

COLLEGE OF EDUCATION, NAGAON



FOCUSED GROUP DISCUSSION REPORT

ON

A COMPREHENSIVE REPORT ON MOTIVATION

SUBMITTED BY:

AMBARISH KASHYAP
KASHMIRI SAIKIA
FARZI ALAM
DEBASHISH SARMAH
DAISY BORA
ANKITA DAS
KARISHMA DUTTA

B.Ed. 1st Year, Session 2022-23

SUBMITTED TO:

NAME: DR. SEWALI BORAH
ASSOCIATE PROFESSOR
COLLEGE OF EDUCATION, NAGAON

Boruah

Principal
College of Education
Nagaon (Assam)

CONTENT

	PAGE NO
1. INTRODUCTION	1
2. UNDERSTANDING MOTIVATION	2
3. IMPORTANCE OF MOTIVATION	3
4. TYPES OF MOTIVATION	4-5
5. FACTORS INFLUENCING MOTIVATION	5-6
6. IMPACT OF MOTIVATION	6-7
7. CONCLUSION	8
8. REFERENCE	

INTRODUCTON

Motivation, the force that propels individuals to take action, achieve goals, and persist in the face of challenges, lies at the heart of human behavior and accomplishment. It serves as a fundamental psychological and emotional driver that influences how individuals approach tasks, set priorities, and dedicate effort to accomplish desired outcomes. Motivation is a dynamic and intricate process that underpins various aspects of human life, from academic pursuits to professional endeavors and personal aspirations.

The concept of motivation has intrigued scholars, psychologists, and educators for centuries, seeking to unravel its complexities and understand its significance in human achievement. It is a multifaceted phenomenon that encompasses a wide array of factors, including individual desires, values, social interactions, and the environment in which one operates. This complexity makes motivation a fascinating and essential area of study, as it holds the key to unlocking the potential within each individual.

In this assignment, we delve into the world of motivation to explore its various dimensions, significance, types, and the factors that influence its manifestation. We examine how motivation impacts academic performance, workplace productivity, and personal growth, shaping the trajectory of success and fulfillment in diverse spheres of life.

Understanding motivation is not only of academic interest but also holds practical implications for educators, employers, and individuals seeking to harness their internal drive to achieve their aspirations. It offers valuable insights into how to nurture motivation, foster a growth mindset, and cultivate resilience in the face of challenges.

The journey of exploring motivation takes us on a path of self-discovery, understanding what drives us, and how to cultivate a sense of purpose and dedication in our endeavors. By the end of this assignment, we hope to shed light on the intricate mechanisms of motivation, empowering readers to harness this powerful force to embark on a journey of growth, accomplishment, and self-fulfillment. Through a deeper understanding of motivation, we can unleash our potential, embrace challenges, and pursue our dreams with unwavering determination. Let us embark on this exploration of motivation, a force that propels us towards greatness and shapes the course of our lives.

UNDERSTANDING MOTIVATION

The definition of motivation captures the essence of this complex psychological phenomenon. Motivation can be understood as the internal drive or process that prompts individuals to initiate, direct, and maintain behavior in pursuit of specific goals, objectives, or desires. It involves a dynamic interplay of psychological, cognitive, and emotional factors that influence the level of willingness and effort individuals invest in their actions.

At its core, motivation provides the impetus for individuals to take action, guiding them towards tasks or activities that align with their aspirations and values. It encompasses the reasons behind why people behave in certain ways and what fuels their determination to persist in the face of challenges.

This internal process of motivation is often influenced by a range of factors, including individual beliefs, values, needs, and perceptions of self-efficacy. Positive experiences and emotions can enhance motivation, while negative emotions, such as fear or lack of confidence, may hinder progress.

Moreover, motivation is not a static trait but rather a fluctuating state that can vary depending on the circumstances, environment, and personal goals. Different types of motivation, such as intrinsic and extrinsic motivation, contribute to the complexity of this phenomenon.

In educational settings, understanding motivation is vital for educators to design engaging and meaningful learning experiences that cultivate students' passion for learning and encourage their self-directed exploration. In the workplace, motivation is central to driving employee performance, job satisfaction, and overall organizational success.

By comprehending the intricacies of motivation, individuals can unlock their potential, set meaningful goals, and persevere in their endeavors. Nurturing motivation empowers individuals to overcome obstacles, embrace challenges, and work towards the realization of their aspirations. Ultimately, motivation serves as a powerful force that shapes human behavior, guiding individuals towards a path of growth, achievement, and self-fulfillment.

Motivation is a multifaceted concept that can vary significantly from person to person and across different contexts. While some individuals may be driven by internal factors like passion and a sense of purpose, others may find their motivation sparked by external rewards or recognition. Moreover, the strength and intensity of motivation can fluctuate over time, influenced by changing circumstances, personal experiences, and the level of support and encouragement received from the environment.

In the educational domain, understanding the nuances of motivation is vital for educators to design effective instructional strategies that cater to diverse learning needs. By tapping into students' intrinsic motivation and fostering a sense of autonomy and competence, educators can create a learning environment that nurtures curiosity, critical thinking, and a love for learning.

In the workplace, motivation plays a pivotal role in driving employee engagement, satisfaction, and performance. Leaders who can identify and leverage the unique motivators of their team members can create a positive and productive work culture, empowering employees to reach their full potential and contribute meaningfully to the organization's success.

IMPORTANCE OF MOTIVATION

The importance of motivation cannot be overstated as it serves as a driving force that fuels human behavior and achievement in various aspects of life. Motivation plays a critical role in shaping individuals' actions, choices, and level of effort invested in pursuing goals and aspirations. Whether in education, the workplace, or personal endeavors, motivation is a key determinant of success and fulfillment. Here are some reasons why motivation is of utmost importance:

- 1. Enhanced Performance and Productivity:** Motivated individuals are more likely to exhibit higher levels of performance and productivity. When individuals are driven by a sense of purpose and enthusiasm, they approach tasks with focus, dedication, and energy, leading to improved outcomes.
- 2. Goal Attainment and Success:** Motivation provides individuals with the determination and resilience needed to work towards and achieve their goals. It keeps them focused and committed, even when facing challenges or setbacks, ultimately increasing the likelihood of reaching desired outcomes.
- 3. Continuous Learning and Growth:** Intrinsic motivation fosters a love for learning and personal growth. Individuals driven by curiosity and a desire to improve are more likely to seek out new opportunities, embrace challenges, and acquire new knowledge and skills.
- 4. Increased Engagement and Satisfaction:** Motivated individuals are more engaged and satisfied with their pursuits. Whether it's students engrossed in their studies or employees passionately dedicated to their work, motivation leads to a sense of fulfillment and well-being.
- 5. Resilience in the Face of Challenges:** Motivation helps individuals persevere and bounce back in the face of obstacles. It encourages them to view challenges as opportunities for growth and learning, rather than as insurmountable barriers.
- 6. Positive Influence on Others:** Motivated individuals often inspire and uplift those around them. Their passion and dedication can be contagious, motivating others to strive for excellence and reach their potential.
- 7. Personal Empowerment:** Motivation empowers individuals to take charge of their lives and make positive changes. It instills a sense of agency, allowing individuals to take initiative and create the future they desire.
- 8. Well-Being and Mental Health:** Motivation contributes to overall well-being and mental health. A sense of purpose and accomplishment can lead to reduced stress levels and improved emotional well-being.
- 9. Adaptability and Flexibility:** Motivated individuals are more adaptable and open to change. They are willing to embrace new opportunities and explore different paths, enabling them to navigate a rapidly evolving world.
- 10. Achievement of Organizational Goals:** In the context of businesses and organizations, motivated employees contribute to the achievement of organizational objectives and promote a positive work culture.

TYPES OF MOTIVATION

Motivation can be classified into different types based on the underlying factors and sources that drive individuals to take action and pursue their goals. Understanding the various types of motivation provides valuable insights into the complexity of human behavior and the diverse reasons that influence our actions. The two primary types of motivation are intrinsic and extrinsic motivation:

1. **Intrinsic Motivation:** Intrinsic motivation refers to the internal drive and enjoyment individuals experience while engaging in an activity for its inherent rewards. It is characterized by the pleasure, satisfaction, or sense of fulfillment derived from the task itself, rather than seeking external rewards or avoiding punishments. Intrinsic motivation is often associated with activities that individuals find inherently interesting, challenging, or meaningful. Some examples of intrinsic motivation include pursuing hobbies, engaging in creative endeavors, and learning for the sake of personal growth.

Key Characteristics of Intrinsic Motivation:

- **Autonomy:** Individuals feel a sense of autonomy and control over their actions and choices.
- **Curiosity and Exploration:** Intrinsic motivation encourages individuals to explore, discover, and learn for the sake of knowledge.
- **Personal Growth:** Individuals driven by intrinsic motivation seek opportunities for self-improvement and mastery.

2. **Extrinsic Motivation:** Extrinsic motivation stems from external factors and involves engaging in an activity to attain external rewards or avoid negative consequences. These rewards may include tangible things like money, prizes, or recognition, or intangible factors like praise, approval, or avoiding criticism. Extrinsic motivation can be effective in prompting behavior, especially in situations where specific outcomes or consequences are linked to actions. However, the sustained impact of extrinsic motivation may vary, and individuals might lose interest once the external reward is removed.

Key Characteristics of Extrinsic Motivation:

- **External Rewards:** Individuals are motivated by the anticipation of receiving rewards or avoiding punishments.
- **Goal-Driven:** Extrinsic motivation often involves working towards achieving specific outcomes or meeting external expectations.
- **Performance-Oriented:** The focus in extrinsic motivation is on the end result or the external consequences.

In real-life scenarios, motivation often involves a combination of intrinsic and extrinsic factors. For example, an individual may engage in a job they find fulfilling (intrinsic motivation) while also being motivated by the salary and recognition they receive (extrinsic motivation).

Understanding these different types of motivation is crucial for educators, employers, and individuals seeking to maximize engagement and performance. Recognizing and cultivating intrinsic motivation can lead to a more lasting and fulfilling drive, fostering a love for learning, personal growth, and passion in pursuits. Meanwhile, leveraging appropriate extrinsic motivators can be effective in achieving short-term goals and meeting specific targets, aligning individual efforts with organizational objectives.

FACTORS INFLUENCING MOTIVATION

Motivation is influenced by a complex interplay of internal and external factors that shape an individual's drive, enthusiasm, and commitment to achieving goals. Understanding these factors is essential in creating environments that nurture and sustain motivation. Here are some key factors influencing motivation:

1. **Personal Goals and Aspirations:** The nature of an individual's goals and aspirations significantly impacts their motivation. When individuals have clear, meaningful, and attainable goals that align with their values and interests, they are more likely to be motivated to work towards achieving them.
2. **Self-Efficacy and Confidence:** Believing in one's own abilities and having confidence in one's competence boosts motivation. Individuals with high self-efficacy are more likely to take on challenging tasks and persist in the face of setbacks.
3. **Intrinsic Rewards:** The inherent rewards of an activity, such as enjoyment, satisfaction, or a sense of accomplishment, drive intrinsic motivation. When individuals find joy and fulfillment in the task itself, they are more likely to be motivated to engage in it.
4. **Extrinsic Rewards and Recognition:** External rewards, such as monetary incentives, recognition, or praise, can influence motivation. These rewards can serve as effective extrinsic motivators, especially when linked to specific performance or achievements.
5. **Feedback and Encouragement:** Positive feedback and encouragement from others, such as teachers, mentors, or supervisors, can boost motivation. Constructive feedback can also provide individuals with guidance and support, helping them stay motivated on their path.
6. **Interest and Curiosity:** A genuine interest in a subject or activity can fuel motivation. When individuals are curious and intrigued by a topic, they are more likely to invest time and effort to explore and learn more.
7. **Perceived Autonomy:** Having a sense of autonomy and control over one's actions and choices fosters intrinsic motivation. When individuals feel that they have the freedom to make decisions and set their own path, they are more motivated to engage in activities.
8. **Social and Cultural Influences:** Social interactions and cultural norms can shape an individual's motivation. Peer support, role models, and cultural expectations can influence the level of motivation and the pursuit of specific goals.

9. **Personal Values and Beliefs:** Personal values, beliefs, and identity play a significant role in motivation. When individuals feel that their actions align with their values and contribute to their sense of identity, they are more motivated to invest in those pursuits.
10. **Perceived Relevance and Importance:** Understanding the relevance and importance of an activity to one's life or long-term goals can increase motivation. When individuals see the significance of their efforts, they are more likely to stay motivated.
11. **Environmental Factors:** The physical and social environment can influence motivation. A supportive and positive environment can enhance motivation, while a negative or stressful environment may hinder it.

By recognizing and addressing these factors, educators, leaders, and individuals can create motivational environments that foster engagement, commitment, and a passion for growth and achievement. A comprehensive understanding of these influences enables individuals to leverage motivation effectively, promoting a sense of purpose and excellence in their pursuits.

IMPACT OF MOTIVATION

The impact of motivation is profound and far-reaching, as it influences various aspects of human behavior, performance, and personal growth. Whether in academic settings, professional environments, or personal pursuits, motivation plays a pivotal role in shaping outcomes and fostering success. Here are some of the key impacts of motivation:

1. **Enhanced Performance and Productivity:** Motivation drives individuals to put forth their best efforts, leading to enhanced performance and increased productivity. When individuals are motivated to achieve their goals, they exhibit higher levels of focus, dedication, and efficiency in their tasks.
2. **Goal Attainment and Success:** Motivation is a driving force behind goal attainment. Individuals who are highly motivated are more likely to set clear objectives and persistently work towards achieving them, resulting in a higher likelihood of success.
3. **Continuous Learning and Growth:** Intrinsic motivation fuels a love for learning and personal growth. Motivated individuals seek out new challenges and opportunities for improvement, leading to continuous development and mastery.
4. **Resilience and Perseverance:** Motivation enables individuals to face challenges with resilience and perseverance. When individuals are driven by a strong sense of purpose, they are more likely to overcome obstacles and setbacks, bouncing back with determination.
5. **Positive Mindset and Well-Being:** Motivated individuals often experience a positive mindset and overall well-being. The sense of accomplishment and progress fosters a sense of satisfaction and happiness.

6. **Increased Engagement and Satisfaction:** Motivation is linked to higher levels of engagement and satisfaction in various domains. Whether in education or the workplace, individuals who are motivated by their interests and passions feel more engaged and satisfied with their pursuits.
7. **Empowerment and Agency:** Motivation empowers individuals to take control of their actions and decisions. It instills a sense of agency, allowing individuals to shape their own paths and take charge of their lives.
8. **Positive Influence on Others:** Motivated individuals can inspire and positively influence those around them. Their passion and commitment can inspire others to pursue their goals and reach their potential.
9. **Adaptability and Innovation:** Motivated individuals are more adaptable and open to change. Their drive for improvement and willingness to explore new opportunities can lead to innovation and progress.
10. **Achievement of Organizational Goals:** In the context of organizations, motivated employees contribute to the achievement of organizational objectives. Their dedication and commitment contribute to a positive work environment and organizational success.
11. **Personal Fulfillment and Meaning:** Motivation is closely tied to personal fulfillment and meaning in life. Pursuing meaningful goals and passions provides individuals with a sense of purpose and fulfillment.
12. **Positive Organizational Culture:** Motivated individuals contribute to a positive organizational culture characterized by enthusiasm, collaboration, and a shared commitment to excellence.

CONCLUSION

In conclusion, the impact of motivation is profound and multifaceted, touching every aspect of human life. Motivation serves as the driving force behind individual and collective achievements, propelling individuals to overcome challenges, pursue their goals, and reach new heights of success. From academic excellence and personal growth to professional performance and organizational success, motivation plays a pivotal role in shaping outcomes and fostering a positive impact.

Motivated individuals exhibit higher levels of engagement, resilience, and determination, leading to enhanced performance and productivity. They embrace opportunities for learning and growth, continuously seeking improvement and innovation. Moreover, motivation empowers individuals to take ownership of their actions, fostering a sense of agency and control over their lives.

As educators, leaders, and individuals, understanding the factors that influence motivation allows us to create environments that nurture and sustain this powerful force. By leveraging intrinsic motivators, such as passion, curiosity, and personal growth, we can inspire individuals to become lifelong learners and pursue their passions wholeheartedly. Simultaneously, judicious use of extrinsic motivators, such as recognition and rewards, can reinforce positive behavior and drive short-term achievements.

The impact of motivation extends beyond individual success; it fosters positive relationships, contributes to the growth of organizations, and influences society at large. Motivated individuals are not only more likely to achieve their own goals but also to inspire and uplift others around them, catalyzing a ripple effect of excellence and positive change.

In a world where challenges and opportunities abound, harnessing the power of motivation becomes even more critical. By fostering environments that cultivate intrinsic motivation, instill a growth mindset, and recognize individual strengths, we can unlock the full potential of human beings and build a brighter, more prosperous future.

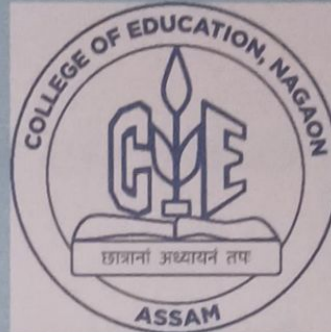
Ultimately, motivation is the driving force that empowers us to dream big, persevere through obstacles, and make a meaningful impact on the world. As we embrace the power of motivation, we embrace the journey of growth, achievement, and fulfillment, enriching our lives and the lives of others in countless ways.

Quel
09/08/2023

REFERENCE

1. Ames, C. A. (1990). Motivation: What Teachers Need to Know. *Teachers College Record, Columbia University*. 91(3), 419.
2. Deci, E. L. , Vallerand, R. J. , Pelletier, L. G. , Ryan, R. M. (1991). Motivation and Education: The self – Determination Perspective. *Educational Psychologist*, 26(384), 325 – 246.
3. Gjuraj, T. (2016, August 29). Key factors that motivate an academic. *Mapo Newspaper*. Retrieved from <http://www.mapo.al/2016/08/tonin-gjuraj>.
4. Gregory, R. W. (2009). Student Motivation. [PDF document]. Retrieved from Lecture Notes Online Web site: www.westpoint.edu/cfe.
5. Nukpe, P. (2012). Motivation: theory and use in Higher Education. *Investigations in university teaching and learning*, (8), 1 – 2.
6. Renchler, R. (1992). Student Motivation, School Culture and Academic Achievement. *What School Leaders Can Do. Trend & Issues series*, (7), 6 – 10

COLLEGE OF EDUCATION, NAGAON



GROUP DISCUSSION REPORT

ON

ISSUES OF ADOLESCENCE

SUBMITTED BY:
RIMJIM BORDOLOI
GITASHREE KALITA
TARA PRASAD SARMA
MOMTAZ ALAM
B.Ed. 2nd Year
SESSION: 2022-23

SUBMITTED TO:
NAME: MRS. MOUSUMI DUTTA
ASSISTANT PROFESSOR
COLLEGE OF EDUCATION, NAGAON

Baruah

Principal
College of Education
Nagaon (Assam)

CONTENT

❖ INTRODUCTION

❖ CHARACTERISTICS OF ADOLESCENCE

❖ PROBLEMS OF ADOLESCENCE PERIOD

❖ REMEDIAL MEASURES

❖ CONCLUSION

❖ REFERENCES

INTRODUCTION

Adolescence is one of the most important stages of human development. It is the period that starts with the attainment of puberty and continues till the attainment of adulthood. It is a very significant period of physical and psychological transition between childhood and adulthood in the life of an individual. The term adolescence has derived from the Latin word "adolescere", meaning "to grow" or "to grow to maturity." This period is also known as the "teen-age" as this period is most closely associated with the teenage years. However, the physical and psychological characteristics of adolescence may begin earlier and end later than the teen years. For example, puberty nowadays usually begins prior to the teenage years indicating a normative shift in it occurring before adolescence particularly in females, though historically puberty has been linked with the onset of adolescence. Besides, physical growth and cognitive development generally seen in adolescence, also continues even after reaching adulthood. At the same, the age at which adulthood begins, chronologically and legally is not uniform, and varies from culture to culture or from one country to another. Different cultures and societies consider an individual to be mature enough to entrust them with certain freedom and responsibilities at different ages. This is why the age at which an individual can vote in the elections, get a driving licence, purchase and drink alcohol, or marry, differs from country to country or society to society. Thus, it should be noted that the range of chronological age provides only a rough indicator of adolescence, and this is why psychologists differ in terms of their definitions of adolescence.

According to A. T. Jersild, "Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically".

Famous psychologist Jean Piaget defined adolescence as, "the age of great ideals and the beginning of theories as well as the time of simple adaptation to reality".

CHARACTERISTICS OF ADOLESCENT PERIOD

Although different psychologists differ in their definitions and theories explaining the period of adolescence, all of them agree that this is the most influential period of entire lifespan of an individual. Following are the major characteristics and developmental aspects of adolescence:

1. An important period of life:

Adolescence is the most important period of all the developmental stages of the lifespan of an individual. Developmental changes during adolescence are important because of their immediate as well as long term effects on the behaviour, attitude and personality of an individual. Moreover, the changes during the adolescence are important for the effects on the physical life as well as on the psychological life of the individual. The rapid and important physical changes that bring completely new experience for the adolescents bring portant psychological changes as well. Such rapid changes psychological or mental adjustments and the need for developing new attitudes, values and beliefs.

2. A transitional period of life:

Adolescence is the period of ransition from childhood to adulthood which is characterized rapid psycho-physical changes. This transition require on the fort of the adolescent to bring about changes in their behaviour and attitude to suit the changing role and expectation associated with this stage of development. This change or transition accompanied by rapid and deep-rooted influence on the body and mind of the adolescents for which adolescents at times find it difficult to adjust or to cope with such changes. This important period, which is neither childhood nor adulthood, often creates role confusion for the adolescents. Because, when adolescents behave like children, they are not accepted for not acting their age; on the other hand, if they behave like adults they are blamed as acting bigger than their age.

3. A period of rapid change:

Adolescence is a period of rapid change. The rapidity of physical changes can be seen in the changes in the attitude and behaviour as well. The rate of change in behaviour and attitude is rapid when the changes in physical characteristics are rapid and the same slows down with slowing down in the rate of change in physical characteristics. Following are the five universal interrelated areas in which change during adolescence occur:

a) is an area where rapid changes take place during adolescence and the rate at which this happens depends on the rate at which physical and psychological changes take place.

Heightened emotionality is a characteristic that is seen usually during the early years of adolescence.

b) Rapid changes leading to sexual maturity, which confuse adolescents and they become unsure of themselves, the capacities and their interests. They suffer from feelings of inexplicable instability which are intensified strongly by the ambiguous treatment by parents and teachers.

c) The changes in the body, interests, and the roles social groups expect adolescents to play create new problems for them. These problems are quite new and hard to solve for the adolescents that keep the adolescents preoccupied.

d) With the change in the interests and behaviour patterns of adolescents, their values also change. The important values of childhood are no longer important to them at this stage. For example, instead of valuing more number of friends that was characteristic of childhood, they now give importance to the type of friends that are admired by their peers.

e) Most Adolescents are ambivalent about changes. Though they like freedom and want to be independent, they fear the responsibilities that go with freedom and doubt their ability to handle responsibilities.

4. Adolescence is a period of hetero-sexuality:

The experience of sexual excitation is the prime consideration for the adolescents. Sexual tendencies that lie dormant during childhood, return with full force during adolescence. The homosexual tendencies of childhood transform into hetero-sexual tendency during adolescence. Development of sexual organs and attainment of puberty or sexual maturity during adolescence make them feel attracted towards the members of the other sex.

5. Adolescence is a problem age:

The problems of adolescence are tougher for the boys and girls in comparison to the problems of other stages of development. This is because of the fact that during childhood and earlier times their problems were mainly solved by parents or other adults and hence adolescents are inexperienced at solving problems for themselves. Moreover, since adolescents like freedom, they want to solve their problems independently rejecting help offered by their parents and teachers. However, in their attempts to solve problems adolescence realize that solutions to their problems are not as easy as they expect am to be. According to Anna Freud, these failures on the part of the adolescents are not entirely due to their incapacity but due the fact that adolescents' all energies are engaged in trying to solve the major problem caused by their sexual growth and development.

6. A time of search for identity and self dependence:

During their late childhood children try to identify themselves with their gang in almost all respects including their dress, speech and behaviour. This tendency to identify oneself continues through the early years of adolescence. However, gradually adolescents rave for their own identity and the tendency to conform to group gradually disappears. They want to establish their own identity at this period of life by using various means including their clothes, hairstyle or other patterns of behaviour. They try to attract the attention of others and want to be recognized as individuals. At this stage of development, adolescents want to be self- dependent as opposed to their dependent behaviour of childhood.

7. A time of hero-worshipping:

Adolescents feel a strong need to fix a definite ideal in their lives. They develop a tendency to imitate the behaviour, attitude and values of some influential personality they love. Accordingly, they try to identify themselves with their hero and try to copy the styles and patterns of behaviour of the hero.

8. Adolescence is a dreaded age:

Psychologists observe that many popular beliefs about adolescence evaluate their behaviour as negative. Cultural stereotypes often consider adolescents as sloppy and

unreliable with destructive and anti-social inclinations. Such stereotypes about adolescents have caused dread and anxiety about this responsibility in the adults who are responsible to guide and supervise adolescents and made them unsympathetic in their attitude and treatment towards normal adolescent behaviour. Popular and negative stereotypes about adolescents also influence the self-concept and attitude towards themselves. These stereotypes work as mirrors to adolescents held up by the society which shapes their behaviour. When adolescents accept the stereotypes held by the society, it becomes difficult for them to transit into the stage of adulthood. This also leads to friction between adolescents and adults, especially between parents and children and they often turn down the help and suggestions extended by their parents.

9. Adolescence is a time of unrealism or fantasy:

Psycho-physical changes during adolescence bring about colourful changes into the life of boys and girls and they like to live in the realm of imagination. They see themselves as they would like to see rather than as they actually are. They have unrealistic aspirations which lead to heightened emotionality. But their unrealistic sight of the world lands them in trouble when they face the hard realities of life. Consequently they become angry, hurt and disappointed. With increased experiences about the worldly affairs and with increased ability to think rationally they gradually learn to see the world in more realistic ways.

10. Adolescence is the threshold of adulthood:

Adolescents, as they get closer to the stage of adulthood, become anxious to behave like adults. They feel and try to show to others that they have grown up. They try to follow the behaviour associated with adulthood and therefore engage in activities like smoking, drinking, using drugs or even engaging in sexual activities.

An important fact about development of human beings is that every society lays down some expectations for each stage of development. Every culture or society expects its members to acquire a certain pattern of behaviour and master certain psycho-physical skills at different stages of development. These expectations about the patterns of

behaviour and skills are labelled as developmental tasks by Robert Havighurst. According to him, a developmental task is "a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to happiness and to success with later tasks, while period failure leads to unhappiness and difficulty in later tasks". These developmental tasks arise out of physical maturity, cultural pressures of society and the personal values and aspirations of the individual.

PROBLEMS OF ADOLESCENT PERIOD

1. **Coping up with Stress:** Teenagers or adolescents feel stressed when they feel like the demands or pressure on them are more than what they cope with. They may feel under pressure, worried, tense, upset, sad and angry or maybe a mixture of uncomfortable feelings. Sometimes can get too much stress can even trigger a mental illness.

Some of the reasons to feel stress are-

- The pressure of school work
- Preparing for examination
- Being teased or bullied at school
- Arguing with parents and other members

2. **Teenage social Problems:** Teenagers or Adolescence is a period of "stress and storm" at this age they have lots of energy to explore new things. They face some common social problems are- Act and live according to social values: home, society, school

- Not willing to obey –out dated
- Fear of being judge
- Refusing to take part in social activities
- Cyberbullying including cruel text, posting image or text on social media
- Peer Pressure
- Drug Abuse

3. School or Study Problems: School constitutes a large part of an adolescent's existence. Difficulties in almost any area of life often manifest as a school problem. Particularly school problems include

- Fear of going to School
- Absenteeism without permission
- Dropping out
- Academic poor performance

4. Body Image problem faced by teenagers: Body image is how you view your physical self-including whether you feel you are attractive and whether others like your looks. For many peoples especially teenagers body image can be closely linked to self-esteem. Some of the body image problems faced by teenagers are-

- Body changes during puberty
- Compare with others peers
- Compare themselves with celebrities
- Negative comments and hurtful teasing about the way they look from classmate and peers

5. Teenage problems with parents: There is a family conflict between teenagers and parents. Some of the common problems faced by teenagers are- Generation gap between the parents and children cause serious problems of adjustment

- Adolescence seeks greater independence(Social and Economic)
- Social Taboos and moral code
- Pressurised on study for better grade
- Separation-cause disagreement over time with peers versus time with family
- Living on parental Terms and Condition

6. Teenage Pregnancy: During the teenage age they develop secondary sexual organs that give rise to new feelings in teenagers and push them to experiment with their body. Some of the problems are-

- Without proper knowledge of appropriate use of contraceptive pills or guidance, teenagers may become sexually active this could result in unwanted pregnancy. Unwanted pregnancy is the biggest risk that teenagers or adolescence girls face
- Unprotected sex can also lead to sexually transmitted disease

7. Adolescent Behaviour Problem: Some of the common teenage behaviour problems are

- The raging hormones in teenage boys give more strength inside the body to do new things this can even push to get into physical confrontations. At this age they wanted to listen loud music
- Adolescence is the period when children wanted to be independence. This can give rise to questioning the parents terms and conditions and standing up for what they believe is right
- Significant developmental changes in the brain makes teen moody, tired and difficult to deal with.
- The most troubling behaviour is perhaps teens hanging out with problem children and adopting to dangerous lifestyle
- Sometimes peer pressure make certain bad habits that's are hard to break

8. Teenage Health issue: Teenagers are very vulnerable emotionally and physically. Without proper healthcare and nutrition are lead to falling ill. Some of the common teenager's health problems are-

- Teenagers have very hectic schedule in school from one activity to another, they have very little time to rest or eat. Un-healthy eating habits resist them from getting proper nutrition.
- In this period they are conscious about their body can lead to eating disorder, especially in girls sudden increase of weight during adolescence they start dieting to maintain their appearance this lead to serious health problem .
- Stress can also lead to loss appetite
- Un-Healthy eating habits and less active life lifestyle could also lead to obesity

9. Teenage Emotional Problems: Hormones changes inside the body during adolescence affects physically as well as emotionally.

- Mood swings are common among teenage boys and girls
- Gender roles in some family may affects emotionally
- Teenage girls are more vulnerable to cry
- Feelings of inferiority or superiority
- Teenagers is the age when sexual feelings arise .Feelings and thoughts about sex can trigger a sense of guilt

10. Teenage Anger Issue: Teenagers is a challenging time for both them and their parents. At this stage, they are moody, reckless and unpredictable. Teenagers with a serious anger issue is consumed with anger they have very little control over their anger. One of the common triggers of severe anger in teens is

- Low self-esteem
- Negative peer pressure
- Conflicts with family
- Breakup with love one
- Bullying
- Substance use

11. Gender-related problems in adolescence: Gender-related issues are more commonly seen in rural areas. Many health behaviours acquired during adolescence are influenced by gender norms and beliefs these impact both boys and girls.

The consequences for girls include child marriage, lack of proper education, child health, poor nutrition, depression and anxiety. Boys also have consequences such as engaging in higher rates of physical violence, higher risk of substance abuse and suicide, the greater number of deaths from unintentional injuries, and as adults, shorter life expectancies than women

12. Physical Changes: Physical changes happen during adolescence due to changes in hormone levels. Some of the common problems face by adolescence are-

- Development of full breasts in girls can be awkward in the beginning, girls may start feel conscious about their figure.
- Acne is one of the major problems
- Changes of voice and appearance of facial hairs in boys is perhaps the most prominent change takes place during adolescence
- The growth of pubic hairs in girls and boys
- Girls start their periods

12. Peer Pressure: During adolescence, peer pressure is common both positive and negative peer pressure. Negative peer pressure can lead to serious problems. The influence of peer pressure during adolescence is-

- Pressure to use alcohol, cigarette, drugs etc.
- Pressure to engage in risk taking behaviour
- Distraction from school work
- Drastic changes in behaviour and attitudes.

REMEDIAL MEASURES

The needs of the adolescents have to be satisfied and their problems are to be realized in a proper way in order to help them in growing and developing properly. The task is serious and desires all dimensional efforts. Some of these efforts are mentioned.

1. To have the proper knowledge of adolescents psychology.

Adolescents is the bridge between childhood and adulthood. The behaviour of the adolescent and his personality needs a careful study. It is essential to have the knowledge of the adolescent's psychology in order to understand them. What are their specific needs? What type of changes do take place during this period? are the problems faced by the adolescents? How should they be treated? All this is essential to be known by the parents' teachers and administrators who have to deal with them.

2. Providing suitable environment for proper growth.

The growth stops at the end of adolescence after attaining maturity. Adolescents must be provided with balanced diet. Their eating habits should be properly checked up. They must be given knowledge of health, hygiene, cleanliness, diseases and their prevention etc...to keep them fit for growing.

3. Rendering proper sex education

Sex plays very dominant role at the age of adolescence. The rapid physiological changes, the secretion of sex hormones, the sudden awakening of sex instinct and urges all necessitate the provision of adequate sex information and education for adolescent.

4. Proper dealing with adolescents.

Recent researches in the field of adolescent's psychology have revealed that the adults, the parents, elders and the teachers and their unreasonable ways and points of view are the real problems of adolescence. They are in the habit of criticizing the adolescents and always impose their authority and assert their likings and dislikings. They forget that there is a generation gap between them and adolescents. In dealing with them the parents and teachers should realize that the demands of their peer group are more important than their own expectation. Youths are more in need of models and not critics. The elders must give a deep consideration to adolescents needs and problems. It is futile to punish misbehavior. The root causes should be removed.

5. Training of emotions and satisfaction of emotional needs.

The age of adolescents is marked by too much intensity, force, instability and immaturity of emotions. Their emotions can be aroused with a slight provocation. Emotions should be properly trained and their emotional energies should be diverted towards the constructive ends.

The adolescents suffer from some emotional hungers. They have a strong desire to love and to be loved. They need to be accepted by their age mates and every adolescent aspires that he should be admired and praised.

He needs that he should be given freedom to proceed in his own way and adopt his own style of life but on the other hand, needs protection, shelter and affection of the parents, and teachers. becomes disturbed if he is not provided proper security and freedom from anxiety. The parents and teachers should take care of these needs of the adolescents. They must be given what they need in terms of their emotional requirements.

6. To take care of the special interests of the adolescents.

The adolescent is the age of wide interests and aptitudes. A great care should be taken to locate the special interests and aptitudes of the adolescents. According to their interests and aptitudes they should be provided with learning experiences and opportunities for participation in co-curricular activities. The curriculum should provide the open choice for various subjects and activities according to the tastes and temperaments of the adolescents.

7. Providing religious and moral education.

One of the causes of increasing restlessness, indiscipline, and aimlessness among the youth of India is that there is no proper provision of religious and moral education in our system of education. Actually the roots and the goals of all the religions are one and the same. If we try to do away with the rituals, the essence of all the religions is morality. Therefore it is the education for morality and character formation, which is to be provided by religious education and every school, home and other social agency can work in this direction. The parents, teachers, social workers and administrators should join their hands in creating suitable atmosphere and offering opportunities of practicing moral qualities.

As mentioned earlier, have great attraction for ideals. Therefore, the religious instruction provided to them, the emphasis should be shifted from the rituals to ideals. Religious instruction and moral education can play a leading role in proper development of adolescents. But it should never be confined to a mere communication of knowledge about morals. Moral habits are always caught from the environment.

8. Provision for vocational education.

There is a strong desire of achieving independence in adolescents. Economic factors obstruct their way. Therefore, they are worried for acquiring self-sufficiency in economic aspect.

What occupation should they choose, how can they earn their livelihood are some questions, the answers of which they try to seek. Here arises the need of proper vocational guidance and vocational education for them. The youths of today are bewildered and aimless because of the indefiniteness of their vocation. Therefore the strong need of today is to provide job oriented and vocation based practical education to the adolescents. The government, society, parents and the teachers should make their efforts in this direction.

9. Arranging guidance services

Lack of guidance creates aimless finiteness and restlessness among the adolescents. The adolescents have their problems which need careful attention and proper solution.

Guidance services should be organized in a proper form both inside and outside the schools. There should be well trained guidance workers and personnel. As far as possible, individual guidance should be provided.

The list of suggestions regarding the solution of adolescents problems and the satisfaction of their needs cannot be said as complete with above mentioned few points. The task is gigantic and requires strenuous effort always the individual and not the problem. Every adolescent is to be studied carefully as he requires special guidance and help for the solution of his problems and satisfaction of his needs.

CONCLUSION

We can conclude from the above discussion, adolescence is a very tough time coping-up with stress. Stanley Hall called this period "Stress and Storm". The best way to help adolescence to get through the stage is to make them, aware of these hormonal changes. Enable them to stay healthy and fit through nutritious food and exercise. Teachers should use their excessive energy in educational and other creative activities. Lastly, the roles of teachers and parents and school play a crucial role in Adolescence development.

Handwritten signature and scribbles in blue ink, consisting of a long diagonal line and a circular scribble.