



# Phenomenal Characteristics at Adolescence Age in Students

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**ABSTRACT**

Adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood. Psychologically, adolescence is the age when the individual becomes integrated into the society of adults. In this age, child feels that he is not below the level of elders and changes occur in the ability to think abstractly and multi-dimensionally or socially. This integration into adult society has many aspects including intellectual changes and enables them to achieve his understanding into social relationship of adults

**KEYWORDS**

Adolescence , Self centeredness , Body Language

**Introduction:**

At present an 18 years old child is regarded as an adult whereas an 11 years old child is termed to be entering into pre adolescence phase. A thorough understanding of adolescence in society depends on information from various perspectives, including psychology, biology, history, sociology, education, and anthropology. Within all of these perspectives, adolescence is viewed as a transitional period between childhood and adulthood, whose cultural purpose is the preparation of children for adult roles. The phase of adolescence feels a generation gap with adults. This youth feels pride to be different from adults which are orthodox according to him. The youth protest against adults which tell them moral values. The difference in thinking level is the cause of problems.

The adolescence period is full of creative energy and desire to be involved in various tasks. During adolescence, sometimes these youth oppose the logics given by teacher to explain subjective concepts. They like enjoyment against the class discipline, fundamental issues, social and moral values. Self centeredness is prominent that's why they are not able to think at class level, school level, social level and national level. They have their own vision to understand issues. They have unrealistic aspirations as they feel that they are adults. They see history in present view. They feel angry, hurt and disappointed if let down by teachers, parents and other elders. They expect freedom to present and share their views.

In class room, teacher needs to make balance among students being involved and maintaining appropriate distance. Teacher should protect their students during traumatic experiences and need to set standards to keep their student out of trouble. The youth should be dealt faithfully and psychologically. Student's opinion should be obtained and screened to arrive at a consensus. The teacher may indirectly bring those issues which may become cause of problems and with the help of students should avoid controversial situation. The examples of renowned personalities who have excelled in their career as well as life should be narrated as motivators. The teacher should avoid harsh treatment. Teacher should not humiliate and damage student's self esteem. Teacher should give them exercise to enrich their knowledge. There should be less of imposition and more of ownership, thrust in activities. There should be strong communication between adolescent and teacher. For a bad performance, students need to be dealt carefully by personalized instructions. The teacher needs to ensure that their student is not falling to a wrong way. Teaching should be activity based which stimulate interest and raise participation.

**Methodology:**

Observation and interview methods are used for present research. Students of class 9, 10, 11 and 12 are taken. 10 stu-

dents of every class are randomly selected for study. To find adolescent characteristics a questionnaire was prepared having questions related to child psycho, academic, social and other various aspects. Student response for body language, concentration, preciseness was marked at a scale and presented in table-1. The response value is divided into 3 categories. Students having 7-10 value marked as positive, 4-6 as average and 0-3 as negative.

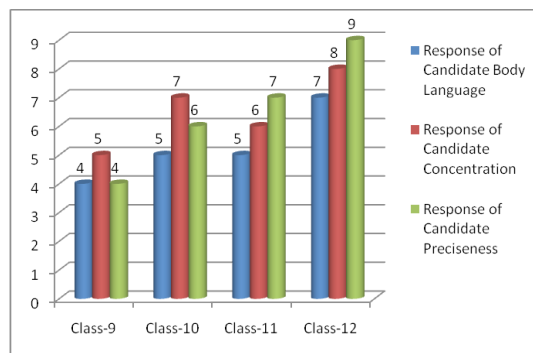
Students are also evaluated for responsibility, academic interest and satisfaction level. Received response was converted into percentile and exhibited in table-2. Tools useful to bring adolescents into main stream are also searched and their influence is measured, converted into percentage and depicted it table-3.

**Finding and Analysis:**

**Table-1: Class wise Adolescent Student Response**

Class	Response of Candidate		
	Body Language	Concentration	Preciseness
Class-9	4	5	4
Class-10	5	7	6
Class-11	5	6	7
Class-12	7	8	9

**Chart-1: Class wise Adolescent Student Response**



7-10: Positive 4-6: Average 0-3: Negative

**Table-2: Class wise Adolescent Characteristics**

Class	Responsibility Level %	Academic Interest %	Satisfaction Level %
Class-9	54	57	61
Class-10	58	68	58
Class-11	62	61	53
Class-12	67	72	49

Student response data indicates that body language of class-9 is negative, for class-10 and class-11 found average and for class-12 is positive showing that as students are going towards adulthood body language is becoming positive. This table data indicates that concentration is higher in class -10 and 12 rather than class-9 and class-11 getting average marks whereas positive for class-10 and 12. Precision found to increase with class level. Students of class-9, 10, 11, 12 scored 4,6,7,9 respectively. With class level precision is increased.

Table-2 indicates that responsibility level increases with class level. It is observed 54%, 58%, 62% and 67% for class-9, 10, 11 and 12 respectively. Academic interest result exhibits 57% for class-9, 68% for class-10, 61% for class-11 and 72% for class 12. Satisfaction level scale shows that as student grows up during adolescence period satisfaction level decreases. Class-9 students shows 61%, class10- 58%, class11- 53% and class-12 depicts 49%.

Effective tools to provide direction related data exhibits that personal counseling has 76% impact whereas Strong communication is more influence it has 78 % value. Awareness towards moral values related affect is 68%. Example of renowned personalities also impact on students. It has 65% value. Impact of strict discipline is found less i.e., 42%. Punishment has just 17% influence. Strict Discipline is weak and punishment is very weak tool.

### **Conclusion:**

Teachers are suggested that adolescent's psychology should be probed in terms of their creative impulses, pre occupations, interest and attraction. The adolescent needs an opportunity and an expression which will be helpful in intense display of their impulse for which a rationalized forum has to be provided. They have to be enabled to become responsible so that their personality will blossom optimally with a sense of support and creativity. This is a passing phase and adolescents have to be helped to pass through this phase with minimum upheaval and lot of patience.

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