

A Review on the Growth of Adolescence and Education in Sri Lanka

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Abstract: The main intention of this article is to analyze the Growth of Adolescence and Education in Sri Lanka. This study has used literature review method and relevant literature have been analyzed based on descriptive analysis according to the purposes of the study. The purposive sampling method was used to select relevant literature. This study has been analyzed under some major parts namely Growth of Adolescence and Education in Sri Lanka. This study shows the complete structure of the Growth of Adolescence and Education in Sri Lanka and their behavior.

Keywords: Education, Adolescence, Study, Structure, Growth.

I. INTRODUCTION

Education fosters personal development and self-fulfillment. It encourages the individual to develop his mental, physical, emotional and spiritual talents to the full. Understandably, the word Education derives from the Latin word e-ducere, which means to lead out. In advanced industrial societies education is provided by the state as a matter of right for all its citizens. Formal institutions, schools, colleges and universities are organized for this purpose. (M. Haralambos with R. M. Heald, 2011, P.172). The technical understanding in other words is to transmit the stored knowledge, values and skill from one generation to another. The Global publication of human rights and the act of child rights state that the education is a universal human need. This is also a very powerful human right including freedom and democracy. They are staffed by fulltime professional practitioners, teachers and lecturers. Attendance at schools is compulsory; it is upheld by legal sanctions. Education is provided free of charge, though ultimately it is paid for by the taxpayer. Although free compulsory state education is largely taken for granted today and regarded as a perfectly normal and natural state of affairs, it is important to remember that it is a very recent development in the history of man. In Britain it began in 1870 with the foster Education and in 1880 school attendance up to the age of ten was made compulsory. Not until 1918 was secondary education clearly defined as the state's responsibility. The Fisher Education Act of 1918 made school attendance compulsory up to the age of fourteen. In 1947, the minimum school leaving age was raised to fifteen, and today it stands at sixteen (Ibid). Sustainable human development is a must which can do major changes in the society. Therefore, every country and the international community get together in order to provide their younger generation for a qualitative and quantitative education.

These developments were accompanied by a steady expansion of higher education. Education is one of the major growth industries of the last hundred years. In small scale, non-literate societies, such as hunting and gathering bands, formal education, as outlined above, was unknown. Young people learned their lessons for life largely by joining in the daily round of the social group. Knowledge and skills were usually learned informally by imitating examples provided by adults. Though adults some time instructed the young, they did so as part of their everyday routines. Thus, boys accompanied their fathers on hunting trips, girls assisted their mothers to cook and sew. In more complex pre-industrial societies such as those of medieval Europe, specialized educational institutions slowly developed, along with the specialized role of teacher. However, they provided formal education only for small minority of the population such as

future members of the clergy and the sons of the wealthy. Formal education for the masses was only provided after industrialization was well underway (Ibid).

The word education has a complex meaning in a broader sense. Further, Education is always on the development process with new adoptions in any country. (Reddy, 1979). Education for human beings and animals has a different meaning. That means, the human beings could be educated always while animals are being trained. French sociologist Emile Durkheim saw the major function of Education as the transmission of society's norms and values. He maintained that "Society can survive only if there exists among its members a sufficient degree of homogeneity; education perpetuates and reinforces this homogeneity by fixing in the child from the beginning the essential similarities which collective life demands". Durkheim argues that in complex industrial societies, the school serves a function which cannot be provided either by the family or peer groups. Further he says that Education teaches the individual specific skills necessary for his future occupation. (M. Haralambos with R. M. Heald, 2011, P.175).

According to the "sustainable development" introduced in Brunt Land Report -1972 of United Nations and Millennium development goals suggested to start in 2000 up to the end of 2015 and its annexure, the younger generation should be provided with a meritocratic education because many issues faced by the present society can be solved through it. Researches done by many of the recognized international organizations including UNESCO, state that most of the children who are in the schooling age, have not received their primary education. Education is the basic foundation of a person's life. Therefore, not providing proper education causes to bring bad results to children as well as to the whole society where they live. American sociologist Talcott Parsons argues that after primary socialization within the family, the school takes over as the focal socialization agency. School acts as a bridge between the family and society as a whole, preparing the child for his adult role. Parsons sees the educational system as an important mechanism for the selection of individuals for their future role in society. Thus schools, by testing and evaluating students, match their talents, skills and capacities to the jobs for which they are best suited. The school is therefore, seen as the major mechanism for role allocation (Ibid, P.176). Among them, the families in the third world countries who get low income are clearly visible. The children of families who live under the line of poverty such as the families who receive low income and live in urban areas are countered. According to the UNESCO report in 2016, 52% of the world population is urban population (8 billion). One billion of the world population belongs to the urban community who receive low income according to the same report and they live in slums. This slum population has a very low economy and their poverty has become their culture. Therefore, this community is the source of many social issues that are directly affected to the co-existence and the development of the human society. Socialists state that many deviant and delinquent behaviors such as prostitution, suicides, drug addiction, begging as a profession, under world criminality, family problems, child abuse etc. have been created by its community.

Use of Alcohol and other drugs among school children is a current global problem giving rise to many health hazards, psychosocial problems and reduced school performances, both in academic work and in sports. These problems are also seen in Sri Lanka and very few studies have been done to estimate their prevalence. Furthermore, no noteworthy actions have been taken to improve this situation. (National Dangerous drugs control Board, RESEARCH MONOGRAPH, 2006, P.146)

Therefore, the importance of the condition of urbanized slum communities has become a disturbance for the future development of a country's society. This urbanized slum community who receives low income must be provided with permanent houses and fixed ways of finding income. But, most of those infrastructure facilities are short term projects. Hence, according to the researches the sustainable development of their living conditions should be done by providing with their proper education.

At this stage, need to realize that various development steps have been taken towards sustainable education. In the first place, need to discuss the vast amount of resources provided on education. The highlighted fact is that in Sri Lanka, it is free education and not only that even government provides free provision of textbooks, uniforms and mid-day meals. It records that the literacy rate of Sri Lanka stands as 92% for adults and 97% for youths (Perera, 2012). This is a major drawback in schools located specially in the urban areas of Colombo. Thus, the literal meaning of school dropouts can be noted as **"A student who leaves the school before completing the education for any reason other than death or without transferring to another school"** (Perera, 2012).

II. OBJECTIVES

The main objective of this study is to discover socio-economic factors that cause Adolescent belonging to low-income families to drop out of school in the urban areas of Sri Lanka and possible strategies towards Continuous Education.

This research work has three other particular specific objectives which directly involve in identifying the relevance of the main objective of this research work. The objective can be further classified into specific objectives. First to **identify the factors and the agencies that creates the reasons for school dropouts in the Urban area of Colombo**. This objective would lead the researcher to widen his thinking little more to observe whether any agencies such as personals and institutions have given wrong directions to children to terminate their schooling. **Second to explore the impact of the school dropouts to their families and to the society**. This objective would express the impacts and the weight of these children on the family and nation. These children may certainly not be exemplary to the family and to the nation. Their expected family life and service to the nation may not be satisfactory. **Third to identify the attitudes about the Continuous Education**. This objective would explain the different opinions about Education. The attitude about Education could vary from Parents, children and Teachers. The school dropouts would certainly talk positives and negatives of their school education.

III. METHODOLOGY

This study is based on data from secondary sources; the data were collected using the qualitative research method. The qualitative research method was used to gain a better understanding of and provide reliable and descriptive analysis related to the research objectives. The literature review method was used for collecting data from relevant journal articles, research reports, textbooks and other academic works. The data that were collected represent valid details from valid documents. The data were critically analyzed according to the selected main themes in the study.

IV. GROWTH OF ADOLESCENCE AND EDUCATION

4.1 Nature of Dropouts in Sri Lanka.

The latest analysis shows that the percentage of the non-school admittance of the primary school going age comparatively high in the rural sector 11.7% than the urban sector 10.6%. However, this percentage is very high in the estate sector 37.7. Additionally, it was analyzed that there are by locations that show minimal rate of school attendance due to various reasons like non-admittance, late admittance and dropouts in both rural and urban sectors. Understandably, these remote areas are found in far interior areas of the island and people live with limited facilities. In other words, we can name them as people live in shanties and they could be found in both Urban and rural areas. Supposedly, these shanties and slums are found in Jaffna, Batticaloa, Kandy, Dehiwela, Mount Lavinia, kalutara, Moratuwa and mainly in the city of Colombo. Thus, it has become a fact that Colombo has the largest number of Slums and Shanties.

4.2 Definition for the Adolescence.

The Oxford English Dictionary contains thousand four hundred and eighty-two definitions for adolescence between childhood and adulthood and this extends between ages 14 and 25 years for males while 12 and 21 years for females (Murray et al.,1989. According to Hall's 1904, the adolescents were categorized between ages 14 and 24 years as original conception. Most of the recent definitions of adolescents vary depending on the source selected and according to various chronologies being followed. Understandably, according to the position Paper published in 1995 the Society for Adolescent Medicine (SAM), defines adolescence as ages 10 to 25. Similarly, the (AAP) American Academy of Pediatrics "Bright Futures" states adolescence as the ages 11 to 21 years (2015). The webpage, "Adolescence and Young Adult Health Programme" by U.S. Department of health and Human Services (USDHHS) defines adolescence as ages 10 to 19 and young adults as ages 20 to 24 92015). At the same time, (WHO) the World Health Organization defines "Adolescence" as individuals between 10 and 19 years, "Youth" between 15 and 24 years, and similarly "Young People" as 10 to 24 years (Blum & Nelson-Nmari, 2004; WHO, 2015).

Therefore, it clearly manifests that it consists two parts; early adolescence (10 to 14 years) and late adolescence as (15 to 19 Years).

4.2.1 Early Adolescence (10–14 years).

Thus, early adolescence could be considered as the stretch between the ages 10 and 14 years. Supposedly many psychologists' states that it is in this age period, the physical changes generally commence, apparently the development of sex organs and secondary sexual characteristics. It is observed that these external changes are often very obvious and this can bring excitement or pride since they bring a visible transformation in the body structure.

It is like external changes; a lot of internal changes take place in the human body equally. According to recent neuroscientific research, in this stage the brain undergoes a spectacular burst of electrical and physiological development in the body structure. Hence, it realizes that number of cells can almost double in the course of a year, while neural networks are radically reorganized, with a continuous impact on emotional, physical and mental ability.

This brain development is more advance in girls who enter puberty on average 12 to 18 months earlier than boys. At this stage it is observed that the front lobe, the part of the brain that governs reasoning and decision making, begins to develop at this early adolescence. It is necessary to understand, this development starts later and takes longer in boys, because their tendency to act impulsively and to be uncritical in their thinking lasts longer than girls as many psychologists' states. Thus, it is clearly manifesting that girls mature much earlier than boys.

It is during the period of adolescence that both girls and boys become more aware of their gender than they were as younger children and it's at this period that they make adjustments to their behavior or appearance in order to suit with perceived norms and virtues. Evidently, they may also feel confused about their own personal and sexual identity in and around.

This stage of early adolescence should be time for children to have a safe and clear space to come to terms with this cognitive, emotional, sexual and psychological transformation and thus they should be engaged in adult roles and with the full support of nurturing adults at home, at school and in the community where they are being socialized. Need to provide social taboos concerning puberty, because it is particularly important to give early adolescents all the details and information that they need to keep themselves away from HIV, other sexually transmitted infections, early pregnancy, sexual violence and exploitations. Unfortunately, for many children the above knowledge becomes available too late and most of the time they come to realize the gravity of those when the course of their lives has already affected and spoiled.

4.2.2 Late Adolescence (15–19 years).

This period comprises the latter part of the teenage years, mainly between the ages of 15 and 19 years. Understandably, the major physical changes take place at this stage while the body is still developing. At this stage, the capacity for analytical and reflective thought are greatly enhanced while the brain continuous to develop and recognize itself. It is visible that at this stage the Peer-group opinions still tend to be important at the very outset, but their hold vanishes as adolescents gain more clarity and confidence in their own identity and opinions.

The common feature of early period to middle adolescence could be highlighted as the ability to take risk and make conscious decisions develops. Thus, it has been a study that cigarette smoking and experimentation with drugs and alcohol are often embraced in the earlier risk-taking age and then carried through into later adolescence and beyond into adulthood later. As an example, it is estimated that 1 in 5 adolescents age 13 to 15 smokes, and around half of those who begin smoking in adolescence continue to do so for at least 15 years. The brain development that happens during the period of adolescence can be seriously and permanently damaged by the excessive use of drugs and alcohol.

Many girls in late adolescence tend to be taking a greater risk in their lives than boys engaging negative health outcomes, including depression, and these risks are often noticed by gender base discrimination and further abuse Visibly, Girls are particularly prone to eating disorders such as anorexia and bulimia; understandably, this vulnerability derives in part from profound anxieties over body images that are fueled by cultural and media stereotypes of famine beauty.

If these girls could, be away from above risks, then it becomes a time of opportunity, idealism and promise for them. Evidently, it is in this period the adolescents take decisions and make their way into the world of work or further education and settle on their own identity and world view and start to engage actively in shaping the world around them.

4.3 Demographic Trends for Adolescents.

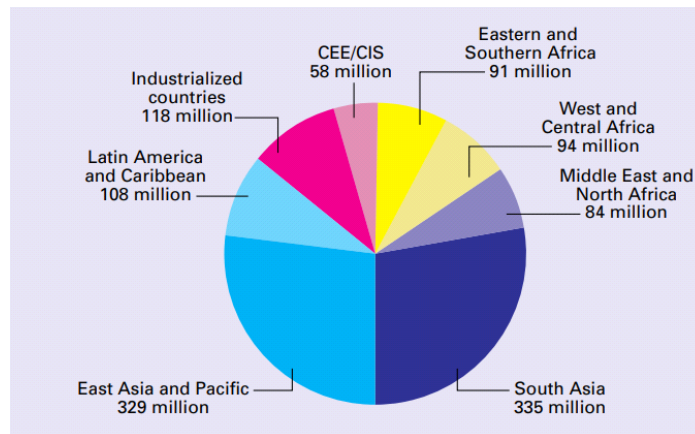


Figure 1: Adolescent Population by Region, 2009

Source: United Nations, 2019

In the world population, there were 1.2 billion adolescents aged 10 to 19, forming 18 percent of the world population, recorded in 2009. This has become more than double since 1950. The specialty is that, the vast majority of adolescents, 88 percent live in developing countries. In the world more than half of its adolescents live in either the South Asia or the East Asia and Pacific region, supposedly each of which contains roughly three hundred and thirty million adolescents. However, on current trends, the regional composition of adolescents is set to alter by mid-century.

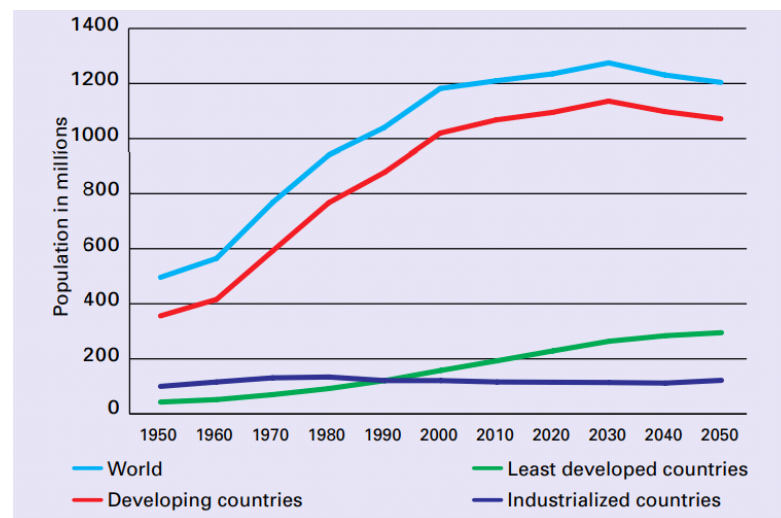


Figure 2: Trends in the adolescent Population 1950-2050

Source: United Nations, 2019

According to the latest prediction, by 2050, sub-Saharan Africa is projected to have more adolescents than any other region and marginally surpassing the number in either of Asian regions. Apparently, India has the largest national population of adolescent (243 million) and China consists (207 million) while United States (44 million), Indonesia and Pakistan (both 41 million). Adolescents have been responsible for only 12 percent of people in the industrialized world, considering the sharp ageing of Europe and Japan respectively. Accordingly, at this moment, need to understand that adolescents account for more than 1 in every 5 inhabitants of sub-Saharan Africa, South Asia and the least developed countries.

Understandably, adolescent boys outnumber girls in all regions with data available, including the industrialized countries. This study or the parity is closest in Africa, with 995 girls aged 10 to 19 for every 1,000 boys in Eastern and Southern

Africa and 982 girls per 1,000 boys in West and Central Africa, while the gender gap is greatest in both Asian regions. In the Universe adolescents share of the total population peaked in the 1980s at just over 20 percent. Even though, adolescents' numbers will continue to grow in absolute terms until around 2030, adolescents share of the total population is already declining in all regions except West and Central Africa and will strongly vanish all over the world through 2050. At this stage, need to realize that one trend that will continue to intensify in the coming arena is that ever more adolescents will live in urban areas. Supposedly, around 50 percent of the world's population lived in urban areas in 2009. No doubt by 2050, this share will rise to almost 70 percent, with the strongest increase happening in developing countries.

4.3.1 Early Adolescent Development.

The early adolescence is monitored and studied by observing physical sexual maturation. At this stage it realizes that psychosocial adjustment to pubescent changes evokes a pre – occupation with body image (Radzik, Sherer & Neinstein, 2002). The continued development of the pre-frontal cortex of influencing cognitive ability; synaptic pruning, affecting coordination and efficiency of thought; and neurotransmitter changes implicated in mood, appetite and sensation-seeking predictions are being experienced by the early adolescent brain. (Casey, Tottenham, Liston, & Durston, 2005; Barnes-Goraly et al., 2005, Luna et al., 2004; Steinberg, 2014).

According to Piaget and Inhelder, cognitive function in adolescence evolves from the concrete “operational logic” of childhood to increasing “formal operations” and nascent abstract thought (Piaget & Inhelder, 2000). Therefore, it's logical to understand that, as the ability of abstraction increases, there is a shift from an objectivist perspective to a relativist orientation (Byrnes, 2003), and upcoming of relative thinking (Selman, 1980). It is also very much observed that the combination of mesocratic limbic activity, pubertal hormonal changes and multifaceted social stressors may affect the early adolescent to be increasingly susceptible to wide mood swings, emotional liability and reduced impulse control. (Arnett, 1999; Buchanan, Eccles, & Becker, 1992; Neinstein, 2002; Spear, 2000; Rosenblum & Lewis, 2003).

It is necessary to understand that Social role development explains “industry vs Inferiority” are a psychosocial orientation accentuating accomplishment (Erikson, 1968). The emotional conflict with parents escalates (Laursen, Coy & Collins, 1998) coinciding with a shifting emphasis to peer involvement (Bradford-Brown & Klute, 2003; Neinstein, 2002) predominated by unisex relationships with increasing interest in heterosexual group contact (Bouchey & Furman, 2003). At this point there is a highlighted amplification of over sexual curiosity and experimentation possibly related to adrenarche and gonad Arche (Harrison, 2003; Radzik, Sheres, & Neinstein, 2002). Hence, during early adolescence period, first awareness of same gender attraction for gay and lesbian youth often happens during this period. (Anhalt & Morris, 1998; Pew Research Center, 2013). Evidently, the general understanding is that morality usually functions a “conventional” level, preoccupied with social norms, guidelines and expectations, leading toward an appreciation for relational ethics (Kohlberg, 1980; Nucci, 2001).

In the academic setting of America, the early adolescent basically transitions from the nurturing nest of a single educator primary school environment to a middle/junior high school context. Basically, the new academic system of America incorporates a variety of educators and reduced teacher student relationships, strict social controls with more punitive consequences, and further more competitive grading structure with increased academic demands (Eccles & Buchanan, 1996; Eccles et al., 1993; Fenzel, Blyth & Simmons, 1991; George et al, 1992). Visibly, when it comes to the legal context, the early adolescent remains highly dependent on adult authority. Thus, though the condition is such, at the age of 12 in some states the adolescent may consent autonomously for confidential health care services (English, 2002).

4.3.2 Late Adolescent Development.

Understandably, during the movement of adolescence the teenage body and brain proceeds in development toward full adult stature and complete sexual maturation. But, there is an increasing acceptance of pubertal physical, concern over making the body more attractive escalates (Neinstein, 2002). A gradual brain development continues including progressive frontal lobe development, cerebral myelination and synaptic pruning, and neurotransmitter stabilization (Spear, 2000; Steinberg, 2014). There is a possibility of high vulnerability due to asynchronous increase between the highly attenuated cerebral sensation-seeking systems a developing self-regulatory system (Steinberg, 2014). Though the total ‘formal cognitive operations’ begin to appear and reasoning capacity becomes more complex, accurate and logical (Piaget & Inhelder, 2000), strength of cognitive process and control of impulsivity remains immature (Steinberg, 2014).

Meantime, there is a highly relativistic fact may predominate, there is an increasing appreciation for the validity of multiple perspectives and maturation of principled moral judgments (Byrnes, 2003; Smetana & Turiel, 2003) compiling the use of third person or mutual perspective taking (Selman, 1980).

Throughout adolescence there is an increasing scope of emotions related to progressive cognitive development and cumulative life experience (Rosenblum & Lewis, 2003). Many researchers have proven that classic adolescent egocentric thought patterns, with the construction of an “imaginary audience” and a “personal fable” (Elkind, 1978), may be well explained as “interpersonally-oriented daydreaming” connected with the process of separation-individuation (Vartanian, 2000). Understandably, propelled narcissism and its counterpart, personal despair, contribute to the potentially tumultuous emotional plight of the adolescent (Blos, 1979).

Supposedly, the relationship of parents, is transformational characterized by strongly decreasing frequency of combat but development in the emotional intensity of the disagreements (Larson, et. al., 1996; Laursen, Coy & Collins, 1998; Zimmer-Gembeck & Collins, 2003). At this stage need to consider peer involvement is high as heterosexual peer groups develop into groups (Bradford-Brown & Klute, 2003) and intimate relationships develops in prevalence and intensity (Bouchev & Furman, 2003; Bradford-Brown & Klute, 2003; Neinstein, 2002).

Evidently the role development explains “identity vs. role confusion, “the task of defining “self” and the “self” in relation to society (Erikson, 1968). At this stage it could be very much visible the sexual identity awareness and formation accelerated (Ryan & Futerman, 1997) and accordingly sexual experimentation, activity, and risk behavior proliferate (Neinstein, 2002). It is observed that at the end of high school, apparently one half (48.6%) of youth in America have engaged in sexual intercourse (CDC, 2015). Obviously, this above fact is likely an underestimate of the highest risk out-of-school youth. Furthermore, it records that in the high school period, in the gay and lesbian youth population, same gender sexual experience and self-identification as gay or bisexual takes place most frequently at this age of 17 (Anhalt & Morris, 1998; IOM, 2011; Pew Research Center, 2013).

It is necessary to realize that morality at this period may assume “interpersonal normative” and this is governed by law and authority (Kohlberg, 1980; Nucci, 2001). Spiritually speaking, the faith at this point tends to be “synthetic-conventional,” adhering to the beliefs that dominate within the social environment and move toward an “individual analytical reflective” belief style (Fowler & Dell, 2004).

During the high school time academic accountability and achievement is highlighted during this period and the syllabus becomes more diverse, rigorous and competitive (Eccles & Roeser, 2003; George et al., 1992). The adolescent considers themselves as mature and capable group and seek independent in dealings and this age stand as 14 to 17 (Nienstein, 2002). In most states and regions, the age 16 consider as privilege and they could request driver’s license, he or she can employ themselves, free from formal education and look for status in life (English, 2002).

4.4 The Foundation of Risk, Resilience and Opportunity.

In the developmental life cycle in humans and in other animals the adolescence is a unique phase (Elliot & Feldman, 1990; Spear 2000). Moreover, among human beings the adolescence is a complex, multi-system transitional process including progression from the immaturity and social dependency of childhood into adult life (Greenfield, Keller, Fuligni, & Maynard, 2003; Graber & Brookes-Gunn, 1996; Modell & Goodman, 1990; Steinberg, 2002). Adolescence is the synthesis of profound corporal progress with the emergence of a matured existential essence and integration of the nascent self within the community, family and culture and this is conceptualized by G. Stanley Hall, the father of adolescence science (Arnett, 2002; Berzonsky, 2000; Blos, 1979). Evidently, during adolescence the developmental transition occurs and requires reciprocal reorganization of the individual influencing behavior, relationship and emotions (Graber & Brooks-Gunn, 1996; Lerner & Castellino, 2002). This interdependency of individuals displays multi-system challenges like risk, resiliency and opportunity in adolescence (Geidd, 2015; Graber, Brooks-Gunn, & Petersen, 1996; Steinberg, 2014).

4.5 Culture and Adolescence.

It is observed that adolescents are similarly biological and cultural beings with any existing culture (Miller, 2002, p.151) and further, defined as steady, strong, dynamic system of shared activities (Greenfield et al., 2003; Swanson, et al., 2003). The definition of adolescence holds a different meaning when it comes to social, cultural and historical contexts (Steinberg, 2002; Swanson et al., 2003). The achievement of “autonomy” could be considered as important psychosocial

effort of adolescence among individualist and collectivist cultures (Zimmer-Gembeck & Collins, 2003). In the glob and western, the adolescence is not prioritized the independency and self –sufficiency and their expectations and obligations (APA, 2002; Zimmer-Gembeck & Collins, 2003).

At this stage it is necessary to understand that the word adolescence do have commonalities to inform its chronological meaning of adolescence (Arnett & Galambos, 2003). The childbirth statistics have risen universally when it comes to women, marrying before 20 have shown fewer percentages considering the age of first marriage (Blum & Nelson-Mmari, 2004; Steinberg, 2014; United Nations, 2009). Similarly, the formal education has been increasing in the universe in both boys and females (Blum & Nelson-Mmari, 2004). Subsequently, in developed countries women now gradually overlap men in completing the post-secondary education and this change started apparently since 1970s (National Bureau of Economic Research, 2015; Yale Global online, 2014). As described by Margaret Mead (1961) and Eric Erikson (1968), this education fosters a suspension of adult roles and it has delayed marriage and childbirth.

4.6 Physical Development in Adolescence.

The most visible physical development of adolescence is puberty and this is in other words, transformation of a child into an adult. The physical growth and sexual maturation of adolescence include; gender, race, body mass, environmental influences and overall health status (APA, 2002; Steinberg, 2014; Styne, 2004). The noted puberty age is simplified to 11 years, for boys it commences between the ages of 9 and 13.5 years, and for girls this age records as 7 and 13 years (APA, 2002; Grumbach & Styne, 1998). In females, the characteristic skeletal development begins between the ages of 10 and 12 and in males it begins between 12 and 14 (APA, 2002). Due to higher proportion of body fat and increased exposure to natural light there is a trend of reaching early puberty (Steinberg, 2014). In other words, delayed puberty in boys expressed as absence of testicular enlargement by the age 14 and similarly in girls the absence of breast development by the age 13 (Dynamed, 2015; Rosenthal et al., 2002).

4.7 Adolescent Brain Development.

The functional magnetic resonance imaging (fMRI) technology has expressed new methods and ways to understand the word adolescence and their brain development (Geidd, 2015; Steinberg, 2014). The adolescent brain demonstrates unique functions through the strengthening of constantly used neuronal connections (Geidd, 2015; Steinberg, 2014). The teenage brain is not an old child brain or half-baked adult brain but it stands as different entity characterized by changeability while increasing in networking among brain regions (Giedd, 2015, p. 33). The three neuronal systems such as; reward system, relationship system and regulatory system help the brain to mature (Steinberg, 2014). The between pubertal increase of the limbic system – reward system and the pre-frontal cortex – regulatory system show lack of synchronicity (Geidd, 2015). In teens and 20s neuronal connectivity continue to develop and this would influence reasoning capacity, affective state and impulse control (Beckman, 2004; Geidd, 2015; Spear, 2000).

4.8 Education in Adolescence.

Visibly, in a well-developed education system it always led children move to secondary education from primary education. Similarly, even in the Universe the primary education has not yet reached but there has been a wonderful progress towards this. It is much important to gain primary education to boost the numbers of early adolescence to facilitate to jump to secondary education. It records that in 2005-2009 primary enrolment in developing countries stood at 90% for boys and 87% for girls while in Sub-Saharan Africa stood as 81% for boys and 77% girls. The quality primary education is not reached by adolescents and it approximately 27 million and thus, they are not prepared to move towards secondary education. The Sub-Saharan Africa is the most affected region and more than 70 million adolescents of lower secondary age are out of school.

The details continuously show that children of primary age who are out of school basically 69 million. Need to understand virtually equal numbers of adolescents of lower secondary age, almost 71 million which is according to the calculation, one in five of that total age group. It is either they have not finished their primary schooling or because they not been able to make the transition to lower secondary school or further they have simply dropped out of secondary education. Therefore, adolescents have become a worldwide problem of children out of school and from them 54% are girls.

This is a special attention need area to focus on the movement from primary to lower secondary school and it is visible and difficult in developing countries. At these typical ages, children are not transitioning to secondary school and others

drop out completely. The clear example is, lower secondary age adolescents in Sub-Saharan Africa 39% are still in Primary education, repeating missed work or catching up later start. 64% of primary school students move to secondary school and 31 of those adolescents do move to secondary school, many do not make it to upper secondary.

The difficulty of recruitment to secondary education is similar to those exist in the primary education. Similarly, it is a fact that the expenditure of secondary education is often higher than the expenditure of primary education.

Among developing countries girls lag behind boys in secondary education. Girls still lag behind boys in secondary school participation, the records explain that 53% for boys and 48% for girls during the period of 2005 and 2009. Particularly, in Sub-Saharan and in South Asia show the highest number of disadvantage girls. Anyhow, the percentage of attendance in secondary education is higher for girls than boys in the East Asia and Pacific and Latin America.

However, it has become a great challenge for both girls and Boys to attend schools. Particularly, there are poor disadvantaged girls, show displeasure to attend secondary education due to various factors like domestic labour, child marriage, ethnic or social exclusion and early pregnancy. Likewise, Adolescent boys come across psychological challenges to school attendance and tend to report less satisfaction with school compared to girls. The teenage boys tend to commit themselves less time in academic activities than girls. The family involvement and the influence of their peer group may also largely affect satisfaction of boys to attend schools.

The quality of secondary schools and the quality of education should improve and that should lead adolescents for a better education. Understandably, the secondary education helps the youth to stand against youth violence, sexual harassment and human trafficking. Thus, it certainly helps the long-term health benefits like lower infant mortality, later marriage, reduced domestic violence, lower fertility rates and improved child nutrition. Evidently, this guidance would prevent HIV and AIDS and it also could reduce the percentage of poverty.

It is necessary to understand that educational experience of adolescents in developing countries play a major role. Apparently, the basic education for youth is very much counted when it comes to skill development for job opportunities. This education should lead them with knowledge to think and how to solve problems creatively rather than merely providing them knowledge. The technical study and Vocational training should also be given at this stage rather than narrowing that particular knowledge to less academic. Adolescents should first of all lead to basic education and then eventually to technical and vocational courses.

It is observed that the most vulnerable adolescents are those affected by poverty, HIV and AIDS, drug use, ethnic disadvantages and they could be kept away from these dangers if they moved to proper secondary school. These adolescents should be properly approached through a touching mechanism. They could be directed properly through non-formal education, outreach and peer education, care and support.

V. CONCLUSION

In this review of study, it focusses to analyze the Growth of Adolescence and Education in Sri Lanka. In Sri Lanka, its free education but the Nature of Dropouts in Sri Lanka is much noticeable. In this study I have focussed my attention on the Definition for the Adolescence and studying that I have clasified Early Adolescence (10–14 years), Late Adolescence (15–19 years), Demographic trends for adolescents, Early Adolescent Development, Late Adolescent Development, The Foundation of Risk, Resilience and Opportunity, Culture and Adolescence, Physical Development in Adolescence, Adolescent Brain Development, Education in Adolescence. Literacy rate in Sri Lanka in a way satisfactory but still it can be evaluated in different strategies. Existing problems in Education has been a topic for many years in Sri Lanka. Dropout conditions varies place to place and this is critical in the Urban areas of Sri Lanka. The history of the dropout problem has been studied in number of occasions but the pathetic side of this issue is that the findings are not applied in the way possible due to various reasons. The dropouts' trends in Sri Lanka have been a much-debated theme for many years. Reasons for dropouts are visible but the mechanism to reduce this trend is delayed time to time. Therefore, the impact of this problem is vast.

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