

Examine the effects of training on personality formation and mental development of childhood and adolescence

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ABSTRAT

The present study was conducted to evaluate the effect of training on personality formation and mental development of childhood and adolescence. It is important to understand how children develop physically, socially, emotionally and intellectually to know that all areas of development are equally as important as each other, and that all impact on one another. Biological and cognitive changes transform children's bodies and minds. Social relationships and roles change dramatically as children enter school, join programs, and become involved with peers and adults outside their families. The years between 6 and 14 middle childhood and early adolescence are a time of important developmental advances that establish children's sense of identity. A child's development can be measured through social, emotional, intellectual, physical and language developmental milestones. All children and young people follow a similar pattern of development so the order in which each child advances from one milestone to the next will be roughly the same. However, each child will develop at a different rate and their development may not progress evenly across all areas.

Key Words: Personality, Childhood, Adolescence, Education.

INTRODUCTION

Children need the care, protection and guidance which is normally provided by parents or other care-givers, especially during the early years when they are most dependent. While their emerging abilities and capacities change the nature of this vulnerability from infancy through adolescence, their need for attention and guidance at each stage remains. Children and adolescents are not short adults-they are qualitatively different. They have physical, psychological and social needs that must be met to enable healthy growth and development. The extent to which parents, the family, the community and the society are able to meet these developmental needs (or not) has long-term consequences for the kinds of adults they will become. An understand is necessary, in a given situation, of what differences among gender, age, maturity, social class or caste, cultural or religious background have operational implications. Taking these factors into account is basic to good programming. Armed conflict,

displacement, disruption of normal life, and separation from family and/or community can have powerful, long-lasting effects that need to be compensated for in protection and assistance interventions. Children and adolescents are not a homogenous group. While they share basic universal needs, the expression of those needs depends on a wide range of personal, social and cultural factors. There are some circumstances where the urgent needs of children or adolescents must be met directly, but maintaining a long-term view is essential to finding ways to enable families and communities to care for and protect their children on an on going basis. Parents and communities have the primary responsibility for protecting and caring for their children, and initiating them into culturally relevant skills, attitudes and ways of thinking. Interventions by outsiders are significant largely to the extent that they strengthen (or inadvertently undermine) family and community capacities to provide this care and protection (Eccles et al., 1993). Intellectual development includes attention span, understanding information, reasoning, developing memory, logical thinking and questioning. Some 12 year-old girls can look almost grown-up but they are still children underneath. She may encounter peer pressure to act older than she feels and may have difficulty resisting group pressure to smoke, drink or get a boyfriend. As children mature changes in the ways they think about their world can have a profound effect on their ability to cope with the demands of school and daily life. Their ability to process greater amounts of complex information gives them the opportunity to learn new skills and gain new knowledge. As they near their teens, they are increasingly able to motivate themselves and they are also able to concentrate longer so will be able to work more intensely on homework (Cicchetti and Rogosch, 2001). They make short-term goals and work towards them and learn to plan for project completion dates. Pre-teens become modest about their bodies and seek privacy. They may also become shy and blush at any attention that they consider unwarranted. The pre-teen may also start to become interested in the opposite sex. This increased vulnerability can leave the child feeling hypersensitive. The pre-teens will compare their physical development with that of everybody around them. They desperately want to be normal but are unsure what normal should be. The girls at school are shooting past the boys in height and everybody is at different developmental stages. The main thing children need from play is to have fun. There should be opportunities to learn to ride a three-wheeled bike, or two-wheeled bike with stabilisers and opportunities for outdoor physical activity, such as walks in the park, ball games or visiting playgrounds. Materials should be provided for painting and drawing. Praise and encouragement should be given to children when they consider others feelings and play well with others. It is important that play is not turned into a 'lessons'. The best way to play with children is to provide an interesting environment, the practitioner should have time to play and follow the child's lead. Practitioners should talk to children about where they have been, what they did and what they saw (Springer et al., 2007). They should listen with interest when they talk and join in conversations. Practitioners should read books to children and talk about what's happening in the pictures, letting them act out the story. Four to five-year-olds are learning to sort things into groups, so they can play games of sorting objects, e.g. sort spare buttons into shapes and colours or play animal lotto.

The effects of training on education performance of childrens

It can be said that a good way of teaching can be assured of learning shows. An experienced educator can use various teaching methods to achieve the highest possible level of education. Educators must be allow to the childs that achievement higher levels of learning. Collaboration in teaching methods are such as team effectiveness design, team member teaching design,

assessment of performance, brainstorming technique, anonymous brainstorming technique, subject classification, individual learning procedure with the help of a team, research group, development groups and discussion method. Cooperative learning is one of the most remarkable and fertile areas of theory, research, and practice in education. Cooperative learning exists when children work together to accomplish shared learning goals. Each educator can use cooperative learning experience in every cross. In this method the most preparing educational materials for teachers before class is done. Educators with used this method in the classroom are very comfortable. Several studies showed that a good efficiency cooperative learning in the classroom and the childrens enjoy this method of learning. Educator collaboration and professional learning communities are frequently mentioned in articles and reports on school improvement. Schools and teachers benefit in a variety of ways when teachers work together. Parents and educators quickly accept that childrens need to be taught from an effective curriculum in order to be successful in school. However, although most parents would say that they would want their children to have positive relationships with their teachers, they may view a close teacher-student relationship as less than necessary. Research suggests that this variable has a significant influence on childrens achievement. In order for childrens to learn what is offered from an effective curriculum, they must be able to access support from their educator (Klem & Connell, 2004). In this age of high stakes testing and accountability for both childrens and educator, it is important to examine the evidence to determine if these relationships are indeed a factor in raising childrens achievement. However, learning is a process that involves cognitive and social psychological dimensions, and both processes should be considered if academic achievement is to be maximized (Hallinan, 2008). An extensive examination of the variables that impact learning should include studying the factors that impact children's attitudes regarding school and the relationships they form with their educators. Two arguments can be made for the identification of these factors. First, if children's like school they reap important social advantages such as building friendships, gaining respect for peers and adults, and learning social skills. Second, if children's like school their academic performance is enhanced (Hallinan, 2008). Regardless of if a teacher- children relationship is close or fraught with conflict, that relationship seems to both contribute to, and be an indicator of, a child's adjustment to school (Pianta & Stuhlman, 2004). Despite many findings that improvement in quality is associated with significant increases in child's achievement (Aaronson et al., 2007), research has yet to pinpoint which instructor characteristics are most indicative of quality. For example, measurable instructor characteristics (such as race, gender, education history, or years of teaching experience) only account for 3% of a instructors influence on children's achievement (Goldhaber, 2002) and a instructor's experience is not significantly related to children achievement following the first few years in the classroom (Rivkin et al., 2005).

Intellectual development in childhood and adolescence

The pace of development is dependent on how much guidance is given with regard to helping the brain to make the connections between knowledge and practical application in daily life. The more support they receive the faster their pace of growth will be. During adolescence, education should attempt to distil learning into a moral, social, economic and cultural code that will form the basis of the individual's identity. This is a time of maturing of the mind and behaviours as young people develop more responsibility for their thoughts, words and actions and start to think ahead to future occupations, marrying, and having children of their own. During adolescence, the primary tools for knowledge acquisition are the ability to make connections between different

pieces of knowledge and being able to make connections with the world as they see it. During adolescence, young people increasingly take personal responsibility for finances, accommodation, employment and interpersonal relationships. Their logical thinking ability is also maturing and they may enjoy practicing their new intellectual and verbal skills through debating, either formally or informally. A child's development can be influenced by: 1. Risk factors which are likely to increase their susceptibility to delays, 2. Protective factors that decrease the likelihood of delays (). The process of transferring responsibility from parental shoulders to the maturing adolescent should reach completion at adulthood. A teenager's constant sarcasm and supposed witticisms can become irritating, but they are just testing their new, sophisticated language skills. They may also develop an interest in satire and other slightly off-beat forms of humour. There are a number of factors that will affect the development of the physical, social and emotional, intellectual and language skills that are required for later life. A child may be more vulnerable to poor life outcomes because of risk factors that originate from their own personality and behaviour as well as factors that stem from their family, home, learning and community environments.

The effects of transitions on mental development

Young people and children quite often need help and support from both their peers and the adults around them if they are to successfully make the transition to the next stage in their lives. The type and extent of support that they need will differ depending on the child or young person's age, their ability to cope and other individual circumstances. Children and young people naturally pass through a number of stages as they grow up and develop. Often these stages will present unfamiliar problems that they have to try to cope with, such as moving from primary to secondary school and changing their groups of friends. These changes are commonly referred to as transitions. The diverse range of transitions faced by children and young people include: Starting or moving school, Illness that they, their parent's, sibling's or friends experience, Moving from child health services to adult services, Changing their group of friends, Puberty, Bereavement, Parents splitting up. As children and young people move from one class to the next, one key stage to the next or move from one school to another, it is highly likely that their existing level of learning will decline for a while. Children and young people need time to learn to adjust to a new style of teaching, a different approach, or a new group of children, and as a consequence, their learning may suffer. It is therefore important for staff to take this into account as they think about how to handle transitions in the school and what can be done to minimise the effects of these changes. Teachers should share assessment records so that new learning can be based securely on prior knowledge and skills (Eccles et al., 1993). Also subject coordinators could be involved in making staff aware of the overlap between work at different stages. This is particularly valuable when children are moving to a new school. When less common transitions occur such as bereavement or divorce, it is important to understand that the child's school work may also suffer. Parents may not be able to give the kind of support for homework or reading practice as they would like to do. Children's thoughts may be elsewhere. Children's behaviour may also suffer when school may be the only safe place to let emotions out. At times like these children and young people need to know that life is going on, that there are still normal things around them and that the familiar boundaries are still in place. Childhood is neither timeless nor universal: it is not determined only by age, or by biological and psychological factors. Rather childhood is understood by reference to particular cultural and social contexts and to particular periods in history. In thinking about how the family environment shapes early-

adolescent development, it is useful to recall that the key task confronting the adolescent is to develop a sense of self as an autonomous individual. The accelerating effort by youths to control their own lives is accompanied by pressure on the family to renegotiate the power balance between parent and child.

Developmental Changes in Early Adolescence

The biological changes associated with the transition of early adolescence are marked. When the hormones controlling physical development are activated in early puberty, most children undergo a growth spurt, develop primary and secondary sex characteristics, become fertile, and experience increased sexual libido. Girls begin to experience these pubertal changes earlier than boys (by approximately 18 months), so girls and boys of the same chronological age are likely to be at quite different points in physical and social development between the ages of 10 and 14. In any sixth-grade classroom, there will be girls who are fully mature and dress like adult women, girls who still look and dress like children, and boys whose bodies have not even begun to change. It is easy to imagine how this variation in physical maturity complicates the social interactions in classrooms and organized coeducational programs. A central task of adolescence is to develop a sense of oneself as an autonomous individual. The drive for such autonomy derives from the internal, biological processes marking the transition to a more adult role (puberty and increasing cognitive maturity) and from the shifts in social roles and expectations that accompany these underlying physiological and cognitive changes. Compared to children under age 10, teenagers are given new opportunities to experience independence outside of the home. They spend much more unsupervised time with peers which (compared to adult-child relationships) are relatively equal in terms of interpersonal power and authority (Eccles et al., 1993, Wigfield et al., 1997). The varied timing of pubertal development also creates different psychological dilemmas for early-maturing girls versus early-maturing boys. Early maturation tends to be advantageous for boys, enhancing their participation in sports and their social standing in school. It can be problematic, however, for girls. Early-maturing girls are the first individuals in their cohort to begin changing, and the resulting female physical changes (such as increasing body fat) do not fit the valued image of the slim, androgynous fashion model (Simmons and Blyth, 1987, Petersen, 1988). At the same time, however, they continue to rely on the support and guidance offered by adults in the family, in school, and in community based programs or activities.

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