**LESSON 4**

**DOMAINS OF HUMAN DEVELOPMENT (I)**

**There are three domains of human development.**

* **PHYSICAL DEVELOPMENT**

These are the growth changes and changes that occur in the persons’ body. The changes include the height, weight, size, bone thickness, muscle, glands, brain and sense organs (eyes, ears, nose etc.) All these are part of physical development. In the cause of physical development the child will get matured to walk. Run, jump etc. when these happens, the child is supposed to have developed physically.

* **COGNITIVE OR INTELLECTUAL DEVELOPMENT**

Cognitive or intellectual development refers to changes in reasoning, thinking and language development or acquisition. It also refers to how individuals gain, store, retrieve knowledge or acquire information. As a child grows from childhood to adolescence the way he/she thinks also improves. If the age grows faster than the cognitive ability then the one is suffering from mental retardation.

* **PSYCHOLOGICAL DEVELOPMENT**

Psychological development is the situation with the changes in feelings or emotions as well as changes in how individuals relate to others. Emphasis is placed on the child’s interaction with his/her environment. Relationships with family, peers and teachers are included. When a child is yet to acquire language the child cries when he/she is hungry, feeling cold, want to sleep, the child cries. Is therefore uncalled for an adult to cry in such situations where the child would cry. In such a situation then the adult has developed psychologically or emotionally. It is worthy to note that these three domains influence each other in diverse ways. For instance, physical growth and development make the cognitive processes of language acquisition possible. Social relationships provide settings for further cognitive learning. In an instance where the child develops physically to walk, thinks about how to walk and psychologically walk as an adult.

**PHYSICAL AND COGNITIVE DEVELOPMENT**

Physical changes are the changes that results in increase in weight, height muscles etc. which occurs in an individual as he/she grows to full maturity. For instance, as the child’s height increases (i. e. growing tall) weight increases (become heavier) and gets more teeth, we say the child has developed physically.

**MOTOR DEVELOPMENT**

Physical activities that the children are able to perform confidently through controlling the child’s movement. Therefore the motor development is the ability to control and coordinate the movement of various parts of the body in the performance of activities. For instance, jumping, running, writing and lacing of shoes are all examples of motor development. There are two main types of motor skills that children develop under motor development. These are “Gross motor skills” and “fine motor skills” Gross motor skills refers to the ability to control and use large muscles of various parts of the body to perform activities. These include jumping, running, walking, climbing, throwing etc. Fine motor skills on the other hand refers to the ability to control and use small muscles of the body to perform activities such as treading, buttoning shirts, knitting, lacing shoes, writing etc.

**PHYSICAL GROWTH AND CHANGES WHICH OCCURS DURING INFANCY (BIRTH TO 2 YEARS**)

Among the physical changes which occur from infants to two years development include the following:

* By the end of infancy children develop motor skills such as crawling, sitting, walking, running, jumping etc.
* Growth that occurs during infancy stage is very rapid; hence by the end of the fifth month, a child may have doubled both in height and weight. It should be noted that, at birth, boys are generally taller and heavier than girls.
* The average weight of infants at birth is about 3.4 kg with an average height of about 50cm.
* Infants can also see and hear but not as perfect as an adult. The notion that some people may have that a child at birth cannot see is false. The only reason that a baby may not blink the eye means that the child’s has not developed cognitively enough to think of eye blinking.
* Infants are also able to differentiate different odours as their sense of smell is also well developed at birth.
* The head of the baby at birth is about a third of the body.

**PHYSICAL GROWTH AND CHANGES DURING CHILDHOOD**

It is the stage of an individuals’ life from age two from age two (2) until the person achieves sexual maturity is referred to as childhood. Girls usually become sexually matured earlier than boys. The average age of girls’ sexual maturity is approximately eleven (11) years while that of the boys are approximately twelve (12) years. Childhood period is divided into three main stages. These are:

* **Early childhood : - from age 2 to 5 years**
* **Middle childhood : - from age 5 to 8 years**
* **Late childhood : - from 8 to 11 years**

Children at the childhood stage exhibit some physical characteristics which make them unique at this stage. These characteristics include the following:

1. In terms of gross motor activities such as running, climbing, jumping and throwing boys are very active and generally superior to girls. In their routine play activities, children at this stage are very skilful and perform various gross motor activities.
2. At the early childhood stage, the growth of children generally slows down in comparison with growth of children at infancy stage which is generally rapid.
3. Facially, girls at this stage develop less rugged and fine features than their opposite sex, boys. Children also develop their first permanent teeth at approximately six years with girls proceeding to develop their second teeth earlier than boys. The boys are generally active with their limbs and exhibit variety of motor skills.
4. Children’s growth at this stage is relatively uniform and slow, especially at the late childhood stage until later part which is characterized by rapid growth during the transitional period toward puberty. Puberty is the stage whereby significant physical changes in the child as he/she moves into adulthood children normally have 28 teeth of their permanent 32 teeth by the onset to puberty.

**PHYSICAL GROWTH AND CHANGES DURING ADOLESCENCE/PUBESCENCE ADOLESCENCE**

Adolescence refers to the transitional period of one’s life during which the individual develops from childhood into adulthood. This stage approximately begins from age 11 up to 18 years of age.

**PUBESCENCE**

Pubescence refers to the stage in an individual’s life when he/she undergoes rapid physical changes from childhood into adulthood.

**GROWTH AND CHANGES IN ADOLESCENCE**

1. One major feature associated with adolescence at the early stage is that girls generally mature earlier than boys, but boys are usually heavier than girls.
2. Adolescence at this stage develops to their maximum height but may not get to their limit in relation to body weight.
3. At this stage both boys and girls enter into puberty, however, girls usually reach their puberty earlier than boys.
4. Another significant change which occurs in adolescence is the growth of hairs at different parts of the body. For instance, the armpits, around the sexual organs, etc.
5. Other common feature which distinguishes the adolescent boy from their girl peers is the development of deep voices (boys develop deep voices).
6. By age 11 and 12, the adolescent girl develops breasts and as she progresses, her hips expand to give her a rounded body contour. (Coca-cola shape).
7. During this stage, adolescents show much concern about the rapid changes that have occurred in their bodies which either becomes attractive or unattractive. For instance, some adolescents become much worried about such features as pimples, hair growth and other glaring features on their bodies.
8. The adolescents also develop sense of self-awareness and therefore always conduct self-evaluation. They usually do this to compare their bodies with other peers.
9. Physically, adolescents at this stage become very active and competent in both gross motor and fine motor and fine motor activities with progressive accuracy and smoothness. Such activities include; running, jumping, climbing, threading, knitting, buttoning etc.
10. Emergence of secondary sexual features (breast and release of egg and development of ovum in women ) enlargement of primary sexual features such as penis in boys and vagina in girls

**EDUCATIONAL IMPLICATIONS OF PHYSICAL DEVELOPMENT**

1. Teachers should always consider the individual differences of children in relation to their weight, height and body size before assigning tasks to them in the teaching and learning process. This is because these differences that exist among children greatly affect their performance in various activities.
2. Teachers should create more opportunities and activities for children to facilitate their physical growth and development. Activities and exercises such as skipping jumping, running, climbing etc. should be regularly provided for students both at home and in the school. This will promote healthy physical development and quality body coordination for children to function effectively in their routine activities.
3. Teachers should always consider the time of maturation between boys and girls in grouping students.
4. To help students who are just beginning to learn to write to acquire hand and finger muscles development, teachers should provide relatively free and flexible activities for such children. For instance games that involve the use of large objects, brightly coloured foam and rubber or fluffy clothing materials and toys should be provided for young children. Again, at the early stage of writing and drawing, crayons and soft chalk, thick pencils etc. should be used.
5. Teachers should use script writing to develop their muscles. Script writing (single letters) consisting of single strokes should be taught at the lower primary level of basic schools.
6. Again, when children have mastered the use of their small muscles of the wrist and fingers, cursive writing (jointed letters) can be introduced by teachers as a means of consolidating their physical development.
7. Reading materials should also be printed in large letters. Writing papers should also have large spaces.

**RITES OF PASSAGES**

Every society has its own ways of initiating people from one stage into another. African generally and Ghanaians believe in ancestral world; that children who are born into this world first existed in the ancestral world. The African therefore perceive this world as a transitional stage of which diverse preparations are required to prepare individuals before going back to the ancestral world. The various activities through which an individual is prepared to fit into the society before entering the ancestral world are what are described as “rites of passage”.

Rites of passage are, therefore the various rites that are performed with the aim of preparing the individual from one stage of life to another, from the cradle to the grave. The major rites that are of much importance to the Ghanaian society are; Birth rites, puberty rites, marriage rites and death rites. As teachers, most of our pupils are at the adolescence stage and there is the need for us to have knowledge about the specific rites which prepares them for their next stage of life.

How these rites of passage are undertaken or organised differ from on culture to another. How an Akan perform puberty rite may be different from either a Damgbe or Ewe. This is due to cultural differences.

**PUBERTY RITES**

Puberty rites are rites of initiation ceremony designed to usher an adolescent girl or boy into adulthood. The adolescence is at a transition into adulthood. It is after the performance of puberty rites, that the individual moves from childhood into adulthood and is given approval to perform all activities and roles reserved for only adults. For instance, the individual is accepted to take part in family decision making, such as marry etc. A puberty rite is one of the several means by which independent status is conferred on adolescents and brings them out of the total domination of the family. There are key activities that are performed which are common to all the ethnic groups. They include:

1. The adolescent girl after experiencing her first menstruation (menarche) is introduced to the queen of the community as the beginning of the rites.
2. The initiate (girl going through the puberty rites) is given education on womanhood. This done by confining the girl for a period during which she is taught such responsibilities as housekeeping/home management, dressing, child/baby care, and husband care (marriage responsibilities and other relevant issues expected of adult women in the society.
3. There is also a special ceremony organised after the confinement to outdoor the girls. This ceremony is purposely made to officially inform the whole society that the girl is matured and prospective husband can approach the family to negotiate for her hand in marriage. During this ceremony, the initiate is decorated in traditional costume and sit in state. There is traditional music and dance to entertain both family members and the general public.

**EDUCATIONAL IMPLICATIONS OF PUBERTY RITES**

* Puberty rites inculcate sense of respect in girls in the society. Girls who show respect to all people in the society receive a lot of gifts and good wishes from many people during their puberty rites. These influence other girls in the community to also show respect and obedience to the elderly in the society.
* It promotes obedience among the adolescents in the society. The adolescent girl should be sure that she is not pregnant before the puberty rites. Therefore, the girl should be able to keep her virginity till the puberty rites are performed. These show signs of honesty, truthful, submissive and obedience to adult’s advice admiration for moral value of the society.
* Puberty rites help to develop the endurance level of adolescents. Girls are expected to expose some parts of the body which might be difficult to many girls to endure.
* Puberty rites assist the girls to develop motherliness. The initiate is given appropriate education on baby care, home management and other skills required of a matured woman preparing to get married. They are also educated on how to care for their future husbands.
* Puberty rites help people to develop a sense of gratitude. The initiate are dressed in traditional costume go from house to house show gratitude to those who have helped in diverse ways during the puberty rites. In these instances, girls who were obedient, respectful, and submissive get a lot of money to start life with.

**DEVELOPMENTAL TASKS OF ADOLESCENCE**

* Personal identity: - Adolescents need to make decisions about their future professional career and their aspirations in live after 12 years to 18 years. The individuals’ ability to make such decisions provide him/her with the plan and work towards the achievement the personal goal that he/she has set. The aspiration may be not easy to achieve that will make the adolescent face with crisis of personal identity when they are unable to make meaning decision to achieve. An adolescents when asked about their future careers they may aspire higher (for example I will be a doctor, nurse, bank manager, lawyer, accountant, member of parliament, president and many more). Failure to reach that goal will lead to crisis.
* Striving for independence: - adolescents strive for greater autonomy in their decision making and other routine activities. This brings conflicts between parents over basic issues. Some adolescents decide to leave their parents and stay on their own. A child who when get money will give them to their parents will now decide to keep the money on their own. They may at these stages confide in their peer friend rather than to confide in their parents.
* Striving for emotional maturity: -early adolescence has features of increased incidence of stress, depression especially with boys. They may find it very difficult to control their emotions which might result in frequent quarrelling among adolescents.
* Adjusting to new body size and shape: - adolescents usually compare themselves to their peers about their physical appearance. When adolescents detect any slightest difference between him/her and other peers may feel very awkward and clumsy and get confused about his/her body image. When an adolescent develops earlier than the age mate both will get confused. The late developer will get confused why the age mate has developed earlier than him/her. A lot of question may come to his/her mind which may include; why is it that my age mate has developed faster than I am? Can I also develop into adulthood and be able to give birth? The one who has developed earlier too will also have their problems and their questions in mind. If an adolescent girl identifies that her breasts are not well developed as those of her peers, she gets worried and feels embarrassed. This is due to the facts that, she thinks her breasts will remain as it is forever. This will in turn put them to serious crisis.
* Concern for their body image and self-concept: -most adolescents admire and place much premium on their beauty and physical attractiveness in various activities including marriage to all aspects of decorations. In such an instance, adolescents in general are always engaged in activities that will influence their physical appearance and behaviour to make them fit well into the society of beauty and physical attractiveness. During this stage adolescents spend several hours in front of mirrors putting their hairs in shape to become self-admiring.
* Adjusting to sexuality: - it is at this adolescent stage that individuals attain sexual maturity. At this stage, high level of androgens in the adolescents results to increase in sex drive, stimulation and sexual satisfaction. This creates many problems for the adolescents (both boys and girls).

**Educational implication**

* Teachers should provide guidance and counselling services in the school for the adolescents. This will offer them with the required information that alleviates the fear associated with problems that they may envisage.
* Teachers must create and provide opportunities that will give adolescents more responsible and independent decision making process. Their views should be respected. This will make the adolescents continue to get closer to adults when they realised that they are recognised.
* They should be encouraged to join club and societies. This will take the adolescents to organise to channel their energies to that will profit them. Those activities may include, field trips, debate picnics etc.
* There should be peer educators and peer counsellor trained in the school to help them solve their problems.
* The adolescents should be introduced to sports and games. These will help them release some stress. It will also get them off psychosocial problems that will derail them from their smooth development.