

THE STORM PERIOD IN PSYCHOLOGICAL AND EDUCATIONAL DEVELOPMENT: AN OVERVIEW OF ADOLESCENCE

O PERÍODO DE TEMPESTADE EM DESENVOLVIMENTO PSICOLÓGICO E EDUCACIONAL: UMA VISÃO GERAL DA ADOLESCÊNCIA

EL PERIODO DE TORMENTA EN EL DESARROLLO PSICOLÓGICO Y EDUCATIVO: UNA VISIÓN GENERAL DE LA ADOLESCENCIA

Gizem Öneri UZUN¹

ABSTRACT: Adolescence is a significant period of transition between childhood and adulthood. This critical developmental period is conventionally understood as the years between the onset of puberty and social independence. This article will be divided into several parts; firstly, it will focus on factors affecting adolescent development such as educational development, cognitive development, moral and value development, emotional and psychological development. Finally, recommending some psychological supports for both parents and teachers to develop adolescent personality will be included. To satisfy the aim of the study, descriptive and data-gathering methods are utilized. Based on the results acquired, it can be concluded that adolescent self-esteem is often affected by appearance; they compare their bodies with friends and peers. For further research, each developmental area in adolescents can be psychologically and educationally examined in more detail, and it is thought that the field will be contributed.

KEYWORDS: Adolescence. Development. Education. Personality. Psychology.

RESUMO: A adolescência é um período significativo de transição entre a infância e a idade adulta. Este período crítico de desenvolvimento é convencionalmente entendido como os anos entre o início da puberdade e a independência social. Este artigo será dividido em várias partes; em primeiro lugar, ele se concentrará em fatores que afetam o desenvolvimento do adolescente, como o desenvolvimento educacional, o desenvolvimento cognitivo, o desenvolvimento moral e de valores, o desenvolvimento emocional e psicológico. Finalmente, será incluída a recomendação de alguns apoios psicológicos para pais e professores desenvolverem a personalidade adolescente. Para atender ao objetivo do estudo, são utilizados métodos descritivos e de coleta de dados. Com base nos resultados obtidos, pode-se concluir que a autoestima do adolescente muitas vezes é afetada pela aparência; eles comparam seus corpos com amigos e colegas. Para pesquisas futuras, cada área de desenvolvimento em adolescentes pode ser examinada psicológica e educacionalmente com mais detalhes, e acredita-se que o campo receberá contribuições.

PALAVRAS-CHAVE: Adolescência. Desenvolvimento. Educação. Personalidade. Psicologia.

¹ Near East University, Atatürk Faculty of Education – Turkey. Member of Department of Psychological Counseling and Guidance. ORCID: <https://orcid.org/0000-0003-1472-4133>. E-mail: gizem.oneri.uzun@neu.edu.tr

RESUMEN: *La adolescencia es un período importante de transición entre la niñez y la edad adulta. Este período crítico de desarrollo se entiende convencionalmente como los años entre el inicio de la pubertad y la independencia social. Este artículo se dividirá en varias partes; En primer lugar, se centrará en los factores que afectan el desarrollo de los adolescentes, como el desarrollo educativo, el desarrollo cognitivo, el desarrollo moral y de valores, el desarrollo emocional y psicológico. Finalmente, se incluirán recomendaciones de algunos apoyos psicológicos tanto para padres como para profesores para desarrollar la personalidad del adolescente. Para satisfacer el objetivo del estudio, se utilizan métodos descriptivos y de recopilación de datos. Con base en los resultados adquiridos, se puede concluir que la autoestima de los adolescentes a menudo se ve afectada por la apariencia; comparan sus cuerpos con amigos y compañeros. Para futuras investigaciones, cada área de desarrollo en los adolescentes puede ser examinada psicológica y educativamente con más detalle, y se cree que se contribuirá al campo.*

PALABRAS CLAVE: *Adolescencia. Desarrollo. Educación. Personalidad. Psicología.*

Introduction

The period in someone's life between being a child and being an adult is called as adolescence. On the other word, the period following the onset of puberty during which a young person become from a child into an adult (DAHL; HARİRİ, 2005).

Physical changes and differences can be hard for adolescents. They may feel self-conscious or worry that they do not fit in if they do not look like others their age. These variations also can lead to other people treating adolescents in a way that does not match their cognitive or emotional development (YURGELUN, 2007).

As fast as the changes happen, different sections of the brain develop at different times, with the part of the brain responsible for abstract thinking, planning, and decision making developing last. Abstract thinking is which young children mostly understand only things that can be seen or touched. They may understand a portion of abstract ideas, such as love, justice, or fractions, but their understanding is of limited scope. As the brain develops in adolescence, a young person gains a broader understanding of more abstract ideas (SLOBODSKAYA; AKHMETOVA, 2010).

New skill adolescents develop is “thinking about thinking” or metacognition of adolescence. This practice enables youth to reflect on how they came to an answer or conclusion. This new skill also helps adolescents think about how they learn best and find ways to improve how they absorb new information (YURGELUN, 2007).

The questions and debates adolescents raise about rules are normal and helpful as forming their moral code. The reasons and logic adults provide help adolescents form their

views of the world and how it works. When adolescents get answers that satisfy their questions about a rule, it becomes personal to them, and they are better able to see why a rule makes sense (KOHLBERG, 1983).

Friendship is fundamental to the development of social maturity, reciprocity, co-construction, and consensual validation originated from friendship rather than in adult child relationship. The separation of relationship is seen when the preadolescent child acquires a close friend, and this become a child own sense of well-being in critical step forward towards social maturity. Adolescence, reciprocity has become a principle that guides friends in their relationships (COLLINS; RUSSELL, 1991).

Feelings change, showing strong feelings and intense emotions at different times is another crucial psychological change, as a result of these adolescents mood might seem unpredictable. These emotional ups and downs can lead to increase conflict (DUARTE; GOUVEIA; RODRIGUES, 2015).

Personality stability is produced by a complicated interplay between individuals and their social settings. Many personality attributes are linked to life experiences in a mutually reinforcing cycle; Personality seems to shape environmental contexts, and those contexts often then accentuate and reinforce those very personality attributes. Even so, personality change or transformation is possible because individuals respond to their environments (DUARTE; GOUVEIA; RODRIGUES, 2015).

Literature Review

The term adolescence comes from the Latin Word, *adolescere* that means to growl or to grow to maturity. Maturing involves not only physical but also mental growth. It is a period, which fills the gap between childhood and adulthood. Generally, this period is termed as youth. Also depending on the source the time of growing up from childhood to adulthood is known as the adolescence (APA, 2002).

It is often claimed that adolescence is a time of storm and stress (ARNETT, 1999). It is clear from the literature that adolescence is a period during which great differentiation takes place on the social terrain (ROSE, 2005).

During this time, the personality development of adolescents reaches a crisis point, and the development of a unique and stable personality is often a very difficult aspect to deal with (RYAN; DECI, 2003).

Adolescence from psychological is growth which grow up and sexual development. Maturity describes the time when the body develops sexually, and the genitals become active. This happens with the release of the sex hormones testosterone and estrogen in the body. Maturity is when your emotions and body change from childhood to adulthood. These changes occur due to the secretion of sex hormones by the ovaries in girls and the testes in boys (VAN DEN AKKER *et al.*, 2014).

Adolescence is one of the most stressful times of any person's life, both physically and emotionally. Psychological changes and challenges of adolescence can cause many problems in a person's life if they do not end in normal time (ARNETT, 1999).

Adolescence is a phase of maturation which it is a transitional period of physical and psychological human development between childhood and adulthood, the cultural purpose of which involves preparation to assume adult roles (KLİMSTRA *et al.*, 2009).

This critical developmental period is conventionally understood as the years between the onset of puberty and the establishment of social independence. The most commonly used chronologic definition of adolescence includes the ages from 10 to 18-years-old but may incorporate a span of 9 to 26 years depending on the source (APA, 2002).

Methods

The primary objective of the study is to examine the storm period in psychological and educational development, especially in adolescence. To attain a comprehensive conclusion, the authors made use of descriptive and data-gathering methods. They compared and took into consideration relevant studies in the respective sphere.

Results and Discussion

Physical Development

Physical development refers to the puberty stage of every individual. Puberty is the onset of physical changes in an individual that characterizes them as adolescents. These changes differ in boys and girls. The first change a boy would observe is the enlargement of the testicles, followed by hair growth in the pubic area, chest and legs. Next, the voice gets deeper, and the muscles increases in size. The last step is usually development of facial hair (MARK *et al.*, 2006)

These differences can be hard for adolescents. They may feel self-conscious or worry that they don't fit in if they don't look like others their age. These variations also can lead to other people treating adolescents in a way that does not match their cognitive or emotional development. For instance, females who develop visible curves or males whose voices change during middle school may be treated more like older teenagers by both their peers and adults, even if they do not have the cognitive or emotional maturity of older teenagers (YURGELUN, 2007).

Adolescents who exhibit physical changes later than their peers may be treated like younger children, even though they are more mature cognitively and emotionally. Some research suggests that youth who experience faster physical development are more likely to engage in risk-taking behavior than their peers and that teens who develop more slowly than their peers may be more likely to face bullying (MCNEELY; BLANCHARD, 2010).

Cognitive Development

Cognitive development refers to changes in the brain that prepare people to think and learn. Just as in early childhood, brains in adolescence undergo a lot of growth and development. These changes will reinforce adolescents' abilities to make and carry out decisions that will help them thrive now and in the future (AMERICAN ACADEMY OF PEDIATRICS, 2008).

Adolescents develop the ability to think hypothetically. They migrate from being concrete thinkers to abstract thinkers who imagines things and scenarios. This thinking ability gives adolescents the capacity to love, explore spirituality and even participate in advanced academic work. This also contributes to adolescents' personal fantasy. This fantasy is usually based on the fact that they have an imaginary audience who are thinking about them and observing them. Therefore most adolescents wants to be special or different. This is believed to have fostered invincibility and risk of taking behaviors in adolescents (HAZEN; SHAVER, 1987). School enables children's development of communication skills by providing them with conditions suitable for their ages (AYDİN, 2019)

According to Albert, the experiment showed age differences on risky decision making. It illustrates age differences in the effect of peer context on risky decision making, early adolescents (mean age = 14), late adolescents (mean age = 19), and adults (mean age = 37) they tested on a computerized driving task called the Scared Game. As a result of that, early adolescents scored twice as high on an index of risky driving when tested with their peers in the room than when tested alone, whereas late adolescents' driving was approximately 50%

riskier in the presence of peers, and adults showed no difference in risky driving related to social context (ALBERT; CHEIN; STEINBERG, 2013).

The kick start of operational thinking in adolescents allows them to develop the ability to think about what others feel and how they are perceived by others. This thought process is what makes them think the imaginary audience is real. It is important to remember that this audience is very real to adolescents, hence the reason for their behaviors sometimes (SLOBODSKAYA; AKHMETOVA, 2010).

Adolescence is one of the few times in which the brain produces a large number of cells at a very fast rate. In fact, growing new cells, the brain creates many more cells than will be needed. The extra brain cells give adolescents more places to store information, which helps them learn new skills (SLOBODSKAYA; AKHMETOVA, 2010).

Advanced reasoning is that children generally have limited reasoning that focuses on the information at hand. In contrast, adolescents can predict the results of their actions by using logic to imagine multiple options and different situations. This new ability helps young people plan for their future and consider how their choices will affect that future (YURGELUN, 2007).

Moral And Value Development

Adolescence is a time when changes in the brain encourage young people to think about the world more deeply and in a more abstract way. This thinking helps shape how adolescents see the world, how they choose to interact with it, and how they begin to develop the morals and values that will play out in their adult lives (KOHLBERG, 1983).

Adolescence is that seeing the world in shades of gray. Adolescents begin to understand that not every question has a clear-cut answer. As they develop empathy, they begin to see why other people make different choices and to understand those choices better. For example, understanding the reasons behind rules are important for them. Abstract thinking means adolescents can sense more fully how rules are related to ideas such as justice, public good, and safety (MCCRAE *et al.*, 2002).

As part of establishing their values, adolescents may think more about what is right and what is wrong, what their role should be in the world, and what they should do when faced with personal moral dilemmas. They may spend time exploring their own religious traditions more deeply, as well as looking at other religions, philosophies, and forms of spirituality (ARUSUBĪLA; SUBASREE, 2016).

Social Development

Adolescents seek freedom when they start to become economically and emotionally independent from their parents. This begins at early adolescent age of 12 – 14. They start to form same sex peer groups and start to lose interest in family activities and parental advice. They are mostly concerned with how they appear to their friends, they may use clothing, hairstyles, accessories etc. to fit into their peer groups. Similarly, adolescents who do not have peer groups at this time have a lot of psychological difficulties. When adolescents approach the end of puberty, they become less absorbed with the changes in their body. Their attention shifts from being self-absorbed to adopting values of a larger peer or a parent or adult groups (GLASER; SHELTON; BREE, 2010).

Friendship among the teens is highly important in adolescent stage which every parent needed to put in more consideration. In fact, parents sometimes feel ignored or abandoned by their children in favor of friendships. That's because teens are hardwired to begin building peer relationships outside the family. These connections are essential to their process of forming an identity, declaring independence and finding a sense of acceptance and belonging. Fundamentally it is recorded by some psychologist that most youth in the adolescent stage are happier with friends, and that has shown that it reduces the level of depression among the youth. Having a good friend makes them happier in their existence; teenagers who were integrated into friendship networks had better mental health, as measured by several depressive symptoms (SCHOFIELD *et al.*, 2012).

Teenagers who believed they were being watched while gambling learned faster, did better on the task, and were more likely to try out new ways of approaching the game. Some researchers concluded that teenagers learn more quickly and more effectively when their peers are present than when they're on their own. In fact, the study found that friends are much more likely to support each other's efforts to do well, rather than pressuring each other to take risks or make poor choices. So, parents would do well not to jump to conclusions. Instead, they can observe their teen's friend group over time and determine whether the influence of peers is, overall, a good thing. Parents can also help teens recognize how friends influence each other, in both positive and negative ways. When teens understand the power of peer pressure, they can make clearer decisions (COLLINS; RUSSELL, 1991).

Emotional and Psychological Development

Emotions are very important in adolescence. Although the emotions and other emotions of adolescence do not have the turbulence of adolescence, love and intimacy are essential features of adolescence, and their difference with adolescence is its stability and purpose. The teenager is experiencing a burst of emotions and emotions that he/she is not fully capable of properly controlling. Intense fantasies, intimate friendships, and relationships are harmful to adolescent emotions. While in his youth, he tries to organize his emotions and make decisions for them (YURGELUN, 2007).

Erik Erikson considers youth as a period of intimacy and believes that with the formation of identity, one is prepared to enter the stage of psychosocial development. In this neighborhood one can communicate based on love, intimacy, love and commitment. Conversely, avoiding communicating with others is self-absorption, which leads one to seek solitude and isolation (KLİMSTRA, 2012).

Self-concept refers to perception of self; it could also relate to identity as part of ethnic, religious or sexual identity. Self-esteem on the other hand relates to how one evaluates self-worth. Which how people feel about themselves or the way they perceive their own talents, characteristics, and life experiences can affect their sense of their own worth. An adolescent's self-esteem can be influenced by approval from family, support from friends, and personal successes (PECHMANN *et al.*, 2005).

Erikson explained the psychosocial crisis that occurs during this stage (13-19 years) as "identity vs. role confusion". During the transition to adulthood, adolescents start to contemplate their roles as adults (ERIKSON, 1950).

At first, it is not uncommon for adolescents to experience role confusion about their identity and show mixed feelings about how they fit into the society. They may experiment with a range of activities and behaviors as a result to understand this identity. They may experiment with peers, way of dressing, strange behaviors as a way of finding their identities (HAZEN; SHAVER, 1987).

There is research about romantic relationship. It was found that 80% of American Adolescents aged 14 years and older had been in a romantic relationship in Grades 7 to 12. As a result of this study, those teens without a girlfriend or boyfriend can feel stressed and different (MOORE, 2016). Research shows that adolescents with a positive self-concept experience greater academic success than do adolescents who lack this quality. Concerns about body image also are common and can provide opportunities for parents, teachers, and other caring adults to

teach self-care, offer encouragement, and reinforce a positive body image (RYAN; DECI, 2003).

Identity formation is there are many faces to identity formation, which includes developmental tasks such as becoming independent and achieving a sense of competence. Adolescents may question their passions and values, examine their relationships with family and peers, and think about their talents and definitions of success. Identity formation is an iterative process during which adolescents repeatedly experiment with different ideas, friends, and activities (MARK *et al.*, 2006).

Changing ways to interact is important for adolescence. As with all technologies, using social media carries both potential risks and potential benefits for adolescents. Text messaging, social networking platforms, blogs, e-mail, and instant messaging can help adolescents stay connected to each other and express who they are to the World (GLASER; SHELTON; BREE, 2010).

Adolescence and Personality

Personality is one of the classic and most comprehensively studied subfields of psychology. It is defined as the unique, relatively long-term and stable modes of behavior of individuals (HASIRCI, 2013). Personality development in children and adolescents is affected by many factors, from genetic predispositions to formative experiences and from nutrition to culture. Ingram and Price found that positive and negative personality development in children is a key indicator of future success; social relationships, educational achievement and lifestyle (SHINER; CASPI, 2005).

Personality may be aptly described as a dynamic individual difference variable that exhibits both stability and change over the life course. On the other hand, that didn't mean that people didn't stay true to their personality traits over time at all (ROBERTS; O'DONNELL; ROBINS, 2004).

Personality traits help shape the course of people's lives through their associations with many important biological, social, and health outcomes. This is true not only in adulthood but also in childhood and adolescence (SOTO; TACKETT, 2015). Personality development is not only about changes in traits but also about changes in other layers of the self, such as the identity layer. Forming one's identity is thought to be the key developmental task of adolescence, but profound changes in personality traits also occur in this period (KLIMSTRA, 2012).

Studies of sex differences conducted in different cultures might well show divergent results. Every culture has distinct gender roles for males and females, but the specific behaviors

and attitudes considered appropriate for the two sexes may widely differ. Sex differences of personality might emerge during adolescence, and adolescents' changes in biological, cognitive, psychosocial and functioning. Because the timing of these changes tends to diverge for boys and girls (COLOM; LYNN, 2004).

During adolescence, young adolescents seek their own sense of individuality and uniqueness. They may experience an increased awareness of their ethnic identity as well. As young adolescents search for an adult identity and adult acceptance, they strive to maintain peer approval (BROWN; KNOWLES, 2007).

Emotionally charged situations may trigger young adolescents to resort to childish behaviors, exaggerate simple events, and vocalize naive opinions or one-sided arguments. Their emotional variability makes young adolescents at risk of making decisions with negative consequences and believing that their experiences, feelings, and problems are unique (KIM *et al.*, 2006).

Adolescence and Their Psychological Problems

Common Psychological Problems in adolescence include those related to anxiety, eating disorder, attention deficit hyperactivity disorder (ADHD), suicides behavior and stress. Anxiety disorders is the most common mental health disorders in adolescents. Anxiety disorders include generalized anxiety disorder, post-traumatic stress disorder, social anxiety disorder, obsessive-compulsive disorder, and phobias (ROSEN *et al.*, 2020).

Eating Disorder is the other psychological problem of adolescence. The National Institute of Mental Health (2020) reported eating disorders including anorexia nervosa, it is a widespread problem across the UK. Most eating disorders develop during adolescence, furthermore, NIMH (2020) reports that 2.7% of teens, ages 13-18 years old, struggle with an eating disorder. The Eating disorders includes bulimia, which is a purging disorder in which a person may binge eat and purge the food afterward. It causes low self-esteem, feeling of failure, for instance; 5% of men will struggle with bulimia while 1.5% of women will struggle with bulimia in their lifetime. The other is anorexia, which is a person does not eat or eats, because fear of weight gain, it has been thought if you eat less, you would be the perfect body size. (MOND; MITCHISON; HAY, 2014).

The third one is attention deficit hyperactivity disorder (ADHD). Adolescents ADHD have difficulty to follow directions, trouble paying attention remember information, concentrate on study, organize tasks and finish their work on time. NIMH Reported that illustrated 4-5% of U.S. adolescents have it, similarly, ADHD affects approximately 8.6 % of adolescents ages 8-

15 years. The number gets slightly higher at 9 percent among teenagers 12 to 17 years old (NEDA, 2007).

The majority psychological problem of adolescents try to suicide between 15-24-years. Suicide is rare in early adolescence and becomes more frequent with increasing age. The latest mean worldwide annual rates of suicide per 100 000, 12.0 for females and 14.2 for males among 15–24-year-olds, respectively. The global age-standardized suicide rate which was higher in males (13.7 per 100 000) than in females (7.5 per 100 000) (WHO, 2019).

The last psychological problem of adolescence is having stress. Stress and strain among adolescents have been investigated and discussed largely within three separate disciplines; mental health, emotional health; criminology. Under these circumstances, psychosocial (emotional and behavioral) problems and psychiatric problems are on the rise. There is need to raise public awareness about the prevalence of these hidden emotional disorder in adolescent (SIGFUSDOTTIR *et al.*, 2017).

Conclusion

The adolescent period between puberty and the completion of physical growth is roughly from 11 to 19 years of age; in addition, psychologically it is a period of transition, during which cognitive, physical, personality and social changes occur. They are generally termed as youth and characterized as hot blooded in nature (COSTA; MCCRAE, 2006).

Self-conscious is emotional development, especially about physical appearance and changes. This indicates that adolescent self-esteem is often affected by appearance they compare their bodies with those of friends and peers (PECHMANN *et al.*, 2005).

It was indicated that adolescence is a crucial period of developing from childhood to adulthood. Although, Hall's theory as known as a period of storm and stress, Freud believed adolescence as a period of anxiety and then Erikson focused on Identity formation, they looked at adolescents as influenced by psychological factors. Additionally, it was perversely highlighted that adolescents suffer from psychosocial problems during their development, for instance; Anxiety, eating disorder, ADHD, suicides behavior and stress (DUARTE; GOUVEIA; RODRIGUES, 2015).

Individuals may also want to change their personalities. An adolescent examines him/herself intensely and evaluates him/herself from several viewpoints, has a highly critical attitude towards his/her parents and its impact on him/her. Here they encounter a number of close links affecting the personality structure and development, mainly in the area of social

development and environmental but the peer group and parent have a supportive role to play in development personality among adolescent (DUARTE; GOUVEIA; RODRIGUES, 2015).

Positive conversation is important for all adolescence. Maintain open communication about significant early topics such as healthy relationships, sex, sexuality, healthy food, consent, and safety. Starting these conversations during early adolescence will help build a good framework for discussions later (ALLEN, 2019).

Independent adolescents want to be free from parental restrictions. They want their space at home, they would like to keep their own things, plan their activities and to a good extent take their own decisions. So, parents are responsible to encourage their teen's independent thought and expression in their child (BAUMRIND, 2005).

Showing interest in adolescent's activities is important; this allows parents to display their child's behavior in a positive way. Therefore, adolescents would like to run their lives. They would resent parents coming to school to inquire about their progress (ALBERT, CHEIN; STEINBERG, 2013).

Parents, teachers and authority can help develop a positive self-image not only through the example that they set in their own lives, but also through demonstrating acceptance of the adolescents that they admire in their adolescent (BACCHINI; MAGLIULO, 2003). It will be the same about self-confidence which help children build self-confidence by encouraging their participation in activities of their choice (ZIMMERMAN, 2002).

The most important thing about adolescence is to encourage young people to take charge of their character by helping them understand that they are in fact responsible for the kind of person they become. All people create their characters by the choices they make. Life is a series of choices one gets to make. Good choices create good habits and good character. Bad choices create bad habits and bad character (MARCIA, 1980).

What virtues or character strengths will help them fulfill their hopes and avoid hurtful problems the virtues of self-respect, confidence, modesty, a strong conscience similarly, what virtues are needed to make and keep a friend? It therefore requires empathy, listening, respect, loyalty, patience, forgiveness, and a generous spirit to have an excellent ultimate character and pursue success (MPAATA,2017).

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