

PROJECT REPORT

DIFFICULTIES ENCOUNTERED BY SECONDARY TEACHERS IN SOLVING THE ISSUES OF ADOLESCENTS



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CERTIFICATE

It is certified that the Project entitled “**DIFFICULTIES ENCOUNTERED BY SECONDARY TEACHERS IN SOLVING THE ISSUES OF ADOLESCENTS**” is an original and independent work done by **Dr.S.VIJAYAKUMAR**, Lecturer, District Institute of Education and Training, Keelapalur, Ariyalur Dt. It has not previously formed the basis for any other project work or for any award.

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DECLARATION

I hereby declare that the Project entitled “**DIFFICULTIES ENCOUNTERED BY SECONDARY TEACHERS IN SOLVING THE ISSUES OF ADOLESCENTS**” is an original and independent work done by me and it has not formed the basis for any other programme, project work or any award.

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DIFFICULTIES ENCOUNTERED BY SECONDARY TEACHERS IN SOLVING THE ISSUES OF ADOLESCENTS

CHAPTER-I

INTRODUCTION

1.1 INTRODUCTION

Adolescence is defined by WHO as “the age group of 10-19 years”. In India, adolescents (10-19 years) constitute 21.4 percent of the population comprising one fifth of the total population. Secondary teachers play a pivotal role in the educational and personal development of adolescents, a phase marked by significant physical, emotional, and social changes. Navigating through the intricate web of challenges that adolescents face requires a keen understanding of their unique needs and the ability to address a multitude of issues. However, secondary teachers often find themselves grappling with a myriad of difficulties when it comes to resolving the complex problems that adolescents encounter. These challenges range from academic struggles to social pressures, mental health concerns, and behavioral issues, making the role of secondary teachers not just instructive but also deeply nuanced and supportive. As educators strive to create a positive and conducive learning environment, they must grapple with these difficulties head-on to ensure the holistic development of their students during this critical phase of their lives. Understanding and addressing the multifaceted issues faced by adolescents demand a delicate balance of empathy, patience, and effective communication, challenging secondary teachers to go beyond traditional pedagogical approaches.

One of the primary difficulties encountered by secondary teachers in addressing the issues of adolescents is the diverse nature of the challenges

themselves. Adolescents undergo a period of identity formation, and each student brings a unique set of circumstances, backgrounds, and experiences to the classroom. Consequently, teachers must be adept at recognizing and responding to a wide spectrum of issues, ranging from academic struggles and learning disabilities to social conflicts, peer pressure, and mental health concerns. This diversity makes it challenging for educators to adopt a one-size-fits-all approach, necessitating a tailored and individualized strategy to effectively support each student. Additionally, the rapidly changing landscape of technology and social media introduces new complexities, influencing the dynamics of adolescent interactions both inside and outside the classroom. Navigating this intricate tapestry of challenges requires ongoing professional development, collaboration with support services, and a commitment to fostering a safe and inclusive learning environment that acknowledges and addresses the unique difficulties faced by adolescents in today's complex society.

1.2 ADOLESCENCE

1.2.1 Meaning and Definition of Adolescence

World Health Organization (WHO) defines adolescence as a phase of life between 10-19 years of age characterized by physical growth, emotional, psychosocial and behavioural changes, thus, bringing about transformation from childhood to adulthood. These changes usually occur a year or two earlier in girls than boys. Some of the changes are externally visible and some are internal. These changes are normal and natural and are due to release of various hormones in both boys and girls.

Adolescence is generally defined in reference to a period of years. W.H.O has defined adolescence as a period between the age group of 10-19 years. Adolescence may be apparently defined as period of physical, psychological and social maturity from childhood to adulthood i.e. the period extending from puberty to the attainment of full reproductive maturity. It is a bridge between childhood and adulthood and a period of rapid changes in almost all developmental dimensions of growing to sexual maturity, discovering one's real self, defining personality values and finding one's vocational and social directions. It is also a time of testing of pushing against ones capabilities and limitations as posed by adults (Clifford 1993). However, defining the age of adolescence varies from one social-cultural setting to another. A young person attending the school may be considered an adolescent at one place while another person of the same age group at another place may be married and as such be defined as an adult. The age of puberty has shifted gradually to earlier years and a lengthened period of education and dependence has served to expand the life of adolescence (Garg 2002).

1.2.2 Adolescence: A period of change

These changes are accompanied by changes in behaviour and social relations also.

(i) Physical Changes in Adolescent Boys

Physical changes in adolescent boys include the following:

- ❖ Growth spurt occurs
- ❖ Shoulders broaden
- ❖ Muscles develop
- ❖ Skin becomes oily

- ❖ Voice deepens
- ❖ Growth of moustaches and beard
- ❖ Growth of underarm, chest and genital hairs
- ❖ Penis and testes enlarge

(ii) Physical Changes in Adolescent Girls

Physical changes in adolescent girls include the following:-

- ❖ Growth spurt occurs
- ❖ Breasts develop
- ❖ Skin becomes oily
- ❖ Hips widen
- ❖ Waistline narrows
- ❖ Growth of underarm and genital hair
- ❖ External genitals enlarge
- ❖ Uterus and ovaries enlarge
- ❖ Ovulation occurs and menstruation begins

(iii) Sexual changes in the boys

During adolescence period the adolescents become sexually active. So it is very important to know the sexual changes. The sexual changes in boys are as follows:

- ❖ Penis, testes and scrotum enlarge Pubic, axillary and bodily hair appears
- ❖ The voice of the young boys breaks and attains a deeper tone
- ❖ The body itself becomes more distinctly muscular
- ❖ Sexual urge begins
- ❖ Sperm production begins in the testes and ejaculation occurs.

At this time, the young man begins to experience a distinct sexual urge or drive. The sexual forces awakened in him make him suddenly conscious of the strong sensual pleasure that can be associated with his genitals. This may give rise to pleasure, confusion and guilt feelings. There is an increased sexual excitability, which leads to touching of the genitals and their stimulation (masturbation). This is particularly true of the male because his sexual urges and drives are more distinctly genital. He also becomes more conscious of and attracted to the other gender and may fantasize about them or imagine being in love with one of them. Nocturnal emissions or wet dreams may begin and become a source of anxiety.

(iv) Sexual changes in the girls

The sexual changes in girls are as follows:

- ❖ Menarche, the appearance of the first menstruation is a dramatic event in the life of a female.
- ❖ The menstrual cycle, initially, may be irregular but becomes regular over a period of time.
- ❖ Budding of the breasts takes place, which becomes progressively bigger and fuller
- ❖ Auxiliary and pubic hairs start appearing
- ❖ The hips become wider and the body shape changes
- ❖ Sexual urge begins.

In the adolescent female, the sexual urges are more diffused, and more associated with emotion and daydreams of romantic situations. They, initially, may be shy in seeking friendship with the other gender but may soon look forward and want to be friends with boys rather than girls. Many young women also may have erotic dreams and may find pleasure in stimulating their own genitals Attraction

towards opposite sex Day dreaming and fantasizing. Relationships tend to be oriented from parents to peers.

(v) Emotional and Social Changes during Adolescence

Emotional and social changes during adolescence are not observable as physical but definitely the behaviour of adolescents changes due to the emotional and social changes happening in their body and mind. These changes are as follows:

- ❖ Emotional instability
- ❖ Preoccupied with body image
- ❖ Frequent mood changes
- ❖ Curiosity and experimentation
- ❖ Self-exploration and evaluation
- ❖ Concerns and worries about the body changes
- ❖ Conflicts with family/elders over control
- ❖ Development of abstract thinking but confusion at times
- ❖ Attraction towards opposite sex
- ❖ Day dreaming and fantasizing
- ❖ Relationships tend to be oriented from parents to peers

The changes in body, mind and relationships transform an adolescent mentally and emotionally. These newer changes leave adolescents bewildered, confused, scared and sometimes guilty. They start experiencing romantic feelings, sexual arousal, anger or mood swings. They may feel attracted to the opposite sex, “fall in love”, hate someone intensely and want to talk to persons of the other gender. Sometimes, intense curiosity gives rise to the desire to explore their own bodies and experiment with sex.

These changes occur at different times and uneven pace among adolescents. They do not proceed at an even pace but moves with fits and starts i.e., rapid spurts followed by relatively quiet times. There is also difference between growths in a pair of organs like breasts. It is almost a rule that one breast outgrows the other. A serious anxiety arises among the adolescents concerning marked differences in height, weight and other changes. In fact, many teenagers have a feeling that they are no longer in control of their body or mind. They fear that they are abnormal since they may look different in comparison to their friends who may be growing at a different pace.

Adolescents have difficult times coping with these changes. Lack of knowledge about the normal body changes and expecting the changes to happen in a rigid, fixed time schedule gives rise to anxiety and fears. They not only hesitate to ask questions about these changes but also do not know as whom to approach.

The parents and family respond according to their own values and traditions to the changes in adolescents. Restrictions in mobility like going out alone or staying out till late night is common, especially for girls. They are expected to share responsibility. There are imposed rules on dress and interactions with opposite sex are restricted. This gives rise to communication gaps, aggression in behaviour and conflicts with the parents. An empathetic attitude to adolescents can avoid this and create an understanding and harmonious atmosphere.

1.2.3 Characteristics of Adolescence

The years between 10 and 19 years of age are known as adolescence. It is a time characterized by rapid change and development, as it is the transition between childhood and young adulthood. Changes can be inconsistent and also

uncomfortable. Adolescents experience physical, social, as well as personal and emotional changes. Cognitive processes will also begin to differ. The rate at which adolescents experience changes will vary depending on gender, genetics, environmental factors and health

Physical Changes

Physical change is a primary characteristic of adolescents. Preteens will experience growth spurts, changes in skeletal structure, muscle and brain development, as well as sexual and hormonal development. Gender differences play a role in when these changes occur. For girls, physical changes begin to happen at about age 12, while boys typically begin to see changes at about age 14. Eating disorders, drug use and sexual activity can pose serious health risks if teens engage in these behaviors during these rapid physical changes.

Socialization

Socialization is another characteristic of adolescence, as they begin to socialize more with their peers and separate themselves from their family. During childhood, kids have a loyalty to their adult role models, such as parents or teachers. However, during adolescence, this loyalty shifts, making preteens more loyal to their friends and peers. For adolescents, self-esteem is largely dependent on their social lives. Girls tend to stick to small groups of close friends, while boys build larger social networks. Adolescents are highly aware of others and how they are perceived during this stage.

Cognitive Development

Changes in cognitive processes are characteristic during adolescence. Preteens experience higher thinking, reasoning and abstract thought. Preteens develop more advanced language skills and verbalization, allowing for more

advanced communication. Abstract thought allows adolescents to develop a sense of purpose, fairness and social consciousness. Adolescents also decide how moral and ethical choices will guide their behaviors during this time. Cognitive processes are affected by overall socialization, meaning that adolescents will develop differently during this stage based on the individual factors.

Personal and Emotional Characteristics

Adolescence is a time when emotions begin to run high. Parents and teachers may begin to notice argumentative and aggressive behaviors due to sudden and intense emotions. Adolescents are also characteristically self-absorbed. They are preoccupied with themselves because they are beginning to develop a sense of self, but they are also scrutinizing their own thought processes and personalities. Possibilities begin to look endless during adolescents, leading some teens to become overly idealistic. They also believe that their thoughts and feelings are unique, doubting that others could possibly understand what they are experiencing.

1.3 CAUSES OF STRESS AMONG ADOLESCENTS

1. Upcoming tests/exams When there is more than one upcoming test, many students are concerned about getting a good grade or simply finding time to study. Test anxiety is not limited to struggling students; high achievers often worry about performing well on exams.

2. Too much homework When the student is overwhelmed or frustrated by homework, it makes it harder for him or her to complete assignments. This can cause a stressful cycle where homework piles up and the student doesn't have the time or energy to complete it all leading to even more stress

3. Lack of organization Students with poor organizational skills tend to experience more stress in school. This is usually because they are not properly prepared with the tools, or the understanding needed to learn. If those organization skills do not improve they may continue to fall behind, leading to more stress and frustration about school.

4. Poor time management Students with busy schedules can quickly become overwhelmed because they are left with no free time to relax. As the student progresses from elementary school to high school, the amount and difficulty level of schoolwork increases and students without good time management skills can experience even more stress.

5. Poor sleep schedule Not getting enough sleep makes it difficult for students to concentrate and learn effectively. This can lead to feelings of stress for the student when he or she is not able to perform well in class or on assignments. In fact, studies have shown that students who do not get the required 8-10 hours of sleep each night are more likely to feel stressed than students who do.

6. Participating in class For many students, the thought of getting called on in class and speaking in front of their classmates can be terrifying. This can be particularly true if the student struggles to keep up in a subject or area

7. Lack of support A lack of support from parents or teachers, even if it is only perceived, can add a lot of stress to students. They may feel that a lot is expected of them, but that they don't have a strong enough support system (whether emotional or practical) to achieve their goals This is another cause of stress can affect high-achieving students in particular.

8. Transitioning to a new environment Making a major move can be a stressful time for many students, whether it is starting at a new school or making the

transition from elementary school to high school. New classes, new teachers, and new routines can all be stressful for students, and take time to adjust.

9. Changes to routine A routine dedicated homework time and a consistent sleep schedule helps the students throughout their day. When changes to the usual routine start to happen, the student may find it more difficult to manage his or her time, leading to more stress.

1.4 PROBLEMS OF ADOLESCENTS

Adolescence is a very difficult stage. The adolescents during this stage are at a very delicate crossing, sometimes they consider themselves as adult and consider themselves capable of thinking and doing everything and sometimes consider themselves mere as child and depend on other.

Problem of Fulfilment of Needs and Aspirations

Need of adolescents increase rapidly during adolescence. They demand good food, clothes, and other facilities at home and study and sports facilities in schools. their aspirations also increase and there is no limit of aspiration. They want to get all that they have not got. In case of non fulfillment of needs and aspirations, they develop inferiority complex, which makes their behaviour negative.

Problem of Biological Needs

The sex instinct rises very rapidly during adolescence. It develops fully at the age of 15 years in girls and at the age of 18 years in boys in India. It creates a strange storm in the body and mind of adolescents. Their attraction for the members of opposite sex increases and day dreaming increases.

Problem of Control on Freedom

Adolescents want to live freely during this stage. They want to be emancipated from any type of control of the family, school and society. The problem before guardians and teachers is, if they give them full freedom then there is a possibility of their proceedings on an evil path and if they control them, then they may revolt.

Problem of Adjustment

Adolescents sometimes consider themselves as children and are not able to adjust with their elders , and sometimes consider themselves as adults and are not able to adjust with children. At this age, they are the members of different social groups and the behavioural norms of different communities are different, so they are faced with the acute problem of their adjustment. Sometimes they forget the behavioural norms of social group in order to adjust with the family.

Problem of Self Respect and Status

The sentiment of self respect is very intense in adolescents, they are also very cautious about their status in group. It has been seen that even a minor hurt to their self respect perturbs them greatly and their behaviour become abnormal. In the same way, when they do not get a proper place in the group, they become imbalanced and become maladjusted, or they make otherwise conduct in order to attract the attention of group. It increases indiscipline and crimes

Problem of Anxiety for Future

As adolescents grow, they become more and more anxious about their future. There are several fields of this anxiety, self respect, status in group, realization of needs, success in examinations, good life partner, good profession etc.

Problem of Moral Development

Adolescence is a very perturbing stage of life, on one hand adolescents are attracted to religion, philosophy, ideals and values and on the other they are attracted to bad habits of smoking, tobacco chewing and sexual desire. They have problem, that is, what to do and what not to do and if they choose bad path then how to hide it. The problem of guardians and teachers is how to protect them from evils.

1.5 EMOTIONAL PROBLEMS OF ADOLESCENTS

Adolescence is a challenging and transformative period in a person's life, characterized by physical, cognitive, emotional, and social changes. While many adolescents successfully navigate this phase, emotional problems can arise that affect their mental health and well-being. Emotional problems can significantly impact adolescents in a classroom setting, affecting their academic performance, social interactions, and overall well-being. Here are some common emotional problems that adolescents may face in the classroom: Here are some common emotional problems that adolescents may experience:

Depression: Adolescents can experience depression, characterized by persistent feelings of sadness, hopelessness, and a lack of interest in activities they once enjoyed. Depressed adolescents may also have changes in sleep and appetite, low energy, and difficulty concentrating. Depressed adolescents often exhibit a lack of interest in school, low energy, and feelings of sadness or hopelessness. They may have difficulty completing assignments, attending classes regularly, or participating in extracurricular activities.

Anxiety Disorders: Anxiety disorders, such as generalized anxiety disorder, social anxiety disorder, and panic disorder, are common among adolescents. These conditions involve excessive worry, fear, and physical symptoms like trembling,

sweating, or rapid heartbeat. Adolescents with anxiety disorders may experience excessive worry and fear. In a classroom, this can manifest as test anxiety, social anxiety, or even school refusal. These students may struggle to concentrate, participate in class, or engage with their peers.

Attention-Deficit/Hyperactivity Disorder (ADHD): Adolescents with ADHD may struggle with inattention, impulsivity, and hyperactivity. These symptoms can hinder their ability to focus on classroom tasks, stay organized, and follow instructions

Self-Esteem Issues: Adolescents often grapple with self-esteem and body image concerns. They may feel insecure about their appearance, social status, or abilities, leading to negative self-perception. Adolescents with low self-esteem may be overly self-critical and doubt their abilities. This can lead to a lack of confidence in the classroom, causing them to avoid speaking up, taking on challenges, or seeking help from teachers.

Peer Pressure: Adolescents are susceptible to peer pressure, which can lead to risky behaviors. In the classroom, peer pressure may affect students' academic choices, leading them to cheat, skip classes, or engage in disruptive behavior.

Eating Disorders: Conditions like anorexia nervosa, bulimia nervosa, or binge-eating disorder can emerge during adolescence. These disorders are often linked to body image concerns and involve unhealthy eating behaviors.

Self-Harm: Some adolescents engage in self-harming behaviors, such as cutting or burning themselves, as a way to cope with emotional pain or to regain a sense of control over their emotions.

Academic Pressure: High expectations for academic performance, including standardized testing and college admissions, can create significant stress for adolescents. The fear of not meeting these expectations can result in anxiety and emotional challenges.

Substance Abuse: Adolescents may experiment with or abuse drugs and alcohol as a way to self-medicate or escape from emotional issues. Substance abuse can lead to addiction and further emotional problems.

Stress and Pressure: The academic, peer, and societal pressures adolescents face can lead to stress and anxiety. High expectations for academic performance, college admissions, and social acceptance can contribute to emotional distress.

Bullying and Cyberbullying: Bullying at school or online (cyberbullying) can have severe emotional consequences for adolescents. Victims often experience feelings of humiliation, fear, and isolation. Being the target of bullying or cyberbullying can lead to emotional distress for adolescents. Victims may feel anxious, fearful, and humiliated, which can make them hesitant to attend school or participate in classroom activities

Identity and Gender Issues: Adolescents may grapple with issues related to their identity, including sexual orientation and gender identity. Discrimination and a lack of acceptance can lead to emotional challenges. Adolescents exploring their identity, including sexual orientation and gender identity, may face discrimination and a lack of acceptance in the classroom. This can lead to emotional distress and affect their concentration on academics.

Perfectionism: Some adolescents strive for perfection in their academic performance, which can lead to high levels of stress and anxiety. They may fear failure, procrastinate, or become overly critical of themselves.

Trauma and PTSD: Adolescents who have experienced trauma, such as abuse, violence, or natural disasters, may struggle with post-traumatic stress disorder (PTSD). In the classroom, they may experience flashbacks, anxiety, and difficulty concentrating.

Grief and Loss: Adolescents may experience grief and loss due to the death of a loved one, divorce of parents, or other significant life changes. Grief can manifest as sadness, anger, or guilt. Adolescents dealing with the death of a loved one or other significant losses may struggle with their emotions in the classroom. Grief can lead to sadness, withdrawal, or difficulty engaging in school activities.

Social Isolation: Some adolescents may feel socially isolated or have difficulty forming and maintaining friendships, which can lead to feelings of loneliness and depression. Adolescents who feel socially isolated or have difficulty forming friendships may experience loneliness and depression in the classroom. They may withdraw from social interactions and learning opportunities.

It's essential for parents, educators, and mental health professionals to be aware of these emotional problems and provide support to adolescents who are struggling. Early intervention and open communication can help adolescents cope with these challenges and develop emotional resilience. Seeking professional help, such as therapy or counseling, is often necessary for addressing these issues and promoting emotional well-being during adolescence. Support from teachers, school counselors, and mental health professionals is essential for addressing these emotional problems in the classroom. Creating an inclusive, empathetic, and safe classroom environment, along with early intervention and access to counseling services, can help adolescents cope with these challenges and thrive academically and emotionally.

1.6 SPECIFIC CHALLENGES

Growing up into adulthood makes one experience problems in various domains of life including personal, social and educational problems. Stereotypes and misconceptions related to adolescence period has given rise to various problems among the adolescents. Some of the critical issues include substance abuse, teenage pregnancy and sexually transmitted disease and AIDS, violence, crime among others

i). Substance Abuse

Adolescent substance abuse often has lifelong consequences. Dependence on alcohol and hard drugs to deal with daily stresses reduce their responsible decision making skills. They also increase serious adjustment problems including depression and antisocial behaviour. To avoid this problem, teachers should provide proper guidance while at the same time creating conducive environment to channelize the energy of adolescents into other programs. This will help them in coping up with stress.

ii). Sexually Transmitted Disease

Another widespread problem, recently observed throughout the world is Sexually Transmitted Disease (STD). Teenagers are in greatest danger of getting affected by STD. They are the ones who engage in irresponsible sexual behaviour. Adolescents should be helped by teachers in removing their false beliefs about sex which put them at higher risk. The adolescents should be provided with proper sex education in an effective manner both in school and at their homes.

iii). Teenage Pregnancy

Becoming a responsible parent is a challenging and stressful experience. It is especially difficult for adolescents. Child rearing imposes lasting hardships on both the mother and the child. It also builds stress. After going through so many problems

of adolescents let us see the reasons related to these problems are: Lack of proper guidance from teachers and parents, inappropriate effect of media, wrong association in peer groups, and nervousness towards physical changes, faulty perceptions towards sex instincts and mood swings. Teachers can provide adolescent children with good reasons to postpone early childbearing by expanding their educational, vocational and employment opportunities. Teachers at school should provide proper guidance to adolescents regarding teenage pregnancy and its problems.

iv). Bullying

Adolescents who are involved in bullying (a common form of violence in schools) either as a perpetrator or victim, are more likely to suffer from depressive symptoms such as loneliness and difficulty making friends, and more likely to face psychosocial adjustment issues (Suluja et al., 2004). Involvement in bullying as a bully or victim is also associated with poorer health outcomes, while being a bully is associated with more frequent alcohol use. Students (ages 12-18) who reported having been a target of hate speech, defined here as being called names based on one's tribe, race, religion, disability, gender, or sexual orientation, were 1.5 times more likely than other students to report being nonviolently victimized and 3.1 times more likely to report being violently victimized while at school (Suluja et al., 2004). Through guidance and counseling process, adolescents can be helped to solve the problem of bullying. Personal and social counselling can help adolescents in solving their problems. The family also plays a crucial role in solving these problems. Parents, elders and peers can come as useful help for the growing adolescents.

v). Friendships and Peer Groups

Probably the most often discussed changes during adolescence are the increases in peer focus and involvement in peer-related social, sports, and other extracurricular activities. Many adolescents attach great importance to these types of activities- substantially more importance than they attach to academic activities (Wigfield, Eccles, MacIver, Reuman, and Midgley, 1991). Indeed, often to the chagrin of parents and teachers, activities with peers, peer acceptance, and appearance can take precedence over school activities, particularly during early adolescence.

In part because of the importance of social acceptance during adolescence, friendship networks during this period often are organized into relatively rigid cliques that differ in social status within the school setting (Brown, 1990). The existence of these cliques seems to reflect adolescents' need to establish a sense of identity; belonging to a group is one way to solve the problem of "who am I." Peer conformity can create problems for adolescents, and the "good" children can be corrupted by the negative influences of peers, particularly by adolescent gangs. Peers have more influence on things such as dress and clothing styles, music, and activity choice.

vi). Changes in Family Relations

Although the extent of actual disruption in parent adolescent relations is still debated, there is no doubt that parent-child relations change during adolescence (Collins, 1990). As adolescents become physically mature they often seek more independence and autonomy, and may begin to question family rules and roles, leading to conflicts, particularly around issues like dress and appearance, chores, and dating. However, despite these conflicts over day-to-day issues, teachers/parents and

adolescents should agree more than they disagree regarding core values linked to education and spirituality.

One of the challenges at this stage is that parents and adolescents continue to have fewer interactions and do fewer things together outside the home than they did at an earlier period-as illustrated by the horror many adolescents expresses at seeing their parents at places like shopping malls. Both Collins (1990) and Steinberg (1990) argued that this “distancing” in the relations between adolescents and parents is a natural part of pubertal development that has great impact on their lives. Parents and teacher should allows them to try more things on their own, and develops their own competencies and efficacy instead of worrying too much. Teachers should therefore, respond to this distancing in a developmentally by offering supportive environment, while at the same time providing ample guidance and control. They should also allow adolescent children to exercise their increasing autonomy in a mature, responsible fashion and maintain positive relationships with them.

vii). Emotional problems

During adolescence, the individual faces a wide range and variety of emotions. These include both positive as well as negative emotions. Happiness is experienced as joy, exuberance, exhilaration, etc. and sadness is experienced as depression, unhappiness, anxiety, fear, etc. In addition, feelings of anger, rebellion and protest also emerge. Each of the above emotions is felt very intensely. In fact the strength and intensity of adolescent emotions is one of their prominent characteristics. Adolescents tend to express everything in an exaggerated form.

Mood swings also occur quite frequently. This is another prominent feature among the adolescents. Sometimes they are happy, sometimes sad. Sometimes they have a high degree of patriotic zeal, but a few minutes later they become

disillusioned or angry. This makes their behaviour somewhat unpredictable. Sex related emotional experiences like ‘crushes’ and ‘infatuation’ also begin to surface during this period.

Teens’ emotions often seem exaggerated. Their actions seem inconsistent. It is normal for young teens to swing regularly from being happy to being sad and from feeling smart to feeling dumb. In fact, some think of adolescence as a second toddlerhood. As Carol Bleifield, a middle school counselor in Wisconsin, explains, “One minute, they want to be treated and taken care of like a small child. Five minutes later they are pushing adults away, saying, ‘Let me do it.’ It may help if you can help them understand that they are in the midst of some major changes, changes that don’t always move steadily ahead.”

When adolescent children behave badly, teachers may become angry or upset with them. They may also feel miserable because teachers become angry or upset. Young adolescents need teachers who are there for them, teachers who can connect with them, communicate with them, spend time with them and show a genuine interest in them. This is how they learn to care for and love others. According to school counselor Carol Bleifield, “Teachers can love their adolescent student but not necessarily love what they do and children need to trust that this is true.”

1.7 ROLE OF TEACHERS

Teachers can play a vital role in shaping the future of society by paying attention to the adolescents’ or teenagers’ entrusted to their care. Adolescence is the most crucial and significant period of human life. It is the period which begins at the end of childhood and ends at the beginning of adulthood. Adolescence is the stage where maximum growth takes place. Therefore, it is the responsibility of both

teachers and parents to provide suitable environment at home and school for maximum physical and mental growth. Adequate provision for physical exercise and activities should be made in the school curriculum and necessary facilities should be provided. The youths of today are confused and aimless because of the indefiniteness of their vocation. The adolescent youths are highly inflammable and restless. Their emotions can be aroused with a slight provocation. Therefore, there is strong need of emotional education to the adolescence. Their emotions should be properly trained and their emotional energies should be diverted towards the constructive ends. Adolescence is the bridge between childhood and adulthood. It is essential to have the knowledge of the adolescents' psychology for the parents, teachers and administrators who have to deal with the teenagers in order to understand them. Teachers have a strong influence on the students' knowledge, attitude, and mindset since they interact with them regularly. They can stimulate positive changes in students and motivate them to excel in all endeavors. But to accomplish this goal, we must make efforts to enhance the well-being and mental health of adolescents. In this regard, teachers can help in improving the mental health status of students by detecting preliminary signs of mental health concerns, making appropriate referrals to health professionals, and also by creating awareness on mental health problems among adolescents.

Teachers play a significant role in the lives of Adolescents. Teachers follow students through each pivotal stage of development. At six to eight hours a day, five or six days a week, we as teachers are poised to become one of the most influential people in your students' life. After their parents, children will first learn from teachers (us). Their elementary school teacher. Then, as a middle school teacher, we will guide students through yet another important transition: adolescence. Time

management is important concern related to overall wellbeing and quality of life for adolescents. To accomplish goals and be successful in life, a person needs to follow certain traits. Time management is one such quality. Time management is of the paramount importance, especially for the overall growth and development of adolescence. The adolescents spend more of the time in personal cleanliness, playing games on phone, excessive use of social sites such as whatsapp, Instagram, Facebook etc...they waste their time and energy too They did not spend any time meditation or remembering God, moral teachings, caring of old persons and family, patriotic and national values. To make an individual productive member of the society, there is a great need to him about how to manage time. It is the responsibility of the teacher to help him in this dynamic process through which an individual is helped to unfold his potentialities and change for better knowledge, enlighten and self – realization. It is the period of an individual's development as the incidents of this period greatly affect the whole personality of the individual. It is a spring of a human being and an important era in his total life span.

An important developmental task during adolescence is accepting one's physical self maturity, Adolescents worried about their physical changes that the adolescent compare their physical structure with another and they could not satisfy with his or her physical structure these symptoms can be identify by the parents, care their adolescent in the way of giving correct guidance and protect the children from inferiority complex. Parents and teacher should creative the awareness among the adolescent's about a realistic image of their physical appearance, which is acceptable to them. Even then, many adolescents lack of adequate knowledge or have misconceptions about sex and sexuality. Sex is a topic parents find difficult to discuss with children, so adolescents tend to become secretive about sexual concerns

which make exchange of information and communication difficult. So, the parents and teachers take the initiative and discuss about the sex and sexuality and diseases like Aids and sexually transmitted diseases. Create the awareness about the reproduction, early stage of pregnancy and avoid the unwanted pregnancy. Parents and teachers can be preparing the children to know himself or herself about the reality and create the understanding about the reality between the idealistic and realistic way of life. Positive relationships with parents, peers, siblings, and adults play an important role in preventing drug abuse so parents and teachers can be give the opportunity to the adolescents maintain the good relationship with the above all people. Parents should watch regularly their activities and concerned about them. If any negative behaviour found like delinquency, drug and smoke addiction, immediately parents could take action against them and show an appropriate care, love and affection these are the good remedy for negative behaviour.

1.8 DIFFICULTIES FACED BY THE TEACHERS

Secondary school teachers often encounter various challenges when addressing the issues of adolescents. Some of the difficulties they may face include:

1. Diverse Backgrounds and Learning Styles:

Adolescents come from diverse cultural, socioeconomic, and familial backgrounds. Teachers need to navigate these differences to create an inclusive learning environment.

2. Behavioral Issues:

Adolescents often go through significant behavioral changes as they transition from childhood to adulthood. Teachers may encounter challenges in managing disruptive behavior, defiance, or apathy in the classroom.

3. Mental Health Concerns:

Adolescents may struggle with mental health issues such as anxiety, depression, or stress. Identifying and addressing these concerns requires a sensitive approach, and teachers may find it challenging to provide adequate support.

4. Peer Pressure and Social Dynamics:

Adolescents are highly influenced by their peers, and negative peer pressure can impact their behavior and choices. Teachers may struggle to address issues related to bullying, cliques, or social exclusion.

5. Technology Distractions:

With the widespread use of technology, teachers may find it challenging to keep students engaged in traditional classroom activities. Managing screen time and integrating technology into the learning process can be a delicate balance.

6. Parental Involvement:

Some parents may be less involved in their adolescents' education, making it difficult for teachers to establish effective communication and collaboration. Building strong partnerships with parents is crucial for addressing academic and behavioral issues.

7. High Expectations and Academic Pressure:

Adolescents may experience high academic expectations and pressure to perform well. Teachers may need to help students manage stress, cope with failure, and develop resilience in the face of academic challenges.

8. Individualized Learning Needs:

Students have different learning styles and abilities. Teachers may encounter difficulties in addressing the individualized needs of each student, especially in larger class sizes.

9. Time Constraints:

Teachers often have limited time for one-on-one interactions with students due to large class sizes and a packed curriculum. Finding the time to address individual student needs can be challenging.

10. Lack of Professional Development:

Teachers may face difficulties in staying updated on the latest educational practices and interventions to effectively address the evolving needs of adolescents. Ongoing professional development is crucial for enhancing their skills.

11. Limited Resources:

Insufficient resources, including textbooks, technology, and classroom materials, can hinder a teacher's ability to create a dynamic and engaging learning environment.

To overcome these challenges, it is essential for teachers to receive support from school administrators, engage in professional development, foster strong relationships with students and parents, and create a positive and inclusive classroom culture.

1.9 SECONDARY TEACHERS IN SOLVING THE ISSUES OF ADOLESCENTS

Secondary teachers play a crucial role in supporting and addressing the issues faced by adolescents. Here are some strategies that secondary teachers can employ to navigate these challenges:

Build Strong Relationships:

Foster positive and trusting relationships with students. Creating a supportive and open environment encourages students to share their concerns and seek guidance.

Be Approachable and Understanding:

Maintain approachability and understanding. Adolescents may hesitate to discuss their problems, so creating a non-judgmental atmosphere is essential for them to feel comfortable seeking help.

Promote Effective Communication:

Establish clear lines of communication with both students and parents. Regularly update parents on their child's progress and address any concerns promptly.

Stay Informed about Adolescence Development:

Stay informed about the social, emotional, and cognitive development stages of adolescence. This knowledge can help teachers better understand and address the specific needs of their students.

Provide a Safe and Inclusive Learning Environment:

Create a classroom atmosphere that promotes inclusivity and respect. Teachers should address issues of bullying, discrimination, and exclusion promptly and effectively.

Implement Social-Emotional Learning (SEL) Programs:

Integrate SEL programs into the curriculum to help students develop emotional intelligence, resilience, and interpersonal skills. These programs can positively impact students' overall well-being.

Offer Academic and Emotional Support:

Recognize signs of academic struggle or emotional distress early on. Provide additional academic support and connect students with appropriate resources such as counseling services when needed.

Promote Healthy Lifestyle Choices:

Encourage healthy habits related to sleep, nutrition, and physical activity. A balanced lifestyle contributes to overall well-being and can positively influence academic performance.

Address Technology Challenges:

Incorporate technology into the learning process thoughtfully, addressing both the benefits and challenges it presents. Help students develop responsible and balanced technology usage.

Provide Guidance on Goal Setting:

Assist students in setting realistic academic and personal goals. Help them develop a sense of purpose and direction, fostering motivation and a positive outlook on the future.

Collaborate with Support Services:

Work closely with school counselors, psychologists, and other support staff to address students' mental health and behavioral issues. Collaborative efforts can provide a more comprehensive approach to student well-being.

Offer Conflict Resolution Skills:

Teach conflict resolution and interpersonal communication skills. Adolescents often face conflicts with peers, and having the tools to navigate these situations can contribute to a healthier social environment.

Stay Informed on Mental Health Resources:

Familiarize yourself with available mental health resources within the school or community. Be prepared to guide students and their families to appropriate services if needed.

Advocate for Professional Development:

Advocate for and participate in ongoing professional development opportunities. Staying informed about the latest educational strategies and interventions is crucial for effectively addressing the evolving needs of adolescents.

By employing these strategies, secondary teachers can create a positive and supportive learning environment that addresses the multifaceted challenges faced by adolescents. Collaboration with parents, colleagues, and support staff is key to ensuring the well-being and success of students during their secondary education.

1.10 NEED AND SIGNIFICANCE OF THE STUDY

The period of adolescence, as being the focal point in human development and education, has always claimed attention since the days of primitive people. It is a great responsibility of the state and society to provide the adolescent's with every possible opportunities for their healthy and all round development. The widespread interest in the experiences of adolescents and serious concern with their problems, are of relatively recent origin. The adjustment problems of the student's of adolescent have gained wide attention now days. It is apparent that when students transits from school to college they find difficulties to adjust with the new environment of the college. The cordial adjustment of the student with the new environment is relates to various physical, social, emotional, and psychological factors. Therefore, teacher and guidance personnel should be aware of the concerns

and problems of the students whom they serve. If the informations about the adjustment problems of students is available and their needs and feelings are considered and understood, the teacher in college will be in a better position to provide adequate education for students. The problems of the adolescent students of can be effectively controlled to a great extend by giving them adequate information, advice and suggestion. However, to guide the students for better adjustment, the parents, teachers and other members of society, who are responsible for guiding them, should have awareness about the problems experienced by the students. The great physical, mental and emotional changes during adolescence might take place in wrong direction if proper guidance is missing. It is therefore necessary for the parents, teachers or counsellors to have a comprehensive knowledge of adolescence so that they can be properly guide and counselled. The study of the adolescents problems would help them to guide and control the behaviour of the adolescents

The study on the difficulties encountered by secondary teachers in solving the issues of adolescents holds both practical and theoretical significance, addressing critical aspects of education and student development. Understanding and addressing these challenges is imperative for several reasons.

Firstly, the study addresses the immediate needs of secondary teachers who are on the frontline of adolescent education. By identifying and comprehending the difficulties they face in solving the complex issues adolescents encounter, educational institutions can develop targeted training programs and support systems. This, in turn, enhances the effectiveness of teachers in fostering a positive and conducive learning environment, ultimately benefiting the academic and socio-emotional growth of their students.

Secondly, the study contributes to the broader field of education research by shedding light on the intricacies of adolescent development within the educational context. It adds valuable insights into the evolving role of secondary teachers as not only academic instructors but also as mentors and guides, navigating the unique challenges posed by the adolescent phase. This theoretical contribution is crucial for informing educational policies and practices, ensuring that they align with the dynamic needs of students during this critical developmental stage.

Moreover, the study holds societal significance as it addresses the well-being of adolescents, who represent the future of society. By understanding the difficulties encountered by teachers in addressing adolescent issues, the study provides insights into potential gaps in the education system and highlights areas where additional resources or support services may be necessary. Ultimately, the societal impact lies in the potential improvement of educational outcomes and the overall mental and emotional health of the upcoming generation.

In conclusion, investigating the difficulties faced by secondary teachers in addressing the issues of adolescents is essential for the immediate improvement of educational practices, the advancement of educational theory, and the overall betterment of society by nurturing the holistic development of young individuals.

1.11 SCOPE OF THE STUDY

The scope of this study is to comprehensively investigate and analyze the challenges confronted by secondary teachers in effectively addressing the myriad issues faced by adolescents in educational settings. The examination will encompass a diverse range of difficulties, including behavioral concerns, mental health challenges, academic struggles, and interpersonal conflicts. The study will explore

the perspectives of secondary teachers, assessing the impact of these difficulties on the well-being and academic performance of adolescents. Additionally, the research will evaluate existing support systems, coping mechanisms employed by teachers, and potential barriers hindering effective problem-solving. By delving into the operational dynamics of teacher-student interactions, this study aims to provide valuable insights that can inform the development of targeted interventions, educational policies, and support mechanisms to enhance the capacity of secondary teachers in navigating and mitigating the complexities associated with adolescent issues.

1.12 STATEMENT OF THE PROBLEM

The challenges faced by teachers in effectively addressing adolescents' issues within the educational context have significant implications for both students' well-being and academic success. While numerous studies have explored the broader landscape of teacher-student relationships and the challenges of adolescence, there remains a paucity of in-depth research that specifically delves into the lived experiences and perceptions of teachers as they navigate the complexities of addressing the diverse range of issues encountered by adolescents. This study seeks to fill this gap by employing Interpretative Phenomenological Analysis (IPA) to uncover the intricacies of these difficulties from the teachers' perspective, shedding light on their emotional responses, coping strategies, and the impact of contextual factors, ultimately aiming to inform more effective support systems for teachers and students alike.

The problem at hand revolves around the challenges faced by secondary school teachers in addressing the multifaceted issues encountered by adolescents. As adolescents undergo a crucial phase of physical, emotional, and social development, secondary teachers find themselves grappling with an array of difficulties in effectively understanding and resolving the problems that arise among their students. These challenges may encompass diverse issues such as behavioral concerns, mental health struggles, academic performance fluctuations, and interpersonal conflicts. The complexity of these adolescent issues, coupled with the educators' limited resources and training in handling such matters, presents a substantial obstacle in fostering a supportive and conducive learning environment. Addressing the difficulties faced by secondary teachers in navigating and mitigating the challenges of adolescents is imperative for promoting the overall well-being and academic success of the student population.

1.13 OBJECTIVES OF THE STUDY

1. To explore and understand the lived experiences of teachers when they encounter and attempt to address adolescents' issues in the educational setting.
2. To examine how teachers make sense of the various challenges and interpret the difficulties as they encounter when dealing with adolescents.
3. To identify and categorize the specific types of issues or problems that teachers found most challenging when dealing with adolescents and to elucidate the characteristics of these difficulties.

4. To investigate how teachers perceive their roles and responsibilities in addressing adolescents' issues and to explore the influence of these perceptions on their interactions with students.
5. To identify and analyze the strategies, coping mechanisms, or support systems that teachers employ to manage the difficulties encountered when addressing adolescents' issues, and to assess the effectiveness of these strategies.

1.14 RESEARCH QUESTIONS

1. What are the lived experiences of teachers in attempting to solve adolescents' issues in the educational setting?
2. How do teachers interpret and make sense of the various challenges or difficulties encountered when dealing with adolescents' issues?
3. What are the specific types of issues or problems that teachers found most challenging when dealing with adolescents?
4. How do teachers perceive their own roles and responsibilities in addressing adolescents' issues, and how do these perceptions influence their interactions with students?
5. What strategies, coping mechanisms, or support systems do teachers employ to manage the difficulties encountered when addressing adolescents' issues?

1.15 OPERATIONAL DEFINITION OF KEY TERMS

Difficulties:

Challenges, obstacles, or impediments faced by secondary teachers in the process of identifying, understanding, and resolving issues related to adolescents

within an educational setting. These difficulties may encompass a range of concerns, including but not limited to behavioral, academic, and social aspects.

Secondary Teachers:

Educators working at the secondary school level, typically instructing students in grades 6 to 12, responsible for delivering subject-specific content and playing a pivotal role in the overall development and support of adolescents.

Issues of Adolescents:

Varied and complex problems or concerns experienced by students in the adolescent age group (typically 11 to 19 years old). These issues may include behavioral challenges, mental health struggles, academic difficulties, and social conflicts that can impact their overall well-being and educational experience.

1.16 CHAPTERISATION

The present study is organized in to five chapters

Chapter -1 deals with introduction in detail about Introduction, conceptual framework of the study explained detailed about in adolescence, Need and Significance of the Study, Scope of the Study, Objectives of the Study and Research Questions.

Chapter II deals with the review of related literature

Chapter III deals with the research methodology used for the research study by the investigator. This chapter detailed about research method, research design, objectives of the study, and research questions of the study, populations and participants of the study, tools used for the study, sampling techniques, data collections, data analysis and validations of research tools.

Chapter- IV is about data analysis and interpretation, research questions and results of the study

Chapter V deals with the summary of findings, recommendations of the study, research implications of the study, suggestions for further research and conclusion of the study.

1.17 CONCLUSION

In conclusion, the first chapter lays the foundation for a thorough investigation into the difficulties faced by secondary teachers in addressing adolescent issues. It provides a rationale for the study, emphasizing the importance of delving into the intricacies of teacher-student interactions during the adolescent phase. As the introductory chapter draws to a close, it signals the reader towards subsequent chapters that will systematically explore, analyze, and propose interventions for the challenges faced by secondary teachers in their efforts to solve the issues of adolescents. The chapter aims to ignite curiosity and engagement, prompting readers to delve deeper into the research to gain insights that can contribute to the improvement of educational practices and policies. The next chapter deals with review of related literature.

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

According to Creswell (2005), a review of the literature “is a written summary of journal articles, books and other documents that describes the past and current state of information, organizes the literature into topics and documents a need for a proposed study”.

A literature review is a description of the literature relevant to a particular field or topic. It gives an overview of what has been said, who the key writers are, what are the prevalent theories and hypotheses, what questions are being asked, and what methods and methodologies are appropriate and useful. As such, it is not in itself primary research, but rather it reports on other findings.

The literature review is one of the essential parts of research work. A literature review can be a element of a research paper, or it can be published on its own as a 'review article'. A literature review is a compulsory part of every thesis and dissertation. A good literature review is wide-ranging, critical and contextualized. That means that it will provide the reader with a theory base, a survey of published work that pertains to research exploration, and an analysis of that work. It is a critical, factual overview of what has gone before. The literature review is not the place to present research data of own work. It contains secondary sources only.

Review helps in defining what has already been done that relates to the problem. This knowledge not only avoids unplanned repetition, but also provides the understanding and intuition necessary for the development of logical structure into

which the problem fits. Review also keeps the investigator attentive of the current developments related to the field of his/her choice and enables understanding of the results of the research study.

The literature review is a critical discussion and instantaneous of statistical literature that is of 'general' and 'specialized' relevance to the certain area and topic of the research problem in statistics. While the form of the literature review may vary with different types of studies, the basic purposes remain constant:

- ❖ Provide a context for the research
- ❖ Justify the research
- ❖ Ensure the research hasn't been done before
- ❖ Show where the research fits into the existing body of knowledge
- ❖ Enable the researcher to learn from previous theory on the subject
- ❖ Illustrate how the subject has been conducted a study on previously
- ❖ Highlight flaws in previous research
- ❖ Outline gaps in previous research
- ❖ Show that the work is adding to the understanding and knowledge of the field
- ❖ Help to refine, refocus or even change the top

The collected studies are abroad and Indian studies related to issues of adolescents have been given in this chapter.

2.2 RELATED STUDIES

Sainio, Petra J. et.al H (2023) conducted a study on the Role of Teacher Closeness in Emotions and Achievement for Adolescents with and without Learning Difficulties. Student-teacher relationships are crucial for adolescents' adjustment in

the school context. The aim of the present study was to examine the role of teacher closeness in academic emotions and achievement among adolescents with and without learning difficulties during the first year in lower secondary school. Students' learning difficulties (LDs) were identified based on tested reading and math skills. In addition, students evaluated their teacher relationships and rated academic emotions in literacy and math domains. The results indicated that higher teacher closeness was related to increasing positive emotions and increasing literacy achievement during seventh grade, whereas lower levels of teacher closeness were associated with increasing learning-related anger and boredom. The results were mostly similar for students with and without LDs, which indicates that students in general benefit from close teacher relationships during the first year in lower secondary school.

Puleng A. Masedi (2023) examined that Mainstream teachers' lived experiences of adolescents with behavioural difficulties: An exploratory study. Globally, mainstream teachers have been experiencing intense challenges of behavioural difficulties by learners in schools. For decades, scholars have intensified the relational impact of behaviour with regard to academic progression. However, there is limited knowledge on the experiences and coping strategies of teachers regarding these challenges. Using an exploratory research approach in the study reported on here, we focused on the lived experiences (psychological well-being and coping strategies) of teachers of adolescents with behavioural difficulties. A phenomenological research design and qualitative approach to enquiry were used to conduct the study. Purposive and stratified sampling techniques were used to select 8 participants (3 female and 5 male teachers) for the study. Qualitative data were analysed thematically, and 2 major themes emerged: poor psychological well-being

and inadequate coping strategies of teachers. Depressive symptoms reported by participants included the following: anhedonia, burnout, reduced job performance, and demotivation. These challenges primarily lead to negative mood regulation and maladaptive coping, such as displacement – a defence mechanism. Behavioural difficulties experienced by adolescents have a profound impact of intense stress and negative emotions, leading to poor psychological well-being of teachers. Thus, there is a need for the Department of Education to create structures, guidelines and support systems for schools on behavioural difficulties for the well-being of teachers.

Esther Anwuzia and Ros McLellan (2022) made a research on the Role of Teachers in Adolescents' Career-Specific Future Orientation. Despite the importance of teachers and the school context to adolescents' career development, teachers' influence on adolescents' career preparation has received little attention. This study examined the relationship between perceived support from teachers and adolescents' career motivation and exploration. The sample for this study (N = 801) comprised senior secondary school students in Nigeria (Mean = 15.23 years) and data was analysed using structural equation modelling. Perceived teacher invested support, teacher expectations, and teacher autonomy support were related to intrinsic motivation to choose a career and career exploration. This study is relevant to research and practice in its investigation of the neglected role of teachers in adolescents' career development and its inclusion of an understudied population in the discourse on adolescents' future orientation.

Birgit Senft (2022) investigated Effects of the COVID-19 Pandemic on Children and Adolescents from the Perspective of Teachers. The effects that the COVID-19 pandemic has had on children and adolescents are versatile and vast.

Reduced quality of life, emotional problems, social withdrawal, and symptoms of anxiety and depression up to suicidal ideations have been reported in numerous studies. They mainly use self-assessment, quite a few use parental assessments. The focus of this study are the challenges for teachers and students as well as observable behaviors and burdens of students from the perspective of teachers during the phase of distance learning because of the COVID-19 pandemic. The online study was conducted in Carinthia/Austria in March and April 2021. 1,281 teachers (29% response rate) from the 5th to the 13th grade participated. The significantly increased workload, the blurring of work and free time as well as the increased physical and mental demands are the largest challenges for the teachers. More than half of the students showed a significant drop in performance, reduced concentration ability and reduced motivation to learn from the perspective of the teachers. Assumed is a critically increased media use. Next to social withdrawal, one can also perceive symptoms of anxiety, depression, or physical ailments. Because of the external assessment through teachers the results are not directly comparable with international studies. However, they do show to the same degree the urgency of preventive and secondary preventive resp. measurements as well as easily accessible possibilities for support for teachers and students. Teachers have a high sensitivity to peculiarities of students and are a valuable source of information. The required performance of the students should be critically analyzed adequately according to the current situation and adapted.

Sheveta Sehga (2022) had a study Adolescents and Role of Teacher in Their Development: With Reference to Covid Era. Adolescence represents a period of significant growth. It is a time of rebirth. The developmental stage of young adolescence has been referred to as the “turning point” between childhood and

adulthood. Technically adolescent is the period from the beginning of sexual maturity to the completion (complete) of physical growth. Due to the complexities and challenges faced by an individual during this stage, philologists have termed it as a period of great 'stress and storm'. Teachers play a significant role in the lives of adolescents. This is the time when a teacher can do a lot of help to adolescents to develop a balanced personality. Teacher provides knowledge to adolescence and equips them to be sensitive to the diversity in youth's experiences and the competing forces in their lives. The role of today's (Covid era) has become very challenging, complex and multifaceted on account of the explosion of knowledge and the explosion of new means of technology. Teachers have to guide and inspire the students and act as partners in the teaching-learning process providing purposeful activities. This is the duty of the teachers to assimilate a set of values and develop in a pragmatic manner to face the challenges of the 21st century. During covid era, the pandemic has not only affected the mental state of students since teachers have also accumulated a high level of stress since the beginning of the crisis. The pandemic Covid-19 resulted in an unimagined situation of the world and it introduced an unprecedented use of technology in the education system, teaching and learning process. Students and teachers on online platforms for teaching and learning. During lockdown, teachers have suffered stress from having to adapt (in record time) in order to provide online classes, the teachers worked as a researcher as well as a facilitator for guiding adolescents and helped them how to use technological means. The role of teachers is rapidly evolving becoming in many ways more than when learning took place only in person. This paper describes the ways in which educators play a key role in providing learning experiences with the learners' development in mind. Through this paper, we will learn how the pandemic changed the role of

teachers. Pandemic has changed the process of teaching; hence the role of the teacher has been transformed. The basic requirement of a teacher essentially remains the same which is the facilitator of learning but other than that the role of the teacher in pandemic has become very challenging.

Kiran Hashmi (2022) studied that Adolescence and Academic Well-being: Parents, Teachers, and Students' Perceptions This paper addresses an investigation into the relationship between adolescent emotions and academic well-being. It explores teachers', parents', and students' perceptions of adolescents' understanding of their emotions and academic development. Studies have shown that adolescents of all stages are engaged in incidental and formal learning, they learn from different environments, perceive different perspectives, and learn from experiencing the new methodologies of life. Adolescents prefer to talk more about themselves, their lives, their decisions, their thinking, and their ways of approaching solutions to problems. At this stage, adolescents may get emotionally hurt easily, which may lead to dissatisfaction or the development of adverse behaviors. Thus, at this age, emotional disorders or behaviors need immediate attention by parents, teachers, and peers to avoid negative effects on their academic performance. The researcher carefully chose the phenomenological research approach to study the experience of individuals and perceptions of teachers, parents, and adolescents. Data were collected through three focus group discussions a) Teachers b) Students c) Parents. The data were analyzed using thematic analysis techniques. Research findings show that there is a strong connection and relationship between adolescents' emotions and academics, and they are emotionally involved in different activities. They are also under peer pressure and academic pressure from teachers and parents to study and this impacts their academic performance

Lalduhsanga Sailo and Grace Lalhlupuii Sailo (2021) carried out Challenges of school going adolescents: Perception of Secondary School Teachers in Lunglei. Adolescents undergo varied experiences such as physical, psychological and behavioural changes in their journey from childhood to adulthood. This may reflect on their behaviour and academic performance in school. Apart from parents, secondary school teachers deal with adolescents every day at school and have to deal with differing personalities and behaviours. They are one of the key elements in a school-going adolescent's life. Objective: This study probes into teachers' perception on the challenges faced by school going adolescents. Methods: The study is cross sectional in nature and data was collected using free listing method and analysed using Anthropac software. Findings: Teachers perceived that their adolescent students' challenges were mainly related to family environment, stress and negative coping; as well as relationship issues. Conclusion: Findings bring out the need to incorporate parents and teachers active cooperation and participation for the overall development of school going adolescents. The study suggests that introducing school social worker/counsellor in schools must helpful for providing counselling and life skills to adolescents in schools.

David Baidoo-Anu (2021) investigated that Social challenges of adolescent secondary school students in Ghana: evidence from Cape Coast schools. The study investigated the social challenges of adolescents in secondary schools in Ghana. A cross-sectional survey design was employed. Data were collected from 376 students from five public senior high schools within Cape Coast Metropolis via a multistage sampling procedure. The data were analysed using means, independent samples t-test and multiple linear regression. The results revealed that the most prevailing social challenges students experience are feeling of rejection by friends, fear or

concern about the future, and feeling of not being attracted to the opposite sex. This study provides preliminary understanding into a group of adolescent students that are more susceptible to social challenges. Female adolescent, early adolescent, students without residence on campus and students in their final year of study are more likely to experience social challenges than other groups. Moreover, the study revealed that students prefer seeking help from teachers and parents rather than school counsellors.

Stanley U. Nnorom (2021) made a research on the Role of Parents and Teachers in Adolescent Development: A Case Study of Constraints to Effective Discipline Among High School Students In Awka, Nigeria The study was designed to investigate the constraints to the effective discipline of secondary school students in Awka South Local Government Area of Anambra state. The survey design was adopted for the study. Five research questions guided the study. The population of the study comprised 1320 teachers. A simple random sampling technique was used to select 150 respondents for the study. The instrument for data collection was a structured questionnaire titled “Constraints to Effective Discipline of Secondary School Student Questionnaire (CEDSSSQ).” The instrument was face validated by three specialists, two from Educational Management and Policy and one from Educational Measurement and Evaluation, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. The questionnaire was trail-tested using Pearson Product Moment Correlation and was used to determine the reliability coefficient of the instrument and this yielded a reliability coefficient (0.74). Data were analyzed using frequency means to answer the research questions. Based on the findings, it was revealed that discipline problems encountered in secondary schools include: Truancy, stealing, assault on school prefects, absenteeism, fighting, and examination

malpractice, among others. It was recommended, among others, that in order to stem indiscipline, specific disciplinary actions should be meted out against undisciplined students to discourage others from being unruly

Maaïke C. Engels (2021) conducted a study on The role of affective teacher-student relationships in adolescents' school engagement and achievement trajectories. This longitudinal study investigated the role of teacher-student closeness and conflict in adolescents' school engagement trajectories, and how school engagement dimensions predict achievement trajectories. A sample of 5,382 adolescents (Mage.wave1 = 13.06, SD = 0.51; 49.6% boys) were followed from Grade 7 to 9. Yearly measures included student reports on school engagement dimensions, teacher reports on closeness and conflict, and standardized tests for math achievement. Latent growth models revealed that closeness positively and conflict negatively predicted students' school engagement. Furthermore, adolescents' behavioral and emotional engagement, and disaffection in particular, played an important role in predicting achievement within the same schoolyear. Moreover, increases in behavioral disaffection and emotional engagement aligned with reduced and steeper increases in achievement between Grade 7 and 9, respectively. In general, this study underscores the importance of adolescents' affective teacher-student relationships for their engagement in school, and the role of school engagement in predicting achievement.

Higham, Melissa; Demkowicz, Ola (2021) conducted a study on Secondary School Teachers' Perceptions of Adolescent Social Anxiety and Learning and Development in the Classroom. Social anxiety has been linked with adverse consequences for adolescents in education, including low self-efficacy, poor academic attainment and difficulties with social functioning. However, studies have

not considered the phenomenon from an educator's point of view. We set out to explore the perceptions of secondary school teachers concerning socially anxious adolescents and the implications of social anxiety for their learning and development. Seven secondary school teachers in the north west of England took part in semi-structured interviews focused on their lived experiences of supporting socially anxious adolescents. The findings suggest that educators perceive social anxiety to have the potential to be persistent and debilitating, impeding learning and development. The findings also demonstrate that teachers are aware of social anxiety and supportive strategies, but face difficulties in disentangling different anxious behaviours and providing differentiation. Conclusions indicate that recurring professional development and teacher training surrounding anxieties and comorbid behaviour may alleviate negative consequences for learning and development.

Sandhya Rani Mohanty (2021) A Study on Adolescents' Educational Problems and Their Influence on Selected Variables (Gender, Medium of Instruction and Home Environment and Economic Background) Education adds significantly to national development. A harmonious balance should be kept between feeling, knowing, and doing. Today due to cross-cultural impacts and competitive educational scenarios the life of adolescent students has turned complex and stressful. Due to academic stress and day-to-day complexities of life adolescent students need guidance and counseling on one side and psychotherapeutic interventions to serious psychological disturbances on the other side. The understanding of the unexpressed problems of the adolescents along with their expressed lot can help the teachers to be proactive in certain aspects. The betterinformed teachers can find new interest in their work and new approach in dealing with emotional but sensitive adolescent students. He can put an end to

immediate reactions but can constructively criticize and guide to avoid any sort of resistance from the students. He is not only aware of their problems but with a deep understanding, he can discuss, give illuminating examples and ask searching questions to make the vibrant adolescents alert, awake and alive to involve in academic pursuits which may dilute even their personal problems. Fear of the examinations, diminished states of memory, lack of confidence in studies, over anxiety during exams are some of the academic problems. Hence, the present study was undertaken to study the educational problems of adolescents and their influence on selected variables (Gender, medium of instructions, and home environment). In the present study stratified random sampling method was used to select the sample. A sample of 1000 (500 boys and 500 girls) adolescents studied in Arts, Science and Commerce disciplines from their attendance roll of five junior colleges of rural area (Banki Subdivision) and six junior colleges of the urban area (Cuttack town) were selected. The investigator used standard questionnaires as they are found more suitable and helpful to survey a large sample of adolescents in the present study. Multi-dimensional problems assessment was done on a three-point scale. Eleven dimensions related to education problems were taken for the study. Each dimension consists of seven items. Hence the total number of items in the questionnaire is 77. Data collection was carried out at the premises during working days of the school with due permission from respective institution Heads. Analysis of data was done by using statistical techniques such as S.D, kU, and Sk, ANOVA, and t-test. It had been observed that adolescents have moderate problems related to education. have the highest score in the education problem dimension, lack of interest in education (mean 16.06), followed by anxiety for future education (mean 15.39), Competition (mean 15.10), fear of examination (mean 15.10), negative thoughts (mean 14.95),

fear about studies (mean 14.62), forgetfulness (mean 14.52), lack of concentration (mean 14.40), fear of hostel (mean 14.21), lack of goals in education (mean 13.98) and lack of guidance and career counseling (mean 13.74). It was observed that gender influence significantly at 0.05 levels in the dimensions of lack of guidance and counseling and forgetfulness of adolescents' educational problems. In the remaining dimensions, gender is found not to have a significant influence. Medium of instruction is having a significant influence on the dimensions of the educational problem-lack of interest in education, anxiety about future education, competition, fear about studies, lack of concentration, lack of goal in education, and lack of guidance and career counseling at both the levels. Out of the eleven problems dimensions, the nature of the home environment is found to have a significant influence on the problems of adolescents in all the dimensions except in the two dimensions fear of examination and negative thought. Out of eleven problems dimensions, the economic background is found to have a significant influence on the adolescent's lack of interest, fear about studies, fear about the hostel, lack of goal in education, and lack of guidance and career counselling.

Daniel Oloo Ong'ong'a (2021) investigated Teachers' Perception, Experiences, and Challenges about Teens of Ages 12-14 Years who have Reported Online Digital Insecurity in Kenya. This study explores teachers' perceptions, experiences, and challenges on teens ages 12-14 years old who have reported online insecurity issues in Kenya. The study recognizes that teachers have increased pressure to teach learners digital skills and manage their online and offline lives. Although much of the online insecurity discourse is children centric, little is known about the teacher's experiences when tackling teen's online safety issues. Outside the minimal discussion, an inferential approach towards the demarcation of online

insecurity is reached that is coined on the professed notion of internet safety. Data was generated using an in-depth interview with respective teachers, Guidance & counseling, ICT teachers, and school principal. A total of twenty-three participants were recruited who qualified for the study inclusion criteria. A qualitative intrinsic case study was employed, and data analyzed thematically. The findings from the study revealed that teachers lack online safety competency skills to protect teens. Therefore, they depend on the very learners they are supposed to protect to teach them to navigate digital platforms. It is imperative to integrate online digital insecurity in the Kenya curriculum to develop workable frameworks to support teens who have encountered troubles on the internet. The study recommends effective digital literacy instruction intervention for teachers to support the children in the online space effectively. Additionally, in-depth research exploring parents' responses to online challenges while protecting children is a gap that needs to be filled.

Harikrishnan U. (2020) conducted a study on Challenges of school going adolescents: Perception of Parents and Teachers. The study probes into the perception of parents and teachers on the challenges faced by school going adolescents. The design is cross sectional in nature and the sample consists of 60 parents of school-going adolescents and 20 teachers of class eight to twelve from one government and one private school in Kollam District, Kerala. The data was collected using free listing and analysed through Anthropac software. Parents mostly perceived that school going adolescents faced a lot of tension and were not studying at home. On the other hand, teachers perceived that their adolescent students faced challenges such as exam fear, negative influence by media, economic burdens at

home, low participation of parents in their children's education and poor academic performance. Findings bring out the need to integrate active cooperation and participation parents and teachers for the overall development of school going adolescents.

Kalpana Chetri (2020) studied that life skills education for adolescents: it's needs and strategies. Life skills are a vast group of psycho-social and interpersonal skills that is needed for every individual to lead a healthy and productive life. These are the skills that help in promoting mental wellbeing and competence in young people. Adolescence is considered as a period of stress and storm in which teenagers go through different physical, emotional, social and cognitive changes. In this period teaching life skills is very much important for the adolescents which assist to effectively communicate, think critically and creatively, taking rational decisions in their life. Life skills education help in empowering the youths to act responsibly in the society. These life skills are important because these will help teenagers in coping with problems they faced in their everyday life. Life skills education can be imparted through different strategies like brain storming, role play, group discussions etc. Life skills education should be provided to every young people so that they can live a happy and successful life.

Sujit Debnath (2019) conducted a study on Role of Parents' and Teachers' to Solve Various Problems of Adolescents and to Develop their Psyche In the present work, we made an attempt to discuss the different problems of adolescents and to show the role of parents' and teachers' to control the individual behaviour of adolescents to develop their life as well as their psyche. Here we mainly intend to show the sources of social support in adolescence. While discussing this we will

mainly focus on the effectiveness of parents and teachers in helping adolescents deal with problems.

Ali Ibrahim (2019) The teacher student relationship and adolescents' sense of school belonging. In adolescence, humans begin to establish their adult identities. Their teachers are important in this development, but increasing work and accountability demands on teachers mean teacher–student relations suffer, negatively impacting adolescents' sense of school belonging and behavioural, psychological, and academic development. We used ecological systems theory to study affect, power, and reciprocity dimensions of the student–teacher relationship at school level in the United Arab Emirates. Observations and semi-structured interviews with female eleventh-graders and their teachers showed that adolescents believed teachers tried their best, but their lecture-based teaching style was boring, and that teachers rarely engaged students in group work or considered their opinions. Additionally, not all teachers supported or respected students. Teacher–student power imbalance exacerbated these issues and led students to disobey or skip classes. Relationships based on care, trust, respect, affect, openness, and cooperation can foster student achievement, identity development, and school belonging and teacher accountability.

Sevgi Bayram Ozdemir (2019) made a research on How do Adolescents' Perceptions of Relationships with Teachers Change during Upper-Secondary School Years? The student-teacher relationship has mostly been assumed to be static. This approach is limited in providing information on how relationships with teachers evolve over time, and how possible changes affect young people's adjustment. To address this gap in knowledge, the present study examined whether adolescents follow different trajectories in their perceptions of relationship with teachers and

whether students on different trajectories differ from each other in their adjustment. The sample included 829 students residing in Sweden ($M_{age} = 13.43$, $SD = 0.55$, 51% girls). Three distinct teacher-relationship trajectories were identified. More than half (66%) of the adolescents (average-stable trajectory) reported an average level of positive relationships with teachers at grade 7, and did not change significantly over the three years. About 24% of the adolescents (high-increasing trajectory) reported a high level of fair and supportive teacher-relationships at T1, and continued to increase in their positive views from grade 7 to grade 9. Ten percent of the adolescents (average-declining trajectory) reported an average level of positive relationships with teachers at grade 7, but showed a decline in their positive views towards teachers over time. Relative to adolescents on an average-stable trajectory, adolescents on a high-increasing trajectory reported greater school satisfaction, higher achievement values, and lower failure anticipation. By contrast, adolescents in the average-declining group reported worsening school adjustment. No significant moderating effects of immigrant status and gender were found. These findings highlight the importance of the association between the continuous experience of supportive and fair teacher treatment and youth adjustment.

Tiffany Patrice Cook (2019) conducted a study on Engaging Adolescent Boys in Classroom Learning: What Teachers Need to Know About Adolescents and the First Years of Teaching an Elective in a Secondary School What are the predominant factors that contribute to adolescent boys' lack of classroom engagement, and what can teachers do to engage them in the classroom content? This literature review examines motivating and engaging boys in a secondary content area classroom. Its focus is on several ways in which teachers can make adjustments to increase engagement based on changes that take place in adolescent

boys and how these changes affect their classroom engagement. These are broken into six categories: Classroom Management, Students Disposition Toward School, Academic Performance and Expectations, Engagement, Professional Studies, and Motivation.

Patricia Lea Sutherland (2018) conducted a study on the impact of mental health issues on academic achievement in high school students. An adolescent's time in school is not merely academic; they are developing socially, physically, and emotionally. Prior research has demonstrated a correlation between a student's poor academic performance and his/her need for emotional and mental health support. This research project sought to answer the following research questions: 1) Do mental health services in a high school setting help facilitate students' academic achievement? and 2) Does a focus on mental health issues improve overall health and well-being in high school students? Participants for this study are 10 staff members (including teachers, administrators, counselors, and others) of a high school in San Diego, California. Qualitative data in the form of interviews was collected for this study, and subsequently transcribed and analyzed using a "bottom up" approach. Results of this study indicate adolescents have many challenges to their emotional health during their high school years and staff have unique access to assist youth in navigating these challenges. The study describes the need for more mental health professionals to be available in schools. Implications for micro include the need for more mental health staff including counselors and school social workers and the implications for macro practice include the need more staff and teacher training on how to better support students.

Jennifer Greif Green (2017) conducted a study on Teacher perspectives on indicators of adolescent social and emotional problems. Teachers are a primary source of referral to mental health services for children and adolescents. However, studies find that students identified by teachers differ from those identified by standardized screening scales. This suggests possible discrepancies in conceptualizations of student emotional and behavioral challenges. The current article describes results of a study that explores how teachers conceptualize the emotional and behavioral challenges of adolescents. Middle and high school teachers across the U.S. were identified using a stratified random sampling process and recruited for participation. Twenty-nine teachers (26% of those recruited) were interviewed and asked to describe markers that indicated to them that a student was experiencing emotional and behavioral challenges. Themes in teacher responses were identified and coded. Teachers identified multiple, diverse markers that they perceived were indicators of emotional and behavioral challenges among their students. Markers described by teachers were compared to those typically measured by standardized screening scales. Discrepancies between markers identified by teachers and screening scales are highlighted as potential areas for professional development and enhanced school-based intervention efforts. These findings underscore the importance of integrating teacher perspectives in understanding the referral process for students.

Alotaibi (2017) quantified the co-teaching perception of special educators at middle and high schools in Saudi Arabia. The effectiveness of co-teaching for students with learning disabilities was considered. The participants were 43 special educators who have experience in co-teaching. The data was collected through an online survey. The study concluded stating that co-teachers at middle and high

schools in the Riyadh region in Saudi Arabia did not implement the co-teaching approach to the best in their practices.

Nikme S. C. Momin (2016) investigated Problem Behaviours of Adolescents of Secondary Schools: A Review. The present article is a review to understand the major dimensions of problem behaviour amongst the adolescent students of secondary schools in classroom and school situations. Problem behaviours amongst adolescent students affect the goals of effective teaching and learning. It leads to lost class and precious study time and at times leads to expulsion from school. Review of the literature found that problem behaviour of adolescent students studying in secondary schools manifest in the form of aggressive-disruptive behaviour, attention deficit disorders, learning difficulties, and various internalizing disorders including social withdrawal, social isolation etc. Fighting, different forms of violence, bullying, lack of concentration, impulsivity, truancy, lying, stealing, smoking and drinking during school hours, use of drugs and alcohol, sneaking out of school, arguing, teasing and tormenting classmates, interfering with others' works, disrespecting elders and teachers, cheating, disobedience and many more such behaviours are reported from the schools all over the world. Basing on the review, major dimensions of problem behaviours were classified as Problem Behaviour in Structured Learning, Problem Behaviour in Peer Interaction, Problem Behaviour in Teacher Interaction, Problem Behaviour in Emotional and Behavioural Adjustment. The objective of the exercise is to use the identified dimensions as the basis for developing a Problem Behaviour Scale (PBS) which will be used for future research

Satishprakash Shukla (2010) made a research on Problems of Adolescents According to the Secondary Schools' Teachers. This paper deals with the study of the problems of adolescents according to the teachers. A self-developed

opinionnaire, with five point scale, was used to know the responses of the teachers regarding the problems of adolescents. Study was carried out on secondary schools' teachers of Ahmedabad city by selecting them applying accidental method of sampling. The data was analysed using χ^2 technique of statistics. The study reveals that all the teachers agree with most of the statements given in the tool.

Introduction : All the parents want their children to show good performance in their studies and co-curricular activities. From the beginning of schooling, children are taken care of by their parents and elders. As they grow up, expectations of parents from them increase. By reaching the adolescent period, children come into contact with so many people and the world is exposed to them through television, internet and other media. Their curiosity increases for knowing the things, understanding the people and the world, knowing their positions in the peer group, family and society. This curiosity raises so many questions in their mind. They get satisfactory answers of some of their questions and some questions remain unanswered for certain time or forever. Adolescents get confused in such situation and they start behaving unexpectedly that leads the people to think that they are creating problems. Ultimately parents get confused and they try to do patch up work with their wards' lives, which leads the children indulge in new problems. Keeping in mind these facts, the investigator tried to know the problems of adolescents according to secondary schools' teachers, as these teachers encounter so many adolescents in their career and they observe their problems closely. This study may be helpful to the parents and the teachers for taking proper actions in advance to protect the adolescent from facing problems that may be avoided by proper care.

John Joseph (2010) expressing his views on, “The Complexities of understanding Adolescent Behaviour from different perspectives”, has explained as to why different people perceive the same event differently. Stimulus from the outside world or from inside your mind turns on a picture – ‘perception’, which is affected by the concepts we already hold supported by ‘The Emotional Room Models’ viz. a) The Blue Room (The room of imagination) b) The Green Room (The room of logic) c) The Red Room (The room of impulse) d) The Orange Room (The room of moods and feelings).

Bruce Ellis, Aurelio Jose Figueredo & W. Jake Jacobs (2009), in ‘Adolescent Risk Behaviour: The need for an Evolutionary Analysis’ explained that high risk behaviour occurs with stressful home circumstances such as dysfunctional Parental relationship and also low socio economic status, poor parenting behaviour, poor academic performance, suicide attempts and violent offending mood and Anxiety disorders, High School Dropout and so on. Adolescent risk behaviours are deeply interwoven with the environmental circumstances that putatively produce them.

Duchesne et al (2009) examined how attachment to mother and father predicts worries about academic demands and relationships with teachers generated by the transition from elementary to middle school through its contribution to adolescents’ emotional problems (depression and anxiety). The study sample includes 626 young adolescents (289 boys and 337 girls) in sixth grade who completed the Security Scale to assess security of attachment to their mothers and fathers. The results of analyses based on 62 structural equation modeling showed that attachment to mother predicts adolescents’ teacher-academic worries about the middle school transition through anxiety symptoms. These results are discussed in

light of the literature on attachment theory, emotional problems during adolescence, and the context of the middle school transition.

Savitha (2008) revealed that problems of adolescents are more among the nuclear families, especially where both the parents are working. The present Adolescents are unable to cope with minor problems of life and that has led to increased psychological problems. Adolescents are not very comfortable to express their problems to their own teachers. Rambha (2008) found that an alarming number of our adolescents suffer from emotional and behavioural problems which have their roots in the family environment. These data suggest urgency in establishing a school based mental health service.

Hang and Van (2007) in this study “Adolescent Depression” concluded that the adolescent depression is really a serious problem with common symptoms that anyone can suffer from in daily life. Depressed teens seldom recognize their need for treatment. For this reason, parents, friends, and others involved with teens are the best people who can help them overcome this period’s crisis

Anthony L. Pillay and Douglas R. Wassenaar (2007) in ‘Managing suicidal adolescents’ in their suicidology publication allow us to access symptoms of depression leading to suicidal risk which maybe different from adults require immediate management and assurance given that there is someone who cares. The adolescent must be encouraged to speak his/her mind and the help given should be an active listener, supportive, empathetic and speak calmly, so as to offer assistance to remove the level of hopelessness and more so there are alternatives to his / her ongoing problems. Hence suicidal adolescents pose significant challenge in management and approaching intervention is required in a systematic manner.

Marie S. Nebel – Schwalm (2006) In her contribution to the thesis written viz. ‘The relationship between Parent- Adolescent conflict and Academic Achievement’, pointed out that family conflict has a detrimental effect on academic functioning of children and Adolescents. Marital Distress or divorce with their families but Adolescents still enjoying supportive parent-child relationship do not show poor academic performance. The adjustment problems for Adolescents are usually due to parental absence, economic disadvantage and family conflict. Academic difficulties may continue to be present where parent-adolescent relationship is improper. Positive peer and teacher relationships also could help the adolescent in reducing academic difficulties. Parental involvement and support to adolescent in the form of warmth, acceptance, and responsiveness will instead help well.

Lavakare (2005) found that age especially late adolescence, was a very critical stage for both boys and girls as there was a possibility of development of neurotic trends. Most of the problem areas such as health, home, family and relationship had been repeatedly reflected with reference to gender, socioeconomic level, age, as well as work status of the mother.

Wong et al (2005) explored and compared the views of Hong Kong Chinese adolescents, parents and teachers on the same adolescent health issues. A total of 22 focus groups were conducted with Form 1 students (aged from 11 to 13) who attended the Basic Life Skills Training program. The program covered a wide range of topics including emotions, selfimage, stress management, drinking, smoking and substance abuse, selfesteem and interpersonal skills. Responses from the three types of participants were somewhat different and inconsistent on the issues of changes during puberty, stress and stress management, smoking, drinking and substance

abuse. Compared to the West, Chinese adolescents tended to report more stress from studying and under-report socially undesirable behaviour. The use of focus groups was recommended as an effective method of collecting qualitative data with Chinese populations.

Manuela et al (2004) investigated the influence of both relationships with parents and friends (support and quality of relations) on the psychological well-being (self-satisfaction, confidence in one's coping ability, positive expectations of success) or malaise (stress, depressive feelings, sense of alienation). Data were collected through a self-report questionnaire from a sample of 2,273 Italian adolescents, males and females, attending secondary school, aged between 14 and 19 years. The results showed that support and positive quality of relations with friends and parents form a constellation of protective factors acting in synergy to promote psychological well-being and reduce psychological discomfort.

Eadaoin (2000) investigated the personal concerns and causes of difficulties perceived by Hong Kong adolescent students. A survey of 2,103 secondary school students indicated that both student's concerns and causes are multi-dimensional. Academic achievement was perceived as the most pressing concern, while problems at home and maladjustment behaviour were seen as lesser concerns. Students attributed their difficulties more to personal deficiencies, and least to family factors. Results also showed significant gender and age effects.

2.3 LITERATURE SCANNING

Totally 35 studies reviewed for the present investigation. There are a total of 20 studies in India and 15 studies conducted abroad. The synthesis of the reviewed studies provides a holistic view of the challenges and roles of teachers in

adolescents' education and development. These studies collectively emphasize the crucial nature of teacher-student relationships in shaping academic outcomes, emotional well-being, and career aspirations among adolescents. They highlight the significance of teacher closeness in fostering positive emotions and literacy achievement, particularly noting its relevance for adolescents with learning difficulties. Additionally, the studies shed light on the lived experiences of mainstream teachers dealing with behavioral difficulties, the impact of teachers' support on career motivation and exploration, and the effects of the COVID-19 pandemic on students and teachers. Overall, they underscore the dynamic and essential role of teachers in navigating challenges, supporting student well-being, and adapting to evolving educational landscapes, especially in the context of the pandemic.

The reviewed studies collectively shed light on the intricate relationship between adolescent emotions, academic well-being, and the challenges faced by secondary school teachers in supporting students. These studies emphasize the importance of addressing emotional needs, fostering positive teacher-student relationships, and creating supportive environments for adolescents to thrive academically and emotionally. They highlight the role of parents, teachers, and peers in understanding and addressing adolescents' challenges, ranging from social anxiety to discipline issues, and stress the need for collaborative efforts in promoting holistic development among adolescents.

2.4 SYNTHESIS OF REVIEW

Author and Year	Title	Method	Location	Results / Findings
Sainio et al. (2023)	Role of Teacher Closeness in Emotions and Achievement for Adolescents	Quantitative	Abroad	Higher teacher closeness linked to positive emotions and literacy achievement; similar benefits for students with and without LDs
Masedi (2023)	Mainstream Teachers' Lived Experiences of Adolescents with Behavioural Difficulties	Qualitative	Abroad	Teachers experienced poor psychological well-being and inadequate coping strategies due to behavioural difficulties in students
Anwuzia & McLellan (2022)	Role of Teachers in Adolescents' Career-Specific Future Orientation	Quantitative	Abroad	Perceived teacher support related to intrinsic motivation and career exploration in Nigerian students
Senft (2022)	Effects of the COVID-19 Pandemic on Children and Adolescents	Quantitative	Abroad	COVID-19 led to increased workload and challenges for teachers, reduced student performance and motivation
Sehga (2022)	Adolescents and Role of Teacher in Their Development: With Reference to Covid Era	Qualitative	India	Teachers faced stress during Covid-19, adapted to online teaching, played a key role in guiding students amid technology use
Hashmi (2022)	Adolescence and Academic Well-being	Qualitative	India	Strong connection between adolescents' emotions and academics, influenced by peer and academic pressures
Sailo & Sailo (2021)	Challenges of School Going Adolescents: Perception of	Quantitative	India	Teachers identified challenges including family environment, stress, relationship issues in

	Secondary School Teachers			school-going adolescents
Baidoo-Anu (2021)	Social challenges of adolescent secondary school students in Ghana	Quantitative	Abroad	Most prevailing social challenges for students: feeling of rejection by friends, fear about the future, and lack of attraction to the opposite sex. Female, early adolescent, off-campus, and final year students more susceptible to social challenges. Prefer seeking help from teachers and parents over counsellors.
Nnorom (2021)	Role of Parents and Teachers in Adolescent Development	Quantitative	Nigeria Abroad	Discipline problems in secondary schools include truancy, stealing, assault, absenteeism, fighting, and examination malpractice. Recommended specific disciplinary actions against undisciplined students.
Engels (2021)	Role of affective teacher-student relationships in adolescents' school engagement and achievement	Quantitative	Abroad	Affective teacher-student relationships influence school engagement and achievement trajectories. Closeness positively predicts engagement; conflict negatively predicts it. Engagement dimensions impact achievement trajectories from Grade 7 to 9.
Higham & Demkowicz (2021)	Secondary School Teachers' Perceptions of Adolescent Social Anxiety and Learning and Development	Qualitative	England Abroad	Educators perceive social anxiety as persistent and debilitating, hindering learning and development. Aware of supportive strategies but face challenges in differentiation. Recurring professional development and training recommended.
Mohanty (2021)	Adolescents' Educational Problems and	Quantitative	India	Adolescents face moderate problems in education, with the highest scores in lack of

	Their Influence on Selected Variables			interest, anxiety about future education, and competition. Gender, medium of instruction, home environment, and economic background influence various dimensions of educational problems.
Ong'ong'a (2021)	Teachers' Perception, Experiences, and Challenges about Teens of Ages 12-14 Years who Reported Online Digital Insecurity	Qualitative	Kenya Abroad	Teachers lack online safety competency skills to protect teens, rely on learners for guidance. Recommends integrating online digital insecurity in the curriculum and providing digital literacy instruction for teachers.
Harikrishnan U. (2020)	Challenges of school going adolescents: Perception of Parents and Teachers	Quantitative	India	Parents perceive tension and lack of studying at home among adolescents. Teachers note challenges like exam fear, media influence, economic burdens, parental involvement, and academic performance. Emphasizes the need for cooperation between parents and teachers for adolescent development.
Chetri (2020)	Life skills education for adolescents: it's needs and strategies	Qualitative	India	Life skills education is crucial for adolescent mental well-being and competence. Teaching life skills through brainstorming, role play, and group discussions helps adolescents cope with everyday challenges and develop into responsible individuals.
Debnath (2019)	Role of Parents' and Teachers' to Solve Various Problems of	Qualitative	India	Discusses the role of parents and teachers in supporting adolescents and developing their psyche. Focuses on the sources of

	Adolescents and to Develop their Psyche			social support in adolescence and the effectiveness of parental and teacher support.
Ibrahim (2019)	The teacher student relationship and adolescents' sense of school belonging	Qualitative	UAE Abroad	Explores the impact of the teacher-student relationship on adolescents' sense of school belonging and development. Highlights the importance of care, trust, respect, and cooperation in fostering positive relationships and student achievement.
Bayram Ozdemir (2019)	How do Adolescents' Perceptions of Relationships with Teachers Change during Upper-Secondary School Years?	Quantitative	Sweden Abroad	Identifies three teacher-relationship trajectories among adolescents and their impact on adjustment. Students with increasing positive views of teachers showed greater school satisfaction and achievement values, while those with declining views reported worsening school adjustment. Highlights the continuous impact of supportive teacher treatment on youth adjustment.
Tiffany Patrice Cook (2019)	Engaging Adolescent Boys in Classroom Learning: What Teachers Need to Know About Adolescents and the First Years of Teaching an Elective in a Secondary School	Literature Review	-	The review focuses on factors contributing to adolescent boys' lack of classroom engagement and suggests adjustments in six categories: Classroom Management, Students' Disposition Toward School, Academic Performance and Expectations, Engagement, Professional Studies, and Motivation.

Patricia Lea Sutherland (2018)	The Impact of Mental Health Issues on Academic Achievement in High School Students	Qualitative (interviews)	San Diego, California	Mental health services in high schools can facilitate academic achievement and improve overall health and well-being in students, highlighting the need for more mental health professionals and staff training.
Jennifer Greif Green (2017)	Teacher Perspectives on Indicators of Adolescent Social and Emotional Problems	Qualitative (interviews)	U.S.	Teachers perceive diverse markers indicating emotional and behavioral challenges in adolescents, suggesting areas for professional development and school-based interventions to align with standardized screening scales.
Alotaibi (2017)	Co-Teaching Perception Among Special Educators in Middle and High Schools in Saudi Arabia	Quantitative (online survey)	Riyadh, Saudi Arabia	Special educators in Saudi Arabia did not fully implement co-teaching practices effectively for students with learning disabilities.
Nikme S. C. Momin (2016)	Problem Behaviours of Adolescents of Secondary Schools: A Review	Literature Review	-	Problem behaviors among adolescents in secondary schools manifest in various ways, impacting teaching and learning goals, leading to the proposal of a Problem Behavior Scale for future research.
Satishprakash Shukla (2010)	Problems of Adolescents According to the Secondary Schools' Teachers	Quantitative (survey)	Ahmedabad, India	Secondary school teachers identified various problems faced by adolescents, highlighting the need for understanding and addressing these issues.
John Joseph (2010)	The Complexities of Understanding Adolescent Behavior from	Theoretical	-	Explores why different perspectives lead to varying perceptions of adolescent behavior using the "Emotional Room Models."

	Different Perspectives			
Bruce Ellis, Aurelio Jose Figueredo & W. Jake Jacobs (2009)	Adolescent Risk Behavior: The Need for an Evolutionary Analysis	Literature Review	-	High-risk behaviors in adolescents are influenced by environmental circumstances, including family dynamics, socio-economic status, parenting, academic performance, and mental health.
Duchesne et al (2009)	Attachment to Parents and Worries About Academic Demands and Teacher Relationships Among Adolescents	Quantitative (structural equation modeling)	-	Attachment to mothers predicts adolescents' worries about academic demands through anxiety symptoms during the transition to middle school.
Savitha (2008)	Problems of Adolescents in Nuclear Families	Qualitative	-	Adolescents in nuclear families face psychological problems and struggle to express their issues to teachers, indicating a need for school-based mental health services.
Wong et al (2005)	Views of Hong Kong Chinese Adolescents, Parents, and Teachers on Adolescent Health Issues	Qualitative (focus groups)	Hong Kong	Differences in perceptions of adolescent health issues among adolescents, parents, and teachers, with Chinese adolescents reporting more stress from academics and less socially undesirable behaviors compared to Western norms.
Marie S. Nebel – Schwalm (2006)	The Relationship Between Parent-Adolescent Conflict and Academic Achievement	Quantitative (survey)	Italy	Family conflict negatively affects adolescents' academic functioning, highlighting the importance of positive relationships with parents, peers, and teachers for academic success.
Hang and Van (2007)	Adolescent Depression	Literature Review	-	Adolescent depression is a serious issue with common symptoms, often unrecognized by depressed teens, emphasizing the role

				of parents, friends, and others in providing support and intervention.
Anthony L. Pillay and Douglas R. Wassenaar (2007)	Managing Suicidal Adolescents	Literature Review	-	Suicidal adolescents require immediate management with active listening, empathy, and providing alternatives to address their hopelessness and problems, posing challenges for intervention.
Manuela et al (2004)	Influence of Relationships with Parents and Friends on Psychological Well-Being of Adolescents	Quantitative (survey)	Italy	Positive relationships with parents and friends contribute synergistically to adolescents' psychological well-being and reduce psychological discomfort.
Eadaoin (2000)	Personal Concerns and Causes of Difficulties Perceived by Hong Kong Adolescent Students	Quantitative (survey)	Hong Kong	Hong Kong adolescents perceive academic achievement as a pressing concern, attributing difficulties more to personal deficiencies than family factors.

2.5 RESEARCH GAP

A significant research gap exists in understanding the nuanced challenges faced by secondary teachers in effectively addressing the multifaceted issues encountered by adolescents. While existing studies acknowledge the broad spectrum of difficulties, such as behavioral issues, academic performance disparities, and social-emotional complexities, there is a lack of in-depth exploration into specific strategies and interventions that teachers employ to mitigate these challenges. Additionally, limited attention has been given to the role of teacher training programs and professional development in equipping educators with the necessary skills and resources to navigate the intricacies of adolescent issues effectively.

Furthermore, the impact of external factors, such as technological advancements, social media influence, and shifting family dynamics, on teachers' ability to support adolescents' holistic development remains understudied. Addressing these gaps is crucial for developing comprehensive frameworks and support systems that empower teachers to foster a conducive learning environment for adolescent students.

2.6 CONCLUSION

The review of the related studies helped the investigator in formulation of the hypothesis of the study, the methodology to be adapted, in tool designing, in gathering data for the study and in analysis and interpretation of data. The Indian and foreign studies related to issues of adolescents have been given in this chapter. The methodology of the study will be discussed in detail in the next chapter.

CHAPTER-III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The methodology chapter of this study serves as a comprehensive guide to the research design and approach undertaken to investigate the difficulties encountered by secondary teachers in addressing the issues faced by adolescents. Additionally, qualitative insights will be gathered through in-depth interviews with a subset of teachers, providing a nuanced understanding of their experiences and perspectives. The selection of participants, data collection instruments, and the analytical framework will be detailed, ensuring transparency and facilitating the replication of the study. The methodology chapter serves as the methodological roadmap, guiding the reader through the systematic process employed to shed light on the intricacies of the challenges faced by secondary teachers in supporting adolescents.

3.2 OBJECTIVES OF THE STUDY

1. To explore and understand the lived experiences of teachers when they encounter and attempt to address adolescents' issues in the educational setting.
2. To examine how teachers make sense of the various challenges and interpret the difficulties as they encounter when dealing with adolescents.
3. To identify and categorize the specific types of issues or problems that teachers found most challenging when dealing with adolescents and to elucidate the characteristics of these difficulties.

4. To investigate how teachers perceive their roles and responsibilities in addressing adolescents' issues and to explore the influence of these perceptions on their interactions with students.
5. To identify and analyze the strategies, coping mechanisms, or support systems that teachers employ to manage the difficulties encountered when addressing adolescents' issues, and to assess the effectiveness of these strategies.

3.3 RESEARCH QUESTIONS

1. What are the lived experiences of teachers in attempting to solve adolescents' issues the educational setting?
2. How do teachers interpret and make sense of the various challenges or difficulties encounter when dealing with adolescents' issues?
3. What are the specific types of issues or problems that teachers found most challenging when dealing with adolescents?
4. How do teachers perceive their own roles and responsibilities in addressing adolescents' issues, and how do these perceptions influence their interactions with students?
5. What strategies, coping mechanisms, or support systems do teachers employ to manage the difficulties encountered when addressing adolescents' issues?

3.4 METHODOLOGY

The methodology employed in this study is primarily qualitative, chosen to delve deeply into the intricate problems faced by teachers when addressing the issues encountered by adolescents. Qualitative research is well-suited for exploring the nuanced and context-specific nature of the challenges faced by secondary teachers in

their interactions with students undergoing the tumultuous phase of adolescence. This approach involves a rich, in-depth exploration through methods such as semi-structured interviews and thematic analysis. The qualitative data gathered through interviews was systematically analyzed to identify recurring themes, patterns, and variations in the teachers' perspectives and experiences. By adopting a qualitative methodology, this study seeks to provide a comprehensive and nuanced understanding of the difficulties faced by secondary teachers, enabling a more holistic interpretation of the complex issues surrounding adolescent development within an educational context. The qualitative approach allows for a depth of insight that may not capture, offering a more textured and contextually grounded exploration of the challenges encountered by teachers in navigating the multifaceted issues of adolescents.

3.5 POPULATION OF THE STUDY

The "population of the study" refers to the entire group or set of individuals, elements, or units that meet the criteria for inclusion in a particular research investigation. In the context of earlier statement about teachers handling 8th, 9th, and 10th-grade students in Ariyalur district, the population of the study would be all teachers in that district who are involved in instructing students in those specific grade levels. It is the broader group from which a sample may be drawn for research purposes, and the findings of the study are often generalized to this larger population. The teachers who are handling 8th, 9th and 10th standard students of all type of schools of Ariyalur district constitute the population.

3.6 PARTICIPANTS OF THE STUDY

The participants in the study are teachers responsible for instructing 8th, 9th, and 10th-grade students in both government and government-aided schools within the

Thirumannur block of Ariyalur District. The selection of these participants was carried out using non-random sampling techniques, specifically convenience and snowball sampling. By selecting the locale of the study i.e Thirumanur Block which is the adopted block of the investigator, the convenience sampling justified as the sampling technique whereas the select of participants for the study made easier through the participant who already involved in the study. These participants brought rest of the participants in the interview. Hence, the snowbell has been justified as the main sampling technique. Thus, there were 42 participants from 12 schools involved in the semi structured interview.

3.7 DATA SATURATION

Data saturation is the point in qualitative research process where enough data has been collected to draw necessary conclusions, and any further data collection will not produce value added insights. Since the present investigation deems that the adequate data to generalise the findings of the research questions arrival at the 42nd participants, the data collection stopped. Thus, 42 respondents constituted the sample of the present investigation.

3.8 TOOLS USED FOR THE STUDY

The primary tool employed for this study is semi-structured interviews, designed to elicit rich and detailed insights from teachers who possess firsthand experience in addressing the issues of adolescents. Semi-structured interviews provide a flexible framework that allows for a balance between a predetermined set of questions and the opportunity for open-ended exploration. Through this method, the researchers can delve into the multifaceted aspects of the teachers' experiences, perspectives, and emotions, gaining a nuanced understanding of the challenges

encountered in dealing with adolescent issues within the educational setting. The semi-structured nature of the interviews enables adaptability, ensuring that the conversation can evolve organically to capture unanticipated dimensions of the teachers' encounters with adolescent concerns. This tool aims to uncover not only the observable practices but also the underlying motivations, beliefs, and strategies employed by teachers in navigating the complexities of supporting adolescents. The information gleaned from these interviews will contribute significantly to a comprehensive and in-depth analysis of the difficulties faced by secondary teachers in addressing the issues of adolescents in the educational context.

Semi-Structured Interview:

A semi-structured interview is a qualitative research method characterized by a flexible yet predetermined set of open-ended questions. Unlike fully structured interviews with a fixed questionnaire or unstructured interviews that allow for free-form discussions, semi-structured interviews strike a balance. They provide a framework for consistency while allowing room for participants to express their thoughts, experiences, and perspectives in their own words.

In the study exploring the difficulties faced by secondary teachers in addressing adolescent issues, a semi-structured interview approach is employed. Here's how it is utilized:

Flexibility and Depth:

The semi-structured format allows for a flexible and adaptive conversation. While there is a predefined set of questions related to the challenges faced by teachers in dealing with adolescent issues, the interviewer has the flexibility to explore additional topics or delve deeper into specific areas based on the responses of each teacher.

Exploration of Experiences:

The open-ended nature of the questions enables teachers to share their experiences, perceptions, and emotions in their own words. This approach is particularly valuable when investigating complex and nuanced topics, such as the difficulties encountered in the teacher-student dynamic during adolescence. Teachers can provide rich, context-specific insights beyond the scope of predefined responses.

Capturing Nuances:

Semi-structured interviews are well-suited for capturing the nuances and depth of the challenges faced by teachers. While maintaining a level of consistency in the topics covered, the method allows for a more natural and dynamic conversation. This is crucial for understanding the multifaceted nature of issues related to adolescent students in an educational setting.

Interview Guide:

The construction of a semi-structured interview guide involves developing a list of open-ended questions related to the research objectives. These questions are designed to explore various dimensions of the challenges faced by teachers, providing a comprehensive understanding of their experiences.

By employing semi-structured interviews, the study aims to capture the complexity and diversity of the challenges faced by secondary teachers in addressing adolescent issues. This method ensures a balance between a standardized approach and the flexibility needed to uncover the rich and varied experiences of the participants.

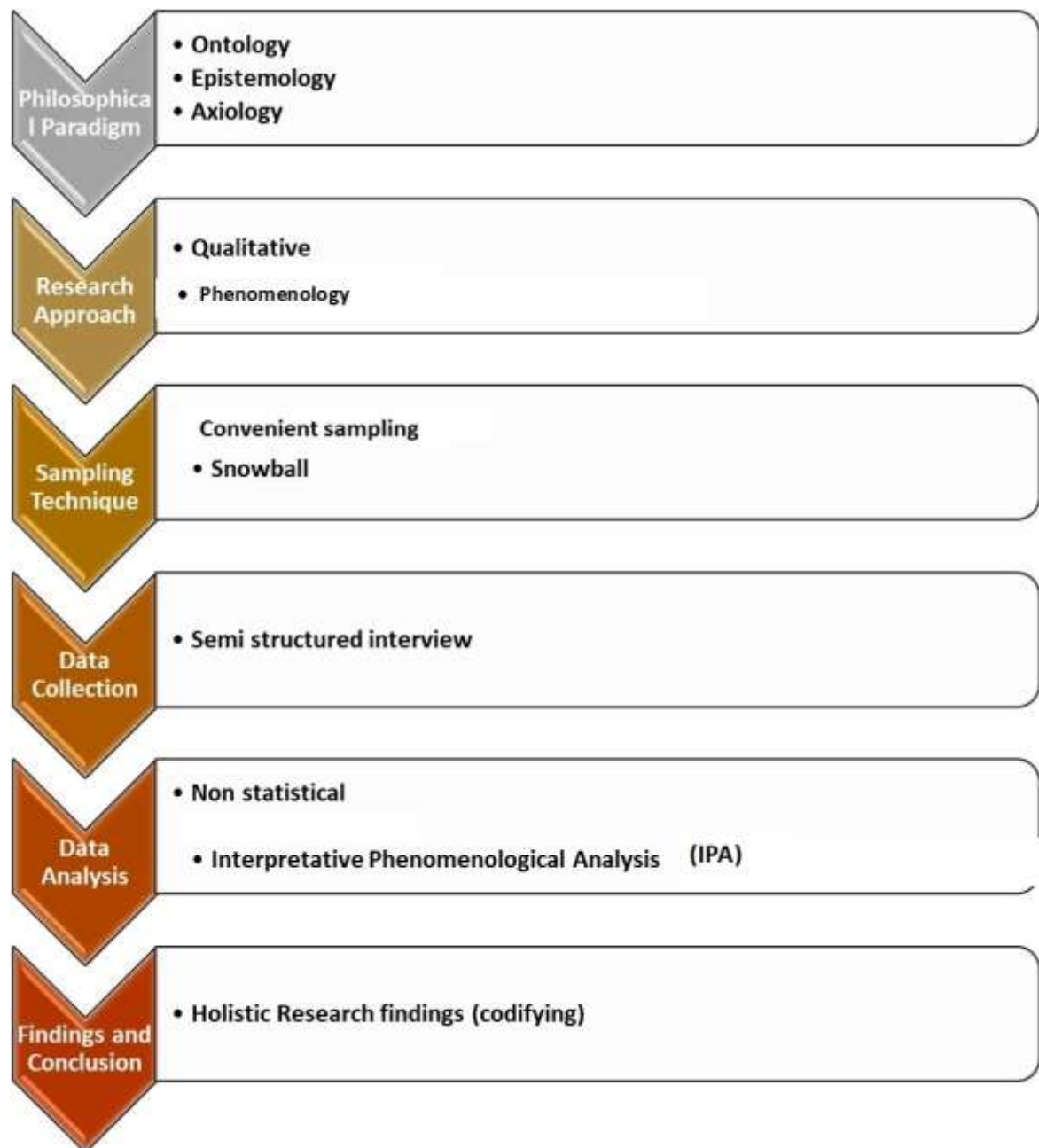
3.9 CONSTRUCTION OF RESEARCH TOOLS

The construction of research tools is a meticulous process crucial for ensuring the collection of valid and reliable data in a study. Beginning with a clear definition of research objectives, researchers must carefully select appropriate data collection methods, whether surveys, interviews, or observations, aligned with the study's goals. Development of questionnaires or interview guides follows, demanding clear and concise wording to address key topics. Pilot testing with a small sample allows for refinement based on participant feedback, and subsequent validation and reliability assessments ensure the tools measure intended constructs consistently. Ethical considerations, such as informed consent and participant confidentiality, are integrated into tool design. Finalization involves adjustments based on pilot testing and validity checks, while training sessions for data collectors maintain consistency. Ultimately, the construction of research tools is a comprehensive process, assuring that the instruments employed effectively capture the desired information and contribute to the study's overall validity and reliability.

In this study focusing on the challenges faced by secondary teachers in addressing the issues of adolescents, the construction of research tools involves the development of a semi-structured interview guide. The research objectives, which seek to explore the nuanced experiences and perspectives of teachers dealing with adolescent concerns, guide the design of open-ended questions. Drawing on existing literature and adapting relevant measures, the interview guide is crafted to capture the essence of the difficulties encountered by teachers in navigating the complexities of the teacher-student dynamic during adolescence. A pilot test with a subset of teachers aids in refining the wording and structure of the questions, ensuring clarity and relevance. Validity and reliability checks are implemented, aligning the research tools with the study's overarching goals. Ethical considerations are embedded in the design,

emphasizing participant confidentiality and informed consent. Through this carefully constructed semi-structured interview guide, the study aims to gather rich and meaningful insights that contribute to a comprehensive understanding of the challenges faced by secondary teachers in addressing adolescent issues within the educational context.

3.10 RESEARCH DESIGN



1.The philosophical paradigm

This philosophical paradigm provides a foundational framework that shapes the researcher's worldview and influences the methodological choices, ensuring a holistic and ethical exploration of the challenges encountered by secondary teachers in the educational landscape.

A philosophical paradigm serves as the foundational framework that underlies and guides a research study, shaping the researcher's approach, worldview, and assumptions. The philosophical paradigm underpinning this study is characterized by three key components: ontology, epistemology, and axiology.

Ontology:

Ontology deals with the nature of reality and the fundamental understanding of what exists. It explores questions about the nature of being, existence, and the structure of reality.

In a research context, the ontological perspective influences how researchers perceive the reality of the phenomena they are studying. It addresses questions such as whether there is an objective reality, or if reality is subjective and socially constructed. The chosen ontology shapes the researcher's view of what is considered real and meaningful in the study.

Ontology, in this context, pertains to the nature of reality and the fundamental understanding of what exists. In exploring the difficulties faced by secondary teachers in addressing the issues of adolescents, the ontological perspective acknowledges the existence of complex and multifaceted subjective experiences within the educational landscape.

Epistemology:

Epistemology is concerned with the nature of knowledge, how knowledge is acquired, and the criteria for determining the validity of knowledge.

In research, epistemology influences the researcher's approach to understanding and gaining knowledge. It addresses questions such as the nature of truth, the role of perception and interpretation, and the methods used to acquire knowledge. The choice of epistemological stance guides whether the study leans towards quantitative or qualitative methodologies and shapes the researcher's perspective on the nature of knowledge.

Epistemology, the study of knowledge and how it is acquired, guides the research approach by recognizing that insights into the challenges of teachers can be best obtained through an in-depth exploration of their lived experiences and perceptions. The epistemological stance aligns with qualitative methodologies, emphasizing the importance of subjective understanding and meaning-making in the context of addressing adolescent issues in education

Axiology:

Axiology involves the study of values, including ethical principles, morality, and the researcher's stance on the inherent worth or importance of the study.

Axiology influences the ethical considerations of a study and the values that guide the research process. It addresses questions about the researcher's role, responsibilities, and the ethical implications of the research. Axiology ensures that the study is conducted with integrity, respect for participants, and a commitment to contributing positively to the field.

Axiology, the study of values, plays a crucial role in shaping the researcher's position and ethical considerations throughout the study. It acknowledges the inherent value of understanding and addressing the difficulties faced by teachers in supporting adolescents, emphasizing the importance of empathy, respect, and ethical conduct in the research process.

Together, these components form the philosophical underpinnings of a study, providing a lens through which researchers conceptualize and conduct their research. The philosophical paradigm shapes the researcher's understanding of reality, the methods used to explore it, and the ethical considerations that govern the research process.

2. Research Approach

Qualitative research

Qualitative research is an exploratory and interpretative research approach that focuses on understanding the depth and complexity of human experiences, behaviors, and phenomena. It seeks to uncover the meaning individuals attribute to their experiences and aims to provide rich, context-specific insights. Qualitative research is characterized by methods such as interviews, observations, and content analysis, allowing researchers to gather in-depth and nuanced data that goes beyond numerical measurements.

In this study, a qualitative research approach is chosen to thoroughly explore the difficulties faced by secondary teachers in addressing the issues of adolescents. The qualitative methodology aligns with the study's objective of gaining a comprehensive understanding of the challenges and complexities inherent in the teacher-student dynamic during the adolescent phase. The qualitative nature of the research allows for a deep dive into the subjective experiences, perceptions, and

emotions of the teachers through methods such as semi-structured interviews. These interviews provide a platform for teachers to express their thoughts and reflections, allowing the researcher to capture the nuances and context-specific aspects of their experiences.

Qualitative techniques like thematic analysis was employed to identify recurring themes and patterns within the data. The flexibility of qualitative research allows the study to adapt to the dynamic and multifaceted nature of the difficulties faced by teachers, providing a more holistic and nuanced understanding. Overall, the qualitative research approach in this study serves as a valuable tool for exploring the intricacies of teacher-student interactions during adolescence, offering qualitative depth to the challenges identified and ensuring a comprehensive exploration of the research questions.

Phenomenology

Phenomenological research is a descriptive method that tries to understand the lived experiences of the people who were involved with the issues that is being researched (Maypole and Davis, 2001) Phenomenology, deeply rooted in philosophy, psychology, and education, serves as a qualitative research method aimed at uncovering the essence of human experiences related to a particular phenomenon. The fundamental objective of phenomenology is to extract the most pure and untainted data by delving into the subjective experiences of individuals. In certain interpretations of this approach, researchers employ a technique known as bracketing to maintain objectivity and minimize personal biases. Bracketing involves a deliberate effort to set aside preconceived notions or assumptions about the phenomenon being studied, allowing the researcher to approach the investigation with a fresh perspective. An additional method of implementing bracketing is through memoing, as proposed

by Maxwell (2013), which involves the researcher documenting their own subjective experiences and reflections throughout the research process. By doing so, the researcher aims to create a clear distinction between their own interpretations and the actual lived experiences of the participants.

Phenomenology is particularly well-suited for exploring and describing how individuals experience a given phenomenon. It allows researchers to uncover the intricate details of the perception, perspective, understanding, and emotions of those who have directly encountered or lived through the phenomenon or situation of interest. By adopting a phenomenological approach, this study seeks to go beyond surface-level observations and capture the depth and richness of the subjective experiences of secondary teachers when confronted with the challenges of addressing adolescent issues. Phenomenology's emphasis on lived experiences and the unique perspectives of individuals provides a valuable framework for understanding the complexities inherent in the teacher-student dynamic during the adolescent phase. Through this qualitative lens, the study aims to unravel the essence of the difficulties faced by secondary teachers in navigating and addressing the multifaceted issues arising from the adolescent experience within the educational context.

Interpretative Phenomenological Analysis (IPA):

Interpretative Phenomenological Analysis (IPA) is a qualitative research method that focuses on exploring and interpreting individuals' lived experiences. It involves an in-depth examination of the subjective perspectives and meanings attributed to a phenomenon, allowing for a detailed understanding of the participants' worldviews.

IPA is employed in this study to delve deeply into the experiences, perspectives, and emotions of the teachers dealing with adolescent issues. Through the analysis of the qualitative data, IPA seeks to uncover the essence of the teachers' encounters, emphasizing the interpretative nature of their lived experiences. This approach aligns with the phenomenological aspect of the study, providing a nuanced and rich interpretation of the challenges faced by secondary teachers in navigating the complexities of adolescent issues within the educational context.

IPA is a qualitative approach which aims to provide detailed examination of personal lived experience (Smith et.al). it has three primary theoretical underpinnings. Phenomenology is a philosophical approach, initially articulated by Husserl, which aims to produce an account of lived experience in its own terms rather than one prescribed by pre-existing theoretical preconceptions. IPA recognizes that this is an interpretative endeavour because humans are sense making organisms. In IPA, therefore, the researcher is trying to make sense of the participant trying to make sense of what is happening to them. Finally, IPA is ideographic in its commitment to examining the detailed experience of each case in turn, prior to the move to more general claims.

In this study investigating the difficulties encountered by secondary teachers in addressing adolescent issues, Interpretative Phenomenological Analysis (IPA) serves as a methodological approach to delve deeply into the subjective experiences and interpretations of the teachers. Through semi-structured interviews, the data collection process captures the rich and nuanced narratives of teachers dealing with the complexities of the teacher-student dynamic during adolescence. The qualitative data, transcribed and analyzed using IPA, involves a meticulous exploration of emergent themes and patterns within the teachers' accounts. The double hermeneutic process

ensures a continuous dialogue between the participants' perspectives and the researchers' interpretations, allowing for a profound understanding of how teachers make sense of and attribute meaning to their experiences. IPA's emphasis on individual interpretations and the in-depth analysis of a small sample size aligns with the study's goal of uncovering the unique challenges faced by secondary teachers, contributing to a comprehensive and nuanced understanding of the study's research questions.

Holistic Research Findings (Coding)

When codifying holistic research findings, the following steps:

- 1. Organize Data:** Collect all your research findings and data in an organized manner. This could include qualitative data from interviews or surveys, quantitative data from measurements or tests, and any other relevant information.
- 2. Identify Themes:** Review your data to identify recurring themes or patterns. These could be common issues, trends, or topics that emerge from your research.
- 3. Code Data:** Assign codes or labels to segments of your data that correspond to each theme or pattern. This helps categorize and group similar information together.
- 4. Develop Categories:** Once you have coded your data, develop categories or subcategories based on the codes. This further organizes your data into meaningful groups.
- 5. Create a Codebook:** Document your codes, categories, and subcategories in a codebook. Include definitions and examples for each code to ensure consistency in coding across the research.
- 6. Analyze Data:** Use your coded data to analyze and draw conclusions. Look for relationships between codes, patterns within categories, and any insights or implications that arise from the analysis.

7. Report Findings: Finally, report your findings in a clear and structured manner. Use tables, charts, and narrative descriptions to present the coded data, categories, key themes, and your interpretations or conclusions.

3. Sampling Technique

Snowball Sampling:

Snowball sampling is a non-probability sampling technique where initial participants are selected, and then they, in turn, refer or nominate other potential participants. This method is particularly useful when the population of interest is difficult to reach or locate. It creates a chain-referral process, with the sample size growing like a snowball as each participant refers others.

In this study, snowball sampling may be used as a supplementary method to complement convenience sampling. After initially identifying and interviewing teachers through convenience sampling, those participants may be asked if they can refer or nominate other teachers who also handle 8th, 9th, and 10th-grade students in the specified schools. This iterative process continues, creating a network of participants based on referrals. Snowball sampling helps to expand the sample size beyond the initially identified participants and can be especially beneficial when trying to reach individuals who may not be easily accessible through traditional means.

4. Data Collection

Semi structured interview

Semi-structured interviews are a qualitative research method that involves conducting guided conversations with participants. Unlike structured interviews with predetermined and rigid questions, or unstructured interviews with open-ended, free-flowing discussions, semi-structured interviews strike a balance. The interviewer has a

set of pre-established questions or topics but has the flexibility to explore and delve deeper based on the participant's responses. This approach allows for a more in-depth understanding of the participants' experiences, perspectives, and emotions.

In this study, semi-structured interviews serve as the primary method for data collection. Teachers who handle 8th, 9th, and 10th-grade students in government and government-aided schools of Thirumannur block in Ariyalur District are interviewed. The semi-structured format provides a framework for the interview, ensuring consistency across participants, while also allowing the flexibility to adapt the questions based on the unique insights and experiences shared by each teacher.

During these interviews, teachers are encouraged to express their thoughts and reflections on the challenges they face in addressing adolescent issues. The open-ended nature of the questions enables the exploration of nuanced aspects, capturing not only observable behaviors but also underlying motivations, beliefs, and strategies employed by teachers. The semi-structured interview method, therefore, serves as a robust tool to gather rich, context-specific data that contributes to a comprehensive understanding of the difficulties encountered by secondary teachers in navigating the complexities of adolescent issues within the educational context.

5. Data Analysis:

Non-statistical data analysis

Non-statistical data analysis involves the examination and interpretation of qualitative data without relying on numerical measurements or statistical procedures. Instead of using statistical tools, this approach focuses on exploring patterns, themes, and meanings in the data, providing a rich and in-depth understanding of the research phenomena.

In this study, non-statistical data analysis is chosen to explore the difficulties faced by secondary teachers in addressing the issues of adolescents. Given the nature of the research questions and the qualitative data collected through semi-structured interviews, a non-statistical approach allows for a more holistic and nuanced interpretation of the teachers' experiences.

3.11 TRUSTWORTHINESS

Trustworthiness is a fundamental aspect of any relationship, whether personal or professional. It refers to the quality of being reliable, dependable, and honest. In research, trustworthiness is crucial for ensuring the credibility and validity of the findings. In the study on difficulties encountered by secondary teachers in solving the issues of adolescents, trustworthiness was a critical aspect of ensuring the credibility and validity of the research findings. The trustworthiness in this study is as follows.

Transferability:

Transferability is about the extent to which the findings of a study can be applied or transferred to other contexts or settings. Providing rich and detailed descriptions of the research context, participants, and procedures can enhance transferability. To address transferability, the study provided detailed descriptions of the research context, including the characteristics of the school or schools involved, the demographics of the students, and the specific challenges faced by teachers. This information helped readers assess the applicability of the findings to other educational settings.

Dependability:

Dependability relates to the consistency and stability of the research findings over time. Researchers can establish dependability by maintaining clear and well-

documented research processes, including data collection and analysis procedures, and using peer debriefing or external audits to ensure consistency. Dependability was established by clearly documenting the research procedures, such as data collection methods, data analysis techniques (such as open coding for qualitative data), and the criteria used for interpreting the findings. An audit trail of decisions made during the research process was maintained, and peer debriefing or external audits were used to enhance dependability.

Confirmability:

Confirmability refers to the objectivity and neutrality of the research findings. Researchers can enhance confirmability by maintaining a reflexive stance, documenting their own biases and assumptions, and using triangulation techniques to corroborate the findings from multiple perspectives. Confirmability was achieved by maintaining objectivity and neutrality in the research process. Researchers acknowledged their own biases and assumptions, documented any changes made to the research design or data analysis, and used triangulation (e.g., comparing data from different sources or involving multiple researchers in the analysis) to ensure the findings were not influenced by individual perspectives.

3.12 CONCLUSION

In conclusion, the methodology employed in this study aimed to rigorously investigate the challenges faced by secondary teachers in addressing adolescent issues. The utilization of a qualitative research approach, specifically Interpretative Phenomenological Analysis (IPA), allowed for an in-depth exploration of the subjective experiences and interpretations of teachers dealing with the complexities of adolescence within an educational context. The construction of a carefully designed

semi-structured interview guide facilitated the collection of rich and context-specific data. Through the validation process, including pilot testing and attention to ethical considerations, the research tools were refined to ensure reliability and validity. The chosen sampling techniques, convenient and snowball sampling, were pragmatic choices considering the study's scope and objectives. The meticulous application of IPA as the primary data analysis method is expected to provide a nuanced understanding of the challenges faced by teachers, contributing to the advancement of knowledge in the field. Overall, the robust methodology adopted in this study is well-suited to explore the intricate dynamics of teacher-student interactions during adolescence, offering a comprehensive and meaningful contribution to the existing literature.

CHAPTER-IV

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The research approach used in this study was qualitative, specifically employing a phenomenological approach. Phenomenology aims to explore and understand individuals' lived experiences, focusing on the subjective meanings they attribute to phenomena. In this study on difficulties faced by secondary teachers in addressing adolescent issues, qualitative methods such as in-depth interviews and focus group discussions were conducted to capture teachers' experiences, perceptions, and coping strategies. The phenomenological approach facilitated an in-depth exploration of the intricate nuances of teachers' experiences, uncovering underlying meanings, emotions, and motivations that influence their interactions with adolescents. By adopting a phenomenological lens, the study sought to go beyond surface-level descriptions, delving into the deeper layers of how teachers make sense of and navigate the challenges they encounter in their professional roles.

The philosophical paradigm used in this study was predominantly constructivist in nature. Constructivism posits that knowledge and understanding are actively constructed by individuals through their interactions with the world, rather than passively received. In the context of the study on difficulties encountered by secondary teachers in addressing adolescent issues, a constructivist paradigm acknowledges the subjective nature of experiences and perspectives. It recognizes that teachers' interpretations of challenges, coping strategies, and professional growth are shaped by their unique contexts, beliefs, and interactions with students, colleagues, and school

environments. The study embraced the idea that reality is socially constructed and that meaning-making processes are central to understanding complex phenomena. By adopting a constructivist paradigm, the researchers aimed to explore the lived experiences of teachers authentically, respecting the multiple realities and diverse perspectives that contribute to the intricate landscape of secondary education.

The data collection method utilized in this study was semi-structured interviews. Semi-structured interviews provided a flexible yet focused approach to gathering qualitative data from secondary teachers regarding their experiences in addressing adolescent issues. The interviews were conducted in a conversational style, allowing participants to express their thoughts, feelings, and insights freely while also covering specific topics related to challenges faced, coping strategies employed, and perceptions of student behaviour. A predetermined set of open-ended questions guided the interviews, ensuring consistency in data collection across participants while also allowing for exploration of new themes and ideas as they emerged during the discussions. The semi-structured format provided a balance between structured inquiry and participant-driven dialogue, enabling researchers to capture rich and detailed accounts of teachers' experiences in dealing with the complexities of adolescent issues in secondary education.

In Chapter 4, the data analysis delves into the intricate challenges that secondary teachers encounter when addressing the multifaceted issues faced by adolescents. This section employs a comprehensive approach to dissecting the various difficulties, ranging from behavioural concerns to academic performance struggles, within the context of secondary education. By examining the data through different lenses, such as student engagement, peer dynamics, family support, technological influences, and

school policies, a nuanced understanding emerges, highlighting the complexities inherent in navigating the educational landscape for both teachers and students in this critical developmental stage.

4.2 NON-STATISTICAL DATA ANALYSIS

The study utilized non-statistical data analysis methods to explore the challenges faced by secondary teachers in addressing adolescent issues. Qualitative techniques such as thematic analysis was employed to analyze textual data from the indepth interview. The researcher coded the data using a thematic framework, identifying recurring themes and patterns related to teacher experiences and coping strategies. Through in-depth interpretation and contextualization of the coded data, the study gained insights into the nuanced aspects of teacher-student interactions, communication barriers, emotional dynamics, and the impact of school policies on addressing adolescent issues. The non-statistical data analysis approach allowed for a deep exploration of qualitative data, uncovering rich narratives and providing a comprehensive understanding of the complexities involved in supporting students' emotional and behavioural needs in secondary education settings.

4.3 INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS (IPA)

Interpretative Phenomenological Analysis (IPA) is a qualitative research method focused on understanding how individuals interpret and make sense of their lived experiences from their own perspectives. The study incorporated Interpretative Phenomenological Analysis (IPA) as a qualitative research approach to delve into the experiences and perspectives of secondary teachers regarding the challenges encountered in addressing adolescent issues. Through in-depth interview a diverse

group of teachers shared their personal experiences, emotions, and coping strategies. The IPA method involved transcribing and analyzing these qualitative data, focusing on identifying patterns, themes, and underlying meanings within the narratives. The researchers applied a rigorous coding process to categorize the data into themes related to student behaviour, communication difficulties, emotional dynamics, support systems, and professional growth. By employing IPA, the study aimed to capture the nuanced and subjective aspects of teachers' experiences, providing a deeper understanding of the complexities and nuances involved in navigating the challenges of teaching adolescents in secondary education.

4.4 HOLISTIC RESEARCH FINDINGS (CODING)

Holistic research findings (coding) used in this study by the investigator include a comprehensive analysis of coded data, focusing on interconnected themes and patterns to provide a nuanced understanding of the research subject.

Steps followed in the Analysis

1. ORGANISING DATA (MEANING UNIT)

The investigator has organized the interview data into categories or themes based on the provided responses about the difficulties encountered by secondary teachers in solving the issues of adolescents. The interview data was categorized into themes based on the provided responses regarding the challenges faced by secondary teachers in addressing adolescent issues. The data was organized into categories such as Student Behaviour and Conduct, Student Engagement and Academic Performance, Technology and Social Media Influence, Family Environment and Support, Peer Influence and Group Dynamics, and School Policies and Communication.

Organizing data begins with identifying and segmenting the information gathered into meaningful units called Meaning Units. These units represent the core ideas, concepts, or statements within the data that are relevant to the research question or topic of interest. Each Meaning Unit captures a unique aspect of the data and serves as a building block for further analysis and interpretation. Here are the Meaning Units organized based on the provided points regarding difficulties encountered by secondary teachers in solving the issues of adolescents.

Student Behaviour and Conduct:

- R1. Students wearing tight pants and displaying inappropriate behaviour.
- R2. Using bad language and cursing teachers.
- R3. Exhibiting bad character traits.
- R4. Being irregular in attendance and having more absentees.
- R5. Leaving home for school but then being absent from school.
- R6. Boys causing more problems than girls.
- R7. Not reading properly and lacking focus in class.
- R8. Engaging excessively in sports and not paying attention in class.
- R9. Disturbing the classroom environment.
- R10. Referring to teachers as partners or friends.
- R11. Scolding women teachers when seen.
- R12. Living with grandparents instead of parents.
- R13. Having mental health issues and taking medication.
- R14. Being difficult for teachers to handle.
- R15. Using inappropriate language and displaying anger.
- R16. Engaging in mischievous activities and substance abuse.

Physical Health and Behaviour:

- R1. Feeling sleepy during class.
- R2. Experiencing headaches, possibly due to lack of sleep.
- R3. Expressing anger by throwing books.
- R4. Claiming illness when questioned about behaviour.
- R5. Girls frequently citing headaches.

Student Engagement and Academic Performance:

- R1 Lack of asking questions in doubts.
- R2 Decreased respect post-Covid.
- R3 Decreased studying post-Covid.
- R4 Lack of focus during interval time.
- R5 Fear of punishment hindering writing.
- R6 Preference for colorful stationery.
- R7 Poor homework completion and study habits.
- R8 Lack of basic skills and memorization.
- R9 Disrespectful behaviour towards teachers.
- R10 Always use boomer Jukka Powder (Red Colours) they like to have colour in
Tongues
- R11 Poor reading habits.

Technology and Social Media Influence:

- R1 Excessive mobile usage and addiction.
- R2 Usage of social media platforms.
- R3 Digital distractions affecting learning.

Family Environment and Support:

- R1 Home problems affecting behaviour.
- R2 Parents supporting children despite mistakes.
- R3 Parents being involved in corrections.
- R4 Influence of family dynamics on behaviour.

Peer Influence and Group Dynamics:

- R1 Group behaviour affecting dress and actions.
- R2 Peer influence leading to harmful actions.
- R3 Drug usage and risky behaviours in groups.

Social and Environmental Influences:

- R1 Influence of peers from other schools on behaviour and academic performance.
- R2 Influence of parents' habits (such as drinking) on children's behaviour
- R3 Presence of substance abuse (beedi, ganja) and unhealthy eating habits (Boomer candy, not bringing lunch).

School Policies and Communication:

- R1 Issues with school policies.
- R2 Irregular attendance and lack of discipline.
- R3 Lack of respect and reluctance to take tasks.
- R4 Gender-sensitive communication challenges.
- R5 Frequent Advice
- R6 Explaining Family Background
- R7 Change your Habits- Teacher advice
- R8 SMC Meeting
- R9 PTA Meeting

Support Systems and Interventions:

1. Effectiveness of individual addressing.
2. Students seeking outside coaching for learning gaps.
3. Plans for addressing issues through meetings.

These categories/themes reflect common issues and challenges faced by secondary teachers when dealing with adolescent students. These Meaning Units capture the diverse range of challenges faced by secondary teachers when dealing with adolescent students in various aspects of behaviour, health, academic performance, social influences, and school dynamics.

2. GROUPING DATA IN TO THE RELEVANT UNIT (CONDESED MEANING UNIT)

These Condensed Meaning Units condense the data into broader thematic categories, making it easier to analyze and interpret the challenges faced by secondary teachers in addressing adolescent issues.

1. Student Behaviour and Conduct:

- Inappropriate behaviour and language, including cursing and using bad words towards teachers.
- Displaying bad character traits and engaging in disruptive activities like not reading properly, playing sports excessively, and disturbing the classroom.

2. Physical Health and Behaviour:

- Physical health issues such as feeling sleepy, experiencing headaches, and expressing anger in class.

3. Student Engagement and Academic Performance:

- Decreased engagement and performance post-Covid, fear of punishment affecting writing, and lack of basic skills and memorization.

4. Technology and Social Media Influence:

- Excessive mobile usage, addiction to social media, and digital distractions impacting learning.

5. Family Environment and Support:

- Home problems influencing behaviour, lack of parental involvement, and parents defending children's mistakes.

6. Peer Influence and Group Dynamics:

- Group behaviours affecting dress and actions, peer influence leading to risky behaviours, and substance abuse in groups.

7. School Policies and Communication:

- Issues with school policies, irregular attendance, lack of discipline, and gender-sensitive communication challenges.

8. Support Systems and Interventions:

- Individual addressing of issues, seeking outside coaching for learning gaps, and plans for interventions through meetings.

3. CODING

In this study, coding was employed as part of the qualitative data analysis process. Coding involved examining the interview responses provided by secondary teachers regarding the challenges they faced in addressing adolescent issues. The data was systematically reviewed, and descriptive labels or codes were assigned to each response based on its content. This initial coding allowed for the exploration of various

themes and patterns within the data without preconceived categories, providing a foundation for further analysis and categorization. The investigator employed the following coding in this study.

3 .a.1 In Vivo Coding (Lived Experience):

- Cursing and using bad words towards teachers
- Feeling sleepy during class and expressing anger
- Fear of punishment hindering academic participation
- Excessive mobile usage and addiction to social media
- Influence of family dynamics on behaviour and academic performance
- Group behaviours impacting behaviour, conduct, and academic performance
- Issues with school policies, discipline, and communication

3.a.2. Value Coding (Values, Attitudes, Beliefs):

- Respect for authority figures like teachers
- Importance of academic engagement and performance
- Impact of technology and social media on learning
- Role of family support in student behaviour and success
- Influence of peer groups on behaviour and choices
- Perception of school policies and communication strategies

3b. Line-by-Line Coding:

- Cursing and using bad words towards teachers.
- Feeling sleepy during class and expressing anger.
- Fear of punishment hindering academic participation.
- Excessive mobile usage and addiction to social media.
- Influence of family dynamics on behaviour and academic performance.

- Group behaviours impacting behaviour, conduct, and academic performance.
- Issues with school policies, discipline, and communication.
- Inappropriate behaviour and language towards teachers
- Physical health issues impacting behaviour and academic engagement
- Decreased engagement and academic performance post-Covid
- Excessive mobile usage, addiction to social media, and digital distractions affecting learning
- Influence of family dynamics on behaviour and academic performance
- Group behaviours affecting behaviour, conduct, and academic performance
- Issues with school policies, discipline, and communication

Student Behaviour and Conduct:

- SBC1: Students wear as pant tight
- SBC2: They curse the teacher with bad words
- SBC3: Character bad
- SBC4: Irregular and More Absentees
- SBC5: Leaving home for school and then being absent from school
- SBC6: Boys created more problems than girls
- SBC7: Not reading properly
- SBC8: Always plays sports very seriously and does not pay attention in class
- SBC9: Always disturbs the classroom
- SBC10: Refers to Teacher as partner and friend
- SBC11: Scolds women if sees
- SBC12: Does not live with his mother. He lives with his grandparents

- SBC13: Mentally unstable and takes medicine
- SBC14: Teacher is very difficult to handle
- SBC15: Students' perception of unfair treatment and workload.
- SBC16: Resistance to change and improvement.
- SBC17: Lack of ambition and motivation

Student Engagement and Academic Performance:

- SE1: Doubt in any subject; Don't ask the teachers
- SE2: After covid 19 respect is not given properly
- SE3: After Covid students don't study
- SE4: If they go to Interval Time at 11.15 and come back, they put on cool lib and then they sit with their heads bowed and don't study
- SE5: All pass may be the reason should avoid teachers' point of view
- SE6: Always giving more written work and telling students to write, students who do not write are afraid to write because they are told that they will beat them
- SE7: Always use boomer Jukka Powder (Red Colours) they like to have colour in Tongue
- SE8: Lack of attention and understanding during lessons.
- SE9: Inadequate studying, incomplete homework, and poor memorization.
- SE10: Lack of basic skills in subjects like English, Tamil, and Mathematics.
- SE11: Differences in academic performance between classes (e.g., up to 8th class is okay, but 9th class is not).
- SE12: Learning gaps due to disruptions caused by COVID-19 and other factors.

Technology and Social Media Influence:

- T1: Use mobile more and become addicted to mobile
- T2: All students use mobile
- T3: Use Instagram, Face Book, Whatsapp reels a lot
- T4: Mobile addiction
- T5: Digital Distractions

Family Environment and Support:

- F1: Family environment easily come to addict because mother and father guardians live with grandparents
- F2: Problems at home are reflected in school Father and mother separated due to a fight .Mother and younger brother lives with grandfather ,Mother goes to work and earns and they all eat.
- F3:Parents supporting and defending their children.
- F4:Involvement of parents in monitoring and correcting student behaviour.
- F5:Influence of parents' habits (drinking alcohol) on children

Peer Influence and Group Dynamics:

- PI1: Putting on black and white pants as a group with close friends, putting on Mans Cut
- PI2: If students sit outside with 2 students, they tear their hand with Sharpener Blade and post status
- PI3: Girls also do it this year during Sivan Rathiri festivals
- PI4: All the box stores have a drug called Cool lib and they tend to use it
- PI5: When the Headmaster leaves, more students gather at the box office

- PI6:Influence of peers from other schools on behaviour and academic performance.
- PI7:Impact of festivals and social gatherings on student behaviour.
- PI8:Presence of substance abuse (beedi, ganja) and unhealthy eating habits.

School Policies and Communication:

- SPC1: There was a big problem in the school because the girl students were not allowed to keep flowers on head
- SPC2: They say not to scold in front of girls
- SPC3: Frequent Advice
- SPC4: Explaining Family Background
- SPC5: Change your Habits Teacher advice
- SPC6: SMC Meeting
- SPC7: PTA Meeting
- SPC8: Explanation of daily prayer
- SPC9:Individual attention and addressing issues through one-on-one interactions.
- SPC10:Seeking solutions through Parent-Teacher Association (PTA) and School Management Committee (SMC) meetings.
- SPC11:Enrollment in competitive coaching programs for academically struggling students.

Physical and Mental Health:

- PMH1:Feeling sleepy during class.
- PMH2:Headaches, possibly due to various reasons.
- PMH3:Expressing anger and frustration by throwing books.
- PMH4:Claiming illness (headache and fever) to avoid responsibilities

These open codes represent the key themes and issues derived from the interview responses regarding the difficulties faced by secondary teachers in addressing adolescent issues.

AXIAL CODING:

Axial coding involves organizing data by examining relationships between codes, identifying broader categories or subthemes, and understanding how different codes relate to each other within a structured framework. After conducting open coding, the investigator proceeded to perform axial coding to discern relationships between the codes. This process involved analyzing how various codes interrelated and structuring them into broader categories or subthemes, as utilized in this study.

In this study, axial coding serves several crucial purposes in analyzing the challenges faced by secondary teachers in addressing adolescent issues. Firstly, it helps in identifying relationships and connections between the various codes derived from open coding, allowing for a deeper understanding of how different aspects contribute to overarching themes. By organizing codes into subthemes within each category, axial coding facilitates the exploration of nuanced patterns and complexities within the data. This method also aids in developing a structured coding scheme that visually or narratively represents the hierarchical relationships between codes, subthemes, and categories. Additionally, axial coding enables a systematic and iterative analysis process, ensuring that new data are consistently compared to existing codes and contributing to the refinement and validation of the coding scheme over time. Overall, axial coding enhances the comprehensiveness, organization, and interpretive depth of the data analysis, leading to more robust findings and insights. Based on the axial

coding employed in this study, broader categories or subthemes can be identified that relate to each other:

Student Behaviour and Engagement:

This subtheme encompasses codes related to student behaviour, conduct, engagement, and academic performance. It includes codes like SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10, SB11, SB12, SB13, SB14, SE1, SE2, SE3, SE4, SE5, SE6, and SE7.

Technology and Social Media Influence:

This subtheme focuses on the impact of technology and social media on student behaviour and engagement. It includes codes like T1, T2, T3, T4, and T5.

Family Environment and Support:

This subtheme addresses how family dynamics and support systems influence student behaviour and engagement. It includes codes like F1 and F2.

Peer Influence and Group Dynamics:

This subtheme explores how peer relationships and group dynamics affect student behaviour and engagement. It includes codes like P1, P2, P3, P4, and P5.

School Policies and Communication:

This subtheme examines the role of school policies, communication strategies, and meetings in managing student behaviour and engagement. It includes codes like SC1, SC2, SC3, SC4, SC5, SC6, SC7, and SC8.

This axial coding organizes the data into broader categories (axial categories) and subcategories, highlighting the interconnectedness of various factors influencing student engagement, behaviour, and academic performance in the secondary education context.

By categorizing the codes into broader themes or subcategories, the researcher gained a more profound insight into the relationships among different facets of student behaviour, engagement, and the factors shaping them. This methodical approach facilitated the development of a structured framework for analyzing the complexities inherent in tackling adolescent issues within secondary education contexts.

Based on the axial coding and the identified subthemes, we can now conduct selective coding to refine the categories and identify core themes or findings. This step involves selecting the most significant and recurring codes to represent key themes in your study:

4. DIGGING DEEPER (PATTERN IDENTIFICATION):

Digging deeper into pattern identification involves delving into the underlying structure and organization of data to uncover meaningful relationships or trends. In qualitative research, this process often entails:

Pattern recognition, an integral aspect of this study, refers to the systematic identification and interpretation of recurring patterns or trends within the collected data. The investigator employed various analytical techniques to recognize and categorize these patterns, allowing for a comprehensive understanding of the underlying themes and relationships. By discerning these patterns, the researcher gained valuable insights into the complexities of addressing adolescent issues in secondary education settings. This method facilitated the extraction of meaningful information from the data, contributing to the development of informed conclusions and recommendations.

Pattern recognition involves identifying trends or patterns across the coded data to gain deeper insights into the challenges faced by secondary teachers in addressing adolescent issues. The investigator in this study has identified several patterns and trends that emerge from the coded data and core themes:

- **Behavioural Challenges:** Inappropriate language, disruptive behaviours, and defiance towards authority figures.
- **Health Impact:** Physical health issues leading to absenteeism, decreased focus, and academic performance issues.
- **Post-Covid Effects:** Decreased engagement, motivation, and academic performance after the Covid-19 pandemic.
- **Technology Influence:** Excessive mobile usage and social media addiction affecting learning and behaviour.
- **Family Dynamics:** Influence of family environment on behaviour and academic success.
- **Group Dynamics:** Peer influence, group behaviours, and social interactions impacting behaviour and academic performance.
- **School Policies:** Issues related to discipline, communication, and policy enforcement affecting student behaviour and engagement.

1. Behavioural Challenges and Academic Engagement:

Pattern	Trend	Implications
Irregular attendance and disrespectful behaviour are recurring issues affecting academic performance.	Lack of student motivation and engagement in learning activities is evident across different subjects and classrooms.	Teachers may need to implement strategies to improve student attendance, address disrespectful behaviour, and enhance student motivation to foster better academic engagement.

Digital Distractions and Addiction:

Pattern	Trend	Implications
Mobile addiction and excessive social media usage are common among students.	Students face challenges in balancing digital activities with academic responsibilities.	Educators should consider incorporating digital wellness programs and promoting responsible technology use among students to mitigate distractions and improve focus on learning.

Family Dynamics and Academic Performance:

Pattern	Trend	Implications
Family environments, including parental separation and support structures, influence student behaviour and academic success	Students from disrupted family backgrounds may exhibit emotional and behavioural issues that impact their learning	Schools can implement support programs, counseling services, and family engagement initiatives to address the emotional needs of students and create a supportive learning environment.

Peer Pressure and Group Behaviour:

Pattern	Trend	Implications
Peer influence and group dynamics play a significant role in shaping student behaviour.	Students may engage in risky behaviours or adopt negative attitudes due to peer pressure and group norms.	Teachers and school administrators should promote positive peer relationships, foster a culture of respect and inclusivity, and provide guidance on navigating peer pressures effectively.

School Environment and Communication Strategies:

Pattern	Trend	Implications
School policies, communication strategies, and support mechanisms impact student behaviour and academic engagement.	Effective communication between teachers, students, and parents can enhance student motivation and participation in learning activities.	Schools should prioritize clear communication channels, regular feedback mechanisms, and collaborative efforts among stakeholders to address student challenges comprehensively.

Physical Health and Behaviour

Pattern	Trend	Implications
Health-related Issues	School policies, communication strategies, and support mechanisms impact student behaviour and academic engagement.	This trend suggests a potential need for health education and support services within the school to address students' physical well-being, which can impact their academic performance and behaviour.

Educational Disparities

Pattern	Trend	Implications
Educational Disparities and Support Strategies	Differences in performance between classes and learning gaps exist, requiring intervention and support strategies	Schools should adopt personalized learning approaches, provide targeted academic support, offer enrichment programs, and collaborate with external organizations to address educational disparities and support diverse student needs.

Recognizing these patterns and trends allows educators and policymakers to craft tailored interventions, adopt proactive strategies, and foster supportive environments. These measures are instrumental in addressing the identified challenges and fostering positive outcomes among secondary students.

5. SUB THEMES:

This selective coding approach helps identify core themes and central concepts within the data, providing a focused perspective on the difficulties encountered by secondary teachers in addressing adolescent issues. In this study, the investigator utilized selective coding, a method focused on identifying core categories or themes derived from established axial codes. Through this approach, the researcher aimed to cultivate a thorough and nuanced comprehension of the phenomenon under scrutiny. Selective coding facilitated a more profound exploration of pivotal factors and their interconnections, culminating in the creation of a cohesive theoretical framework that encapsulates the complexities of addressing adolescent issues in secondary education environments. The investigator used selective coding in the following ways in this study.

1) Student Behaviour and Engagement:

Core Theme: Behavioural Challenges and Academic Engagement

Recurring Codes: SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10, SB11, SB12, SB13, SB14, SE1, SE2, SE3, SE4, SE5, SE6, SE7

Summary: This theme encompasses various challenges related to student behaviour, such as irregular attendance, disrespectful behaviour, lack of academic engagement, and distractions impacting learning.

2) Technology and Social Media Influence:

Core Theme: Digital Distractions and Addiction

Recurring Codes: T1, T2, T3, T4, T5

Summary: This theme highlights the influence of technology and social media on student behaviour, including mobile addiction, excessive use of social media platforms, and its impact on academic focus.

3) Family Environment and Support:

Core Theme: Family Dynamics and Academic Performance

Recurring Codes: F1, F2

Summary: This theme explores how family environments, including parental separation and support structures, can affect student behaviour and academic performance.

4) Peer Influence and Group Dynamics:

Core Theme: Peer Pressure and Group Behaviour

Recurring Codes: P1, P2, P3, P4, P5

Summary: This theme delves into the influence of peer relationships and group dynamics on student behaviour, including peer pressure, group activities, and risky behaviours.

5) School Policies and Communication:

Core Theme: School Environment and Communication Strategies

Recurring Codes: SC1, SC2, SC3, SC4, SC5, SC6, SC7, SC8

Summary: This theme focuses on school policies, communication strategies, and support mechanisms to address student behaviour issues and improve academic engagement.

6) Health and Well-being:

- Feeling sleepy during class (HWB1).
- Headaches and other physical symptoms (HWB2).

- Expressing anger and frustration (HWB3).
- Claiming illness to avoid responsibilities (HWB4).
- Coping mechanisms like throwing books (HB5).

Summary: This includes challenges such as health issues affecting classroom engagement

7) Intervention and Support Strategies:

- Individual attention and counselling (IS1).
- Involvement in competitive programs (IS2).
- Collaborative efforts through meetings (IS3).

Summary: the need for effective intervention and support strategies

Selective coding, a fundamental methodology employed in this study, revolves around strategically identifying and refining core categories or themes derived from the previously established axial codes. This process serves as a crucial step in synthesizing the extensive dataset amassed during the research phase. By honing in on these central themes, the researcher gains a deeper understanding of the most influential factors and their intricate interconnections within the realm of addressing adolescent issues in secondary education contexts. Through the application of selective coding, patterns, connections, and overarching concepts surface, contributing significantly to the construction of a cohesive theoretical framework that encapsulates the essence of the research findings. This systematic approach empowers the researcher to distill intricate data into meaningful insights and conclusions, thereby enriching the study's overall depth and relevance.

6. THEMES

Based on the data provided, here are the themes that emerge regarding the difficulties encountered by secondary teachers in solving the issues of adolescents:

1. Behavioural Challenges Theme:

- This theme encompasses various behavioural challenges faced by students, including inappropriate language and conduct towards teachers, disruptive behaviour in class, and defiance towards authority figures.

2. Health and Well-being Theme:

- This theme focuses on the impact of physical and mental health issues on student behaviour and academic engagement, such as feeling sleepy in class, experiencing headaches, and mental health challenges leading to medication use.

3. Post-Covid Academic Landscape Theme:

- This theme highlights the changes in student engagement and academic performance post-Covid, including decreased academic engagement, motivation, and performance, as well as challenges in adapting to the new academic landscape.

4. Technology Influence Theme:

- This theme explores the influence of technology, especially excessive mobile usage and addiction to social media, on student behaviour, learning, and academic performance.

5. Family and Peer Dynamics Theme:

- This theme delves into the role of family dynamics, peer influence, and group behaviours in shaping student behaviour, conduct, and academic outcomes.

6. School Policies and Communication Theme:

- This theme addresses the challenges related to school policies, discipline enforcement, communication strategies, and the effectiveness of these measures in managing student behaviour and enhancing academic engagement.

These themes collectively provide a comprehensive understanding of the multifaceted difficulties faced by secondary teachers when addressing the issues of adolescents, encompassing behavioural, health-related, post-Covid, technological, social, and institutional factors.

The following tables depict the analysis of data and arriving THEMES on the difficulties encountered by secondary teachers in solving the issues of adolescents

Meaning Unit	Condensed Meaning Unit	Code	Sub Theme	Theme
1) As a teacher, how do you perceive yourself having the responsibility in making students as obedient?		Behaviour and Respect	Behaviour and Discipline	
R1. Instilling appropriate behaviour and respect for authority.	Actively engaging students to adhere rules	Discipline and Rules	Engagement and Academic Support	
R2. Maintaining discipline and adherence to rules.				
R3. Actively engaging students in learning activities.		Learning Activities Engagement	Technology Guidance	
R4. Fostering academic excellence and supporting learning needs.				
R5. Guiding responsible use of technology and social media.	Responsible use of social media accelerating academic excellence		Family Impact	
R6. Addressing family dynamics' impact on behaviour and performance.		Technology Guidance		
R7.Promoting positive peer interactions and cooperation.				
R8.Enforcing school policies related to behaviour and attendance.	Allow them to interact each other in a compelled freedom	Well-being Promotion	Policy Enforcement	Teachers Obedience
R9. Facilitating effective communication with students and parents.			Communication	
R10. Supporting students' physical and mental well-being for conducive learning.		Maintaining Classroom Discipline	Well-being Promotion	
R11.Balancing academic rigor with individual student needs.	Win the confidence of students			
R12. Cultivating a positive and inclusive classroom environment.			Teacher's Role in Student Obedience	

R13. Collaborating with colleagues and stakeholders for holistic student development.	Academic balance and individualized support.			
R14. Encouraging self-discipline and self-regulation among students.				
R15. Modeling desired behaviours and values through personal example.	Exemplary behaviour modelling.			

Meaning Unit	Condensed Meaning Unit	Code	Sub Theme	Theme
2) Have you ever taken resolution to bring changes in the behaviour of students? R1. Addressing persistent behavioural issues impacting the learning environment. (participant2) R2. Improving classroom discipline and overall conduct of students. (Participant6) R.3 Promoting a positive and conducive learning atmosphere. (Participant7) R4. Encouraging students to exhibit respectful and responsible behaviour. (Participant10) R5. Enhancing student engagement and participation in learning activities. (Participant20) R6.Supporting students' social and emotional development. (Participant12) R7.Aligning behaviour expectations with school policies and values. (Participant24) R8.Responding to specific challenges or disruptions in student behaviour. (Participant26) R9.Fostering a culture of mutual respect and cooperation among students. (Participant30) R.10Helping students develop essential life skills and values through	When some behaviour persists in students To set the conducive organisational climate Encourage students through engagement in scholastic and co - scholastic learning activities Understand and promote the socialisation of the students When I face same specific challenges in school environment To respect and sustain multiculturalism To sensitize skills developed when behaviour changed Positive reinforcement strategies. Tailored behaviour management plans.	Behavioural Issues Discipline Improvement Behaviour Challenges Learning Atmosphere Respect and Cooperation Life Skills Development Student Engagement	Resolutions for Behaviour Improvement Addressing Persistent Issues Encouraging Responsible Behaviour Enhancing Engagement and Participation	Academic Ambience

behaviour changes. (Participant35) R11.Introducing positive reinforcement strategies for desired behaviours. (Participant11) R12.Implementing behaviour management plans tailored to individual student needs. (Participant15) R13.Providing mentorship and guidance for behaviour modification. (Participant 16) R14.Collaborating with counselors or psychologists for behavioural support and intervention. (Participant36)	Mentorship for behaviour modification. Collaboration with counselors for support.		Collaborative Behavioural Intervention	
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Meaning Unit	Condensed Meaning Unit	Code	Sub Theme	Theme
3) Have you ever felt burden in dealing with the students behaviour? R1. Managing diverse behaviour expectations and challenges. R2. Balancing disciplinary actions with empathy and understanding. R3. Addressing persistent disruptive behaviours. R4. Handling large class sizes with varied behaviour issues. R5. Managing emotional and social complexities of student behaviour. R6. Navigating conflicting expectations from parents and school. R7. Addressing behavioural issues affecting teaching and learning. R8. Supporting students with special needs or behavioural challenges. R9. Managing time-consuming behavioural interventions. R10. Balancing behavioural management with academic responsibilities. R11. Juggling multiple roles as an educator and behaviour manager. R12. Seeking support and resources for complex behavioural cases. R13. Implementing strategies for maintaining classroom order and focus. R14. Collaborating with colleagues and administration for behavioural support.	When facing diverse behaviour in same student When disciplinary actions are not initiated due to empathetical situation Large class size Prevailing conflict situation among students Behavioural issues affecting learning situation Time convening activities due to unusual needs of the children Sizeable amount of academic responsibilities at a time Educator and behaviour manager roles. Support for complex behavioural cases. Classroom order and focus strategies	Burden in Dealing with Behaviour Discipline Empathy Disruptive Behaviour Large Class Issues Emotional Complexity Expectation Management Teaching Behaviour Issues Student Support Time Management Behaviour Academics Juggling multiple roles	Managing Behaviour Expectations and Issues Addressing Disruptive Behaviours Navigating Expectations Impact on Teaching and Learning Supporting Students Time Management Balancing Responsibilities Balancing roles and seeking support for behaviour management	Diverse Issues

Meaning Unit	Condensed Meaning Unit	Code	Sub Theme	Theme
4) Have you ever took decision not to control adolescents students? R1. Understanding the teacher's perspective on managing adolescent behaviour without excessive control. R2. Investigating the teacher's approach to fostering independence while maintaining a positive learning environment. R3. Examining the balance between guiding students and allowing them to make decisions independently. R4. Understanding how trust-based relationships influence discipline and student development. R5. Exploring the impact of empowerment and self-regulation on adolescent behaviour. R6. Encouraging students' self-discovery and personal growth. R7. Fostering a sense of ownership and accountability for actions. R8. Promoting resilience and problem-solving skills in students. R9. Emphasizing positive reinforcement and intrinsic motivation. R10. Building a supportive and empowering classroom culture. R11. Encouraging open communication and dialogue with students. R12. Collaborating with students in setting expectations and goals	When excessive control is required Not in a position of evolving strategies to manage adolescents Revisit the teacher's approach Could not identify the mind point of supervision and decision making skills of students Fail to catch the trust-based relationship between teacher and students Could not sow self-regulation strategies Students' self-discovery and growth. Ownership and accountability. Resilience and problem-solving. Positive reinforcement and motivation.	Behaviour Management Autonomy Promotion Independence and Environment Balance Guidance and Decision-making Balance Trust-Based Discipline Empowerment and Self-Regulation Student Empowerment Positive Classroom Culture	Autonomy and Independence in learning environment Guidance and decision-making balance Trust-based discipline Empowerment and self-regulation Promoting self-discovery, personal growth, and ownership in students. Fostering resilience, problem-solving, positive reinforcement, and intrinsic motivation through open communication and collaboration with students.	Fail to Revisit oneself

Meaning Unit	Condensed Meaning Unit	Code	Sub Theme	Theme
5) If yes, what made you to withdraw yourself in organising students' behaviour? R1. Understand why teachers withdraw from organizing student behaviour. R2. Explore challenges faced in maintaining discipline. R3. Identify factors hindering effective behaviour management. R4. Determine specific issues impacting behaviour organization. R5. Investigate external influences on behaviour management. R6. Examining teacher burnout and stress as factors. R7. Considering the impact of student diversity on behaviour management. R8. Exploring the role of parental involvement in behaviour organization. R9. Reflecting on the effectiveness of previous behaviour management strategies. R10. Addressing the challenge of balancing academic and behaviour management responsibilities. R11. Understanding the influence of peer dynamics on behaviour organization. R12. Investigating the role of classroom environment in behaviour management. R13. Seeking professional development and support for behaviour management strategies.	Maintaining discipline is more challenges Inhibiting factors towards the organisation of students Very specific behaviour what is quite difficult to manage Happened to meet the external influences Teacher well-being, student diversity, parental involvement. Past strategies, academic-behaviour balance, classroom dynamics. Growth through professional development, support in behaviour management.	Withdrawal Reasons Discipline Challenges Hindering Factors and Behaviour Organization Issues External Influences Teacher Burnout Student Diversity Impact Parental Involvement	Teacher's Withdrawal Reasons Challenges in Maintaining Discipline Factors and Affecting Behaviour Management Specific Issues in Behaviour Organization External Factors on Behaviour Management Teacher burnout and stress as factors influencing behaviour management. The impact of student diversity on behaviour management approaches. The role of parental involvement in supporting behaviour organization within the classroom.	Distinctive Behaviours

Meaning Unit	Condensed Meaning Unit	Code	Sub Theme	Theme
6)What are the major types of problems you have come across in school setting? R1.Stylish haircut R2.Calling the parents of wears erring students and giving them to advice R3.There was a big problem in the school because the girl students were told not to put flowers R4.They curse the teacher with bad words R5.Putting on black and white pants as a group with close friends putting on man's cut R6.They use mobile more and become addicted to mobile R7.Doubt any other subject don't ask the teachers R8.Always use boomer, Jukka powder (red colour) they like to have colour in tongs R9.Dealing with students' lack of interest or engagement in certain subjects. R10.Managing students' use of beauty products like boomer and Jukka powder, including concerns about color preferences. R11.Addressing bullying or harassment among students. R12. Managing conflicts and disputes among students. R13.Dealing with absenteeism or truancy issues. R14.Addressing cheating or academic dishonesty among students.	Narcissism and day dreaming Fantasy and Physical consciousness Problems related to flower as the cultural identity Earning enmities of children Groupism through class unique identity Became addict to the mobile phone Drugs usage as the masculine complex Student disengagement and lack of interest. Student behaviour related to grooming and product use. Dealing with misconduct like bullying, conflicts, absenteeism, and dishonesty.	Stylish Haircut Parental Involvement Dress Code Conflict Verbal Abuse Mobile Phone Addiction	Dealing with students' preferences for stylish haircuts in school. Calling parents of misbehaving students and providing advice or guidance Conflicts related to school dress codes, such as restrictions on wearing flowers. Managing situations where students use disrespectful language or curse at teachers. Dealing with students' addiction to mobile phones and excessive use during school hours.	Narcissism

Meaning Unit	Condensed Meaning Unit	Code	Sub Theme	Theme
7)Have you ever noticed that your health problem(s) is /are due to the issues of adolescents at your school? R1.Linking health problems to adolescent issues. R2.Investigating the impact of school environment on health. R3.Exploring potential connections between teacher health and student behaviour. R4.Examining stress-related health issues arising from managing adolescent behaviour. R5.Considering the role of workload and job demands in teacher health problems. R6.Reflecting on emotional and psychological impacts of dealing with adolescent issues. R7.Exploring coping strategies for managing stress and health problems. R8 Seeking support and resources for maintaining teacher well-being. R9. Identifying strategies for creating a healthy and supportive school environment. R10. Recognizing the importance of self-care and wellness practices in addressing health issues related to adolescent challenges. R11. Examining the impact of sleep quality and rest on teacher health amidst adolescent challenges. R12. Investigating the role of nutrition and physical activity in mitigating health issues related to working with adolescents.	Happened to face more adolescents' problems Impacting school environment even at home Underwent curse of students Stress-related health issues and coping strategies. Workload, support, and self-care in teacher health. Impact of emotional, psychological, and environmental factors on teacher well-being.	Health and Adolescent Issues School Environment and Health Managing Stressors Impact Coping Strategies Well-being Support	Teacher health problems to adolescent issues at school. Effects of school environment on teacher health Coping strategies for managing stress and health problems Support and resources for maintaining teacher well-being amidst adolescent challenges.	Over Ambitious

Meaning Unit	Condensed Meaning Unit	Code	Sub Theme	Theme
8)Have you ever been discouraged by your family members while you attempting resolve the adolescents issues in your professional environment? R1.Understanding family influence on resolving adolescent issues. R2.Exploring discouragement from family regarding professional efforts. R3.Investigating family support or hindrance in addressing work-related challenges. R4.Reflecting on the impact of family dynamics on professional decision-making. R5. Considering communication barriers and misunderstandings within the family regarding work responsibilities. R6. Exploring strategies for fostering understanding and support from family members. R7. Seeking balance between professional commitments and family expectations. R8. Addressing conflicts between personal and professional priorities. R9. Identifying ways to overcome discouragement and maintain motivation in professional endeavours. R10.Recognizing the importance of open dialogue and mutual respect in family-professional relationships. R11.Evaluating the impact of family stressors on professional decision-making.	The problems lie at school reflect at home When pay little attention at home due to adolescents' issues faced in the school Identified as workaholic Family members afraid of the promotion Problems of prejudice Family dynamics in professional contexts. Balancing professional and family expectations. Strategies for managing family-professional relationships. Maintaining motivation amidst family-professional dynamics.	Family Support and Hindrance Family Influence Discouragement Communication Barriers Cultural Differences	Family's Role in Resolving Adolescent Issues Family's Discouragement in Professional Efforts Family's Support or Hindrance in Work Challenges The impact of family stressors on professional decision-making Communication barriers within the family regarding work responsibilities. Strategies to overcome discouragement and maintain motivation	Poor Belongingness

R12.Considering cultural or generational differences influencing family perspectives on work-related challenges.				
R13.Exploring strategies for establishing boundaries and managing expectations between work and family responsibilities.				

Meaning Unit	Condensed Meaning Unit	Code	Sub Theme	Theme
9) Do you feel that your colleagues discouraging you while attempting to organise the behaviour of adolescents? R1.Understanding peer influence on behaviour management efforts. R2.Exploring colleagues' support or discouragement in handling adolescent behaviour. R3.Investigating challenges faced in teamwork for behaviour organization. R4.Assessing the impact of colleague dynamics on teacher morale and effectiveness. R5.Reflecting on the role of collaboration and teamwork in addressing behaviour issues. R6. Identifying strategies for fostering a positive and supportive team environment. R7.Considering the influence of organizational culture on colleague interactions and behaviour management. R8.Exploring communication strategies for resolving conflicts and promoting collaboration. R9.Addressing differences in teaching styles and approaches among colleagues in behaviour management. R10.Seekign professional development and training opportunities for enhancing teamwork in behaviour organization. R11.Examining the role of peer pressure in behaviour management approaches.	My additional effort made them afraid Colleagues have prejudice they may be approached for a help Partitions exercise of the colleagues Competitor attitude Projections (Defence Mechanism) Sour graphism Reflection on teamwork and communication in behaviour management. Organizational culture's impact on colleague interactions. Addressing teaching style differences and seeking teamwork enhancement.	Peer Influence Colleague Support/Discouragement Teamwork Challenges Colleague Dynamics and Morale	Colleagues' Impact on Behaviour Management Colleagues' Response to Behaviour Management Challenges in Collaborative Behaviour Management Effect of Colleague Dynamics on Teacher Morale	Sour graphism

R12. Addressing concerns about colleagues' attitudes and support in behaviour organization. R13. Exploring strategies for building consensus and cooperation among colleagues in behaviour management. R14. Considering the impact of teamwork and collaboration on student behaviour outcomes.	Exploring collaboration strategies in behaviour management.	Colleague Discouragement	The role of collaboration and teamwork in addressing behaviour issues	
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Meaning Unit	Condensed Meaning Unit	Code	Sub Theme	Theme
10)Do you feel that you are not supported by the head of your school in handling adolescents? R1.Evaluate perceived support from school leadership. R2.Assess impact of leadership support on teacher morale. R3.Understand challenges in handling adolescent issues without support. Explore relationship between leadership support and behaviour management. R4.Exploring the relationship between leadership support and effective behaviour management strategies. R5.Investigating the influence of leadership communication and guidance on teacher-student interactions. R6. Considering the role of school policies and protocols in supporting teachers in handling adolescent issues. R7. Reflecting on the importance of collaboration and shared goals between school leaders and teachers in behaviour management. R8. Exploring strategies for improving communication and support channels between school leadership and teachers. R9. Addressing concerns about autonomy and decision-making in behaviour management without sufficient leadership support. R10 Identifying opportunities for professional development and training related to adolescent behaviour management with	Hostile against my growth in profession Afraid of planning additional activities Fail to adopt the innovation and best practices Poor focus of students supports and profession Social class issues Ignorance of organisational climate Leadership's impact on behaviour and communication in adolescent issues. Professional development for behaviour with leadership input.	Leadership Support Handling Challenges Support and Behaviour Challenges Without Support Support And Behaviour Management	Perception of Support from School Leadership Difficulties in Addressing Adolescent Issues The impact of leadership support on teacher morale and motivation Connection between Leadership Support and Behaviour Management Challenges faced in managing adolescent issues without adequate support from school leadership The relationship between leadership support and effective behaviour management strategies.	Hostility

Meaning Unit	Condensed Meaning Unit	Code	Sub Theme	Theme
11) Do you face any difficulty in dealing with your own children since you have faced problems in dealing with school children? R1. Understand challenges in parenting related to school experiences. R2. Explore impact of work experiences on personal life. R3. Assess transferability of skills from work to home. R4. Investigate link between work challenges and family dynamics. R5. Reflecting on the emotional and psychological effects of work-related stress on parenting. R6. Considering strategies for maintaining a healthy work-life balance and effective parenting. R7. Exploring the role of communication and understanding in managing difficulties with children. R8. Seeking support and resources for managing parenting challenges related to work experiences. R9. Exploring the impact of stress and burnout from work on parenting approaches. R10. Assessing the influence of work-related challenges on family dynamics and communication. R11. Understanding the importance of self-care and mental health in parenting amidst work pressures. R12. Identifying strategies for separating work stress from parenting responsibilities to maintain a positive family environment.	Challenges in parenting related to school experiences Impact of work experiences on personal life Transferability of skills from work to home Link between work challenges and family dynamics Poor Belongingness Work stress impact on parenting and balance strategies. Communication in managing child challenges during work stress. Resources for work-related parenting challenges. Work's influence on family and self-care strategies for parenting	Parenting Challenges Skills Transfer Work and Family Parenting Work Balance Work Impact on Parenting Stress And Parenting	Difficulties in Parenting Due to School Experiences Influence of Work Experiences on Personal Life Applicability of Work Skills in Home Setting Understanding challenges in balancing work and parenting responsibilities the transferability of skills from work to home in parenting. work challenges and dynamics within the family. Reflecting on the effects of work-related stress on parenting approaches	Uncertainties

Meaning Unit	Condensed Meaning Unit	Code	Sub Theme	Theme
12) Do you feel that you lost your emotional balance since you are having problems with the adolescents R1. Assessing the impact of adolescent-related issues on emotional well-being. R2. Understanding the link between professional challenges and emotional stability. R3. Exploring the effects of work stress on personal emotional balance. R4. Evaluating the emotional toll of dealing with adolescent problems. R5. Reflecting on coping strategies for maintaining emotional balance while dealing with adolescent issues. R6. Seeking support and resources for managing emotional challenges related to working with adolescents. R7. Identifying the importance of self-care and mental health practices in preserving emotional stability. R8. Considering strategies for building resilience and managing stress amidst adolescent-related difficulties. R9. Exploring the role of empathy and understanding in maintaining emotional balance while working with adolescents. R10. Assessing the impact of unresolved adolescent issues on personal well-being and relationships. R11. Reflecting on boundaries and self-care practices for managing emotional challenges related to adolescent problems. R12. Identifying support networks and resources for seeking help in managing emotional balance amidst challenges with adolescents.	Poor stakeholders support led the imbalance in emotion Fail to check myself each day Impact of adolescent-related issues on emotional well-being professional challenges and emotional stability Effects of work stress on personal emotional balance Emotional toll of dealing with adolescent problems Emotional coping and support with adolescents. Self-care and empathy for emotional balance. Impact of unresolved issues on well-being. Setting boundaries and seeking support networks	Emotional Impact Work and Emotions Stress and Emotions Emotional toll Student Behaviour Teacher Responsibility Family Support School Culture Emotional Wellbeing	Influence of Adolescent Issues on Emotional Balance Impact of Work Stress on Personal Emotional Balance Emotional Impact of Dealing with Adolescent Problems Strategies for handling student behaviour and classroom discipline Understanding teachers' perceived responsibilities and duties. School culture and policies affecting teaching practices and student behaviour. Practices for maintaining emotional well-being and managing stress in teaching	Unevenness in Profession

4.6 SUMMARY

The analysis presented encapsulates a comprehensive view of teachers' experiences and challenges in managing student behaviour and fostering academic engagement. It highlights the multifaceted responsibilities, teachers perceive in instilling discipline, promoting respectful behaviour, and creating a positive learning environment. These responsibilities extend to addressing persistent behavioural issues, managing disruptive behaviour, and navigating complex dynamics within the school environment. Additionally, the analysis delves the impact of external factors such as family influences, peer dynamics, and school leadership on teachers' professional efficacy and emotional well-being. It also sheds light on the intricate balance teachers must maintain between guiding student behaviour and allowing autonomy, as well as the emotional toll and personal challenges that they face in dealing with adolescent issues. Overall, the analysis underscores the complex interplay of factors shaping teachers' roles, responsibilities, and experiences in fostering a conducive learning environment and supporting student development.

4.7 FINDINGS OF THE STUDY

Based on the analysis of the coded data and the identified patterns and themes, here are the overall findings on the difficulties encountered by secondary teachers in solving the issues of adolescents:

4.7.1 Behavioural Challenges and Academic Engagement:

- Students exhibit a range of behavioural challenges, including irregular attendance, disrespectful behaviour towards teachers, and a lack of academic engagement.
- These challenges impact academic performance and create barriers to effective teaching and learning.

- Students exhibit various behavioural challenges, including using bad language, showing anger, and engaging in substance abuse, highlighting the need for comprehensive behavioural intervention programs.

4.7.2 Digital Distractions and Addiction:

- Mobile addiction and excessive social media usage among students contribute to distractions and reduced focus on academic tasks.
- Balancing digital activities with academic responsibilities is a significant concern for teachers and students alike.

4.7.3 Family Dynamics and Academic Performance:

- Family environments, especially those with parental separation or disrupted structures, influence students' emotional well-being and academic success.
- Students from such backgrounds may exhibit emotional and behavioural issues that require targeted support and interventions.
- Parents play a crucial role in supporting their children academically and behaviourally, but their influence can also contribute to challenges when not aligned with school expectations.
- Students face difficulties in attention, studying, completing homework, and lack basic skills, leading to learning gaps that require targeted academic support and remediation.

4.7.4 Peer Pressure and Group Dynamics:

- Peer influence and group dynamics play a substantial role in shaping student behaviour and attitudes.
- Negative peer pressure can lead to risky behaviours, disrespectful conduct, and challenges in maintaining a positive learning environment.

- Peers and social events impact student behaviour and attitudes, emphasizing the importance of promoting positive peer relationships and countering negative social influences.

4.7.5 School Policies and Communication Strategies:

- Effective school policies, clear communication strategies, and supportive mechanisms are essential in addressing student behaviour issues and enhancing academic engagement.
- Collaborative efforts among teachers, students, parents, and school administrators are crucial for creating a positive and conducive learning environment.
- Effective intervention strategies include individual support, peer mentoring programs, personalized learning approaches, collaboration with parents, and continuous evaluation and improvement of policies and practices.

4.7.6 Complex Interplay of Factors

- The challenges faced by teachers are multifaceted, involving a complex interplay of factors such as student behaviour, parental dynamics, academic difficulties, social influences, and school environment issues.

4.7.7 Health Impact on Learning:

- Health-related issues such as sleepiness, headaches, and illness affect students' ability to engage in learning activities, indicating a need for health education and support services

Overall, secondary teachers face multifaceted challenges in addressing the issues of adolescents, ranging from behavioural difficulties and digital distractions to family dynamics and peer pressures. Understanding these challenges and implementing targeted interventions, such as digital wellness programs, family support initiatives, peer

mentorship programs, and effective communication strategies, can help mitigate these challenges and promote positive student outcomes in secondary education.

The overall findings highlight a complex web of challenges faced by secondary teachers in addressing issues related to adolescents. These challenges encompass diverse factors such as student behaviour, parental dynamics, health impacts on learning, academic struggles and learning gaps, social and peer influences, school environment issues, and student attitudes and motivation. Key findings include the crucial role of parental support and influence, the need for comprehensive behavioural intervention programs to address behavioural challenges, targeted academic support to bridge learning gaps, promotion of positive peer relationships, strengthening of discipline policies, and fostering a positive learning environment to enhance student engagement and motivation. Effective intervention strategies encompass individual support, peer mentoring programs, personalized learning approaches, collaboration with parents, and continuous evaluation and improvement of policies and practices. These findings underscore the multifaceted nature of the challenges and the importance of holistic and collaborative approaches in supporting adolescent students effectively.

4.7 CONCLUSION

In conclusion, this chapter sheds light on the multifaceted challenges faced by secondary teachers in addressing the complex issues of adolescents. Through interviews and analysis, it became evident that behavioural and conduct issues among adolescents pose significant obstacles to effective teaching and learning. These difficulties encompass a range of factors, including disruptive behaviour, lack of motivation, and social-emotional struggles, all of which require nuanced and tailored approaches for resolution. The findings underscore the importance of providing comprehensive support

systems, professional development opportunities, and collaborative strategies among educators, administrators, and support staff to effectively navigate and mitigate these challenges, ultimately fostering a conducive learning environment for adolescent students.

CHAPTER-V

DISCUSSION

5.1 INTRODUCTION

In this chapter, the focus is on exploring the challenges faced by secondary teachers in addressing the multifaceted issues that adolescents encounter. This chapter delves into the complexities of adolescent behaviour, academic performance, social dynamics, and emotional well-being within the educational context. By examining the findings and drawing conclusions, this study aims to shed light on the various difficulties encountered by teachers and the implications for effective strategies and support systems in secondary education.

5.2 RESEARCHER'S REFLECTIONS

During the in-depth interview with teachers, the researcher observed a range of opinions and perspectives regarding the difficulties encountered in addressing adolescent issues. Many teachers expressed a sense of challenge in balancing academic expectations with the diverse needs of students, including behavioural issues, social dynamics, and emotional well-being. Some teachers emphasized the importance of professional development and ongoing support in enhancing their skills and confidence in managing these challenges effectively. There was also a consensus among teachers regarding the need for collaborative efforts involving parents, school administrators, and support staff to create a cohesive approach to student support and intervention.

Teachers highlighted the impact of external factors such as technology, social media, peer influence, and family dynamics on student behaviour and engagement. There was a recognition of the evolving nature of these challenges, requiring continuous adaptation and innovation in teaching strategies and classroom management techniques.

Overall, teachers expressed a sense of dedication and commitment to supporting their students' holistic development, while also acknowledging the complexities and nuances involved in addressing the multifaceted issues faced by adolescents in the educational setting.

It was evident that addressing the issues faced by secondary teachers in handling adolescents required a nuanced understanding of the factors influencing student behaviour and engagement. There was a need for proactive strategies that went beyond traditional disciplinary approaches to foster a positive school climate conducive to learning and well-being. The researcher emphasized the importance of promoting open communication channels between teachers, students, and parents to address concerns promptly and collaboratively. Furthermore, the researcher believed that ongoing research and dialogue in this area were essential to inform policy and practice improvements that could better support both teachers and students in navigating the complexities of secondary education.

The researcher's interest in this study stemmed from a deep concern for the well-being and academic success of adolescents within the educational system. The researcher was motivated by a desire to understand the challenges faced by secondary teachers in effectively addressing the diverse needs and behaviours of adolescent students. This interest extended to exploring innovative strategies and support mechanisms that could empower teachers to navigate these challenges more effectively, ultimately contributing to a positive and enriching learning environment for adolescents. Additionally, the researcher was passionate about bridging the gap between research findings and practical applications, aiming to create tangible benefits for educators, students, and the broader educational community.

The focus was on the insights gained during the study on the difficulties faced by secondary teachers in addressing adolescent issues. One key reflection was the complexity and interconnected nature of these challenges, highlighting the need for a holistic approach that considered not just academic performance but also social, emotional, and behavioural aspects of student well-being. Another reflection was the significance of ongoing professional development and support for teachers to enhance their skills in managing diverse student needs effectively. Additionally, the researcher reflected on the importance of collaboration between educators, parents, and other stakeholders in creating a supportive environment for adolescent development within the educational system.

Overall, in this study on the difficulties encountered by secondary teachers in solving the issues of adolescents, the researcher's reflections highlight several key insights. The researcher acknowledges the complexity and interconnected nature of these challenges, emphasizing the need for a holistic approach that considers various factors influencing student behaviour and engagement. This includes not only academic aspects but also social, emotional, and behavioural dimensions of student well-being.

One significant reflection is the importance of ongoing professional development and support for teachers to enhance their skills in managing diverse student needs effectively. The researcher also emphasizes the significance of collaboration among educators, parents, and other stakeholders in creating a supportive environment for adolescent development within the educational system.

Furthermore, the researcher's reflections underscore the value of open communication channels and proactive strategies in addressing concerns promptly and collaboratively. This approach is seen as essential in fostering a positive school climate conducive to learning and well-being for both teachers and students. In this study

highlight the complexities of addressing adolescent issues in secondary education and advocate for continuous research, dialogue, and practical applications to inform policy and practice improvements.

5.3 DISCUSSION AND FINDINGS

During the in-depth interviews conducted for this study on the difficulties encountered by secondary teachers in solving the issues of adolescents, participants shared their experiences and insights, providing rich descriptions that illuminated the challenges faced in the educational context. Themes emerged from these discussions, reflecting the multifaceted nature of the difficulties encountered.

Student Engagement and Motivation emerged as a significant theme. Teachers expressed challenges related to maintaining student engagement and motivation, particularly with the increasing distractions and digital influences present in adolescents' lives. They discussed strategies such as incorporating interactive learning activities, leveraging technology for educational purposes, and fostering a positive classroom climate to enhance student engagement.

Another prominent theme was Behavioural Issues. The discussions highlighted the complexity of managing diverse behavioural issues among students, ranging from disruptive behaviours to emotional outbursts. Teachers shared strategies for behaviour management, including establishing clear expectations, implementing consistent consequences, and providing individualized support to address underlying issues contributing to behavioural challenges.

Academic Performance was also a key theme. Participants discussed the struggles they faced in addressing varying levels of academic performance among students. Challenges included differentiation to meet diverse learning needs, providing

remediation and enrichment opportunities, and supporting students facing academic difficulties while maintaining high expectations for all learners.

Social and Emotional Well-being emerged as a critical aspect of the difficulties encountered. Teachers emphasized the importance of addressing students' social and emotional well-being, including issues such as peer relationships, self-esteem, mental health challenges, and stress management. They discussed the role of social-emotional learning programs, counselling services, and creating a supportive classroom environment to promote student well-being.

Parental Involvement and Support were also highlighted during the interviews. The discussions focused on the crucial role of parental involvement and support in addressing adolescent issues. Teachers shared strategies for fostering effective communication with parents, building partnerships to support student learning and behaviour, and navigating challenges related to family dynamics impacting student academic performance and well-being.

Resource Constraints emerged as a significant challenge discussed by teachers. Participants highlighted limitations in access to support services, classroom materials, professional development opportunities, and time constraints for addressing individual student needs effectively. They emphasized the importance of adequate resources and support systems to enhance their capacity to address the diverse challenges faced in the educational setting.

Policy and Administrative Support were also important themes. Teachers discussed the need for supportive policies and administrative frameworks that empower them to implement effective strategies, address student challenges, and create a positive learning environment. They highlighted the role of leadership in providing guidance,

resources, and professional development opportunities to support teachers in their efforts to solve the issues faced by adolescents effectively.

Overall, these themes reflect the nuanced and interconnected nature of the difficulties encountered by secondary teachers in navigating the complex issues faced by adolescents. The discussions underscored the importance of holistic approaches, collaboration among stakeholders, ongoing professional development, and supportive policies and resources in addressing these challenges effectively within the educational context.

THEME1: TEACHERS OBEDIENCE

Out of the respondents who involved in the present investigation as participants, a total of 37 responses regarded the valued responses. When the valued responses plotted by the similarities, 15 final statements had been selected as the diversified and appropriate responses. The remaining 24 responses found closer to the 13 responses by coding analysis. From the 13, the most number of responses are related to engaging students in a useful way. Besides engaging them in a useful manner, the responsible use of media also found to be the key factor in moulding teachers by themselves. The perceiving responsibilities further made them obedient. Hence the teacher obedience has been arrived as the theme of the first research question.

By in exploring the difficulties encountered by secondary teachers in solving issues related to adolescents, the theme of Teachers' Obedience wise findings emerged as a focal point. The concept of "egocentrism" was discussed concerning certain student behaviours that hinder obedience, emphasizing the need for empathy and effective communication strategies. Collaborative efforts involving teachers, parents, and school policies were identified as crucial in fostering a culture of respect and obedience in the

classroom, underscoring the multifaceted nature of addressing disciplinary issues among adolescents.

THEME:2 ACADEMIC AMBIENCE

The challenges identified by 14 participant teachers in the theme of Academic Ambience shed light on various aspects crucial for fostering a conducive learning environment. When certain behaviours persist in students, four participants emphasized the importance of addressing these behaviours to maintain a positive atmosphere. Setting a conducive organizational climate was mentioned by three participants as essential for creating an environment that supports academic and co-scholastic learning activities. Encouraging students through engagement in various learning activities, both scholastic and co-scholastic, was discussed by three participants as a strategy to promote positive behaviour and academic engagement. Understanding and promoting socialization among students were highlighted by four participants, emphasizing the role of social interactions in shaping behaviour and creating a positive ambience. Facing specific challenges in the school environment was mentioned by three participants, highlighting the need for targeted strategies to address these challenges effectively. Respecting and sustaining multiculturalism were noted by two participants, emphasizing the importance of diversity in creating a rich learning environment. Sensitizing stakeholders to the skills developed through behaviour change was discussed by three participants, indicating the need for awareness and recognition of positive behaviour changes. Additionally, participants mentioned various strategies such as positive reinforcement, tailored behaviour management plans, mentorship for behaviour modification, and collaboration with counsellors for support, highlighting the multifaceted approach required to address behavioural issues and create a positive academic ambience.

THEME:3.DIVERSE ISSUES

The challenges identified by 14 participant teachers in the theme of Diverse Issues provide valuable insights into the complexities of managing behavioural issues and cultivating an engaging learning environment. Among these challenges, disruptive behaviour was highlighted by six participants, emphasizing its significant impact on classroom dynamics. Five participants discussed obstacles in discipline improvement, such as inconsistent rule enforcement and difficulties in managing disruptive behaviours effectively, pointing to the need for enhanced disciplinary measures. Additionally, four participants mentioned challenges related to peer influences, personal issues, and differing expectations among students, underscoring the intricate nature of addressing behaviour-related issues within educational settings. Concerns about the learning atmosphere, including distractions, motivation issues, and a negative classroom climate, were raised by four participants, highlighting the barriers to student engagement and academic progress. These diverse perspectives shed light on the multifaceted challenges faced by teachers in creating an optimal learning environment that caters to the varied needs of students while effectively addressing behaviour-related concerns.

THEME 4: FAIL TO REVISIT ONESELF

The challenges identified by 12 participant teachers in the theme of Fail to Revisit oneself provide valuable insights into the complexities of behaviour management and promoting autonomy among students. Among these challenges, behaviour management was highlighted by six participants, emphasizing the difficulties in effectively managing student behaviour within the classroom setting. Autonomy promotion, discussed by five participants, pointed to challenges in empowering students to take ownership of their learning and decision-making processes. Additionally, independence and environment balance were mentioned by four participants,

highlighting the need to strike a balance between fostering independence in students while maintaining a conducive learning environment. Guidance and decision-making balance, trust-based discipline, empowerment, self-regulation, student empowerment, and positive classroom culture were also noted as challenges by varying numbers of participants. These diverse perspectives shed light on the multifaceted challenges faced by teachers in promoting student autonomy and creating a positive classroom culture that supports self-regulation and empowerment.

THEME 5: DISTINCTIVE BEHAVIOURS

The challenges identified by 13 participant teachers in the theme of Distinctive Behaviours shed light on the complexities of managing behaviour and maintaining discipline within the classroom. Among these participants, six highlighted the significant challenges of maintaining discipline, pointing to the difficulty of managing specific behaviours that inhibit the organization of students and hinder classroom dynamics. External influences were noted by five participants as a factor contributing to these challenges, making it harder for teachers to address distinctive behaviours effectively. Three participants emphasized the impact of teacher well-being and student diversity on behaviour management, requiring tailored strategies and support systems. Additionally, discussions about parental involvement and its impact on student behaviour were mentioned by three participants, highlighting the need for collaboration between schools and parents in addressing behaviour issues. These diverse perspectives underscore the multifaceted challenges faced by teachers in managing distinctive behaviours and maintaining discipline while navigating various influencing factors within educational settings.

THEME 6: NARCISSIM

The challenges identified by 14 participant teachers in the theme of Narcissism reveal a range of issues related to student behaviour and engagement. Among these participants, four highlighted concerns related to narcissism and daydreaming, indicating challenges in managing students' self-centred attitudes and distractions. Fantasy and physical consciousness were mentioned by three participants, reflecting difficulties in addressing students' focus on appearance and idealized self-images. Problems related to cultural identity, such as flower symbolism, were noted by three participants as sources of conflict and misunderstanding among students. Additionally, two participants discussed earning enmities among children and groupism based on class identity, pointing to social dynamics that impact behaviour in the classroom. Becoming addicted to mobile phones and drug usage, mentioned by two participants, were highlighted as factors contributing to student disengagement and misconduct. Other challenges identified included dealing with misconduct like bullying, conflicts, absenteeism, and dishonesty, as mentioned by three participants. Stylish haircut concerns, parental involvement issues, dress code conflicts, verbal abuse, and mobile phone addiction were also noted by individual participants, indicating a range of behavioural challenges teachers encounter related to students' self-image, social interactions, and engagement in academic activities. The findings from 14 participants regarding Narcissism highlight a range of challenges in student behaviour and engagement, including issues like daydreaming, appearance focus, cultural identity, social dynamics, addiction, and misconduct.

THEME 7: OVER AMBITIOUS

The challenges identified by 12 participants in the theme of Over Ambitious findings provide crucial insights into the multifaceted issues impacting teachers' well-being and the school environment. Several participants expressed facing numerous problems associated with adolescent behaviour, highlighting the complexities of managing these issues within and outside the school setting. The impact of these challenges was not confined to the school environment but extended to participants' homes, indicating the pervasive nature of the issues faced. Moreover, participants discussed experiencing stress-related health issues and shared various coping strategies they employed to manage these challenges effectively. Another significant aspect highlighted by participants was the workload and the need for adequate support and self-care measures to maintain teacher health. Emotional, psychological, and environmental factors were noted to have a profound impact on teacher well-being, emphasizing the importance of addressing these aspects comprehensively. Overall, these findings underscore the intricate nature of balancing ambition with well-being in the context of teaching, necessitating a holistic approach to support teachers' health and enhance the school environment.

THEME 8: POOR BELONGINGNESS

The challenges identified by 13 participants in the theme of Poor Belongingness findings shed light on the interconnected issues between school and home environments. Many participants noted that problems at school often reflected in their home life, creating a cycle of stress and challenges. Some participants mentioned that they paid little attention to home matters due to the issues they faced with adolescents in the school setting, indicating a significant impact on their work-life balance. Being identified as workaholics was a common concern among participants, with family

members expressing fear about potential promotions and the added responsibilities they would bring. Prejudice and family dynamics were also highlighted as challenges, particularly in professional contexts where balancing professional and family expectations posed significant hurdles. Participants discussed strategies for managing family-professional relationships, maintaining motivation amidst these dynamics, and dealing with discouragement and communication barriers. Cultural differences were also noted as factors influencing the sense of belongingness both at home and in professional settings.

THEME 9: SOUR GRAPHISM

The challenges identified by 14 participant teachers in the theme of Sour graphism shed light on the complexities of colleague interactions and teamwork dynamics within educational settings. Among these participants, five highlighted concerns related to colleague support and discouragement, indicating challenges in maintaining a supportive work environment. Four participants expressed difficulties in addressing teamwork challenges, such as communication barriers and conflicting attitudes, which impact collaborative efforts. Additionally, three participants emphasized the influence of organizational culture on colleague dynamics and morale, suggesting a need for cultural alignment and enhancement strategies. Two participants discussed colleague discouragement as a significant obstacle to effective teamwork and collaboration, pointing to the importance of addressing negative attitudes and fostering a positive colleague environment. These diverse perspectives highlight the intricate challenges faced by educators in navigating colleague interactions and teamwork dynamics to promote a conducive and supportive work environment.

THEME 10: HOSTILITY

The challenges identified by 16 participant teachers in the theme of Hostility shed light on various issues impacting professional growth and effective teaching practices. Among these participants, four highlighted experiences of hostility hindering their growth in the teaching profession, indicating challenges in career development and job satisfaction. Additionally, three participants expressed fear of planning additional activities due to hostile environments, reflecting concerns about innovation and creativity in teaching methods. Four participants discussed difficulties in adopting innovative practices and best practices due to hostile attitudes or lack of support, suggesting a need for a more conducive professional climate. Poor focus of student support and professional development was mentioned by three participants, indicating a gap in resources and strategies to address student needs effectively in hostile environments. Social class issues and ignorance of organizational climate were also noted as factors contributing to hostility and challenges in creating a supportive teaching environment. Leadership's impact on behaviour and communication in dealing with adolescent issues emerged as a key concern among four participants, highlighting the importance of leadership support and alignment with teacher needs for addressing behavioural challenges effectively. These diverse perspectives underscore the multifaceted challenges faced by educators in managing hostility, fostering professional growth, and creating a positive learning environment conducive to student success.

THEME 11: UNCERTAINTIES

The challenges identified by 12 participant teachers in the theme of Uncertainties shed light on various aspects impacting parenting and work-life balance. Challenges in parenting related to school experiences were highlighted by three participants, indicating difficulties in managing parental responsibilities alongside

school-related challenges. The impact of work experiences on personal life emerged as a concern for four participants, reflecting on the challenges of balancing work demands with family responsibilities. Transferability of skills from work to home was discussed by two participants, emphasizing the need for skills learned at work to be applicable and beneficial in a home environment. The link between work challenges and family dynamics was noted by three participants, pointing to the interconnectedness of work-related stressors and their impact on family relationships. Time management was a common challenge mentioned by three participants, highlighting the struggle to allocate time effectively between work and parenting responsibilities. Poor belongingness was also noted as a factor affecting parenting experiences by two participants, suggesting a need for greater support and connection within the family unit. Work stress impact on parenting and balance strategies was discussed by three participants, emphasizing the need for coping mechanisms and strategies to manage stress while maintaining a healthy balance between work and parenting. Communication in managing child challenges during work stress was mentioned by two participants, highlighting the importance of effective communication strategies in addressing parenting challenges amidst work-related stressors. Resources for work-related parenting challenges were discussed by three participants, indicating a need for support and resources to navigate the complexities of parenting in a work environment. Work's influence on family and self-care strategies for parenting was a concern for four participants, underscoring the need for self-care practices and strategies to mitigate the impact of work stress on parenting. These diverse perspectives underscore the multifaceted challenges faced by parents in managing uncertainties related to work-life balance and parenting responsibilities.

THEME 12: UNEVENNESS IN PROFESSION

The challenges identified by 12 participant teachers in the theme of Unevenness in Profession shed light on various aspects impacting emotional well-being and professional stability. Poor stakeholders' support was highlighted by three participants as a factor leading to emotional imbalance, emphasizing the importance of support systems in maintaining emotional health. Failing to check oneself each day was mentioned by two participants, indicating challenges in self-awareness and self-regulation, which can impact emotional stability. The impact of adolescent-related issues on emotional well-being was discussed by four participants, highlighting the emotional toll of dealing with adolescent problems and the need for emotional coping strategies and support. Professional challenges and their effects on emotional stability were noted by three participants, indicating the interconnectedness of work-related stressors and emotional well-being. The effects of work stress on personal emotional balance were discussed by three participants, underscoring the need for strategies to manage stress and maintain emotional equilibrium. Emotional coping and support with adolescents were emphasized by two participants, suggesting the importance of empathy and emotional support in managing interactions with students. Self-care and empathy for emotional balance were mentioned by three participants, highlighting the need for self-care practices and empathy in maintaining emotional well-being. The impact of unresolved issues on well-being was discussed by two participants, emphasizing the importance of addressing and resolving emotional issues for overall well-being. Setting boundaries and seeking support networks emerged as strategies mentioned by three participants, indicating the importance of establishing boundaries and seeking support from peers and mentors to manage emotional challenges effectively. These diverse perspectives underscore the multifaceted challenges faced by

educators in managing emotional well-being and professional stability within the teaching profession.

5.4 SIGNIFICANCE OF FINDINGS

The findings regarding the difficulties encountered by secondary teachers in solving the issues of adolescents carry significant implications for educational practices and policies by delving into the challenges faced by teachers in managing student behaviour , fostering engagement, and maintaining discipline, this study offers actionable insights for improving classroom dynamics and enhancing the overall learning experience. One of the key significances of these findings lies in their potential to inform teacher training and professional development programs. Understanding the specific challenges faced by teachers enables the development of targeted interventions and support mechanisms to equip teachers with the necessary skills and strategies to address adolescent issues effectively. This can lead to improved teacher confidence, competence, and job satisfaction, ultimately benefiting student outcomes and school environments.

Furthermore, the findings shed light on the complex interplay of factors such as student behaviour , peer influences, family dynamics, and school policies. This holistic understanding underscores the need for collaborative approaches involving teachers, parents, administrators, and policymakers to create a conducive learning environment. Strategies that promote communication, collaboration, and shared responsibility among stakeholders can contribute to a more harmonious and productive educational ecosystem. The study's insights into coping strategies, resilience building, and professional growth among teachers are also noteworthy. By identifying effective coping mechanisms and resilience strategies used by teachers, the study provides valuable guidance for promoting teacher well-being and preventing burnout. This, in

turn, can lead to higher levels of teacher retention and job satisfaction, benefiting both educators and students alike.

Overall, the significance of these findings lies in their potential to drive positive changes in educational practices, policies, and support systems. By addressing the challenges faced by secondary teachers in solving adolescent issues, the study contributes to creating a more supportive, effective, and engaging educational environment for students and teachers.

5.5 IMPLICATIONS

The implications of the study on the difficulties encountered by secondary teachers in solving the issues of adolescents are multifaceted and hold significant relevance for educational institutions, policymakers, teacher training programs, and broader societal frameworks. The study highlights the critical need for comprehensive teacher training programs that equip educators with effective strategies for managing adolescent behaviour , fostering student engagement, and promoting positive learning environments. These programs should emphasize the development of interpersonal skills, conflict resolution techniques, and cultural competence to address the diverse needs of students effectively.

The findings underscore the importance of collaborative approaches involving teachers, parents, administrators, and community stakeholders in addressing adolescent issues. By fostering open communication, mutual support, and shared responsibility, schools can create a cohesive support system that promotes student well-being and academic success. Furthermore, the study's insights into coping strategies and resilience-building among teachers have implications for teacher well-being and job satisfaction. Educational institutions and policymakers should prioritize initiatives that

promote teacher mental health, work-life balance, and professional development opportunities to prevent burnout and enhance overall job satisfaction.

The study's findings on the impact of classroom dynamics, peer influences, and school policies on student behaviour highlight the need for evidence-based interventions and policy reforms. Schools and policymakers can use these insights to implement targeted interventions, such as behavioural management programs, peer support initiatives, and policy revisions, to create a more conducive learning environment for students and teachers alike. Overall, the study's implications extend beyond the classroom to encompass broader educational and societal considerations. By addressing the challenges faced by secondary teachers in solving adolescent issues, the study contributes to fostering a more inclusive, supportive, and effective educational ecosystem that prioritizes student well-being and academic success.

The findings from this study underscore the multifaceted challenges faced by secondary teachers in addressing the issues encountered by adolescents. These challenges span a wide range of factors, including behavioural difficulties, digital distractions, family dynamics, peer pressures, health impacts on learning, academic struggles, social influences, and school environment issues. The complexity of these challenges highlights the need for holistic and collaborative approaches to support adolescent students effectively.

5.6 RECOMMENDATIONS

The development and implementation of comprehensive behavioural intervention programs that target the diverse behavioural challenges observed, such as irregular attendance, disrespectful behaviour, substance abuse, and digital distractions. These programs should be evaluated for their effectiveness in improving student behaviour and enhancing academic engagement.

There is a need for digital wellness programs aimed at balancing digital activities with academic responsibilities. These programs should address mobile addiction, excessive social media usage, and other digital distractions that impact students' focus on academic tasks.

Furthermore, family support initiatives should be designed and evaluated, particularly targeting students from disrupted family structures. Understanding the role of parental support and involvement in influencing students' emotional well-being and academic success is crucial.

Peer mentorship programs can also play a significant role in promoting positive peer relationships and countering negative peer influences. Evaluating the impact of these programs on student behaviour and attitudes towards learning is essential for their effectiveness.

Effective communication strategies among teachers, students, parents, and school administrators should be explored to address student behaviour issues and enhance academic engagement. Collaborative efforts among these stakeholders are vital for creating a positive and conducive learning environment.

Health education programs and support services should be developed and implemented to address health-related issues that affect students' ability to engage in learning activities. Evaluating the impact of these initiatives on students' overall well-being and academic performance is essential for continuous improvement and effectiveness.

5.7 LIMITATIONS

The following limitations admitted by the researcher across the different phases of the study.

- ❖ The study's findings may not be broadly generalizable due to the specific geographic region or school types included in the sample.
- ❖ The sample size and demographic diversity of participants may not fully represent the diverse experiences of secondary teachers across different settings.
- ❖ The reliance on self-reported data could introduce response bias or subjective interpretations of difficulties and coping strategies.
- ❖ The study may not fully account for external factors such as school policies, community support, or socioeconomic influences that can impact teacher experiences and student outcomes.
- ❖ The study's focus on specific aspects of teacher-student interactions may overlook broader contextual factors influencing behaviour and academic performance.
- ❖ Despite efforts to minimize bias, the researcher's perspectives and interpretations might have influenced the data analysis and conclusions.
- ❖ Limitations in resources such as time, funding, or access to a larger participant pool may have influenced the scope and depth of the study.

5.8 SUGGESTIONS FOR FURTHER RESEARCH

- ❖ Longitudinal study may be conducted to track the long-term effectiveness of teacher training programs in managing adolescent behaviour and enhancing student engagement over several years.
- ❖ The role of integrating technology in to addressing digital distractions and enhancing learning outcomes among adolescents, considering positive and negative impacts may be explored.
- ❖ The different types of behavioural intervention programs, such as cognitive-behavioural therapy, mindfulness-based interventions, and social-emotional learning programs, in improving student behaviour and academic engagement may be tried in the due course.
- ❖ The impact of family dynamics, including parental involvement and support, on student behaviour and academic performance, particularly in diverse family structures may be examined in the days ahead.
- ❖ The effectiveness of peer mentorship programs in promoting positive peer relationships, reducing negative influences, and improving student attitudes towards learning may be explored.
- ❖ Implementation of restorative justice practices in schools as an alternative approach to traditional disciplinary measures, focusing on their impact on student behaviour and school climate may be adopted as ex-post facto nature.
- ❖ The role of school policies and administrative practices in creating a conducive learning environment and addressing the challenges faced by secondary teachers in solving adolescent issues may be examined.

- ❖ The relationship between teacher well-being, job satisfaction, and their ability to effectively manage student behaviour and promote positive learning environments may be taken in future.
- ❖ The intersectionality of various factors such as socioeconomic status, cultural background, and mental health in understanding and addressing the difficulties encountered by secondary teachers in solving adolescent issues may be brought to the focus.
- ❖ Comparative study across different educational systems or regions to identify best practices and effective strategies used by teachers in addressing adolescent issues, considering cultural and contextual variations may be tried in the upcoming days.

5.7 CONCLUSION

The study on difficulties encountered by secondary teachers in solving the issues of adolescents reveals multifaceted challenges that demand comprehensive solutions. These challenges, spanning behavioural complexities, digital distractions, family dynamics, peer pressures, health impacts, academic struggles, social influences, and school environment issues, underscore the complexity of modern education. To address these challenges effectively, collaborative efforts involving teachers, parents, administrators, policymakers, and community stakeholders are paramount. Teacher training programs should emphasize not only strategies for managing behaviour and fostering engagement but also promote cultural competence and conflict resolution skills. The findings advocate for evidence-based interventions, policy reforms, and holistic approaches that prioritize student well-being and academic success. Embracing digital wellness programs, family support initiatives, peer mentorship, effective

communication strategies, and health education are crucial steps toward creating a positive and conducive learning environment. This study underscores the need for ongoing research and collaborative initiatives to support secondary teachers in navigating the evolving landscape of adolescent issues within educational settings.

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APPENDIX

Research Questions (Semi Structured Interview)

1. As a teacher, how do you perceive yourself having the responsibility in making students as obedient?
2. Have you ever taken resolution to bring changes in the behaviour of students?
3. Have you ever felt burden in dealing with the students' behaviour?
4. Have you ever took decision not to control adolescent students?
5. If yes, what made you to withdraw yourself in organising students behaviour?
6. What are the major types of problems you have come across in school setting?
7. Have you ever noticed that your health problem(s) is /are due to the issues of adolescents at your school?
8. Have you ever been discouraged by your family members while you attempting resolve the adolescents issues in your professional environment?
9. Do you feel that your colleagues discourage you while attempting to organise the behaviour of adolescents?
10. Do you feel that you are not supported by the head of your school in handling adolescents?
11. Do your face any difficulty in dealing with your own children since you have faced problems in dealing with school children?
12. Do you feel that you lost your emotional balance since you are having problems with the adolescents?

INTERVIEW WITH THE PARTICIPANTS



GHSS Thirumanur



GHSS Thirumanur



GHSS Thirumanur



GHSS Ilanthaikudam



GHSS Thirumalaippadi



GHSS Kovilur



GHSS Kuruvadi



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GHSS Keelakavatankuruchi



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