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GUIDANCE OF SECONDARY STUDENTS:

A DEVELOPMENTAL VIEW

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## Paper 1

### **GUIDANCE OF SECONDARY STUDENTS: A DEVELOPMENT VIEW**

#### Adolescent - A Product of Modern Time

Most occupations of a modern society require a period of training and adolescents are therefore kept from taking part in adult activities. Work and schooling also keep parents and adolescents apart and thus weaken parental control, supervision and guidance.

#### Sources of Adolescent Problems

Physiological Development. During adolescence, much physiological changes take place. Moreover, such changes emerge at different time and progress with different pace thus causing much puzzlement to the growing adolescent. These call for adjustment in attitudes toward self and others.

Intellectual Development. Formal Operational Thought (J. Piaget) developed during adolescent enables the adolescent to think in a logical and abstract manner beyond here and now, and systematically as well. Thus, the adolescent begins to question much of what he is used to -- his attitudes, values and behaviours and even his very self. Thus, he may be seen as being defiant. This also renders him vulnerable to being misguided. However, the positive aspect of intellectual development during adolescence is that the adolescent is capable of learning abstract concepts and exploring the probable, including his own future.

Social Development. Adolescent form 'cliques' and 'crowds'. Such groups being with peers of the same sex and gradually develop into bi-sex groups. In these groups the adolescent learns about himself and others in a new context of becoming an adult. Group membership also makes him feel socially accepted and hence secure; social isolation is painful to the adolescent and poor self-concept and psychological defences may result from it.

Emotional Development. The adolescent needs to learn to differentiate kinds of love -- for the family, friends, the opposite sex, and the society. He also needs to learn how to express his frustration and anger. Self-depreciation may result from over-expectation for self or others. Guilt, anxiety, depression may be experienced with or without obvious reasons. The goal of emotional development is a person who accept, understand and enjoy life.

### Goal of Adolescent Development

Adolescence is the transition from childhood to adulthood and the adolescent needs to shed his childhood habits, values and self-concept. The process is made more difficult by the complexity of a modern society. The adolescent's developmental tasks (R. J. Havighurst) are :

- \* Accepting one's physique and sex-role
- \* Achieving new and more mature relationship with age mates of both sexes
- \* Achieving emotional independence of parents
- \* Achieving assurance of economic independence
- \* Selecting and preparing for an occupation
- \* Developing intellectual skills and concepts necessary for civic competence
- \* Desiring and achieving socially desirable behaviour
- \* Preparing for marriage and family life
- \* Acquiring a set of values and an ethical systems as a guide to behaviour

### QUESTIONS FOR DISCUSSION

1. Secondary students are gregarious. In what ways can a teacher capitalize on this tendency to inculcate desirable attitudes and behaviour through group activities?
2. A student not accepted by his peers may fall into depression. In what ways can the teacher help the student become accepted?
3. What activities can help secondary students develop love, sympathy, and altruism?
4. Anger, guilt, and self-depreciation are emotionally unpleasant. How can the ill-effects of these be minimized?