Chapter 2. Findings, Conclusions & Suggestions

6.1 Findings

Adolescence is the most crucial of all stages of development in a human-being. A period of transition between childhood and adulthood - to be handled with utmost care and consideration, as a child learns to mature.

The findings revealed that the adolescents themselves as well as the parents and teachers were aware of the facts that the students had grown from a child to a teenager and were on their way to adulthood.

It was also agreed that adolescents at this stage did require a helping hand for the same to successfully and smoothly glide over from this stage of life viz. adolescence to the next stage i.e. adulthood.

The changes were observed in the likes, dislikes, thinking, feelings and preferences of adolescents.

The changes were positive as well as negative.

Adolescents started valuing disciplines and values instilled in them but learnt to rebel and refrained from tolerating anything or anyone who inflicted pain on them. They got distracted quite easily and were required to be reminded to do the right and dispense with the wrong.

Adolescents agreed that they were required to be monitored. However, adolescents understood that vigilance from elders over their activities was not meant to curb their autonomy. The consequences of misuse of freedom were understood by most of them.

It was evident that the adolescence of the adolescents needed to be nurtured to allow them to bloom to their fullest capacity.
All adolescents observe changes – Physical, Mental, Emotional & Psychological, Social - which do pose problems for the adolescent(s). The transition period may not always be smooth.

The transition period was not always smooth with the adolescents.

Some adolescents accepted their physical, mental, emotional, psychological and social changes gracefully and accepted that changes will occur in the normal process of growing up and it cannot be ruled out.

For some adolescents, this period of life was rough.

Awareness seemed to be universally present that at every stage of life of the adolescent –

Adolescents were aware that be it childhood, adolescence or adulthood it was natural for a human being to face problems.

Some adolescents emphasized on their physical problems, some were conscious of their changing height / weight and looks. Some were anxious due to their slow bodily growth than peers, whereas some expressed the anxiety of observing slow bodily changes than other adolescents around them.

Mental chaos, confusion, emotional and psychological changes particularly mood swings were emphasized.

Rude behavior or fear of being ragged or bullied was also exhibited.

Intense emotions and particularly day dreaming in class rooms was also common (which according to the adolescents, could be lessened if the teacher is successful in capturing the attention of the adolescent(s) in the class room and their minds are not allowed to waiver).

Ego, temptation, being easily misguided and judgmental behavior was resented and disliked by the adolescents.
It was also clearly revealed that mostly adolescents instead of being amused or alarmed get affected by the changes.

The most commonly observed problems due to changes observed by adolescents which were instrumental for their changing behavior were:

Physical problems:

- Quick bodily changes.
- Onset of puberty.
- Painful puberty.
- Physical growth slows than in other adolescents/teenagers.
- Feeling uneasy from some physical defect since birth or childhood.
- Attaining some kind of disease on attaining puberty.
- Physical illness due to curiosity leading to unsafe sex with opposite or same gender.
- Physical illness due to use of drugs.
- Due to some past accident, lack of total use or mobility in some part of the body.
- Lacking in physical activities which other adolescents undertake.
- Physical potentials not properly channelized.

Emotional / Psychological problems:

- Reacting violently to the smallest adverse situations.
- Lack of empathy, sympathy and self confidence.
• Indulgence in undesirable acts such as fighting, stealing, drinking / using drugs / smoking.

• Mood Swings between opposite impulses.

• Bullying or ragging others or being bullied or ragged by other adolescents.

• Experiencing intense emotions.

• Frustration of not being in control of oneself.

• Physical illness due to curiosity leading to unsafe sex with opposite or same gender.

• Physical illness due to use of drugs.

• Due to some past accident, lack of total use or mobility in some part of the body.

• Feeling uneasy from some physical defect since birth or childhood.

Mental problems:

• Lack of self control.

• Slow understanding compared to other adolescents or teenagers.

• Mentally feeling depressed as elders treat teachers, neither as children or adolescents.

• Frustrated to think that mentally the adolescent is incapable of solving arising problems.

• Behaving in an irrational, illogical manner.

• Slow in learning.
• Negative thinking

• Cross with others being judgmental towards them.

Social problems:

• Dishonesty and lack of respect.

• Blind faith in others particularly family members and friends.

• Urge to be socially desirable and recognized.

• Misguided, tempted, lured.

Other problems:

• Identity crisis.

• Peer pressures

• Teasing by friends.

• Criticism

• Family problems.

• Also anger, less pocket and immaturity were pointed out as common problems.

To deal with problems, adolescent(s), most of the time, need help.

Adolescents agreed that, although the adolescents do not like to admit that they require help, they secretly yearn for the same.
They very often did not mind this help coming from the peer group, as the adolescents themselves also posed as helpers and as friends to their peer group and enjoyed and felt elevated doing the same.

Adolescents also admitted that at this stage of their lives, they resented help from their parents, as it made them psychologically feel that they were still dependent on them, whereas in their heart of hearts, they wanted to be helped and also at the same time wanted to prove adversely.

Some parents fancied themselves as the role models of their adolescent children. The adolescents stated that it was true in childhood, but not quite true for adolescence stage of their lives. Some adolescents realized that they were in this stage, disillusioned and that now they had wider horizons to select their role models from other elders of society, including the teachers whom they now looked up to as role models, if they had sufficient reasons to admire their behavior and the way they carried themselves under adverse situations and handled problems. Adulation for teachers during adolescence acted as a magical wand for the adolescents and changed their aspirations and way of thinking in their lives.

The care and moral / emotional support given by teachers when approached by them was also highly valued by them and they were more than thankful for the same.

The adolescent(s) who placed their hope for help and assistance in their peer group (their friends), were more often, misguided by them, as they themselves were immature, raw and inexperienced.

Friends or Peer group of adolescents were naïve as the adolescents themselves in handling situations and dealing with problems. If there was a wrong perception of the problem in question, the peer group could end up in aggravating problems further. If they had influential impressions on other adolescents their personality domination could give wrong signals or messages for handling situations/problems.
Wrong experimentation of life by such influential peers who easily, rightly or wrongly convinced others, could again be disastrous for other adolescents around them, particularly if adolescent(s) placed more faith in them to solve problems/handle situations which consciously or sub-consciously unfolded itself in the lives of the adolescents.

*If either or both parents already had a very strong impact (whether positive or negative) as ‘role-model’ on the adolescent, then the teachers’ influence on the adolescent, did not have the desired impact on him/her.*

For some adolescents, parent(s) were their semi-god(s). Under such circumstances, much cannot be expected by them for teachers who may refrain from having desired impact(s) on them.

*All adolescent(s) were not lucky enough to fall back on a strong home, where the adolescent(s) got the warmth of understanding, which they very desperately needed, but, did not like to show the same.*

Some adolescents came from ‘Troubled Homes’ where parents lived separately or were divorced or were brought up by a single parent or were living with uneducated/uncultured elders at home. Horrible neighborhood also was the cause of problems for the adolescents.

Other problems like poverty, undernourishment, constant fights between parents/family members, were also the cause of problems faced by adolescents.

*The teachers, year after year, became experts in dealing with the immaturity and the problems of the adolescents; due to their experience, qualities and qualifications, when approached, had better expertise to handle the adolescents’ academic and other non-academic problems.*

The teachers basically were teachers as they had stepped out of the comfort of their homes to earn their livelihood. However, it was due to their effective dealing
with their students that they continued in their profession. Without proper qualifications and some basically required qualities, no person could end up being teachers particularly in educational institutions where prescribed qualifications and minimum required qualities were a must.

Year after year, the teachers of adolescents students dealt with their immaturity and if approached helped them in solving problems/handling situations. The teachers became experts in handling the adolescents and wherever possible along with the time bound completion of the syllabus, also time and again, instilled values and good behavior pattern in the adolescents.

*Adolescents at their age, idolised their teachers. This adulation / hero-worship / reverence / respect / regard / admiration was helpful to the teachers to form and grow the roots of idealism, which in turn will also be helpful to the adolescent(s), in his/her/their adulthood.*

Very often the teacher ended up in realizing that in-spite of no conscious efforts made, some students admired their teacher for different reasons appealing to their impressionable and young minds. It was in this age that the roots of idealism grew firmly in the minds of adolescents. They also made the teacher realize that they look upon him/her as their Role Model. This was what a teacher was required to subtly exploit – in the sense that the teacher very well and very easily made good impression on the minds of such wet clay (adolescence of the adolescents), which can go a long way in making the adolescents fine global citizens, was realized by the teachers.

*Generally adolescent(s) is/are crude in his/her/their thinking and naïve in the art of decision-making.*

Since adolescents are on their way to maturity, it was crucial that they master the art of decision making.
Adolescents wanted to take their own decisions but since they were quite crude in this act, they need to learn the science of decision making was understood by them. The teachers also opined that there was a need to gradually make the adolescents, masters, in the art of decision making, as in modern times no one can afford to take wrong decisions.

It was agreed by teachers, parents and adolescents that there was a need to teach the art of decision-making to the adolescents. Even when the adolescent does not understand what decision to take when faced with a dilemma, he is required to take a decision of not taking a decision. But taking a decision and that too, a right one, is inevitable.

Teachers, parents and adolescents agreed that adolescents were on their way to maturity and maturity is all about mastering the ability to take right decisions, at the right place, at the right time.

*Growing up is all about learning to make choices and mastering the ability of taking right decisions.*

The teacher can help the adolescent(s), to develop their minds logically and gradually master the art of correct decision-making, so inevitable for survival and success, in the modern world of global competition was agreed by adolescents, their parents and the teachers themselves.

*Adolescents need to be systematic.*

One must be able to arrange priorities in the right sequence and learn to make the right choices, thereby taking right decision. One wrong decision due to unduly impulsive or challenging behavior can doom the adolescent for his/her life time was understood by the adolescents.

*The members of the family or peer group could have their own hidden agenda in prompting the adolescent to take a part decision.*
But a teacher is only interested in the well-being of the student, extending a helping hand to be able to move on in the right direction by taking the right decision.

*Although the teaching community strives to contribute its best, dynamism cannot be ruled out, in a crucial profession such as teaching. There can always be scope for improvement.*

It was clearly indicated that society does believe that teacher(s) can help adolescent/teenager student(s) to become better person(s).

Along with the regular curriculum imparted, to live up to the expectations of society, the teacher was expected to groom and manage his/her/their adolescent students to help them to successfully tied over from juvenile adolescence to a more significantly responsible adulthood.

The teachers also agreed that the qualities in them if enhanced will help them to carry themselves gracefully, so that their successful in being role models for their students and helpful in grooming the adolescence of the adolescents. For this the teacher needs to evaluate himself/herself for their betterment. Aspiring to be a role model is the first step in this direction.

62.5% of the respondent teachers were aware of principles of management and agreed to have read them and having an understanding of its concept. They also agreed that in solving problems, handling situations of the adolescents and for their all round personality development, principles of management can provide guidelines and be a helpful tool for the teacher(s) to groom and manage them.

Principle of management ‘Centralisation’ was ranked first by the teachers, according to which the superior (teacher) is required to be in complete control his/her subordinates (students).
The principle of (stability of tenure) was ranked second by teachers.

According to this principle the employees (teachers) were required to be made permanent, as soon as work was found to be satisfactory, so that the teacher can put his/her heart and soul in the work to be done.

The principle of ‘Esprit de corps’ (team spirit) was ranked third by the teachers whereby it was agreed that the teacher and students need to work in harmony with one another, for better communication.

Synergy was the keyword for encouraging team spirit. The respondent teachers agreed that the teacher should behave as a leader in leading the subordinates and that the teacher should display leadership (as superiors) to enthuse, inspire and guide their pupils (subordinates) i.e. the adolescent students. It was agreed by the teachers, that both the teachers and students communicated better and a rapport was built between the teacher and student, which proved to be advantageous for both the teacher(s) and adolescent student(s). It was easier for the teacher(s) to tutor/instruct and improve the performance of the students and the students could easily imbibe what was taught to them by the teachers.

Efficient leadership of teachers as a tool to enhance and encourage self study and group discussions, facilitating increased active and effective participation of the student, in the teaching-learning process, could be another avenue for future research.

95% of the teachers opined that principles of management can be a useful tool in understanding how the teachers can better groom the adolescent/teenager student(s). They agreed that the adolescent students need to be handled with affection and care but also with a firm hand. The teacher(s) were of the consensus that they should set themselves on the expedition whose mission was seeking ones inner self, to admit to himself/herself that there is still scope for more to be achieved and understanding the concept and imbibing principles of management
in the sacred mission of imparting knowledge and creating global citizens and good human being.

6.2 Conclusions

Teaching being a noble profession, the teachers try to bring out the better of themselves in every way, so that they can contribute their very best in grooming and managing his/her/their student. However, at no juncture of time can an individual declare that at any given point there is no scope for improvement. This also applies to the teaching community who could strive still harder to improve their performance which needs to be an ongoing process and not a one-time process. The teachers need to be supportive and available whenever their guidance is required by adolescents. At no point of time, can a teacher declare that there is now no scope for him/her to improve his/her performance for better grooming the adolescent students since the teachers are looked up to by one and all of the society, to help their adolescent students pass over to a more significantly responsible adulthood.

- Teachers who are knowledgeable about ‘management tools’ can better help the adolescents with their problems / handle situations / improve their potentials as well as performance help them to gradually master the art of correct decision-making, thus prove to be effectively useful to prepare them for their future, by understanding and effectively applying the ‘Concept and Principles of Management.

The teachers can better groom and manage the adolescent students by playing a crucial role in shaping the lives of adolescent students if they are well-versed in the concepts and principles of management. This also includes the new concepts of management like Event management, Disaster Management, Total quality management. Crucial personal qualities and teaching techniques in a teacher will help him/her to impart qualitative education.
• The teachers agreed that with the knowledge of principles of management, they will be in a better position to respond effectively and gracefully and be role-models for their students without being extra burdened to try to be one.

Management principles will be an important tool in their hands with the help of which they would along with academics subjects taught and co-curricular and extra-curricular activities conducted be in a position to spontaneously chisel the adolescents of today into good citizens of the country and above all good human beings; as the students would spontaneously imbibe the good values and good behavior pattern which would also be useful for them to take right decisions for themselves and refrain from such negative behavior which lure their adolescence – only for a remorseful future ahead. The teachers by following the right path in life can easily be accepted by adolescents as their role – models.

• Guidelines framed for the teachers, hereby, can motivate and help the teachers, to reciprocate to become role models, for their adolescent student(s), so that the teachers, spontaneously, without feeling extra burdened, in normal process of their work, be successfully instrumental, in Grooming and Managing ‘Adolescence.’

To be role-models, teachers only need to polish and enhance the qualities which are very much there in them, but of which they may not be very consciously aware of.

The teachers agreed that knowledge of concept and principles of management has helped the teacher and will help the teacher to be scientific artists, whose main job is CREATING FINE GLOBAL CITIZENS AND ABOVE ALL, GOOD AND SENSITIVE HUMAN –BEINGS, SO THAT THE WORLD, PRACTICALLY BECOMES A BETTER PLACE TO LIVE IN.
6.3 Suggestions for further research

The Questionnaires used in my Research can be useful - as an ideal tool to better understand the challenges before teaching community, as also expectations from them by the society and be instrumental to give an insight as regards the strengths of the teacher(s) /educational institution(s), when it comes to management of the student community at large.

Additional or further Case Studies on other respondents could further strengthen the conclusions and could be an ideal further research option.