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ADOLESCENCE

“**Y**ou are not a child anymore, let the younger ones play, you come and help me.

“There is no need for you to sit here amongst-adults, go out and play.”

Do you remember the time when these kind of remarks were made at you? Yes, you are right, we are talking about the time when you were not considered a child and yet were not even a part of the adult world. This period between childhood and adulthood is called **adolescence**. WHO defined adolescents as people within the age group of 10-19 years. What happens during this period that makes you belong nowhere? What are some of the special characteristics of this stage? What are the strengths and weaknesses of this period? In this lesson, we are going to talk about adolescence and all the changes that take place during this period.



OBJECTIVES

After reading this lesson you will be able to do the following:

- define the term “Adolescence”;
- describe the physical changes occurring in both the sexes during adolescence;
- discuss the consequences of sexual maturation on the self-confidence of adolescents;
- give examples to show the influence of parents, peers and school on the development of the adolescent;
- outline the language skills acquired during the period;
- describe the cognitive abilities of an adolescent as distinct from those of a child;
- enumerate the developmental tasks of adolescence;
- discuss the typical characteristics and the problems faced by adolescents.



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20.1 DEFINING ADOLESCENCE

Let us first define the term adolescence, “*Adolescence is the period of development between childhood and adulthood*”.

A boy or girl enters adolescence as a child and emerges as a man or woman, expected to be ready to assume an adult role in the society. For everybody, the years 11 to 18 are the most eventful. During these years there is rapid physical and sexual growth and maturation.

It is very difficult to say exactly when adolescence starts. However, onset of puberty is generally accepted as the beginning of adolescence.

What is puberty ? Let us find out. The period around 11 or 12 years of age is the onset of puberty which usually lasts for 2 years. During these years there is a spurt in physical growth and appearance of sex characteristics. The first sign of puberty in girls is menstruation and in boys, nocturnal emission (ejaculation of semen during sleep).

The physical changes that take place during adolescence are as follows:

Girls	Boys
1. A girl gains about 8cms in height between 11 to 13½ years of age.	1. On an average, boys grow about 20 cms in height between 13 to 15 years of age.
2. Develop more fatty and subcutaneous tissue giving rise to rounded contours.	2. Develop a lot of muscles, enabling them to do heavy physical work.
3. The shoulders are slender while hips become broader and rounded.	3. Boys develop broader and stronger shoulders while their hips remain slender.
4. Hair growth in the arm-pits and pubic area.	4. Hair on the body becomes darker and curlier. Hair appears in the arm-pits and pubic area. Facial hair appears at side of the mouth, lips, cheeks and then the sides of the face.
5. The voice becomes more shrill and adult like.	5. The voice breaks, i.e., becomes squeaky and matures. This happens because the larynx enlarges and vocal cord lengthens. Adam’s apple becomes prominent.
6. Appearance of the breast-bud.	6. Increase in the size of the penis.

7. Onset of menarche or first menstrual cycle. First few cycles may be irregular and sometimes painful.
7. First nocturnal emission occurs nearly a year after the penis starts growing. The seminal fluid may not contain sperms at puberty.

Although the overall sequence of physical and sexual growth and maturity are comparable for boys and girls, girls attain their adult height, weight and ability to bear children, two years earlier than boys.

As you have studied during adolescence boys and girls have different nutritional needs. (Refer to table 5.5 of lesson 05 'Meal Planning').

**INTEXT QUESTION 20.1**

1. Select the most appropriate answer.
- (i) Adolescence is the period between
- (a) birth and childhood.
 - (b) childhood and adulthood.
 - (c) adulthood and old age.
 - (d) childhood and old age.
- (ii) Adolescence begins and ends between:
- (a) 11 and 18 years of age.
 - (b) 12 and 16 years of age.
 - (c) 13 and 18 years of age.
 - (d) 15 and 18 years of age.
- (iii) The first sign of puberty amongst girls is
- (a) growth of pubic hair
 - (b) appearance of breast-bud
 - (c) onset of menstruation
 - (d) nocturnal emission
- (iv) The first sign of puberty amongst the boys is:
- (a) facial hair growth
 - (b) nocturnal emission
 - (c) breaking of voice
 - (d) appearance of pubic hair

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2. From the following list (✓) mark those changes that take place in boys/ girls/both during adolescence.

	Boys	Girls
1. More fatty tissues and rounded contours
2. Slender shoulders and broader hips
3. Broader and stronger shoulders and slender hips
4. Dark, curly hair on the body
5. Squeaky and mature husky voice
6. Onset of menarche
7. Growth in arms and legs
8. Growth in height

20.2 EARLY AND LATE MATURATION

Some adolescents undergo the physical changes described above, earlier than others. This has a specific influence on the psychological aspects of their development.

It is generally seen that the early maturing girls feel very conscious and odd about their bodies and they think why is it happening to them ? Since they look grown up, adults expect them to behave more responsibly. Late maturing girls look younger and are not expected to measure up to adult standards of behaviour. Therefore they are more relaxed. However, they do not get attention from boys.

Early maturing boys are more confident as compared to girls. Because of their greater physical strength and well developed bodies they are chosen leaders. They are satisfied with themselves. At the same time, adult expectations from them are high. Late maturing boys feel inferior because of lack of physical growth and they keep thinking whether they will ever become big and strong like their friends.

Usually these feelings are temporary and as adolescents grow they get over these feelings as well. Parents need to talk to adolescents and explain to them the physical changes that take place in the body. They should also give them sex education.

20.3 SOCIO-EMOTIONAL DEVELOPMENT OF ADOLESCENTS

Adolescents have mood swings in the early years. They cry and laugh easily,



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they are moody and irritable because they do not understand about all the changes that are taking place in their bodies. But as the years pass the hormonal activity within them settles down. With this their vulnerability also disappears.

Socially, they like to be with the peer group most of the time. This group has its own culture, values, language, dress style, music and other likes and dislikes. Conforming to the group norms is an important objective of all adolescents. This is the reason adolescents have many friends. Anyone who cannot make friends goes into depression which can have dangerous consequences.

20.4 LANGUAGE DEVELOPMENT

You know that by the end of middle childhood the child has a vocabulary of about 4000 to 5000 words. With greater use of the vocabulary already learnt, the adolescents' language becomes fluent and complex. They are able to add many more words to the vocabulary and also use them for forming complex sentences. All this helps them to communicate fluently.

A characteristic feature of the language development during adolescence is the use of 'slang' and 'short forms' for words. **Slang** can be called a word used to represent a set of words or an idea. For example, chicks is a slang word for pretty young girls while 'bindaas' means carefree attitude. Can you think of some slang words?

Another feature is the beginning of the use of stage short forms or abbreviations e.g. Connaught Place becomes C.P. and Greater Kailash becomes G.K. For many people these characteristic features of the language continue in their adult lives as well.

20.5 COGNITIVE DEVELOPMENT

Before a child enters adolescence, he/she needs to see things to be able to understand the relationship between them. During adolescence all that changes. The adolescent's thinking becomes abstract. The adolescent can imagine situations and events. For example on being told that A is bigger than B, and B is bigger than C, a 15 year old can draw the conclusion that A is bigger than C. A child who has not entered adolescence, would have to see the objects A, B and C before she can come to a conclusion.

The adolescent is able to think contrary to fact ideas. For example, if an adolescent is asked to tell the advantages of "if we all could fly", the adolescent can think of answers like- "There would be no need for vehicles". Can you think of some more advantages? With this imaginary and contrary to fact ideas, the adolescent is able to understand similes, abstract jokes with meaning which have to be inferred. These abilities enable the adolescent to



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take decisions by thinking of all the possible alternatives for the solution to a problem. Thus we can say that the adolescent’s thinking becomes more mature and systematic.

20.6 ADOLESCENTS NEED SEX EDUCATION

You already know that by the end of adolescence the adolescent is sexually mature and should be prepared for marriage and family life. Therefore, the adolescent needs to be educated about his/her sexual development and needs to adjust to these changes. The adult sexual behaviour of an adolescent will be determined by the attitudes he/she acquires about sex. The parents and school environment can play a very important role in the acquisition of these attitudes. This education is also called 'education for reproductive health'.

During this time, the adolescent’s preoccupation with sex is very natural. The appearance of secondary sex characteristics and the activity of hormones in the body raises many questions in his/her mind. He/she depends on information from the peer group and from printed material. The kind of information the peer group gives is not always correct and contains a lot of misconceptions and fallacies. Similarly, the printed material if available is not always of good quality and can be very misleading. It can confuse the adolescents rather than do any good. Therefore, parents can play the role of informed adults who can handle questions about sex. Majority of parents feel very awkward and do not know how to handle the questions adolescents ask. It is important that parents develop a wholesome relationship with their wards so that they do not feel any hesitation in asking questions and the parents should not hesitate in giving the right answer to the question asked.



INTEXT QUESTION 20.2

I. Select the most appropriate answer. Give a reason for your selection.

- (i) Early maturing girls feel
 - (a) good and confident (c) conscious and confident
 - (b) conscious and odd

Because.....
.....
.....

- (ii) Which of the following do not get attention from the boys?
 - (a) Late maturing girls (c) Both the above
 - (b) Early maturing girls



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Because.....
.....
.....

(iii) Amongst boys, the chosen leaders are:

- (a) Late maturing boys (c) any one of the two
- (b) Early maturing boys

Because.....
.....
.....

(iv) Adolescents usually do not rely on them for information about sex

- (a) peers (c) grand parents
- (b) printed material

Because.....
.....
.....

20.7 ROLE OF PARENTS

During this period, the adolescents want independence from their parents and yet they are dependent on them for their needs. They do not like to be told “Do this” and “Don’t do this”. Parents still want to control them while the adolescents want freedom and this leads to a tussle between the parents and adolescents. Here, the parents have to decide how much control they should exercise on their adolescent children, how much freedom is to be given, in which area they can let the adolescent have his/her say and in which they need to put their foot down. In short, the parents have to work out a congenial and workable disciplinary technique.

Let us discuss some parenting styles and their influence:

- (1) Parents who give more freedom to the adolescent as he or she grows and at the same time take interest and responsibility for adolescent’s decisions, encourage the adolescent to become more independent and responsible.
- (2) Parents who are very strict and who play the role of an authority figure, i.e., who do not let the adolescent take any decision on her own, seriously hamper the adolescent’s ability to be independent.
- (3) On the other hand if parents are indifferent, i.e., who leave the adoles-



cents with their problems and do not interact with them, have children who grow up with indifferent attitudes.

Parents who encourage the adolescent to participate in family matters, value their opinion and take more interest in their activities, have children who are more confident. Thus, we can say that the parent-adolescent relationship should be based on mutual respect and love. Examine your relationship with your parents. Do you face any problems? How do you and your parents solve them?

Also remember, just as the parents understand their adolescent, the adolescent should also understand parent's point of view and take their advice - parents have years of experience behind them.

20.8 ROLE OF PEERS



Fig. 20.1: Peer Interaction

During adolescence, most often between the ages of 14 to 16, there is a gradual shift from parents to peer group (same age-mates). The changing family structure i.e. extended family (grandparents, parents and children) breaking and giving rise to nuclear family, makes the peer group very important. In nuclear families, the adolescents do not have anybody to talk to about their problems. This is because the parents are busy earning a living and there is no one else at home.

As you already know, even as children we are influenced by peers and today, also, the peer group plays the same role i.e. learning to interact with age-mates, developing age relevant skills and interests and sharing problems and feelings.

During adolescence the peer group becomes more important because of the following reasons:

- (i) Everybody is going through the same conflicts and problems.
- (ii) The general feeling is that the peers understand them more than their parents.
- (iii) It is during adolescence, that the individual learns how to interact with members of the opposite sex. The peer group provides this opportunity for interaction.
- (iv) All adolescents feel it is very important to talk, walk, speak, dress and generally behave like their peer group does. This is often called the "**peer culture**". Can you give an example? Yes, one example could be wearing of one earring by the boys. Another could be cutting hair too close or growing them too long.



Many people feel that “peer culture” is a way for the adolescents to feel different from their parents. They have their own code language and dress code.

It is important that the parents let the adolescent be a member of the peer group, but they need to keep an eye on their activities, as these activities might unknowingly be anti-social in nature, for example, forming of gangs and indulging in street violence.

However, it is not always true that parents and peer group are absolutely opposite to each other. Many a time, peer group can reinforce parental values, if it is of the same socio-economic status and educational level as the adolescent’s family.

Peers can have harmful effects as well. A boy or girl who is laughed at or rejected while forming heterosexual relationship may develop a lot of anxiety. Also, the adolescent may be pressurized by the group to indulge in activities against their own judgment which they might later regret, e.g., pressurising the adolescent to try drugs or to lift things from shops, etc.

20.9 ROLE OF SCHOOL AND TEACHERS

School is a major institution, other than the family, which is responsible for teaching a number of social as well as academic skills to the adolescence. Whether or not an adolescent does well in studies depends to a large extent on the school environment and teachers.

If the school discipline is not very harsh and the student’s point of view is respected, the adolescent is more likely to enjoy academic work. When the teachers are properly trained, warm and enthusiastic and recognize the hidden talents of the students, they bring out the best in the adolescent which makes them feel very good about themselves.

On the other hand, poorly trained, incompetent teachers with large classes, a lot of work load, rigid curriculum and regulations can have a negative impact on the students. This does not give enough opportunity to the adolescents to solve the questions and satisfy the thoughts that come to their mind. As a result, they may lose all interest in studies and are not motivated enough to do well. Many of them may even drop out of school.

Parent’s active interest and their feelings and attitudes about the school and teachers can also influence how the adolescents feel about school and teachers. The adolescents may regard the school and teachers the way the parents do.

Apart from playing the important role of teaching academic and social skills, the school can play a very important role in bridging the “generation gap”



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between the parents and the adolescents. The teacher occupies a central position between the two, if the teacher is liked by the students, they are more likely to listen to the teacher than their parents. The teacher can use this opportunity to explain to the adolescents the parents', or rather the adult's point of view in a friendly manner.

Peers in school can play another important role, as far as academics or studies are concerned. Since it is very important for the adolescents to be a part of the peer group, if the peer group lays a lot of stress on studies, the adolescent would also study hard to be a part of her/his group.



INTEXT QUESTIONS 20.3

1. Complete the statements in column A by matching them with those in column B.

Column A	Column B
(a) When parents allow freedom and take interest in adolescent's activities	(i) Adolescent becomes dependent.
(b) When parents are very strict and authoritative.	(ii) Adolescent becomes independent.
(c) When parents leave adolescents on their own	(iii) Adolescent becomes independent and responsible.
	(iv) Adolescent becomes confident but indifferent.

2. List at least two examples, other than those given in your study material for each of the following.

- | | | |
|-----------------|---------------------------|------------------------------|
| i) Peer culture | ii) Harmful peer pressure | iii) Positive peer influence |
| a)..... | b)..... | c)..... |
| a)..... | b)..... | c)..... |

20.10 DEVELOPMENTAL TASKS DURING ADOLESCENCE

Till now we have talked about development in different areas that occur during adolescence. This development has an important impact on the emotional development of the adolescent. These are called the developmental tasks. Let us list them.

- (1) The first most important task is accepting one's physique or body and using it effectively.



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- (2) Achieving new and more mature relationships with age-mates of both sexes.
- (3) Achieving a masculine or feminine social sex role, i.e., ability to become a responsible male or female adult member of society.
- (4) Achieving emotional independence from parents and other adults.
- (5) Achieving a set of values, i.e., an ideology.
- (6) Preparing for a career.
- (7) Prepare for marriage and family life.



INTEXT QUESTIONS 20.4

- 1. Give two important characteristics of an adolescent’s language.
.....
.....
- 2. List two important features of adolescent’s thinking.
.....
.....
- 3. Enumerate any three developmental tasks of an adolescent.
.....
.....
- 4. Mention two emotional and two social characteristics of adolescents.

Emotional <

Social <

20.11 TYPICAL CHARACTERISTICS

After reading extensively about the adolescence period, can you think of some characteristics or behavior which are typical of adolescence and which make the adolescent so different from adults and children? Let us discuss these.

- The first is the adolescents’ pre-occupation with their looks and their bodies. All adolescents feel that these changes are unique and everybody is looking at them. Some psychologists describe it as feeling “on stage all the time”. All adolescents worry a lot about their looks and have a lot of anxiety about developing pimples about getting/not getting a beard, etc.



- All adolescents love to follow the 'peer group culture'. This group develops a peculiar way of talking, walking and behavior which seems very strange to adults.
- During this period, adolescents also experience "crushes", i.e. intense feeling of love towards a much older member of the opposite sex. Peers of opposite sex might seem too immature and childish during that period.
- Another characteristic of adolescents is their "idealism". Adolescents have passionate ideas about how good people should be, how they should behave and they generally believe in an idealistic world where everything is good, clean and just.
- All adolescents experience feelings of rebellion at one time or another. They feel the parents and adults do not understand them and they do not want to conform to adults' ideas. They also take a lot of pleasure in doing things which the parents disapprove of, e.g., wearing different kinds of clothes or having tattoos on their bodies or listening to loud music. Almost all adolescents feel the 'generation gap' between the parents and their own generation.
- All adolescents, at one time or another, experience extreme "mood swings". Do you know what are 'mood swings'? If something happens which the adolescent does not like, he/she will feel very depressed. For example, if a friend does not visit or telephone, it is reason enough to feel depressed. Do you experience such mood swings? How do you come out of these moods?

Adolescents are, as yet, not fully mature emotionally. They get easily influenced by what the others tell them. If somebody talks to them and tries to win their confidence, they easily confide in that person. This is because adolescents accept people on the basis of what they are saying rather than their motive.

One of the important tasks of adolescent development is their identity formation. The question 'who am I?' haunts their mind most of the time. If the adolescent themselves, the people surrounding them especially their peers, are happy with their qualities, physique and behaviour, they develop positive self concept. With increased cognitive abilities they form their own sets of rules and hence their own identity.

20.12 ADOLESCENTS, TOO, HAVE PROBLEMS

During adolescence, physical changes take place very fast. Development takes place in other areas as well. The expectations of parents and other adults change. All this confuses the adolescent very much. With parents and

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peer support, most adolescents emerge out of this period as mature individuals but some may develop disorders in their behavior. Let us talk about them in brief.

(1) Eating Disorders

Some early maturing adolescents may feel that they are becoming too fat and may stop eating required quantities of food. Others may think that nobody loves them and in order to get attention they start overeating and grow fat. Some others become very sensitive and they vomit when they are scolded or when they are tense.

(2) Suicidal tendencies

Many adolescents are unable to form friendships with their peer group. They do not trust parents either. In such situations, they might feel very lonely and think nobody loves them. This can lead to suicidal tendencies, which might just be to get attention or may be serious attempts.

(3) Peer Pressure

To prove to their friends that they are 'macho' (strong and grown up), the adolescents may indulge in alcoholism, smoking and may even take drugs under peer pressure. All these problems usually occur because the adolescent or 'young adult' is very sensitive during this period and the slightest neglect from friends and family is perceived as a dire situation. These problems can easily be handled by understanding parents and caring friends.

(4) Personal problems

Adolescents have number of personal problems related to their looks - too fat or too thin, too tall or short. They are worried about the shape of the nose, their own clothing sense, etc.

(5) Social problems

They do not like to participate in social and family functions. Adolescents hesitate in the company of opposite sex for the fear of being ridiculed and judged.

(6) Biological Problems

Biological problems of adolescence are complicated for both boys and girls, but more for girls. Girls find it more difficult to share their problems with others. They do not know how to seek information about changes in their body.

They develop a sense of fear towards consulting medical and health professionals regarding their problems. There is no proper education on problems



of health, particularly reproductive health among adolescents. Religious rituals and superstitions wrongly prescribe a number of unhygienic practices that affect the girls psychologically during puberty and menstruation in particular. There is a serious need to provide appropriate knowledge and counselling services for the adolescents.

(7) Teenage pregnancy

In India early marriages are common, therefore sexual activity starts at an early age for most of the women. Do you know what is the legal age of marriage for boys and girls in India? For boys it is 21 years and for girls it is 18 years. Marriage before this age is illegal.

In India, adolescents in large numbers are still married even before they are fully physically developed. Pregnancy and motherhood, therefore, also occur before the reproductive maturity is attained. Teenage pregnancy, whether within marriage or outside it, is often unplanned and leads to serious mental and physical health, social and economic consequences. Pregnancy at an early age can result in severe damage to the reproductive tract because of difficult child birth. Babies born to adolescent mothers are generally under weight, are more likely to die at birth or in infancy. Do you realise that pregnancy at an early age also results in large family size which may have a negative effect on quality of life? Early childbearing also results in psychological strain on the young mother and curtails her educational and employment opportunities. Adolescent pregnancies often result in societal disapproval and include shame, guilt, embarrassment and fear. To avoid these, one may end up seeking help from an unqualified person who may use improper methods to terminate the pregnancy.

If you or your friend faces such a situation, you should not hesitate to seek help from the elder members of the family. It is also useful to know about the means and methods of avoiding an unwanted pregnancy. Advice on these matters can be obtained from any qualified medical or nursing personnel in your neighbourhood.



INTEXT QUESTIONS 20.5

1. Given below is a list of characteristics, select the ones you will associate with adolescence.
 - (a) feeling of being 'on stage'
 - (b) ego-centrism
 - (c) stranger anxiety
 - (d) peer group culture



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- (e) crushes
 - (f) concrete thinking
 - (g) idealism
 - (h) rebellion
 - (i) work ethics
 - (j) generation gap
 - (k) sibling rivalry
 - (l) abstract thinking
 - (m) mood swings
 - (n) mature thinking
 - (o) easily influenced
2. Select the most suitable answer from the four given choices at the end of each statement.
- i) Eating disorders in adolescents relate to
 - a) Undereating, overeating and vomiting
 - b) shrinking of stomach due to growth spurt
 - c) peer pressure
 - d) mood swings
 - ii) The suicidal tendency in adolescents develops because of
 - a) eating disorders
 - b) peer pressure
 - c) biological problems
 - d) Loneliness
 - iii) Adolescents require education on reproductive health because
 - a) they are growing fast
 - b) they need to accept their physique as it is
 - c) they need to achieve male/female sex roles
 - d) they need to prepare for marriage and family life.
 - iv) Adolescents feel rebellious towards authority because they feel
 - a) adults do not trust them
 - b) adults do not understand them
 - c) there is peer pressure
 - d) they have grown up.



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3. List two damages to health and two economic damages one can suffer due to early marriage.

Damage to health

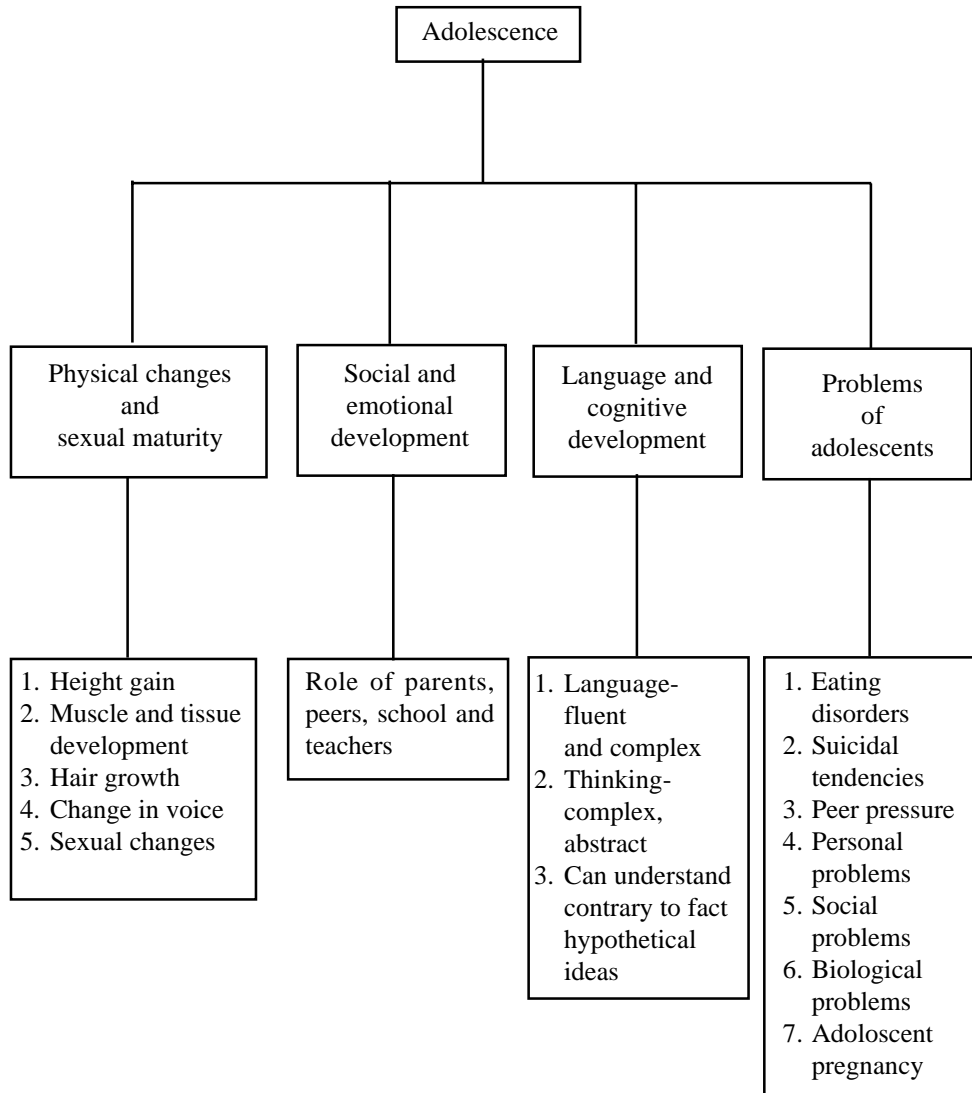
Economic damage

.....

.....



WHAT YOU HAVE LEARNT



**TERMINAL EXERCISE**

1. Explain the term 'adolescence' in your own words.
2. Tabulate the physical changes that take place in girls and boys during adolescence.
3. Discuss the effect of early and late maturation on adolescents.
4. What role can the parents play in imparting sex-education to their children?
5. Discuss the various ways by which the parents discipline their children during adolescence. Which technique according to you is the best?
6. Discuss the role played by the peer group during adolescence.
7. "Good school environment and trained teachers are most important for motivating adolescents to do well in schools". Do you agree with this statement? Support your answer with examples.
8. What are the characteristics of the cognitive development during adolescence? Discuss.
9. Enumerate the important developmental tasks of adolescence.
10. List the typical characteristics as well as problems of adolescence.

**ANSWERS TO INTEXT QUESTIONS**

- 20.1**
1. (i) (b) (ii) (a)
(iii) (c) (iv) (b)
 2. Boys - 3,4,5
Girls - 1,2,6
- 20.2**
1. (i) b- because they do not understand what is happening to them also even though they are young they are expected to behave in a more responsible manner.
ii) a- because they do not look mature and are treated as a child.
iii) b- because of their greater physical strength and well developed bodies.
iv) c- because adolescents feel hesitant and shy in getting this information from grandparents.
- 20.3**
1. (i) (d) (ii) (d) (iii) (d)
 2. i) a) wearing torn and faded jeans
b) blindly following fashion



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- ii) a) smoking and drinking
- b) bunking work/school
- iii) a) Trying to do better in exams
- b) Encouraging each other to learn new skills.

- 20.4** 1. (i) slang, short-forms (ii) concrete, abstract
 (iii) refer to text
- (iv) Emotional
 { moody, irritable
 suicidal tendency
- social
 { want to be a member of peer group
 want to conform to group norms

- 20.5** 1. a, d, c, g, h, j, l, m, o.
 2. (i) a (ii) d (iii) d (iv) b

AUDIO - *shishu vikas ke siddhant*

VIDEO - *Adolescents*