

# Adolescents' Physical Development on Personality Traits Development Among Boys in Public Day Secondary Schools in Kirinyaga East Sub County.

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**Abstract:** Personality traits development is a problem portrayed among boys, especially at adolescence age. This study sought to assess the influence of learners' physical development on personality traits development behaviour among form two boys in public secondary schools in Kirinyaga East Sub County. This study was guided by Adolescence Developmental Tasks theory. This study used mixed research methodology and concurrent triangulation design where descriptive survey research design was used to collect qualitative data and phenomenological design to collect qualitative data. The target population was 136 form masters/mistresses, 136 form class teachers, 68 HODs of Guidance and Counseling department, 1173 form 2 and 1011 form 3 students in 34 public day secondary schools. The sample size was 345 respondents. Purposive, stratified and simple random sampling was used to select respondents. The study used questionnaires and informant interviews to collect data. Piloting of the research instruments was conducted in order to ascertain their validity and reliability. Thematic analysis was used to analyze qualitative data, which were then presented in narratives and reports. Quantitative data was evaluated with the Statistical Package for Social Sciences (SPSS) version 25 utilizing descriptive and inferential statistics. Percentages, frequencies, mean, and standard deviation are examples of descriptive statistics. Correlations and regression analysis were utilized inferentially. Tables were used to present the analyzed data. The study findings showed that physical adjustments have a positive and significant influence on personality traits development ( $\beta=0.138, p<0.05$ ). The study concluded that students have experienced physical adjustments such as experiencing deepening of their voice, shoulders broadened and faces changed influencing personality traits development. The study recommends that teachers should provide reading and research opportunities that enable students to acquire information regarding adolescents' developmental such as storybooks, novels, and research-based books.

**Key words:** Personality, maladjustment, boys, performance, learners, physical development.

## I. BACKGROUND TO THE STUDY

Throughout the twentieth century, the term maladjustment was used to describe an individual who could not fully adapt to standards of behavior in any given social setting (Grzanka & Cole 2021). By the end of 1920's the concept of poorly adjusted children became established in Britain. As results, 'the child guidance movement' emerged from 1927 onwards in Britain. Children in this category concentrated agents' attention especially the medical professional educationalists. In the middle decades of 19th century,

advanced scientific study of the human brain and behavior was conducted. It led to a new comprehension of the importance of internal adjustment and the risks of maladjustment. Psychologists emphasized on the importance of the internal environment of the organism, which is the personality.

According to Baumert *et al.*, (2017), personality refers to patterns of thoughts, behaviors, cognitive and emotions that differ from one person to the other. These patterns evolve from biological and environmental factors. A study that was done by Blakemore and Mills (2014), Mexico in North America, on factors associated in personality traits development among mid-adolescents. According to the study, adolescents encounter different personality problems during personality development. Those problems emerge from their negative internal and external social environment that led to behavioral disorders among mid-adolescents. From the findings, poor parenting styles, peer influence and poor guidance and counseling was responsible for personality traits development (Johnson, 2016).

In Europe, Belgium at University of Leuven a study whose purpose was to establish the relationship between emotional instability and personality traits development among learners. was carried out. From the study, the researcher deduced that learners with extreme emotion disorders were anxious, depressed and had extreme mood swing. Majority of learners who portrayed emotional instability had a personality traits development problem. Emotional instability was portrayed mostly by learners who showed signs of personality traits development. Low self-esteem and depression were the central indicators of personality traits development. Learners with personality problems displayed adverse emotional disorders (Ranasinghe *et al.*, 2018).

According to Favini *et al.* (2018) a study carried out on societal factors and personality traits development of the adolescent boys in South Africa. The study was guided by social learning theory. According to the study, individuals interact with different people who make the social environment. These people can impact either positively or negatively on one's personality development. An appropriate social environment makes a person develop a stable personality hence they become well adjusted. The study concluded that guidance and counseling by adult is essential especially to adolescents. This enables them to understand their personality and the influence

social environment has on it. Such students were able to adjust fully in social places.

In Kisii County, Kenya a study was carried out by Tarsianer et al. (2021) on the influence of personality type on behavior from the University Science & Technology Bondo. The study assessed the relationship between personality type and behavioral problems among students in day secondary schools in Kisii County. The study revealed that students with extroverted personality faced personality traits development and had behavioral problems. In contrast, those with introverted personalities were stable and did not portray behavior problems.

Personality traits development is a problem portrayed among boys in public day secondary school in Kirinyaga East Sub County, Kirinyaga County. This is clearly indicated by their social withdrawal where they are unable to establish stable relationships with peers; others portray cognitive disturbance where they can't think independently, antisocial behavior in schools and homes as well as lack of social identity. A study carried out in 2015 by Lynn Muthoni in Kirinyaga county indicated that 37.5% of adolescent's boys in the county had psycho social and personality adjustment problems. The study recommended adolescents guidance on all aspects of adolescence development. According to Gao et al. (2019), an adolescent who has achieved personality adjustment also attain physical adjustment, cognitive development, morality development and positive social adjustment. Such a person is happy, well-adjusted and often achieves their life goal.

If the current situation in Kirinyaga East Sub County is not addressed both in schools and homes adolescents are likely to develop adverse personality and psychological disorders which include rebelling against adults, breaking laws such as stealing, unruly behavior like violence and even dropping out of schools. This can lead to an insecure society. Therefore, this study sought to evaluate the influence of adolescents' physical development on personality traits development among boys in public day secondary schools in Kirinyaga East sub county

## II. THEORETICAL REVIEW

The theory of developmental tasks is based on tasks that emerge from psychological, social and biological sources. According to Havighurst (1953), a developmental task is a function or role that a person needs to fulfill at a given period during development. This helps them to proceed to higher development levels. Individuals who fail to accomplish these tasks at a given development level are not able to adjust and to solve later tasks. In accordance to this theory, developmental tasks for adolescence period include accepting a masculine or feminine role in the society, physical development, developing healthy relationships with peers, acquiring cognitive skills and establishing emotional independence, (Keenan et al., 2016).

According to Swanson et al. (2010) Adolescence Developmental Tasks theory describes developmental tasks as critical tasks since they contribute to adolescent personality development. Individuals who successfully achieve these tasks

attain societal adjustment and become successful in achieving later tasks. Adolescence Developmental Tasks are important and cannot be avoided and adolescents need to complete them during their transition from childhood to adulthood.

### *Adolescents' Physical Development and Personality traits development*

According to Rogers et al. (2018) defined a developmental task as a function that a person needs to fulfill at a given age of developmental. Those who fulfill them can proceed to higher developmental levels and those who fail to accomplish them are not able to adjust well and to solve later tasks. Those tasks include; achieving a masculine or feminine physique, acquiring set of moral values and ethics, developing health relationships with others, thinking independently and preparing for future roles such as marriage and economic careers. Adolescents develop physically, cognitively, morally and socially. Physical growth is because of hormonal activities, are at peak in the mid and late adolescence. The general physical changes include, increased skeletal and muscle growth rate and development of secondary sex characteristics (Demetriou et al., 2020).

Cognitive development is the ability to reason independently on perceivable affairs. Cognition maturation among adolescents expands the ability of the brain to function executive. It includes decision making, problem solving, and creative thinking cognitive development enables an adolescent to stop thinking like a child and start thinking like an adult. Adolescents develop ability to make their own decision without involving their parents, teachers or peers. They become responsible of their own decisions and they are ready to face any consequences that arise from their decisions (Sari, 2021).

Most adolescents experience puberty through general physical growth and sexual maturation. According to Smith et al. (2013) during adolescence especially puberty stage, body systems including the reproductive system for both boys and girls are affected. Physical growth and sexual maturation, which are as a result of hormonal activities, are at peak in the mid and late adolescence. The general physical changes in both boys and girls include, increased skeletal and muscle growth rate, development of secondary sex characteristics, occurrence of changes that are gender specific such as growth of shoulders and hips in boys and girls respectively and general increase in height and weight. pubescent maturation for adolescents includes; pubic and underarm hair growth, becoming fertile and body shape changes. Adolescent boys' maturation through puberty is indicated by; growth of pubic, facial, chest and underarm secondary body hair, changing body shape, growth of genitals and ejaculation which show that the body is fertile.

Spencer (2013) adds that there are prominent changes in boys and girls in adolescence stage. Adolescent boys note their puberty maturation by growth of testicles and scrotum. Secondary body hair grows on the scrotum and at the base of the penis .at mid and late adolescence; the whole pubic area and inner thighs are covered by hair. Facial, under arm, legs and arms hair begin to grow and thicken. By late adolescence, chest hair emerges and curls. There is general increase in height and

weight where their bodies become un-proportional since their body parts don't grow at the same rate. Arms and legs seem to grow at a higher rate compared to other body parts. The enlargement of the larynx and vocal cords deepens their voice. They are considered fertile upon their sperm-ache which is the first ejaculation. During adolescence, sexual maturation is at its culmination. Those who don't note any physical or sexual maturation as well as delayed development as compared to their peers become frustrated and unsettled. Adolescents find it difficult and often embarrassed to talk about their physical changes with adults such as parents and teachers, yet they have so many questions about their physical and sexual changes.

Morality development involves acquisition of values and beliefs that are in accordance with a given society. Adolescents acquire those values from their family's educational settings; that is school and imitating their peers and other adults. Adolescents start to learn about the rules set for them and decide whether to obey them or disobey. Adolescents learn to respect people in authority, adults, parents, teachers, their peers and even themselves. They discover that there are rules to be obeyed, instructions, from parents and teachers also need to be obeyed (Eisenberg et al., 2016). Adolescents experience changes in their bodies and brains that require them to get involved in more complex societal roles. Their social circle expands, and they spend more time with peers as compared to family members. They are required to establish their identity in the society and build new social connections. Interaction with peers and people outside their family circle teach them how to maintain social healthy relationships with different people. For such successful development adolescents need support from, making problem solving and effective communication (Tetzner et al., 2017).

**Conceptual Framework**

Physical developmental tasks constituted the independent variable while personality traits development was the dependent variable. The intervening variable was agents of socialization.

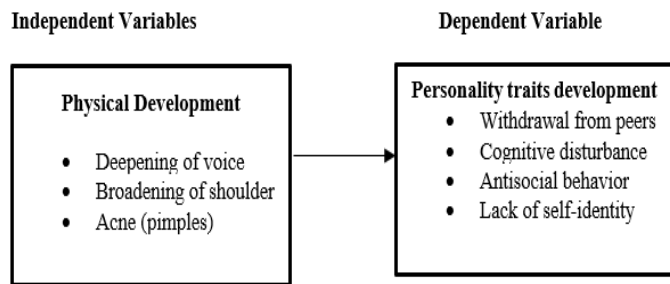


Figure 1: Conceptual Framework

**III. RESEARCH METHODOLOGY**

**Research Design**

Concurrent triangulation design was adopted. It allowed collection of quantitative and qualitative data concurrently. Descriptive survey design was employed by the researcher to collect quantitative data and phenomenological design was

employed to collect qualitative data. The weaknesses associated with one design were offset by the other design's strengths (Pardede, 2019).

**Location of the Study**

This study was carried out within Kirinyaga East Sub- County of Kirinyaga County, Kenya.

**Target Population**

The target population was 2524 respondents comprising of 136 form masters/mistresses, 136 form class teachers, 68 HODs of Guidance & Counseling department and 1173 form 2 and 1011 form 3 students, in 34 public day secondary schools in Kirinyaga East Sub County.

**Sampling Procedures and Sample Size**

**Sample Size**

The study calculated sample size using Yamen formula.

$$n = \frac{N}{1 + N(e)^2}$$

Where: n represented the sample size

N represented the target population =2524

e represents the precision error

Therefore, the study sample size was calculated as follows

$$n = \frac{2524}{1 + 2524(0.05)^2}$$

$$n = 345$$

Therefore, the desired sample size for this study was 345 respondents.

**Sampling Procedure**

The study adopted multistage sampling. The researcher stratified schools into 6 strata representing each of the 6 zones in Kirinyaga East sub-county. The researcher then picked proportionately from each stratum the secondary schools in Kirinyaga East sub-county.

Stratified and simple random selection was utilized to select the schools that participated in the study. From each stratum purposive sampling was used to select 19 form masters/mistresses, 19 class teachers and 9 HODs for guidance and counseling department. Purposive sampling was also used to sample form 2 and 3 boys. Further simple random sampling was applied to select 160 form 2 and 138 form 3 boys from each stratum.

**Research Instruments**

The study developed questionnaires and informant interview guides used for data collection. Questionnaires were administered to HODs for guidance and counseling department and the sampled form 2 and 3 boys. Interview schedules were used to interview form 2 and 3 class teachers and form masters/mistresses.

*Piloting of Research Instruments*

Piloting for research instruments was done by the researcher administering 35 questionnaires to respondents in 4 public day secondary schools in Kirinyaga central sub county. This sub county was not part of the area sampled though it was in the same county (Kirinyaga) where respondents could be having similar experiences to. This was carried out to ensure that the research instruments are reliable. The researcher used the information from the piloted instruments to determine the consistency. This information enabled the researcher to revise the document and adjust items appropriately.

*Validity of the Research Instruments*

As defined by Clark and Watson (2016), validity is the level to which a certain measure reflects what was intended to be measured. Validity was established in two ways. Content validity was ensured that essential aspects of the two variables are included in the content. That is, the instrument exhibited the component of the variables that the researcher wishes to measure. There was construct validity to ensure that there is a series of knowledge in related studies.

*Reliability of the Research Instruments*

To ascertain reliability of research instruments, the researcher conducted a pilot study. Cronbach's alpha value was used to test internal consistency reliability of the research instruments. The range of the Cronbach's alpha value is from 0 to 1.

*Data Analysis Procedure*

To analyze the data gathered from the field with an aim of making inferences and deductions, after collecting data, it was classified, categorized and analyzed according the objectives of the study. Qualitative and quantitative data analysis techniques were used.

*Qualitative Data Analysis*

Data analysis started from fieldwork till the end of the research work. It involved a process of data editing, coding, classification, tabulation and using percentages to identify the main themes and sub-themes. The recorded materials were read and re-read to get a deeper meaning, explanations and to know how different concepts are related. The information collected through interview schedule was grouped into themes and analyzed using thematic method and presented in form of narrative and reports.

*Quantitative Data Analysis*

Descriptive and inferential statistics was used to analyze quantitative data gathered from questionnaires. This was done with the help of Statistical Package for Social Sciences version 23 (SPSS 23). The descriptive statistics included percentages, frequencies, standard deviation and mean. Correlation was used for inferential statistics to show the relationship between independent and dependent variable. Under quantitative data analysis figures and tables was used to present the findings.

## IV. RESEARCH AND DISCUSSIONS

This section presents data analysis results, interpretations and discussions.

*Influence Adolescents' Physical Development on Personality traits development*

The first specific objective of the study was to examine the influence adolescents' physical development on personality traits development. A 5-point Likert scale was used where SD symbolized strongly disagree, D symbolized disagree, UD symbolized undecided, A symbolized agree and SA symbolized strongly agree. In this study, descriptive statistics used of mean, frequencies, percentage and standard deviation. The results were as presented in Table 5.

Table 5 Students Response on Physical Development

Statements		SA	A	UD	D	SD	Mean	Sd
1. I have experience deepening of their voice which is different from what I usually have.	F	82	132	8	17	12	4.01	1.03
	%	32.7	52.6	3.2	6.8	4.8		
2. My shoulders have broadened unlike before.	F	69	143	10	16	13	3.95	1.02
	%	27.5	57.0	4.0	6.4	5.2		
3. My face has change because there are a lot of pimples lately	F	68	142	13	18	10	3.96	0.98
	%	27.1	56.6	5.2	7.2	4.0		
Total number of respondents (n=151)							<b>3.97</b>	

Table 5 showed that 214(85.3%) of the respondents agreed and strongly agreed with the statement that they had experienced deepening of their voice which is different from what they usually have. However, 29(11.6%) of the respondents disagreed that they had experienced deepening of their voice which is different from what they usually have. Further, the study findings showed in terms of means and standard deviation that majority of respondents had experience deepening of their voice, which is different from what they usually had (Mean, =4.01, Std. dev=1.03).

The study results concur with Smith, Chein and Steinberg (2013) who asserts that during adolescence especially puberty stage, body systems including the reproductive system for both boys and girls are affected. Physical growth and sexual maturation, which are as a result of hormonal activities, are at peak in the mid and late adolescence. Teacher 10 noted that:

*"The voice changes happen, as the voice gets deeper. Sometimes the voice may crack during this time. This is a temporary condition and will improve over time".*

Also, 212(84.5%) of the respondents agreed. This is a cumulative of the respondents who agreed and strongly agreed. On contrary, 29(11.6%) of the respondents disagreed that their shoulders have broadened unlike before. Further the study findings showed in terms of means and standard deviation that their shoulders have broadened unlike before.(Mean, =3.95, Std. dev=1.02).

Adolescents develop physically, cognitively, morally and socially. Physical growth is because of hormonal activities, are at peak in the mid and late adolescence. The study results concur with (Spencer, 2013) who asserts that the general physical changes include, increased skeletal and muscle growth rate and development of secondary sex characteristics. Teacher 12 noted that:

*“There has been body size increase, sometimes the feet, arms, legs, and hands may grow faster than the rest of the body. This has cause teens to feel clumsy”.*

Lastly, 210(83.7%) of the respondents agreed strongly agree with the statement that their face has change because there are a lot of pimples lately. On the other hand 28(11.2%) of the respondents disagreed that their face has change because there are a lot of pimples lately. This is a cumulative of those who disagreed and those who strongly disagreed. In addition, the study findings showed in terms of means and standard deviation that their face has change because there are a lot of pimples lately. (Mean, =3.96, Std. dev=0.98).

The study results concedes with Spencer (2013) who added that there are prominent changes in boys and girls in adolescence stage. Adolescent boys note their puberty maturation by growth of testicles and scrotum. Secondary body hair grows on the scrotum and at the base of the penis at mid and late adolescence; the whole pubic area and inner thighs are covered by hair. Facial, under arm, legs and arms hair begin to grow and thicken. By late adolescence, chest hair emerges and curls. Teacher 13 noted that:

*“As the puberty hormones increase, teens may have an increase in oily skin and sweating. This has been a normal part of growing. It's important for them to wash daily at the evening, including the face and at least oil it since acne may develop”.*

Table 6 HODs Response on Physical Development

Statements		SA	A	UD	D	SD	Mean	Sd
1. Boys come to my office seeking answers on their body changes such as having a deep voice.	F	1	3	2	2	1	3.11	1.02
	%	11.1	33.4	22.2	22.2	11.1		
2. Boys feel strong men currently because their shoulders have broadened	F	1	2	3	1	1	2.78	1.05
	%	11.1	22.2	33.4	11.1	11.1		
3. Boys come to my office seeking advice on solving the problem of pimples in their faces	F	1	3	2	2	1	3.11	0.98
	%	11.1	33.4	22.2	22.1	11.1		
Total number of respondents (n=9)							<b>3.97</b>	

Table 6 showed that 4(44.5%) of the respondents agreed with the statement that Boys come to my office seeking answers on their body changes such as having a deep voice. This is a cumulative of those who agreed and those who strongly agreed. However, 3(33.3%) of the respondents disagreed that Boys come to my office seeking answers on their body changes such as having a deep voice. This is a cumulative of those who disagreed and those who strongly disagreed. Further, the study findings showed in terms of means and standard deviation that majority of Boys come to the office seeking answers on their body changes such as having a deep voice (Mean, =3.11, Std. dev=1.02).

The study is in agreement with Smith et al. (2013) who asserts that during adolescence especially puberty stage, body systems including the reproductive system for both boys and girls are affected. Physical growth and sexual maturation, which are as a result of hormonal activities, are at peak in the mid and late adolescence.

Based on their feedback, 3(33.3%) of the respondents agreed with the statement that Boys feel strong men currently because their shoulders have broadened his is a cumulative of those who agreed and those who strongly agreed. At most, 22.2% of the respondents disagreed that Boys feel strong men currently because their shoulders have broadened. This is a cumulative of those who agreed and those who strongly agreed. Further the study findings showed in terms of means and standard deviation that boys were not aware their shoulders have broadened unlike before. (Mean, =2.78, Std. dev=1.05).

Adolescents develop physically, cognitively, morally and socially. Physical growth is because of hormonal activities, are at peak in the mid and late adolescence. The study results concur with (Spencer, 2013) who asserts that the general physical changes include, increased skeletal and muscle growth rate and development of secondary sex characteristics.

Finally, 4(44.5%) of the respondents agreed with the statement that Boys come to my office seeking advice on solving the problem of pimples in their faces. This is a cumulative of those who agreed and those who strongly agreed. On contrary, 3(33.2%) of the respondents disagreed that Boys come to my office seek advice on solving the problem of pimples in their faces. This is a cumulative of those who agreed and those who strongly agreed. Further the study findings showed in terms of means and standard deviation that are boys undecided to come to the office seeking advice on solving the problem of pimples in their faces. (Mean, =3.96, Std. dev=0.98).

*Personality traits development*

The last objective of the study was to examine personality traits development. A 5-point Likert scale was used where SD symbolized strongly disagree, D symbolized disagree, UD symbolized undecided, a symbolized agree and SA symbolized strongly agree. The results were as presented in Table 7.

Table 7 Students Response on Personality traits development

-Statements		SA	A	UD	D	SD	Mean	Sd
1. I have withdrawn from my peers who judge me	F	61	170	6	8	6	4.08	0.77
	%	24.3	67.7	2.4	3.2	2.4		
2. I have cognitive disturbance because I need to make decision immediately	F	58	161	11	7	14	4.05	0.94
	%	23.1	64.1	4.4	2.8	5.6		
3. I have developed anti-social behavior towards certain group of people	F	58	171	7	7	8	4.05	0.81
	%	23.1	68.1	2.8	2.8	3.2		
<b>Total number of respondents (n=151)</b>							<b>4.06</b>	

Table 7 showed that 230(91.6%) of the respondents agreed and strongly agree with the statement that has withdrawn from their peers who judge them. However, 14(5.6%) of the respondents disagreed that has withdrawn from their peers who judge them. Further the study findings showed in terms of means and standard deviation that have withdrawn from their peers who judge them (Mean, =4.08, Std. dev=0.776). Teacher 10 noted that:

*“During adolescence, some personality characteristics may represent vulnerabilities to adolescents’ adjustment. It begins at puberty and extends to the late teens or early twenties when the person is largely able to manage his or her own life. This is a time of physical, sexual, emotional, intellectual and social changes that occurs when the young person moves away from dependence on parents and protective confines of the family and towards relative independence and social productivity.”*

Based on their feedback, 219(87.3%) of the respondents agreed with the statement that they have cognitive disturbance because they need to make decision immediately. On contrary, 21(8.4%) of the respondents disagreed that they have cognitive disturbance because they need to make decision immediately. In addition, the study findings showed in terms of means and standard deviation that they have cognitive disturbance because they need to make decision immediately (Mean, =3.96, Std. dev=0.95). Teacher 11 noted that:

*“During adolescence, there is an increasing capacity for abstract reasoning, counterfactual reasoning, reasoning from premises that are not true, systematic reasoning, and a growing capacity for probabilistic reasoning. These abilities are all relevant to decision making. An increased ability to grasp the concept of probability should encourage a more realistic understanding of the chance of various outcomes occurring. An increased capacity for systematic reasoning should provide teenagers with the ability to imagine future outcomes and transpose them into*

*the present, thereby enabling them to assess the consequences of their actions.”*

Lastly, 229(91.2%) of the respondents agreed and strongly agree with the statement that they have developed anti-social behavior towards certain group of people. At most, 5.9% of the respondents disagreed that they have developed anti-social behavior towards certain group of people. Further the study findings showed in terms of means and standard deviation that they have developed anti-social behavior towards certain group of people (Mean, =4.05, Std. dev=0.809). Teacher 13 from school 4 noted that:

*“The adolescent must establish emotional and psychological independence from his or her parents. Childhood is marked by strong dependence on one’s parents. Yet, to be an adult implies a sense of independence, of autonomy, of being one’s own person. In an attempt to assert their need for independence and individuality, adolescents may respond with what appears to be hostility and lack of cooperation.”*

**Correlation Analysis Results**

The study used Pearson correlation analysis to assess the nature of the relationship between the independent variable and the dependent variable (Wong & Hiew, 2015). Correlation analysis results are presented in Table 9.

Table 9 Correlation Results

		Personality traits development	Physical adjustments
Personality traits development	Pearson Correlation	1	
	Sig. (2-tailed)		
Physical adjustments	Pearson Correlation	.526**	1
	Sig. (2-tailed)	.000	

As per Table 9, there was a moderate relationship between Physical developments with personality traits development (r = 0.526, p-value < .05). Wong and Hiew (2015) further posit that the correlation coefficient value (r) ranging from 0.10 to 0.29 is considered weak; from 0.30 to 0.49 is considered medium, and from 0.50 to 1.0 is considered strong.

**V. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

*Physical Development*

The first specific objective of the study was to examine the influence adolescents’ physical development on personality traits development. Descriptive statistics showed that the respondents agreed with the statements that; they have experience deepening of their voice which is different from what they usually have, their shoulders have broadened unlike before and that their faces have changed because there are a lot of pimples lately.

### Conclusions of the Study

The study concluded that adolescents' physical development influences personality traits development among boys in public day secondary schools. These include experiencing deepening of boys voice which is different from what they usually have. Boy's shoulders broadening unlike before and that their faces have changed because there are a lot of pimples lately.

### Recommendation

The study recommends that the counseling department should ensure to have counseling session on physical development. This will help the students to learn about the physical changes they experience and how to cope with them. The students should learn that physical changes occurring are normal to everyone.

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