PSY 402
Adolescent Psychology
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Vice-Chancellor’s Message

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, IPod, MP3 among other devices to allow you listen to the audio lectures. Some of the lecture materials have been scripted and are being broadcast on the university’s Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a sine qua non. So also, is the availability of multiple platform for the convenience of our students. It is in fulfillment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.

Prof. Isaac Adewole
Vice-Chancellor
Foreword

As part of its vision of providing education for “Liberty and Development” for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.

Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.

The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and
disciplined self-study, seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer skills by availing yourself the opportunity of training that the Centre’s provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university’s regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.

Professor Bayo Okunade
Director
General Introduction and Course Overview

Adolescence is a time between being a child and being an adult. The adolescent no longer wants to be with mother or father all the time. There is now a drive to become independent, search for own solutions and ideas, opinions, and beliefs but the adolescent is still not prepared to be self-supporting. Adolescent period is between the ages of approximately 11-22. There is usually some debate about the exact age range, but most agree that adolescence is correlated with the onset of puberty. Adolescence and the idea of teenage is a relatively new concept. Prior to education for all, people were adults or children. However, since the 1950s, the idea of a teenager has developed. While many adolescents pass through this transition without any problem, the period can be difficult both for the adolescent, and for people interacting with them (family, friends, professionals etc) morally. 

Jean Piaget theorized that adolescents develop the capacity to reason abstractly. Following Piaget's lead, Lawrence Kohlberg contended that moral thinking likewise proceeds through stages, from a morality of self-interest to a morality of universal ethical principles. Erik Erikson theorized that a chief task of adolescence is to form one's identity. This struggle may continue into the adult years as new relationships emerge and new roles are assumed. It is a very confusing time during which the individual seeks to answer one question "WHO AM I?" This question is answered when an individual establishes own sense of identity. The term, "Identity" is a major theme of adolescence. It is a total concept of self. Identity is a combination of physical, sexual, social, vocational, moral, ideological, and psychological characteristics. This will be covered in more detail shortly.

In the next thirteen lectures adolescent development will be discussed under three major headings which include physical, cognitive, psychosocial changes. The main aim of this course is to develop your understanding of the developmental changes that occur during adolescence. Specific objectives of the course: At the end of this course the student should be able to:

- Identify the theories of child development in relation to adolescents.
- Explain physical changes that occur in puberty.
- Explain sexuality during adolescence.
• Outline the intellectual changes that occur in adolescence.
• Discuss the emotional development that occurs during adolescence.
• Discuss social development that occurs in adolescence.
• Outline the stages of moral development in relation to teenagers.
• Explain the links between adolescence and delinquent activity such as crime.
LECTURE ONE

Adolescence as A Stage of Development

Introduction
Adolescence has been called the "transition" stage with no accomplishment or completion. Its existence has been called an "historical accident." Experts can't even agree on when it begins (most simply use the age of puberty) and when it ends (some say an "extended" adolescence is possible up to age 25 or 30; other say there's an "early" 12-14 stage, a "middle" 15-17 stage, and a "late" 18-22 stage). There's more mythology than science when it comes to notions of "typical" or "normal" adolescence, and explaining the breakdown that occurs. Social scientists who study adolescence usually differentiate among early adolescence, which covers the period from about age 10 through age 13; middle adolescence, from about age 14 through age 18; and late adolescence (or youth, as it is sometimes known) from about age 19 through age 22 (Arnett, 2000; Kagan & Coles, 1972).

Objectives
At the end of this lecture, you should be able to:
1. Give a brief history of adolescent development
2. Mention the names of people who have contributed to the study of adolescent development
3. Identify Stanley Hall’s six stages of adolescent development.
4. Mention some changes associated with adolescence.
Pre-Test

1. Give a brief history of adolescent development
2. Mention the names of people who have contributed to the study of adolescent development
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4. Mention some changes associated with adolescence

CONTENT

Daedalus, an inventor, and his son, Icarus (so the ancient Greek myth goes) were both imprisoned in a tower on the island of Crete. To escape, Daedalus built a set of wings out of feathers and wax, but only his son, Icarus was small enough to fit through the tower window. Daedalus warned Icarus not to fly too high because Apollo, God of the Sun, would become jealous of someone entering his domain and melt the wax. But Icarus, exhilarated by being able to soar above the Earth, flies too high, and his wings melt, plunging him into the Hellspont. Ever since, "adolescents" have been seen as:
   a. disobedient toward parents;
   b. wanting to "fly" too high; and, in some interpretations,
   c. condemned to hell. Hippocrates, the father of medicine, recommended two kinds of treatments for unruly children.

For females, they should be made pregnant. For males, they should be flogged. Philo, a friend of Socrates advocated infanticide if beatings didn't work. History actually records a long record of using sex, corporal punishment, and infanticide against unruly children.

The common law doctrine of in loco parentis has deep roots in almost all civilizations. Historically, adolescence can be considered a by-product of the Industrial Revolution. Prior to child labor laws, there had been no need to define any special period of life for those too young to work but too old to not be given at least some adult responsibilities. Over the years, the age at which society permits children to assume adult roles has gradually been raised. This "stretch" of time, then, has come to be associated with the "stress" of adolescence.

By the late 19th Century, numerous experts were popularizing the idea of adolescence being a "critical" stage of life. Baden-Powell (founder
of the Boy Scouts) pioneered the technique of "not too much" but "not too little" discipline as a cure for the problems of adolescence. Dr. Spock, later in the 1950s, would advocate complete and total leniency. Counterculture experts such as Keniston and Roscak in the 1960s also advocated tolerance as well as popularized the idea of being "stuck in adolescence." Freudian and Neo-Freudian ideas abounded, but it was Stanley Hall's ideas about the Six Themes of Adolescence that became the most popular hallmarks of "normal," as follows:

The six themes of adolescence:

1. **Self-definition**: a concern for finding one's "real" self, a concern for habit formation, and little unstructured time to deal with these concerns, hence, a constant state of urgency.

2. **omni-potentiality and Estrangement**: estrangement takes the form of feeling like a marginal member of society, with unrealistic mobility aspirations and intense job anxieties. Omni-potentiality is the feeling of absolute freedom, a reveling in all the pure possibilities that the future may hold. For many, the "car" becomes a symbol for this.

3. **Refusal of Socialization**: a critical, if not rebellious stance at continued efforts to instruct, educate, or train for society's purposes. There's a feeling of always being under observation by a critical audience of all adult socializing agents.

4. **Celebration of Youth Culture**: a rebellious sense of solidarity based on the perceived sharing of fads, fashions, and styles by others in the same age group or generation; intense age-consciousness.

5. **Stasis as Death**: stasis means "standing still" or being in a rut, and this is avoided and despised at all costs. There's an irrational devotion to change, to putting oneself through changes merely for the sake of change. It takes two forms: a need to move (geographic restlessness); and a need to be moved (experimentation with states of consciousness).

6. **Physical Obsession**: there's an obsessive or inadmissible sense of shame over uncontrollable physical changes, like sex fantasies, body weight and contours, dietary habits, the outgrowing of clothing, outbreaks of acne, etc. Clearly, adolescence is a time of great change on many levels. Probably most dramatic are the
biological changes associated with puberty. These changes include dramatic shifts in the shape of the body, increases in hormones, and changes in brain architecture. These biological shifts are directly linked to changes in sexual interest, cognitive capacities, and physical capacities. There are also major social changes associated with the school-linked transitions and with changes in the roles adolescents are expected to play by all those around them. Also, there are major psychological changes linked to increasing social and cognitive maturity. In fact, very few developmental periods are characterized by so many changes at so many different levels as found with adolescence. With rapid change comes a heightened potential for both positive and negative outcomes. Individuals who pass through this developmental period without excessively high levels of "storm and stress" exhibit positive outcomes while those who experience some difficulties may develop negative tendencies and outcomes.

Adolescence is also a time when individuals make many choices and engage in a wide range of behaviours likely to influence the rest of their lives. For example, adolescents pick which high school courses to take, after-school activities to participate in, and which peer groups to join. They begin to make future educational and occupational plans and to implement these plans through secondary school course work and out-of-school vocational and volunteer activity choices. Finally, some experiment with quite problematic behaviours such as drug and alcohol consumption and unprotected sexual intercourse. Most of these youths do not suffer long-term consequences for this experimentation, although a few do. Understanding what distinguishes between these two groups is one of the key research issues related to development during adolescence.

**Post-Test**

1. Give a brief history of adolescent development
2. Mention the names of people who have contributed to the study of adolescent development
3. Identify Stanley Hall’s six stages of adolescent development
4. Mention some changes associated with adolescence.
LECTURE TWO

Theoretical Perspectives on Adolescence

It is useful to organize theoretical perspectives on adolescence around an issue that has long dominated discussions about the nature of this period of the life span. To what extent is adolescence shaped by the fundamental biological changes of the period, and to what extent is it defined by the environment in which the individual develops? Whereas some theories construe adolescence as a biologically defined period, others view it as contextually determined. Still others fall somewhere between the two extremes of this continuum. The purpose of this brief overview is not to argue for one approach over another but, rather, to demonstrate how each of these views has helped us gain a better understanding of the nature of adolescence. Lectures two and three will focus on the theories.

Objectives
At the end of this lecture the student should be able to:
1. Discuss the biological theory of adolescence
2. Explain adolescence from organismic point of view
3. Mention three names of people who have contributed to the study of adolescence and state their contribution.

Pre-Test
1. Discuss the biological theory of adolescence
2. Explain adolescence from organismic point of view
3. Mention three names of people who have contributed to the study of adolescence and state their contribution.
The fact that biological change during adolescence is noteworthy is not a matter of dispute. How important this biological change is in defining the psychosocial issues of the period is, however, in dispute. Theorists who have taken a biological or, more accurately, a biosocial view of adolescence stress the hormonal and physical changes of puberty as driving forces. The most important biosocial theorist was G. Stanley Hall (1904), considered the “father” of the scientific study of adolescence.

Hall, who was very much influenced by the work of Charles Darwin, the author of the theory of evolution, believed that the development of the individual parallels the development of the human species, a notion referred to as his theory of recapitulation. Infancy, in his view, is equivalent to the time during our evolution when we were primitive, like animals. Adolescence, in contrast, was seen as a time that parallels the evolution of our species into civilization. For Hall, the development of the individual through these stages is determined primarily by instinct by biological and genetic forces within the person and hardly influenced by the environment.

The most important legacy of Hall’s view of adolescence is the notion that adolescence is inevitably a period of storm and stress. He believed that the hormonal changes of puberty cause upheaval, both for the individual and for those around the young person. Because this turbulence is biologically determined, it is unavoidable. The best that society can do is to find ways of managing the young person, whose “raging hormones” invariably lead to difficulties.

Although scientists no longer believed that adolescence is an inherently stressful period, much contemporary work continues to emphasize the role that biological factors play in shaping the adolescent experience. Indeed, the study of the impact of puberty on adolescent psychosocial development has been, and continues to be, a central question for the field. In addition, current work from the biosocial tradition explores the genetic bases of individual differences in adolescence, as well as the socio-biological bases of adolescent behavior.
Organismic Theories

Our next stop on the continuum is in the domain of organismic theorists. Like biosocial theorists, organismic theorists also stress the importance of the biological changes of adolescence. However, unlike their biosocial counterparts, organismic theories also take into account the ways in which contextual forces interact with and modify the impact of these biological imperatives.

If you have had previous coursework in developmental psychology, you have encountered the major organismic theorists, since they have long dominated the study of development. Three of these theorists, in particular, have had a great influence over the study of adolescence: Sigmund Freud (1938), Erik Erikson (1969), and Jean Piaget (Inhelder & Piaget, 1958). Although each of these theorists is classified as organismic, the theories they developed emphasized different aspects of individual growth and development.

For Freud, development was best understood in terms of the psychosexual conflicts that arise at different points in development. In psychoanalytic theory, adolescence is also seen as a time of upheaval as was the case in Hall’s view. According to Freud, the hormonal changes of puberty upset the psychic balance that had been achieved during the prior psychosexual stage, called latency. Because the hormonal changes of puberty are responsible for marked increases in sexual drive, the adolescent is temporarily thrown into a period of intrapsychic crisis, and old psychosexual conflicts, long buried in the unconscious, are revived. Freud and his follower believed that the main challenge of adolescence is to restore a psychic balance and resolve these conflicts. Although the process is driven by the hormonal changes of puberty, the specific conflicts faced by the young person were seen as dependent on his or her early experiences in the family. Freud viewed the pre-adolescent "latency" period as a time when the child develops a balance between the ego and id. Upon entering the "genital" phase of adolescence, the child is bombarded with instinctual impulses that disrupt this balance. The ego is torn between the strong impulses of the id and the restrictions of the superego. This conflict makes adolescence a time of tremendous stress and turmoil.

In Erikson’s theory, the emphasis was on the psychosocial crises characteristic of each period of growth. Like Freud, Erikson also believed that internal, biological developments move the individual from one
developmental stage to the next. But, unlike Freud, Erikson stressed the psychosocial, rather than the psychosexual, conflicts faced by the individual at each point in time. Whereas Freud emphasized the development of the id— that part of the psyche believed to be dominated by instinctual urges—Erikson emphasized the development of the ego— that part of the psyche believed to regulate thought, emotion and behavior.

Erikson proposed eight stages in psychosocial development, each characterized by a specific “crisis,” that arises at that point in development because of the interplay between the internal forces of biology and the unique demands of society. In Erikson’s theory, adolescence is seen as a period that revolves around the crisis of identity versus identity diffusion, a crisis that is shaped both by the changes in puberty and by the specific demands that society places on young people. According to Erikson, the challenges of adolescence are to resolve the identity crisis successfully and to emerge from the period with a coherent sense of who one is and where one is headed.

Freud and Erikson both emphasized emotional and social development. For Piaget, development can best be understood by examining changes in the nature of thinking, or cognition. Piaget believed that, as children mature, they pass through stages of cognitive development; in each stage, from birth to adolescence, their ways of thinking are qualitatively distinct. According to his view, understanding the distinctive features of thought and reasoning at each stage can give us insight into the overall development of the individual at that point in time.

In Piaget’s theory, adolescence marks the transition from concrete to abstract thought. According to these models, adolescence is the period in which individuals become capable of thinking in hypothetical terms, a development that permits a wide expansion of logical abilities. As you will see, many of the familiar changes in behavior that we associate with adolescence have been attributed to these changes in cognitive abilities. Piaget’s views have been applied to the study of moral development, social development, and education.

As is the case with the other organismic theories, Piaget’s theory of cognitive development emphasizes the interplay between biological and contextual forces. The development of higher-order thinking in adolescence, for example, is influenced both by the internal biological changes of the developmental period and by changes in the intellectual environment encountered by the individual.
Post-Test

1. Discuss the biological theory of adolescence
2. Explain adolescence from organismic point of view
3. Mention three names of people who have contributed to the study of adolescence and state their contribution.
LECTURE THREE

Learning Theories

Introduction
As we move across the theoretical continuum from extreme biological views to extreme environmental ones, we encounter a group of theories that shift the emphasis from biological forces to contextual ones. Whereas organismic theorists tend to emphasize the interaction between biological change and environmental demand, learning theorists stress the context in which behavior takes place. The capacity of the individual to learn from experience is assumed to be biologically given. What is of interest to learning theorists is the content of what is learned.

Objectives
At the end of this lecture the student should be able to:
1. Explain adolescence using learning theories
2. Mention the categories of learning theories
3. Give the names of two people who have propounded learning theories and their views

Pre-Test
1. Explain adolescence using learning theories
2. Mention the categories of learning theories
3. Give the names of two people who have propounded learning theories and their views
Learning theorists are not especially developmental in their approach and, as a consequence, have little to say specifically about adolescence as a developmental period. Indeed, for learning theorists, the basic processes of human behavior are the same during adolescence as they are during other periods of the life span. But learning theorists have been extremely influential in the study of adolescent development because they have helped us understand how the specific environment in which an adolescent lives can shape the individual’s behavior.

There are two general categories of learning theorists. One group, called behaviorists, emphasizes the processes of reinforcement and punishment as the main influences on adolescent behavior. The main proponent of this view was B.F Skinner (1953), whose theory of operant conditioning has had a tremendous impact on the entire field of psychology. Within an operant conditioning framework, reinforcement is defined as the process through which a behavior is made more likely to occur again, whereas punishment is defined as the process through which a behavior is made less likely to occur again. From this vantage point, adolescent behavior can be seen as nothing more or less than the product of the various reinforcements and punishments to which the individual has been exposed. An adolescent who strives to do well in school, for example, does so because he or she has been reinforced for this behavior, or has been punished for not behaving this way, in the past.

A related approach is taken by social learning theorists, such as Albert Bandura (Bandura & Walters, 1959), who also emphasize the ways in which adolescents learn how to behave. However, in contrast to behaviorists, social learning theorists place more weight on the processes of modeling and observational learning. That is, adolescents learn how to behave not simply by being reinforced and punished by forces in the environment but also by watching and imitating those around them. As is clear throughout this text, social learning approaches to adolescence have been very influential in explaining how adolescents are affected by the child-rearing methods their parents use and by the influence, or pressure, of their peers.

Post-Test
1. Explain adolescence using learning theories
2. Mention the categories of learning theories
3. Give the names of two people who have propounded learning theories and their views
LECTURE FOUR
Sociological Theories
Introduction
The emphasis within the biosocial, organismic, and learning theories is mainly on forces within the individual or within the individual’s specific environment in shaping his or her development and behavior. In contrast, sociological theories of adolescence attempt to understand how adolescents, as a group, come of age in society. Instead of emphasizing differences among individuals in their biological make-up or their experiences in the world, sociological theorists emphasize the factors that all adolescents or groups of adolescents by virtue of their sharing age, ethnicity, gender, or another demographic feature have in common.

Objectives
At the end of this lecture the student should be able to:

1. Explain adolescence from the sociological perspectives
2. Mention the dimensions of sociological theories
3. Give the names of two people who have propounded sociological theories and their views

Pre-Test

1. Explain adolescence from the sociological perspectives
2. Mention the dimensions of sociological theories
3. Give the names of two people who have propounded sociological theories and their views

CONTENT
Sociological theories of adolescence have often focused on relations between the generations and have tended to emphasize the difficulties young people have in making the transition from adolescence into adulthood, especially in industrialized society. Two themes have dominated these discussions. One theme, concerning the marginality of young people, emphasizes the difference in power that exists between the adult and the adolescent generations. Two important thinkers in this vein are Kurt Lewin (1951) and Edgar Friedenberg (1959). Although the view,
that adolescents are second-class citizens was more influential 40 years ago than today, contemporary applications of this viewpoint stress the fact that many adolescents are prohibited from occupying meaningful roles in society and therefore experience frustration and restlessness. Some theorists have argued that adults have forced adolescents into occupying one and only one role that of student—which is an inherently powerless and “infantilizing” position for young people. This was one explanation given for the student movements of the 1960s (e.g., Braungart, 1980).

A modification of this view focuses on differences within the adolescent population. According to this viewpoint, the adolescent’s social class, or socioeconomic status, as it is formally known, structures his or her experience of growing up. Theorists such as August Hollingshead (1949/1975) and Robert Havighurst (1952) have emphasized the fact that the experience of adolescence differs markedly as a function of the young person’s family background. They argue that it is impossible to generalize about the nature of adolescence because it varies so much depending on the resources of the adolescent’s family.

The other theme in sociological theories of adolescence concerns intergenerational conflict or, as it is more commonly known, the generation gap. Theorists such as Karl Mannheim (1952) and James Coleman (1961) stressed the fact that adolescents and adults grow up under different social circumstances and therefore develop different sets of attitudes, values, and beliefs. As a consequence, there is inevitable tension between the adolescent and the adult generations. Some writers, such as Coleman, have gone so far as to argue that adolescents develop a different cultural viewpoint—a counterculture—which may be hostile to the values or beliefs of adult society.

Although sociological theories of adolescence clearly place the emphasis on the broader context in which adolescents come of age, there is still a theme of inevitability that runs through their approach. Mannheim, for example, believed that, because modern society changes so rapidly, there will always be problems between generations because each cohort comes into adulthood with different experiences and beliefs. Similarly, Lewin believed that marginality is an inherent feature of adolescence because adults always control more resources and have more power than young people.
Post-Test
1. Explain adolescence from the sociological perspectives
2. Mention the dimensions of sociological theories
3. Give the names of two people who have propounded sociological theories and their views
LECTURE FIVE

Physical Development

Introduction
Physical Development is development of the body. During the teen years, adolescents experience changes in their physical development at a rate of speed unparalleled since infancy. A surge of hormones such as Leptin bring about changes in the endocrine system which triggers a 2-year period of growth that begins in girls at about age 11 and in boys at about age 13. The physical changes enable the individual to reach maturity. Puberty is a period during which a sequence of physical changes associated with maturation occurs rapidly.

Objectives
At the end of this lecture the student should be able to:
1. Explain physical development in adolescence
2. Identify the major physical changes that occur during this period of life.
3. Explain the social, emotional and psychological aspects arising from the physical changes

Pré-Test
1. Explain physical development in adolescence
2. Identify the major physical changes that occur during this period of life.
3. Explain the social, emotional and psychological aspects arising from the physical changes
Adolescence is characterized by dramatic physical changes moving the individual from childhood into physical maturity. Early, prepubescent changes are noted with the appearance of secondary sexual characteristics. Girls may begin to develop breast buds as early as 8 years old, with full breast development achieved anywhere from 12 to 18 years. Pubic hair growth -- as well as armpit and leg hair -- typically begins at about age 9 or 10, and reaches adult distribution patterns at about 13 to 14 years. Menarche (the beginning of menstrual periods) typically occurs about 2 years after initial pubescent changes are noted. It may occur as early as 10 years, or as late as 15 years. A rapid growth in height occurs for girls between the ages of about 9.5 and 14.5 years, peaking somewhere around 12 years.

Boys may begin to notice enlargement of the testicles and scrotum as early as 9 years of age, followed closely by lengthening of the penis. Adult size and shape of the genitals is typically reached by age 16 to 17 years. Pubic hair growth as well as armpit, leg, chest, and facial hair begins in boys at about age 12, and reaches adult distribution patterns at about 15 to 16 years. A rapid growth in height occurs for boys between the ages of about 10.5 to 11 and 16 to 18, peaking around age 14. Puberty is not marked with a sudden incident in boys, as it is with the onset of menstruation in girls. The appearance of regular nocturnal emissions (wet dreams) marks the onset of puberty in boys and typically occurs between the ages of 13 and 17 years, with the average about 14.5 years. Voice change in boys typically occurs along with penile growth, and the occurrence of nocturnal emissions occurs with the peak of the height spurt. Adolescent behaviour associated with the physical changes

The sudden and rapid physical changes that adolescents experience typically lend this period of development to be one of self-consciousness, sensitivity and concern over one's own body changes, and excruciating comparisons between oneself and one's peers. Individuals who confront puberty earlier or later than their peers may perceive themselves differently. Because physical changes may not occur in a smooth, regular schedule, adolescents may go through stages of awkwardness, both in terms of appearance and physical mobility and coordination. Unnecessary anxieties may arise if adolescent girls are not informed and prepared for the onset of menstrual periods, or if adolescent boys are not provided with accurate information about nocturnal emissions. Recent research suggests
that teens' brains are not completely developed until late in adolescence. Specifically, studies suggest that the connections between neurons affecting emotional, physical and mental abilities are incomplete. (Strauch, 2003) This could explain why some teens seem to be inconsistent in controlling their emotions, impulses, and judgments.

**Effect of Physical Changes on the Adolescent**

During puberty, changing hormonal levels play a role in activating the development of secondary sex characteristics. These include: (1) growth of pubic hair; (2) menarche (first menstrual period for girls) or penis growth (for boys); (3) voice changes (for boys); (4) growth of underarm hair; (5) facial hair growth (for boys); and (6) the increased production of oil, increased sweat gland activity, and the beginning of acne. During a one-year growth spurt, boys and girls can gain an average of 4.1 inches and 3.5 inches in height respectively. (Steinberg, 2007) This spurt typically occurs two years earlier for girls than for boys. Weight gain results from increased muscle development in boys and body fat in girls. We shall look into the effect of the physical changes on the adolescents. Physical changes may affect adolescents in the following ways:

**Teens frequently sleep longer:** Research suggests that teens actually need more sleep to allow their bodies to conduct the internal work required for such rapid growth. On average, teens need about nine and a half hours of sleep a night. (Strauch, 2003).

**Teens may be clumsier because of growth spurts:** If it seems to you that teens' bodies are all arms and legs then your perception is correct. During this phase of development, body parts don't all grow at the same rate. This can lead to clumsiness as the teen tries to cope with limbs that seem to have grown overnight. Teens can appear gangly and uncoordinated.

**Teenage girls may become overly sensitive about their weight:** This concern arises because of the rapid weight gain associated with puberty. Sixty-two percent of adolescent girls report that they are trying to lose weight. (Centers for Disease Control, 2005) A small percentage of adolescent girls (1 percent to 3 percent) become so obsessed with their weight that they develop severe eating disorders such as anorexia nervosa or bulimia (Alonso, et al., 2005) Anorexia nervosa refers to starvation;
bulimia refers to binge eating and vomiting. Teens may be concerned because they are not physically developing at the same rate as their peers: Teens may be more developed than their peers ("early-maturers") or less developed than their peers ("late-maturers"). Being out of developmental "step" with peers is a concern to adolescents because most just want to fit in. Early maturation affects boys and girls differently. Research suggests that early maturing boys tend to be more popular with peers and hold more leadership positions. Adults often assume that early maturing boys are cognitively mature as well. This assumption can lead to false expectations about a young person's ability to take on increased responsibility. Because of their physical appearance, early maturing girls are more likely to experience pressure to become involved in dating relationships with older boys before they are emotionally ready. Early maturing girls tend to suffer more from depression, eating disorders, and anxiety. (Ge, et al., 2001).

**Teens may feel awkward about demonstrating affection to the opposite sex parent:** As they develop physically, teens are beginning to rethink their interactions with the opposite sex. An adolescent girl who used to hug and kiss her dad when he returned home from work may now shy away. A boy who used to kiss his mother good night may now wave to her on his way up the stairs.

**Teens may ask more direct questions about sex:** At this stage, adolescents are trying to figure out their values around sex. Teens often equate intimacy and sex. Rather than exploring a deep emotional attachment first, teens tend to assume that if they engage in the physical act, the emotional attachment will follow. They may ask questions about how to abstain without becoming embarrassed or about how they will know when the time is right. They may also have specific questions about methods of birth control and protection from sexually transmitted diseases.

**Post-Test**

1. Explain physical development in adolescence
2. Identify the major physical changes that occur during this period of life.
3. Explain the social, emotional and psychological aspects arising from the physical changes
Cognitive Development

Adolescence is accompanied by an increasing ability to think abstractly, consider the hypothetical as well as the real, engage in more sophisticated and elaborate information processing strategies, consider multiple dimensions of a problem at once, and reflect on one's self and on complicated problems. There is also a steady increase in learning strategies, in knowledge of a variety of different topics and subject areas, in the ability to apply knowledge to new learning situations, and in the awareness of one's strengths and weaknesses as a learner. With practice these new cognitive skills can help adolescents become more efficient, sophisticated learners, ready to cope with relatively advanced topics in many different subject areas.

Objectives
At the end of this lecture, students should be able to:
1. Explain cognitive development in adolescence
2. Identify the major cognitive changes that occur during this period of life.
3. Explain the social, emotional and psychological aspects arising from the cognitive changes

Pre-Test
1. Explain cognitive development in adolescence
2. Identify the major cognitive changes that occur during this period of life.
3. Explain the social, emotional and psychological aspects arising from the cognitive changes

**CONTENT**

Cognitive development involves the use of introspection (this is new) and abstract reasoning to consider complex ideas and hypotheses. These kinds of cognitive changes also affect individuals' self-concepts, thoughts about their future, and understanding of others. Many theorists have suggested that the adolescent years are a time of change in children's self-concepts, as they consider what possibilities are available to them and try to come to a deeper understanding of themselves in the social and cultural contexts in which they live. According to Piaget, adolescents enter the formal operations stage which is the highest level of cognitive development. This gives them a new way to manipulate information. They can imagine possibilities, test hypotheses and form theories. In a culture that stresses personal choice in life planning, these concerns and interests also set the stage for personal and social identity formation focused on life planning issues such as those linked to educational, occupational, recreational, and marital choices. Finally, as adolescents become more interested in understanding the psychological characteristics of others, friendships become based more on perceived similarities in these characteristics.

Most adults recognize that teens have better thinking skills than younger youth. These advances in thinking can be divided into several areas:

**Developing advanced reasoning skills**: Advanced reasoning skills include the ability to think about multiple options and possibilities. It includes a more logical thought process and the ability to think about things hypothetically. It involves asking and answering the question, "what if...?"

**Developing abstract thinking skills**: Abstract thinking means thinking about things that cannot be seen, heard, or touched. Examples include things like faith, trust, beliefs and spirituality.

**Developing the ability to think about thinking in a process known as “meta-cognition”**: Meta-cognition allows individuals to think about how they feel and what they are thinking. It involves being able to think about
how one is perceived by others. It can also be used to develop strategies, also known as mnemonic devices, for improving learning. Remembering the notes on the lines of a music staff (e, g, b, d, and f) through the phrase "every good boy does fine" is an example of such a mnemonic device.

These changes may affect the adolescent in the following ways:

- **Teens demonstrate a heightened level of self-consciousness.** Teens tend to believe that everyone is as concerned with their thoughts and behaviors as they are. This leads teens to believe that they have an "imaginary audience" of people who are always watching them.

- **Teens may tend to believe that no one else has ever experienced similar feelings and emotions.** They may become overly dramatic in describing things that are upsetting to them. They may say things like "You'll never understand," or "My life is ruined!"

- **Teens may exhibit the "it can't happen to me" syndrome also known as a "personal fable."** This belief causes teens to take unnecessary risks like drinking and driving ("I won't crash this car"), having unprotected sex ("I can't possibly get pregnant"), or smoking ("I can't possibly get cancer").

- **Teens may become very cause-oriented.** Their activism is related to the ability to think about abstract concepts. After reading about cruelty to animals a teen may become a vegetarian and a member of People for the Ethical Treatment of Animals (PETA). Another teen may become active in Green Peace or Save the Whales campaigns.

- **Teens tend to exhibit a "justice" orientation.** They are quick to point out inconsistencies between adults' words and their actions. They have difficulty seeing shades of gray. They see little room for error.

**What can be done?**

- **Don't take it personally when teens discount your experience.** Try to empathize with and listen to their concerns. Enlist the help of a slightly older sibling or friend to give good advice to the teen if needed.
• Get teens involved in discussing their behavioral rules and consequences. Teens should take a more active role in determining how they should behave. Their advanced reasoning skills make it easier for them to generate realistic consequences for their actions. Listen to their ideas!

• Provide opportunities for teens to participate in controlled risky behavior. Get teens involved in properly supervised extreme sports, such as parachuting, or rock climbing. Such activities will allow teens opportunities to play out their "it can't happen to me" mentality in an environment that won't be deadly if they fail.

• Provide opportunities for teens to get involved in community service. Teens want to become active in things that have deeper meaning. Suggest they volunteer at a homeless shelter, walk dogs for the animal shelter, or take meals to the elderly. Talk with them about their experiences.

• Talk to teens about their views and be open to discussing your own. Find out what they think about news stories on television or in the paper; ask them about their political and spiritual beliefs. Teens are already thinking about these things so give them a non-threatening forum for discussing them.

• Try to build a genuine relationship with teens. Let them know what you were like as a teen. Talk to them about your mistakes and vulnerabilities. Try to understand their feelings and express yours so you can be understood.

Post-Test
1. Explain cognitive development in adolescence
2. Identify the major cognitive changes that occur during this period of life.
3. Explain the social, emotional and psychological aspects arising from the cognitive changes
LECTURE SEVEN

Moral Development

Introduction
Moral developmental theories are found in a number of fields, such as in general psychology, cognitive psychology, criminology, sociology, and in adolescent psychology. This lecture briefly summarizes the moral development ideas of Piaget, Kohlberg, and Gilligan. During the early teen years, reasoning is often self-focused. Adolescents may think their private experiences are unique. Gradually, adolescents develop the capacity for what Piaget called formal operations, the capacity to reason abstractly. This includes the ability to test hypotheses and deduce conclusions. The new reasoning power is evident in adolescents' pondering and debating such abstract topics as human nature, good and evil, truth and justice. Adolescence is filled with experiences and decisions that relate to moral development. A few important aspects of this phase of development are moral internalization, moral construction, and self-control. Adolescents must rely on these skills in order to make good decisions. Teens are faced with many moral dilemmas daily. They use their knowledge about human relationships (how to interact with others) and societal order (recognized boundaries and rules) to help them negotiate these dilemmas. This knowledge increases throughout adolescence as youth experiment with various roles, relationships, and activities in order to determine their comfort zones.

Objectives
At the end of this lecture students should be able to:
1. Discuss the theories of moral development
2. Compare and contrast the theories in this lecture
3. Outline the different stages in Kholberg’s theory of moral reasoning.

Pre-Test
1. Discuss the theories of moral development
2. Compare and contrast the theories of moral development
3. Outline the different stages in Kholberg’s theory of moral reasoning

CONTENT
Piaget’s Theory
One of the earliest theories of moral development was put forward by Jean Piaget. Piaget theorized that the way humans think out moral issues depends on their level of cognitive development. In essence there is a direct relationship between cognitive development and moral development. According to Piaget, young children are egocentric. That is to say they have difficulty taking others’ perspective into consideration. This tendency is typical of children below the age of seven or in Piaget’s pre-operational stage of cognitive development. Children at this age generally believe that rules are inflexible mandates provided by some higher authorities, are arbitrary and cannot be changed. Breaking a rule will automatically lead to punishment.

Young children tend to judge the gravity or wrongness of an action depending on how much harm has been made regardless of the motive or intention behind an action. For instance a child who intentionally breaks a cup while trying to steal sugar is considered to have committed a lesser offence than another who breaks 15 cups accidentally while opening the cupboard door. Piaget called this kind of morality known as heteronymous morality or morality that is subject to rules imposed by others where a child shows blind obedience to authority. The child perceives justice as resting in the person of authority; this idea is referred to as ‘ethics of authority’. The period is also referred to as moral realism or the morality of constraint, characterized by the view that rules are absolute.

After age eight children are able to understand that rules are not absolute but are rather formed through social consensus and are thus subject to change—are tentative. In the case of infractions or violation of a rule older children are now capable of considering whether the individual
acted intentionally—they consider the motive behind the action. Piaget referred to this stage as morality of co-operation—the level at which children understand that people both make up rules and can change the rules, which are now seen as a product of people’s agreements. This stage reflects the change to a social orientation, an ‘ethics of mutual respect’. Moral judgments shift from an objective to a subjective orientation: the primary concern is no longer simply the objective amount of damage caused by the immoral act, but the intention or motivation now becomes more important. Children now appreciate the reciprocity of relationships.

For Piaget, the highest stage of moral development, characteristic of adolescence, is moral autonomy. Dependent on the attainment of formal or abstract reasoning ability, moral autonomy commonly begins at puberty. In a game situation, like *monopoly, chess, dominos*—the adolescent reveals interest not only in the rules by which the game is played but also in possible new rules to make the game more interesting or more challenging.

**Kohlberg’s Theory of Moral Development**

Kohlberg developed his theory of moral development in the 1950s. Like Piaget, he proposed three levels of moral development. The first level, which he called Pre-conventional, is where moral reasoning is based solely on a person’s own needs and perceptions. The second level, the Conventional is where the expectations of society and law are taken into account. The last level, Post Conventional is where judgments are based on abstract, more personal principles that are not necessarily defined by society rules. Each of these levels is then divided into two stages.

Kohlberg used moral dilemmas which required difficult ethical choices to assess the levels of reasoning in children at different ages. He was not especially interested in the specific choices children or adults made but their underlying moral reasoning in those choices.

**Level 1– Pre conventional morality**

Children think in terms of external authority. Rules are absolute; acts are wrong because they are punished or right because they are rewarded.
Stage 1
*The punishment obedience orientation*

- Punishment and obedience are an individual’s main concerns.
- The main motivation for obeying a rule is to avoid punishment and achieve gratification.
- Being right means obeying authority.

Stage 2
*The instrumental-relativist orientation/ Personal reward*

- The individual adopts an orientation of individualism and exchange.
- Rules are followed if they are in the individual’s best interest.
- Deals and compromises with others are sometimes used to solve problems.
- Revealing a hedonistic orientation, morally right behavior depends on what satisfies one’s own desires.
- In both stages in level1- the child is egoistic/ a hedonist.
- Everyone has the right to do what he wants with himself and his possessions, even though his behaviour conflicts with the rights of others.

Level 2– Conventional Morality
Judgments at this stage are based on the conventions of friends, family and society and on their approval.

Stage 3
*The interpersonal-concordance orientation/Good boy or Good girl orientation*

- Moral reasoning is guided by mutual interpersonal expectations and conformity.
- People try to do what is expected of them.
- The concern is to meet external social expectation.
- Concept of ‘right’ is there but nobody has the right to do evil.
- Intentions become more important in judging a person’s behaviour.
Stage 4
Authority and social order-maintaining orientation/Law and order orientation

- Individuals place importance on the social system, including laws, and on fulfilling obligations.
- There is strong belief in law, order, duty and legitimate authority.
- The observance of the golden rule—do unto others as you would have others do unto you—is often the criterion in making moral judgments.
- Maintaining the established order for its own sake.

Level 3– Post conventional morality
Moral thinking involves working out a personal code of ethics or self accepted moral principle. Acceptance of rules is less rigid—one might not comply with some of the society’s rules if they conflict with personal ethics.

Stage 5
The social-contract legalistic orientation

- People recognize and try to balance the importance of both social contracts and individual rights.
- Moral behavior reflects a concern for the welfare of the larger community and a desire for community respect.
- More flexible understanding that we obey rules because they are necessary for social order but the rules could be changed if there were better alternatives.

Stage 6
The universal-ethical principle orientation/Morality of individual principle and conscience

- Behaviors conform to internal principles (justice and equality) to avoid self-condemnation and sometimes may violate society’s rules—motivation is feeling right with oneself.
• Individuals adopt an orientation towards universal principles of justice, which exist regardless of a particular society’s rules.
• Reasoning assumes a conscience that is based on self-chosen ethical principles that place the highest value on human life, equality and dignity.
• Civil disobedience is not out of disrespect for law and order, but out of respect for a morality higher than the existing law.
• Visionaries or moral leaders such as Abraham Lincoln, Nelson Mandela, and Martin Luther displayed this form of morality.

Evaluating Kohlberg’s theory

Kohlberg’s theory has generated enormous interest. It is the most nearly complete theory of moral development and psychologists have found that moral development in many situations seems to proceed roughly along the lines Kohlberg suggested even in other cultures such as Turkey and Israel.

But the theory has not gone without any criticism.

First, the scoring of scenarios is somewhat subjective and can lead to errors of interpretation. Kohlberg used moral dilemmas or scenarios and respondents were categorized into a moral level or stage according to their response to the scenario or moral dilemma. There was no objectivity in such criteria due to the fact that classifications depended on the researcher’s perceptions of the response.

Second, stages of moral development seem to be less-domain general than Kohlberg’s theory suggests (Kurtines & Greif, 1974). The level of people’s responses may vary, depending on the particular scenario to which they respond. In essence, given different scenarios or dilemmas, people’s responses may render them classified into different stages which may rather compromise the reliability and validity of the theory. Further, evidence indicates that, contrary to the assumption of stage theories, people may regress to earlier stages of moral reasoning under certain circumstances such as under stress. Third, Kohlberg’s own finding that, people can regress in their behavior points out the weak link that often exists between thought/reasoning and action/behavior.

The link between moral thought and moral behaviour is often weak – thought/reasoning does not necessarily translate into behaviour. Kohlberg needless to say put too much emphasis on moral thought than on moral
behaviour. Moral judgment/reasoning/thought refers to the intellectual or reasoning ability to evaluate the ‘goodness’ or ‘rightness’ of a course of action in a hypothetical situation. Moral behavior refers to the individual’s ability in a real – life situation to resist the temptation to commit immoral acts. Someone may indeed nurture a higher level of moral development, but not act in ways consistent with that understanding. This inconsistency is an element of cognitive dissonance in social psychology reflecting a discrepancy often existing between attitude/thought/reasoning and subsequent behaviour. The implication here is therefore that people in essence often ‘preach what they themselves do not practice’.

Fourth, the theory was originally validated on a relatively small sample of white, middle-class American males less than 17 years of age. Thus the theory is androgenic or centered on males. Although some investigators have found cross-cultural support for Kohlberg’s theory, others have found that in certain circumstances, such as the lifestyle of the communal Israeli kibbutz what is viewed as a higher level of morality differs from the value systems Kohlberg suggested. Apart from that the theory is ethnocentric (perspective biased towards one’s culture and judging others basing thereof) and eurocentric (that is biased towards the west) where people are generally individualistic, hence lacking a cosmopolitan perspective. It may therefore not apply in communal or collective societies because of its parochial nature. It is also argued that the scenario or dilemma responses were somewhat based on intuition that is instinctive knowledge or insight without conscious reasoning.

Fifth Kohlberg emphasized on cognitive reasoning about morality but overlooked other aspects of moral maturity such as character and virtue that operate to solve moral problems in everyday life (Walker and Pitts, 1998; Woolfolk, 2000). The theory does not differentiate between people in terms of their connectedness.

Gilligan’s Alternative to Kohlberg’s theory
Carol Gilligan (1982) has proposed one alternative model of moral development arising from the criticisms to Kohlberg’s theory. Unlike Kohlberg’s study which used males only, Gilligan used adolescents both girls and boys aged 10-15 in her study. Thus her theory was not androgenic. Gilligan like Kohlberg also thinks that moral development has three basic levels. She calls Level 1- preconventional morality, which
reflects a concern for self and survival. Level 11- conventional morality, shows a concern for being responsible and caring for others. Level 111-postconventional morality, shows a concern for self and others as interdependent. Gilligan believes that Kohlberg underemphasized the care perspective in the moral development of both males and females and that morality’s highest level for both sexes involves a search for moral equality between oneself and others. She suggested that women tend to have a different conception of morality than do men.

According to Gilligan, whereas men tend to focus on abstract, rational principles such as justice and respect for the rights of others, women tend to view morality more in terms of caring and compassion. They are more concerned with issues of general human welfare and how relationships can contribute to it and be strengthened. In particular women seem better able to show empathy, or the ability to understand how another person feels, when interacting with others. In general men tend to have a more competitive orientation, women a more co-operative orientation. Gilligan conducted several studies before she came up with her stage theory of moral development for women.

Post Test
1. Discuss the theories of moral development
2. Compare and contrast the theories of moral development
3. Outline the different stages in Kohlberg’s theory of moral reasoning
LECTURE EIGHT

Social Development

Introduction
The social development of adolescents takes place in the context of all their relationships, particularly those with their peers and families. One of the greatest social changes for adolescents is the new importance of their peers. This change allows them to gain independence from their families. By identifying with peers, adolescents start to develop moral judgment and values, and to explore how they differ from their parents (American Psychological Association, 2002). Young adolescents are very concerned with being accepted by a peer group. This great desire to belong can influence some to engage in activities that they normally would not consider. By middle adolescence, the intensity of involvement with a peer group gives way to more intimate friendships and romances. Peer groups may remain important longer for adolescents belonging to ethnic minority groups. For these teens, peer groups provide a much-needed sense of belonging within the majority culture (American Psychological Association, 2002). The relationship between adolescents and their parents is changed by the adolescent's social development. However, the shift in the adolescent's social world from family to peers does not lessen the importance of the family in the adolescent's life. Family closeness has been confirmed as the most important protective factor against certain high-risk behaviors such as smoking, alcohol and drug use, and early initiation of sexual intercourse (Resnick, Bearman & Blum, et. Al. 1997). The adolescent's new desire for independence leads to increasing conflicts between adolescents and their parents. Minor conflicts and bickering are considered to be normal as teens and their parents adjust to their changing relationship. The characteristics of an adolescent's community can also have a great impact on his or her social development. Communities
include features such as: Neighborhood socioeconomic status, support networks for families in low socioeconomic status neighborhoods, schools, religious organizations, media and people who live in the community.

**Objectives**

At the end of this lecture the students should be able to:

1. Explain social development in adolescence
2. Mention the types of social relationships in adolescence
3. Provide reasons for parent-adolescent conflict
4. Discuss the advantages and disadvantages of the different social groups in adolescence.

**Pre-Test**

1. Explain social development in adolescence
2. Mention the types of social relationships in adolescence
3. Provide reasons for parent-adolescent conflict
4. Discuss the advantages and disadvantages of the different social groups in adolescence

**CONTENT**

During adolescence, it is appropriate for youngsters to begin to separate from their parents and establish an individual identity. In some cases, this may occur with minimal reaction on the part of all involved. However, in some families, significant conflict may arise over the adolescent's acts or gestures of rebellion, and the parents' needs to maintain control and have the youth comply. As adolescents pull away from parents in a search for identity, the peer group takes on a special significance. It may become a safe haven, in which the adolescent can test new ideas and compare physical and psychological growth. In early adolescence, the peer group usually consists of non-romantic friendships, often including "cliques," gangs, or clubs. Members of the peer group often attempt to behave alike, dress alike, have secret codes or rituals, and participate in the same activities. The peer group expands to include romantic friendships as the youth moves into mid-adolescence (14 to 16 years) and beyond. Mid-to-
late adolescence is characterized by a need to establish sexual identity through becoming comfortable with one's own body and sexual feelings. Through romantic friendships, dating, and experimentation, adolescents learn to express and receive intimate or sexual advances in a comfortable manner that is consistent with internalized values. Young people who do not have the opportunity for such experiences may demonstrate difficulty in establishing intimate relationships into adulthood. There are five recognized psychosocial issues that teens deal with during their adolescent years. These include: establishing identity, establishing autonomy, establishing intimacy, becoming comfortable with one's sexuality and achievement.

**Establishing an identity:** This has been called one of the most important tasks of adolescent life. The question of "who am I?" is not one that teens think about at a conscious level. Instead, over the course of the adolescent years, teens begin to integrate the opinions of influential others (e.g. parents, other caring adults, friends, etc.) into their own likes and dislikes. The eventual outcome is people who have a clear sense of their values and beliefs, occupational goals, and relationship expectations. People with secure identities know where they fit (or where they don't want to fit) in their world.

**Establishing autonomy:** Some people assume that autonomy refers to becoming completely independent from others. They equate it with teen "rebellion." Rather than severing relationships, however, establishing autonomy during the teen years really means becoming an independent and self-governing person *within* relationships. Autonomous teens have gained the ability to make and follow through with their own decisions, live by their own set of principles of right and wrong and have become less emotionally dependent on parents. Autonomy is a necessary achievement if the teen is to become self-sufficient in society.

**Establishing intimacy:** Many people, including teens, equate intimacy with sex. In fact, intimacy and sex are not the same. Intimacy is usually first learned within the context of same-sex friendships, then utilized in romantic relationships. Intimacy refers to close relationships in which people are open, honest, caring and trusting. Friendships provide the first setting in which young people can practice their social skills with those
who are their equals. It is with friends that teens learn how to begin, maintain, and terminate relationships; practice social skills; and become intimate.

**Becoming comfortable with one's sexuality**: The teen years mark the first time young people are both physically mature enough to reproduce and cognitively develop enough to think about it. Given this, the teen years are the prime time for the development of sexuality. How teens are educated about and exposed to sexuality will largely determine whether or not they develop a healthy sexual identity. Just over one-third of high school students report being sexually active; almost half (46 percent) report ever having had sex (Centers for Disease Control, 2005). Many experts agree that the mixed messages teens receive about sexuality contribute to problems such as teen pregnancy and sexually transmitted diseases.

**Achievement**: Our society tends to foster and value attitudes of competition and success. Because of cognitive advances, the teen years are a time when young people can begin to see the relationship between their current abilities and plans and their future vocational aspirations. They need to figure out what their achievement preferences are - what they are currently good at and areas in which they are willing to strive for success.

**How these changes affect adolescents**
Teens begin to spend more time with their friends than their families: It is within friendship groups that teens can develop and practice social skills. Teens are quick to point out to each other which behaviors are acceptable and which are not. It is important to remember that even though teens are spending increased amounts of time with their friends, they still tend to conform to parental ideals when it comes to decisions about values, education, and long-term plans.

Teens may have more questions about sexuality. They may ask about adults' values and beliefs. They may ask how you knew it was time to have sex or why you waited. Teens may begin to keep a journal. Part of achieving identity is thinking about one's thoughts and feelings. Teens often begin journaling as a way of working through how they feel. When they are in their rooms, teens may begin to lock their bedroom doors. Locking doors is a way to establish privacy. As long as teens continue to
interact with the family, locked doors are usually nothing to worry about. Teens may become involved in multiple hobbies or clubs. In an attempt to find out what they are good at, teens may try many activities. Teens' interests also change quickly. Today they are into yoga, and tomorrow they are into soccer. Teens may become elusive about where they are going or with whom. When asked what they'll be doing for the evening, teens typically reply with "nothing" or "hanging out." When asked whom they'll be with, teens reply, "just some friends."

Teens may become more argumentative. Teens may question adults' values and judgments. When teens don't get their way, they may say, "You just don't understand." Teens may not want to be seen with parents in public. They may make parents drop them off a block from their friends' houses or from school. Teens may begin to interact with parents as people. Even though they may not want to be seen with parents in public, teens may begin to view parents more as people. They may ask more questions about how a parent was when he or she was a teen. They may attempt to interact with adults more as equals.

Social Relationships

Friends: Probably the most controversial changes during adolescence are those linked to peer relationships. One major change in this arena is the general increase in peer focus and involvement in peer-related social sports, and other extracurricular activities. Many adolescents attach great importance to the activities they do with their peers—substantially more importance than the attach to academic activities and to activities with family members. Consequently, adolescents spend increasing amounts of time with their peers and the importance of peer relationships grow as well. Peers become important because of social comparison (compare and evaluate changes), reference groups (groups with whom one compares oneself), cliques (frequent interactions with one another) and sex cleavage (sex segregations). Popularity and rejection: Controversial adolescent children who are liked by some peers and disliked by others. Rejected adolescents are those who are actively disliked and whose peers may react to them in an obviously negative manner. Neglected adolescents are children who receive relatively little attention from their peers in the form of either positive or negative interactions.
Peer Pressure: research suggest that in some cases adolescents are highly susceptible to the influence of their peers, on the other hand when it comes to many nonsocial matters, such as choosing a career path or trying to solve a problem they are more likely to turn to an experienced adult (Phelan, Yu & Davidson, 1994). Love: When and how adolescents begin to date is determined by cultural factors that change from one generation to another. In adolescents dating is a way to learn how to establish intimacy with another individual. It can also be entertaining and even provide status and prestige to an adolescent depending on who they are dating. Family: parents–child conflicts are more likely to occur during adolescents, particular during the early stages. Adolescents increasingly seek autonomy, independence and a sense of control over their lives. This increase changes the relationship between parents and teenagers.

Much has been written about how this peer conformity creates problems for adolescents, and about how "good" children are often corrupted by the negative influences of peers, particularly by adolescent gangs. More often than not, however, adolescents agree more with their parents' views on "major" issues such as morality, politics, religion, and the importance of education. Peers have more influence on such things as dress and clothing styles, music, and activity choice. In addition, adolescents tend to socialize with peers who hold similar views as their parents on the major issues listed above.

Changes in Family Relationships
Although the extent of actual disruption in parent-adolescent relations is not as great as one might expect given stereotypes about this period of life. There is little question that parent-child relations do change during adolescence. As adolescents become physically mature they often seek more independence and autonomy and may begin to question family rules and roles, leading to conflicts particularly around such issues as dress and appearance, chores, and dating. Despite these conflicts over day-to-day issues, parents and adolescents agree more than they disagree regarding core values linked to education, politics, and spirituality. Nonetheless, parents and adolescents do interact with each other less frequently than they did in middle childhood. Some researchers have argued that this distancing in parent-adolescent relations has great functional value for adolescents, in that it fosters their individuation from their parents, allows them to try more things on their own, and develops their own
competencies and confidence in their abilities. But it is important to bear in mind that, in most families, this distancing takes place in the context of continuing close emotional relationships. And in many cultural groups, adolescents play an increasingly central role in family life and family maintenance.

Post-Test
1. Explain social development in adolescence and gender role
2. Mention the types of social relationships in adolescence
3. Provide reasons for parent-adolescent conflict
4. Discuss the advantages and disadvantages of the different social groups in adolescence

References


LECTURE NINE

Gender Roles and Parenting

Introduction
Gender is so important for so many aspects of development during adolescence and emerging adulthood. Gender can also be a term to imply the characteristics of males and females due to cultural, social belief, influences, and perceptions. Gender Identity is the gender beliefs an adolescent has psychologically.

Traditional cultures have girls working alongside their mothers and taking care of their younger sibling. Examples: cooking, making clothes, and running the house. Culture also teaches girl not to be active before marriage because it is considered sinful and they have to remain a virgin. However, boys are encouraged to have sexual experiences and okay for them not to be a virgin. Some boys experience sex with prostitutes or with older women that are friendly to the sexual interest of young adolescent boys. In traditional culture, adolescent boys must learn to provide, protect, and procreate (Arnett, 2004). Gender Socialization is carried out by family, peers, and school. Boys and girls are expected to act and behave according to their gender role. Parents, teachers, and peers encourage children to conform to their gender roles. There are culturally defined specific activities for girls and boys. For example girls are generally expected to assist their mother in domestic chores such as cooking, washing clothes, sweeping etc while boys are expected to accompany their fathers in fitting electrical appliances in the house and handling mechanical problems.
Parenting Styles

Parenting styles are made up of two broad dimensions of parenting behaviours:

1. **Parental Responsiveness** (e.g., love, warmth, nurturance) refers to the extent to which parents respond to the child’s needs in an accepting, supportive manner.

2. **Parental Demandingness** (e.g., discipline, control) refers to the extent a parent expects and demands mature, responsible behavior from the child.

The four parenting styles are created by the interface of high and low parental responsiveness and demandingness.

<table>
<thead>
<tr>
<th>High Parental Demandingness</th>
<th>Low Parental Responsiveness</th>
<th>High Parental Responsiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritarian Autocratic</td>
<td>Authoritative Democratic</td>
<td></td>
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<tr>
<td>Low Parental Demandingness</td>
<td>Permissive Indifferent</td>
<td>Permissive Indulgent</td>
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**The Four Styles:**

**Authoritarian/Autocratic Parents** *(parent-centered)*: High Parental Demands and Low Responsiveness

**Parental Characteristics:**

i. Uses strict control (restrictive, punitive, places limits and controls on child, self-will curbed by punitive measures).

ii. Evaluates child’s behavior and attitudes with an absolute standard.

iii. Values obedience, respect for authority, and tradition.

iv. Exhorts the child to follow parents directions.

v. Respects works and effort.

vi. Gives very little verbal give and take.

vii. believes that the child should accept the parent’s word for what is right.
viii. Has anxiety about social comparison.

_Children’s behaviour:_ such children may exhibit the following behavioural outcomes: Discontent, Aimless, Withdrawn, Fearful and Distrustful.

_Authoritative/Democratic parents:_ High Parental Demands and High Responsiveness

_Parental characteristics:_ Controlling but flexible, Encourages child to be independent, but still places limits, Demanding, but rational, Verbal give and take is extensive, Warm and nurturing, Receptive to child’s communication, Values discipline, self-reliance, and uniqueness, Recognizes the parent has special rights as an adult, but also that the child has individual interests and special ways, Uses reasoning as well as power to achieve objectives

_Children’s behaviour:_ Self-reliant, Self-controlled, Explorative, Content and Cooperative. Permissive Indifferent Parents: Low Parental Demands, and Low Responsiveness

_Parental characteristics:_ Highly uninvolved, Neglecting, and unresponsive, interact as little as possible with their children,

_Children’s behaviour:_ Exhibit a lack of self-control, Very demanding, non-compliant, and/or aggressive,

_Permisssive indulgent parents:_ Low Parental Demands and High Responsiveness

_Parental characteristics:_

i. Undemanding but accepting and responsive,

ii. Allows extensive freedom,

iii. Does not control their negative behaviours,

iv. Highly involved with their children.
**Children’s behaviour:** Few friends, Self-indulgent, Never learned to follow the rules, Impulsive

**General Characteristics of Both Permissive Styles**

**Parental Characteristics:**

i. Non controlling – allows the child to regulate his/her own behavior and does not encourage the child to obey externally defined standards

ii. Attempts to use reason but not overt power to accomplish ends

iii. Non-demanding – gives few demands for household responsibility and orderly behavior

iv. Non-punitive

v. Accepting of child’s impulses

vi. Consults with the child on policies and gives explanation for family rules

**Children’s behaviour:** Least self-reliant, Impulsive, Aggressive, Least explorative and Least self-control.
LECTURE TEN

Development of Identity

Introduction
“Thirteen is a hard age, very hard. A lot of people say you have it easy, you’re a kid, but there’s a lot pressure being 13 — to be respected by people in your school, to be liked, always feeling like you have to be good. There’s pressure to do drugs, too, so you try not to succumb to that. But you don’t want to be made fun of, so you have to look cool. ‘You Gotta wear the right shoes, the right clothes.’” (Carlos Wuintana, 1998, p.66). Identity formation involves having a sense of self and developing self esteem.

Erik Erikson theorized that a chief task of adolescence is to solidify one's sense of self-identity. Adolescents usually try out different "selves" in different situations. Often, this role confusion gets resolved by the gradual reshaping of a self-definition that unifies the various selves into a consistent and comfortable sense of who one is. Once this occurs, one is ready for close relationships, or the intimacy of young adulthood.

Objectives
At the end of this lecture, students should be able to:
1. Explain identity development
2. Outline the stages in identity formation
3. Explain self esteem

Pre-Test
1. Explain identity development
2. Outline the stages in identity formation
3. Explain self esteem
Identity Formation

According to Erikson adolescents enter into substantial psychological turmoil as they encounter identity crisis. During this stage, adolescents try to figure out what is unique and distinctive about themselves. They strive to discover their strengths and weaknesses and the roles they can best play. Adolescents who stumble in their efforts to find suitable identity may go off course in several ways. They may adopt socially unacceptable roles as a way of expressing what they do not want to be or they may have difficulties forming and maintaining close personal relationships. Those who have successful forgoing appropriate identity set a course that provides a foundation for future psychosocial development and develop an accurate sense of who they are.

Self Identity becomes important during adolescents because their intellectual capacity becomes more adult-like, they are able to see how they stack up to others and become aware that they are individuals. Their dramatic physical changes in "puberty" make them aware of their own bodies and aware of others reacting to them in ways they are unaccustomed to. Seeing themselves is one aspect of adolescents which increases their understanding of who they are. They look at themselves from a psychological perspective, viewing traits not as concrete entities, but as abstraction. (example: I am an environmentalist, I am the fastest runner in my class).

**Self esteem:** An adolescent’s sense of worth and well-being. Gender is an important factor that determines self esteem. Girls for example tend to be more concerned about physical appearance and social success. Boys also care about this, but are more casual about it; however they have more social pressures, such as making the sports team and rejection when asking out a girl. Socioeconomic Status also influences self esteem. Adolescents with higher SES generally have higher self esteem then those with lower SES due to material items. Example: more expensive clothes, cars, shoes. Race and ethnicity also play a role in self esteem, but the impact is lessened as prejudicial treatment of minorities has eased. In United States of America, past studies showed lower self-esteem in Hispanics and African Americans than Caucasians, based on prejudicial attitudes in society which made the adolescents disliked and rejected. Now research shows that racial pride helps support a stronger sense of racial identity.

Substages of Identity vs Identity/Role Confusion

a. **Temporal Perspective versus Time Confusion**: gaining a true sense of time and the continuity of life needed to make plans for future. Usually occurs around ages 15-16.

b. **Self Certainty versus Self Consciousness**: use past experiences to gain self-confidence and realize that you can succeed in the future. Must go through a period of self-awareness & self-consciousness, during which the adolescent focuses on self-image both physically and socially to accomplish self-certainty.

c. **Role Experimentation versus Role Fixation**: try out different roles, ideas, philosophies, etc to find own way of thinking and acting.

d. **Apprenticeship versus Work Paralysis**: try out jobs to get insight into possible career. Jobs can be very important for improving self-identity. Poor self-image can lead to failure at work, school, etc., and to one's own self opinion.

e. **Sexual Polarization versus Bisexual Confusion**: (criticized greatly for this stage) Searching for a sexual identity, people now have to understand and accept their role as either a man or woman, and everything that comes with that role (reason for "Polarization").

f. **Leadership and Followership versus Authority and Confusion**: do we become leaders or followers, or do we not know our place in society. There are demands from many places and people on the adolescent, so now he must decide who to listen to - who is an authority figure.

g. **Ideological Commitment versus Confusion of Values**: "search for fidelity" - find something/someone to believe in. James Marcia expanded on Erikson's work and divided the identity crisis into four states: identity diffused foreclosure, moratorium, and identity achieved. These are not stages, but rather processes that adolescents go through. All adolescents will occupy one or more of these states, at least temporarily. But, because these are not stages, people do not progress from one step to the next in a fixed sequence, nor must everyone go through each and every state.
Each state is determined by two factors:

a. Is the adolescent committed to an identity, and

b. Is the individual searching for their true identity? Adolescents will or may have a distinct identity status in these four domains – occupation choice, sex roles, politics ideology, and religion

**Identity Diffused:** Adolescents who are in this status have not experienced an identity crisis. They have not made any commitments regarding religion, sex roles, a political standing, or an occupation. Many young adolescents characterize this status. However through time, the pressure from peers, parents, and society help many to wrestle with these crisis decisions. One should be aware that if an adolescent spends a prolonged time in the identity diffused stage without further development it may “lead to personal disintegration, thus becoming a diagnosis of psychopathology that may lead to schizophrenia” (Rice, 1999, p.184). These individuals are often confused and are overwhelmed, therefore they need and make little effort to tackle the decisions that lead to identity formation.

**Foreclosure:** Adolescents in this phase of development have not likely experienced a crisis. However, they may have already made commitments to occupations and ideologies that have been enforced by parents, society, or any other outside force other than their own. An example of an individual in this phase might say that they want to become a teacher because their mother is a teacher. For that reason, foreclosed adolescents are unable to distinguish between their own goals and interests and the ones that their parents make for them. Individuals who remain in the foreclosure stage for a long period of time often make choice without thinking too long about them. As a result they may marry at a young age, as well as make hasty decisions without using the appropriate thought process.

**Moratorium:** The word moratorium means a period of delay granted to someone who is not yet ready to make a decision or assume an obligation (Rice, 1999, p. 185). Adolescents in this phase are experiencing crisis, but many at once without making commitments. Consequently, they often feel perplexed, unbalanced, and dissatisfied.
These adolescents often act out in rebellious ways and are uncooperative as a means to not deal with the anxiety felt by these confused individuals. They have not yet found an acceptable identity and are still investigating their options.

**Identity Achieved:** These individuals have experienced and resolved crisis carefully and have evaluated all their options. They have come to these conclusions and made decisions on their own. Once an identity has been achieved, there is a self-acceptance, a stable self-definition, and a commitment to a vocation, religion, and political ideology (Rice, 1999). However, there is still anxiety involved with these individuals — after they have set goals for themselves; they still worry about achieving them. Many individuals do not reach this stage before the graduation of high school primarily because they still live with their parents and are under their rules.

**Post-Test**
1. Explain identity development
2. Outline the stages in identity formation
3. Explain self-esteem
4. Discuss Marcia’s identity states
LECTURE ELEVEN

Emotional Development and Sexuality

Introduction
Some of the issues considered in this lecture relate to school problems, eating problems and sexuality. This can be a cause of concern for parents, teachers and the teenager themselves. Teenagers find a variety of means to express themselves sexually. Most young people relieve sexual tension through masturbation, which by this age is an erotically motivated behavior. A second sexual expression for teenagers is mutual petting, or sexual activities other than intercourse. Petting is either heavy (below the waist) or light (above the waist). A third sexual outlet for adolescents is intercourse. The mechanics of sex are the same, whether the participants are teenagers or adults. However, although the passion of sex may be present, the commitment and intimacy of a mature relationship are usually missing from the teenage experience.

Objectives
At the end of this lecture, the students should be able to:
1. Explain emotional problems in adolescence.
2. Discuss adolescent sexuality
3. Give examples of the consequences of adolescent sexual behaviour.

School Problems: School problems can also be due to emotional and intellectual problems, rebellion against authority and refusal to go to school due to a number of problems. Some children may be perfectionists. They may become depressed and unsettled if they do not perform as well
as they think they are expected to. Some adolescents may have disturbed family life due to various factors, such as loss of a parent through death or divorce, parental relationship difficulties and so on. They may experience difficulties associated with being separated from their parents. Their school problems may be an established pattern. Some children may have established a pattern of missing school early in life. They may often have physical symptoms such as headaches or stomach aches. Some teenagers may go to school, then play truant. This is usually because they are unhappy at home and frustrated at school. Some others may be victims of bullying. They may want to spend their days with others who feel the same way. Emotional problems can affect school work. It can make it hard to concentrate. They may have worries about themselves, about home, pressure to do well, pass exams and so on. They may want to do well and push themselves. But excessive nagging and pushing can be counter-productive. Whilst exams are important, they should not be allowed to dominate the teenager’s life or cause them unhappiness.

**Eating Problems:** Weight can be a problem. If an adolescent is overweight and made fun of, they are more likely to dislike themselves and become depressed. This can lead to inactivity and comfort eating, which makes the weight problem worse. It is important to ensure that adolescents are happy with themselves, whatever their appearance.

Adolescent sexuality refers to sexual feelings, behaviour and development characteristic of adolescence and is a stage of human sexuality. Sexuality and sexual desire usually begins to intensify along with the onset of puberty. The expression of sexual desire among adolescents (or anyone, for that matter), might be influenced by family values and the culture and religion they have grown up with (or as a backlash to such), social engineering, social control, taboos, and other kinds of social mores. In contemporary society, adolescents also face some risks as their sexuality begins to transform. Whilst some of these, such as emotional distress (fear of abuse or exploitation) and sexually transmitted diseases (including HIV and AIDS) are not necessarily inherent to adolescence, others such as teenage pregnancy (through non-use or failure of contraceptives) are seen as social problems in most western societies. Adolescents struggle to find appropriate sexual outlets for articulating their desires. They participate in the same sexual activities as do adults, while usually in the absence of a committed and long-term relationship.
Sexually active teenagers may think they are in love and date one person exclusively for extended periods, but they lack the level of maturity necessary to maintain intimate and loving relationships. Adolescent promiscuity may be indicative of emotional problems, including low self-esteem, dependence, immaturity, insecurity, or deep-seated hostility.

According to U.S. statistics, which may vary, the average age for a first sexual intercourse is between 16 and 17. Complicating matters is the fact that sexually active adolescents either use contraception on an irregular basis, or they do not use it all. They also do not consistently take precautions against sexually transmitted diseases, even in this day of HIV and AIDS.

Problems Resulting from Adolescent Sex
Perhaps the greatest potential problem faced by sexually active teenagers is an unplanned pregnancy. With so many teenagers refusing to use contraceptives consistently, teenage pregnancy has reached an unimaginable level in the United States. Each year, about 500,000 babies are born to adolescent mothers, who typically face many serious problems. Medically, pregnancy and childbirth during adolescence are risky to both child and mother. An adolescent girl's body is not fully developed, and she may not have access to adequate medical care or understand the importance of proper nutrition. Thus, she is at higher risk of having a miscarriage or a premature, low birth-weight baby. The young mother also may die during childbirth. Financially, many adolescent mothers are single and live in poverty. If they drop out of high school, they have limited earning power. With less money and more expenses, they are forced to accept welfare to support their children and themselves.

Teenage mothers who are married face similar problems. About 50 percent of teenage mothers are married, and according to statistics they struggle financially just as much as unwed teenage mothers. Not surprisingly, teenage marriages are plagued by poverty, again because of limited education and earning power. They are also highly susceptible to divorce because of their emotional and financial instability, some of which is due to immaturity and marrying for the wrong reasons. Adolescent fathers may be eager to help their partners and offspring, but they usually do not have the means to do so. Like teenage mothers, teenage fathers lack the education and skills needed to find suitable employment. Of course,
other teenage fathers do not want the responsibilities of marriage and parenting. In turn, they abandon the mother and child, who then must struggle even more to survive.

**Sexually Transmitted Diseases (STDs)** are another serious consequence of teenage sex. Each year, more than 3 million teenagers contract an STD—an alarming figure given the current HIV/AIDS epidemic. Such figures underscore the importance of why teenagers must understand the medical and social implications of their sexually activity.