotional and mental abilities seem to differ.

3.4 Data analysis

The following steps were taken to analyze the data for the study. The data was edited through naturalistic observations and correlation analysis to detect and correct, possible Post hoc errors, Hasty generalization, and omissions that are likely to occur, to ensure consistency across respondents. Data collected from the field was analyzed using descriptive statistics. The Statistical Package for Social Sciences (SPSS) Software was employed in the process of analysis to avoid any Ignoratio elenchi (irrelevant conclusion).

3.5 Ethical Issues

Almost all the public services jamborees in Ghana have a strict policy on confidentiality and one can pay the ultimate price for the breach of this duty of confidentiality. Divulging of information to a third party can expose the institution to potential legal tussle and therefore being mindful of this ethical issue, the respondents were sometimes apprehensive in the disclosure of information. This genuine apprehension was addressed by first explaining the essence of the study to the respondents and also with the assurance that the data will be handled professionally.

3.6 Validity and Reliability

Peppers (2002) states that validity and reliability are two characteristics which any good researcher should focus on while designing a study, analyzing the results and judging the quality of the study. According to Peppers (2002) in a research work, all the rights things must be measured. Care should be taken such that, the appropriate item is measured (validity); in addition, careful attention should be paid to how the measurement is being made (reliability). This study, therefore, took into consideration these two key factors during the course of the research peppers.

4. RESULTS/DISCUSSIONS

After the findings, we noticed a unique trend among most adolescent males which also varied per the stage in which the adolescent male was, thus; the early adolescent stage and the late adolescent stage. It seemed that most adolescent males at the early adolescent stage would have a high desire to satisfy their physiological interests thus they derive fun when they engage in. It's only a few of these boys that would have a contrary desire. On the other hand, adolescent males who are at the peak of adolescence getting to early adulthood have a very high desire for self-identity than any other desire. The table below simplifies these results.
Table 1: Male Adolescent Desires

<table>
<thead>
<tr>
<th>Strengths</th>
<th>The early stage of adolescence</th>
<th>The late stage of adolescence</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>The desire to satisfy their social and intellectual needs that brings fun to them, e.g.: playing of games, watching of movies, going out with friends, reading of story books etc.</td>
<td>A desire to know &quot;who they are and what they want in life&quot; (self-identity)</td>
</tr>
<tr>
<td>Moderate</td>
<td>The desire to satisfy their industrial needs that is for their works to be acknowledged and to be seen as competent in their doings (interests).</td>
<td>A desire to be acknowledged by the opposite sex and have a sense of belonging, hence want to engage in relationships and all sort of clubs.</td>
</tr>
<tr>
<td>Low</td>
<td>The desire to be acknowledged by the opposite sex</td>
<td>A desire to focus their cognitive energy to something useful and profiting.</td>
</tr>
</tbody>
</table>

Female adolescents on the other hand also had their own challenges to deal with though it was not entirely different from that of the males. The findings proved that irrespective of all the developments they undergo, the one which actually needs more concern is the emotional and psychological/cognitive aspect. This can be explained by the anatomical makeup of some portions of their brain.

In recent years, the increasing availability of MRI scans has allowed researchers to study the developing adolescent brain. The “white matter” of the brain increases, reflecting increasing “myelination”. At the same time, there is evidence of increased "synaptic pruning". Researchers believe that these changes reflect maturation in the "prefrontal cortex" of the brain. Studies suggest that these changes are connected with the increase in risky and emotional behaviors in males and females respectively. The table below gives a summarized illustration of arising desires in most adolescent females.

Table 2: Female Adolescent Desires

<table>
<thead>
<tr>
<th>Strengths</th>
<th>An early stage of adolescence</th>
<th>The late stage of adolescence</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>The desire to satisfy the social needs that bring joy to them e.g. games and hanging out with friends.</td>
<td>Strong sense of belonging and curiosity. They adapt with this, by desperately seeking to be in a relationship with the opposite sex. Some may show signs but others can control it.</td>
</tr>
<tr>
<td>Moderate</td>
<td>A desire to specifically satisfy their intellectual and competitive needs, thus, they want to be best in anything they do. They also have the desire to be acknowledged by their peers (especially of the same sex)</td>
<td>The desire to associate with &quot;trustworthy&quot; friends. Here most desire to be friends with the opposite sex because of trust issues. At this stage, mother-child relation becomes stronger for some.</td>
</tr>
<tr>
<td>Low</td>
<td>The desire to be acknowledged by the opposite sex.</td>
<td>A desire to help someone or help make something right in the society. At this stage, they try to focus their mental energy to &quot;help&quot; or fuel the accomplishment of a cause but not to create.</td>
</tr>
</tbody>
</table>
These behaviors can be best explained in the life works of renowned scholars and psychologists like Sigmund Freud and Eric Erikson who formulated the stage theories of “Psychosexual Development” and “Psychosocial Development” of life respectively.

5. FINDINGS
5.1 MEANING OF ADOLESCENCE

Adolescence is the period of every person's life which lies between the end of childhood and the beginning of adulthood. It may be a long period or a short one. It varies in length from family to family (thus our Genetic makeup); from one socio-economic level to another, and from culture to culture. This period is marked by a spurt in physical growth, changes in body proportion and the maturing of primary and secondary sexual characteristics. Though it has no fixed age range some writers describe it as an age span, thus the second decade of life, from the age of ten to twenty-one. From that age, the law treats the individual as an adult, both in privileges he can enjoy and the responsibilities he can shoulder.

Pre-Adolescence: Just before adolescence proper, at an average age of twelve for girls and fourteen for boys, there is normally a “growth spurt” this is a period of extremely rapid gains in height and weight and it is known as pre-adolescence or pubescence. The pre-adolescent growth spurt takes place in girls mostly between the ages of nine and twelve and in boys between the ages of eleven and fourteen. Prior to this time, the rate of growth in height and weight is slow as compared to the growth spurt period. Now for a two or three-year period, the rate is greatly speeded up. The legs and arms grow very long, the length of the trunk also increases and the individual looks lanky. Clothes bought today are outgrown after a few months.

THE PUBERTY-The pre-adolescent growth spurt is followed by the second period of rapid increase in the size of the genital organs and the individual attains sexual maturity. This type of physiological development is referred to as puberty. Most often a time, it is accompanied with some amount of cognitive (psychological) and intuitive changes depending on the family in which he/she finds the self and the kind of environment he/she interacts with and notwithstanding the kinds of a company (Fiends) they keep. Usually, the beginning of sexual maturity is dated from the first menstrual period in girls and the appearance of pubic hair in boys. As puberty approaches, the body proportions of boys and girls undergo some change also. The babyfaces of childhood begin to disappear. The lower forehead becomes higher and the flat lips become fuller. The large head which was so obvious during childhood goes on to become smaller when compared to total body length (Archibald, Graber & Brooks-Gunn, 2003). By the age of ten, the average child's head has attained 90 percent of its mature length and by the age of fifteen, it has practically reached adult size. Almost every part of the body undergoes some change at adolescence. On the average, puberty is attained between thirteen and fourteen years of age. In the Nigerian culture, the average age for the onset of a menstrual period is thirteen, although there are marked individual differences. The dramatic changes which occur during puberty are brought about by the increased production of male hormones (androgen) in boys and female hormones (estrogen) in girls (Belsky238) for girls the final height is attained by the age of seventeen on the average and for boys, by nineteen on the average. However not all children develop in the same way or at the same rates, some are mature early and others are late developers, still the large majority follow the normal pattern.

Primary Sex characteristics - The Primary sex characteristics occur in the organs connected with procreation and reproduction. Between the onset of the growth spurt and menarche, a girl's vagina, uterus, and fallopian tubes develop rapidly but the ovaries increase in size only after the menarche, particularly between the ages of seventeen and twenty. In boys the penis and the testes grow at a highly accelerated rate during adolescence, reaching maturity at seventeen or eighteen.

Secondary sex characteristics – These are the distinctive sex features not immediately related to production. The secondary sex characteristics of both sexes are after similar in degree of development. In girls there is typically first, the rounding out of the hips, widening of the pelvis, then the development of breast, the appearance of pubic hair and menstruation (b. Girls nowadays appear to reach menarche a few
months earlier than their mothers.) Furthermore, girls from the higher income families seem to menstruate earlier than girls from the lower socio-economic classes. This is believed to be due to environmental factors, such as better diet and health and changed habits of activity. In boys, some of the secondary sexual characteristics that mark the beginning of adolescence are the appearance of pubic hair, facial hair, and change of voice "Tanner, 1978". These are biologically induced. The end of adolescence for both girls and boys is marked largely by social changes. Such factors as when an adolescent gets married and so leaves home get a job and can vote to determine when his transition from childhood to adulthood in accomplished. The length of the period is thus primarily a social matter. Therefore, adolescence is both biological and social in nature.

5.2 ADOLESCENCE: A TRANSITION PERIOD

In childhood, the role of the individual is quite the child knows what he can and cannot do. The adult likewise understands pretty well what his role is. The adolescent, however, is in an ambiguous position. He never really knows how he stands. One moment he is told by his parents that he is too young to do this or that. The next moment he is chided for not acting like a man and is told that he is no longer a baby. The psychologist, "Kurt Lewin" has held the view that the adolescent is really in a no man's Land'. He is neither a child nor an adult but is caught in a field of overlapping forces and expectations it is believed that the uncertainty faced by the adolescent as to his role causes him to be in conflict, makes him sensitive and sometimes unstable and unpredictable. Teachers who understand adolescents and the problems that they face in everyday life can do much to help them make a successful transition to adult status. Too often because of ignorance, the schools and teachers actually make. This more difficult for adolescents. An individual's behavior is to some extent, influenced by his physical characteristics and body structure. Being weak or strong attractive or unattractive. Skillful or awkward, influences a person's attitudes, interest, and activities. In short, there is a positive relationship between physical development and personality. Personality here is the general behavioral characteristic of the individual.

5.3 SOCIAL & EMOTIONAL

It was earlier explained that the individual's emotional state can involve widespread disturbances in the visceral changes are due to the secretion of the adrenal gland into the bloodstream.

Adolescent Emotions: Adolescence is a period of heightened emotional tension. This comes from the physical and glandular changes taking place at this time. The social conditions that surround the adolescent are chiefly to blame for the emotional upsurge in the adolescent. The pressures and expectations of the social group are often too much for the individual adolescent. Childhood did not prepare him to face such changed situations. It is because of the acute emotional disturbance of this period that some people have called adolescence a period of storm & Stress. One thing is that not all adolescents experience this so-called storm and stress in a big way. This is particularly true in the traditional Nigerian society where customary practices offer special protection to adolescents through what are called rites of passage. Besides, there is generally an improvement in emotional behavior with each passing year. The common emotional patterns of childhood are also prevalent during adolescence.

5.4 PUBERTY RITES AND CONTEMPORARY CULTURE

In many simple societies, puberty rites are conducted in order to initiate young people into the ethnic group as fully accepted adult members. These puberty rites, known as rites of passage have complex meanings but they usually relate to the capacity for adult sexual behavior and they confer to the individual full rights and responsibilities as a full-fledged member, who can now participate in adult activities. Adulthood means different things in different cultures and the particular way in which it is interpreted conditions the puberty ceremony. It may be a strictly segregated ceremony with exclusive male and female cults. In the lake, districts of East Africa boys and girls share puberty rites, which demand severe physical, endurance. The adolescent rites are an ordeal associated with circumcision which boys & girls must undergo in order to be recognized as adults. In many parts of Nigeria and Ghana, puberty rites are
observed (Belsky236). In the South East, for example, the appearance of the first menstruation is followed by the confinements of the female youngster in the fitting room. Two years or so of towards, when the adolescent has grown very fat, an outing ceremony is held which is quickly followed by marriage and the attainment of adult status. Also in many parts of the country puberty rites are held in the rural communities for boys and girls during which they are imitated into adult clubs and secret societies. In many areas, girls were not eligible to wear clothes except some strings of beads around the waist, until after the coming-out ceremony. In my area, boys are recognized as adults upon marriage or after their age grade has been given a name by the elders of the village.

Western influence has changed many of the traditional patterns of life and the school has been called upon to assume many of the function previously performed by the family. The growing incidence of juvenile delinquency is alleged to be the direct result of the absence of puberty rites in modern times. These puberty rites helped among other things, to instill a sense of discipline and healing moral behavior in the youth. Nowadays, the adolescent needs to achieve new and more natural. Social relations in the form of developmental tasks. This aspect of adolescent development will be dealt with in a later section.

5.5 THE ADOLESCENT AND HIS PEER GROUP

Every stage of life-infancy, childhood, and adolescence bring demands for new social learning. The infant must learn that his fundamental needs are provided by his parents. During childhood, the youngster learns that his status and his activities are by no means dependent upon his family and his playmates. So also the adolescent must learn that they can achieve status and maturity only by playing adult roles. He strives for maturity, but still somehow insecure; he needs to form an alliance to attach himself more closely, with others like himself – his age mates. In the union thus formed he finds strength and the will to assert himself in the struggle for a place in the adult world. The union is the peer group. In general, the adolescent peer relationships fall into three broad categories – the chum, the clique and the crowd. The adolescent's best friends and closest associates are his 'chums' or 'pals' as boys prefer to call them. As a rule, shortly after puberty, a boy or girl will select a chum as his confidant. As times goes on, the number of chums may and frequently does increase, forming a 'clique' cliques are small social groupings made up of three or four intimate friends who share similar interest and abilities. They spend as much of time together as possible, studying together, going to the cinema together, attending matches and watching the athletic contest, going to parties and talking together. Members of a clique are expected to conform to the standards set up by the clique even when these standards conflict with home standards. This often results in conflicts with parents.

The principal social group is the ‘crowd’ within the crowd, there are likely to be server cliques. The crowd is also likely to include members of both sexes. Just as the childhood gang supplied members for play and games, the crowd supplies member's for total activities, going to cinema dancing, watching the athletic contest, even studying and eating (Cotterell, 1996). Crowds allow teenagers to connect with people who share their values and ideas (Belsky 286). Many of the groups are formalized into club, fraternities or sororities. More often as in the Nigerian context they form age sets and special dance groups. The ‘set’ is the total population of people of similar ages from which the individual finds it possible or desirable to choose friends and associates.

5.6 FEATURES OF ADOLESCENCE GROUPS

The adolescence group gains its character not only by including certain persons but also by excluding others. To the members, one of the real values of the clique is exclusiveness. To be a member of the ‘in group’ provides the satisfaction of looking at all others as less desirable. In this way, the self-esteem of the members is enhanced. To exclude some and include the others is the character of adolescent peer association. It is the way of youth.

a. SELF-IDENTITY: It should be pointed out here that one of the important roles of the peer group is to help the adolescent to define his own identity because at no age is the individual's sense of identity so fluid, so easily molded. No longer a child, but not yet fully accepted as an adult, the adolescent must
prepare to meet society's demands for a social independent, for preparing to find and hold a responsible job, for a responsible role as citizens, for marriage and a family and for a working and ethical outlook on life.

b. ADOLESCENT GANG: Although gangs are characteristic of the childhood years, there are some adolescent boys and girls who are poorly adjusted to school and have very few friends among their classmates and neighborhood peers. This type of youth draws together in their distress and spend their time with others who lack social acceptance among the cliques of their classes or age mates, sometimes made up of members of both sexes but at other times consisting of the youth of the same sex. Although it is not always true that adolescent gang's produce juvenile delinquents, the majority of adolescent gangs spend their time in anti-social behavior. They are malcontents who seek revenge on those who have rejected them or on society in general. In this way, they become an in-group with non-conforming standards.

c. ADOLESCENT FRIENDSHIPS: As adolescents gain greater independence from parents and also tees with parents become gradually looser, they become dependent upon peer relationship. The adolescent needs and desires to be able to share his strong and often confusing emotions, his doubts, and his dreams with someone whom he can trust. Besides adolescence is generally and time when a young person enjoys the company of others. It is often a time of intense loneliness, merely being with others does not solve the problem, and the adolescent may frequently feel most alone in the midst of a crowd, at a party or a dance. Under such circumstances having one or more close friends may make a great difference in the life of the adolescent.

d. SOCIAL ACCEPTANCE: One of the strongest desires of the typical young adolescent is to be accepted by his peer. An adolescent who possesses certain admired traits of character becomes popular and therefore has ‘prestige'. High prestige accompanied by popular acceptance makes one a star. Little or no prestige and acceptance leaves the individual as an isolate. Typically, the star or popular individual is more outgoing, more involved with people than with things, more colorful, daring, active, easygoing and more flexible in the acceptance of peer standards than is the less acceptable and isolate. The isolate is one who is rejected by others. He wants friends and resents his lack of acceptance by others.

e. LEADERSHIP: The characteristics of leaders in adolescence are similar to those of leaders in childhood. Leaders are popular, but not all popular adolescence is leaders. Leaders tend to be superior to most personality traits. One important characteristic is personal attractiveness. Leaders in adolescence need to be nice looking, well-groomed and must wear attractive and acceptable clothing. They must be above average in intelligence. Leaders may often come from families of higher socioeconomic status since they will be more familiar with a role of social authority and may also be in a position to back this up with the money necessary for entertaining and other ways of gaining prestige in the group.

f. SOCIAL INTERESTS: social Interest is a tendency on the part of the individual to give selective attention to something. It is a mental attitude resulting from one’s feeling that an object or circumstances counts and therefore should be attended to. What the older child is interested in depends, as it does in the earlier years of childhood, upon the opportunities he has had to develop interest. A child brought up in a totally un-religious family, depending on whether or not he has an opportunity to learn about religion at school or from association with his friends. In the development of interest, interpersonal relationships are more important than specific teaching. The child who dislikes the teacher, for instance, my team to dislike the subject he teaches and school in general moreover, as children grow older, many of the childhood interest wane and are replaced by interests of a more mature sort. New interests develop during adolescence as a result of the physical and social changes that take place at this time. What interest the adolescent has depended upon his sex, his intelligence, the environment in which he lives, opportunities for learning, what his peers are interested in, his own abilities, the interest of members of his family and many other factors. We divide adolescent interest’s religion interest and recreational interests.
1) **Interest in Life Career:** As boys and girls reach the secondary school, they begin to think seriously about their careers. This interest soon becomes a source of great concern to the older adolescent. He becomes confined about what he would like to do or what he is capable of doing. The more he hears or talks about different lines of work, the less sure he is of what he would like to do. The difficulties which often confront the adolescent in selecting a life career make vocational guidance a necessity in our secondary school. Boys, for the most part, are more seriously concerned about the problem of vocational choice than girls are. This is because, and then it will be a life career while for most girls this is not necessarily the case.

2) **Recreational Interests:** During childhood, recreational activities required much expenditure of energy, but in adolescence, a change occurs. There is now a liking for recreations of the amusement type where the player is a passive spectator. There is no doubt a carry-over of some of the play activities of the early years but they’re also the introduction of new and more mature forms of recreation. Gradually the childish forms of play drop out and the individuals' recreational pattern is much the same as it will be during the adult years. There is keen interest in games and sports, reading for pleasure, dancing as a form of recreation, listening to the radio, collecting and playing records of the popular music of the day and attending the cinema.

3) **Religion Interest:** Typically, adolescence in a period of religious awakening. At this time childish beliefs are examined critically, evaluated and then revised to meet the new needs of the individual. It is widely believing that adolescence is a period of moral confusion, radical political view, changing values, religious conversions or disavowing of religious. Certainly, the moral and religious attitudes of some adolescents do undergo radical changes, but the vast majorities of adolescents espouse the religion of their parents and most maintain attitudes and opinions similar to those of their parents in matters of political learning and sexual morality. Large segments of the adolescent population are church members and attend church services regularly. Although a good many express dissatisfactions with religion, yet they have a ‘firm belief’ in God. Blows of fate and severe personal hardships help to focus the attention of adolescents on religion.

6. **INTELLECTUAL DEVELOPMENT**

The groundwork for the development of intelligence in the family well completed early in adolescence. The curve of intellectual growth resembles very much the curve of physical growth up to adolescence. The rate of slows down somewhat in middle to late childhood and continues at a less rapid pace into adolescence, unlike physical growth. It has been estimated that from conception to age four, the human being develops 50 percent of his adult intelligence; from four to eight he develops 30 percent more and from eight to maturity the remaining 20 percent (Bloom 1964). In middle or late adolescence, the rate slows down markedly. Until recently it was thought that intelligence reached a peak at this time and began a slow but steady decline. From studies of individuals over long periods of time. It now appears that ability continues to develop well into maturity, for instance, some university undergraduates, tested before the age of twenty and retested thirty years later had made significant gains. A decade later, in their sixties, they were found to be maintaining their improved scores.

7. **DEVELOPMENT TASKS OF THE ADOLESCENT**

The term “developmental tasks” refers to those problems that individuals typically face at different periods of their life development. The small child has the special tasks that are associated with its development. For instance, he must learn to walk, to talk and control the elimination of waste products of the body. In middle childhood such skills as learning to play games and learning to read become of major importance. So far as adolescents are concerned, the development tasks become vital problems which must be met and solved during the transition from childhood to adulthood. These problems are not entirely unique to the adolescent period but they are ones upon which the adolescent must work if he/she eventually expects to achieve a successful adult role. (Robert Havighurst), in his book “Human
Development and Education” has listed tasks that particularly is significant for the adolescent. These tasks need much attention during this period.

<table>
<thead>
<tr>
<th>Tabel 3. Problems of the Adolescent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Achieving new and more mature relations with age mates of both sexes.</td>
</tr>
<tr>
<td>2. Achieving a masculine or feminine social role</td>
</tr>
<tr>
<td>3. Accepting one’s physical and using the body effectively</td>
</tr>
<tr>
<td>4. Achieving emotional independence of parents and other adults.</td>
</tr>
<tr>
<td>5. Achieving a measure of economic independence</td>
</tr>
<tr>
<td>6. Selecting and preparing for the occupation.</td>
</tr>
<tr>
<td>7. Preparing for marriage and family life.</td>
</tr>
<tr>
<td>8. Developing intellectual skills and concepts needed for assuming the duties and privileges of citizenship.</td>
</tr>
<tr>
<td>9. Desiring a set of values and an ethical system as a guide to behavior.</td>
</tr>
</tbody>
</table>

Because of the importance of these problems of adolescence, it is the duty of the school to gear their curricula to take them into account. The fact that the school has traditionally devoted most of its energy and time to helping the adolescent to develop his intellectual skills is as it should be. But the other tasks, such as achieving socially responsible behavior and preparing for marriage and family life and so on, should by no means be neglected.

a. Personal Problems of the Adolescent: Mastering the development tasks is not easy; adolescents need much help if they are to develop into stable and useful adult citizens. Among those who are well placed to offer the required help are teachers and guidance counselors. But what are the problems that face adolescents? This has already been pointed out elsewhere, some adolescents are mature early, and others are late maturing individuals. Maturing earlier than age mates can be a handicap for a girl but boys who mature early both in physical and sexual development are not too adversely affected.

b. Problems Resulting from Physical Deviations- Many studies show that practically all adolescents, regardless of their rates of development, are very sensitive to physical defects and somatic variations. What boys and girls worry about has already been briefly pointed out but it may be further emphasized here that they worry because they feel that they are too thin or too heart (others call them ‘thick madam’), too tall or too short, or that their hips are too wide or their legs too big. If great concern to the adolescent in their facial appearance. Some of the facial characteristics that worry adolescents are blackheads, and pimples, black beard, heavy eyebrows, scars, birthmarks, moles, irregular teeth, protruding chin, protruding ears, oily skin, dark skin, and a too flat or odd-shaped nose. Many adolescents would change themselves physically if they could. There is the need for the right type of information being supplied to boys and girls regarding the great range of individual differences that typically exist among individuals of their age. This will eliminate a good deal of unhappiness among growing boys and girls. Other worries that are of concern to adolescents are those regarding problems of boy-girl relationships, sex, marriage, religion, relations with members of the family, school progress, vocational choice, moral and social behavior.

8. CONCLUSION

Adolescence has been described as one of the most important periods in the life of the developing individual when he must leave childhood ways behind and embrace adult status. It is the period when the individual faces many changes in his life to which he must make new adjustments. In this unit, every attempt has been made to describe the physical; emotional, social; and intellectual changes that take place during adolescence, the new interests and values that the adolescent must acquire, the developmental tasks, he must face, the problems that confront the individual and which must be solved, and the ways the individual relates to his peer and tries to adapt to his new status in the adult world. The physical and
psychological changes during adolescence the peer group influence, the growth in cognitive ability, the hopes and aspirations of young adolescents- all these and more should engage the serious attention of all teachers. Nowadays it is not uncommon to find young adolescents in the upper classes of the primary school. Some of the younger teachers will have the same needs, social and psychological, as the older pupils. They may even find themselves in competition with them for friends and associates of the opposite sex. Some of the pupils may even develop ‘crushes’ on a teacher of the opposite sex. The teacher needs to be firm and objective in dealing with adolescent pupils at all times.

9. FURTHER READING AND RESOURCES

10. SELECT BIBLIOGRAPHY


Ansel Adams (1942). Field theory and learning. The psychology of learning, the yearbook of the National Society for the Study of Education (41) Part II.


