

An Exploratory study of Teachers Perspectives on Adversity Management Programme for Higher Secondary School Students

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Abstract – Adversity management programs have become essential in equipping students with coping strategies needed to navigate the challenges of higher secondary school life. This study explores higher secondary school teachers' perspectives on the implementation and effectiveness of such programs. Drawing data from 50 higher secondary school teachers of Kozhikode and Malappuram districts with an opinionnaire, the researcher identifies key challenges faced by students, including academic pressure, social dynamics, and mental health concerns. These stressors can impact students' well-being, mental health and overall performance. Teachers highlighted the importance of tailored programs that address individual needs while fostering a supportive and inclusive school culture. The findings of teachers' opinion reveal that adversity management programs can influence adolescent students to manage it when they encounter adversities. The programme aims to equip students with the strategies, and support systems necessary to manage and overcome academic and personal adversities effectively.

Keywords – Adversity, Adversity management Programme, Higher Secondary

I. INTRODUCTION

Adolescence is a crucial stage of development where youngsters face a number of challenges that can shape their emotional, social and mental well-being. Peer pressure, academic stress, family dynamics, identity exploration, etc may sometimes negatively affect them. An adversity management programme for adolescents can be designed to equip youngsters with the tools, strategies and support to overcome these challenges effectively. It can focus on helping adolescents understand and manage the adversities they encounter, fostering resilience, emotional intelligence and coping skills. In parallel with the hormonal and biological changes associated with puberty, adolescence is a time of profound psychological and social transformation. During adolescence, the social world and the peer interactions it enables become increasingly important (Orben et.al, 2020). By providing a better space for open dialogue, skill building exercises, and team building activities the programme empowers adolescents to approach life's challenges with confidence and strength.

Through evidence-based techniques such as mindfulness, problem solving, emotional regulation and the like this programme aims to support adolescents in becoming more self-aware, adaptable and emotionally balanced individuals ultimately helping them thrive despite the difficulties they may face. Intervention Programmes can foster enhanced adolescents' emotional resilience, increased self-awareness, stronger social connection, increased confidence and self-esteem, positive coping mechanisms, and better academic performance (Raj & Vijaya Lakshmi, 2017). It can reduce the risk of behavioural issues, and prevention of mental health issues. Ultimately an intervention programme to manage adversities offers adolescents the opportunity to grow into emotionally

intelligent, capable, and confident young adults well prepared to face the inevitable challenges of life.

Need and significance of the study

According to the UNICEF adolescent data portal, the adolescent population is 1.3 billion which contains 16% of the world's population. One in six people are aged in between 10-19 years (UNICEF,2023). The ability to manage adversities is a need of the hour especially for adolescents. According to the WHO report on 10th October 2024, Depression, anxiety and behavioural disorders are among the leading causes of illness and disability among adolescents. Suicide is the third leading cause of death among those aged 15–29 years old. As sited in The Hindu daily, dated September 28, 2023 reported that at the national level, Kerala was in the fifth position in the suicide index of youngsters in 2018, 2019, 2020, and 2021 as per the annual "Accidental Deaths & Suicides in India Report" released by the National Crime Records Bureau (NCRB).

Adolescent children face so many challenging adversities at home, school and society. They need proper adversity management training programmes to overcome their difficulties. Most of the time the hectic academic environment at school cannot fulfil such requirements of adolescence. Teachers are the second parents who interact with an adolescent most of the time and they can understand what actually their life demands when they encounter an adverse situation. Hence the study aims to understand the opinion of the teachers about an intervention programme at schools in order to help adolescents to face adversities.

Objectives of the study

- To find out the opinion of Higher Secondary School Teachers on Adversity management Programme.

- To find out the opinion of Higher Secondary School Teachers on Adversity Management Programme for the sub group based on gender.

Hypothesis

- There will be a positive response for Adversity Management Programme among Higher secondary school teachers.
- There will not be any difference in response on adversity management Programmes among higher secondary school teachers based on gender.

II. METHODOLOGY

The study adopted a descriptive survey method.

Sample

In order to know the opinion about the adversity management programme, the investigator prepared a questionnaire and collected data from 50 higher secondary School teachers of Malappuram and Kozhikode district among which 36 were female and 14 were male. All teachers of higher secondary level irrespective of their subjects taught were selected as samples.

Tool used

An opinionnaire on Adversity management programmes among Higher Secondary School teachers.

The questionnaire consisted of 15 statements seeking the opinion of Higher Secondary School teachers about the need of Adversity Management Programmes at Higher Secondary School.

Data Collection

Data were collected from 3 schools of Kozhikode district and 2 schools of Malappuram district by using a questionnaire.

Statistical Techniques

Percentage analysis along with standard error was obtained to analyse the data.

III. ANALYSIS AND DISCUSSION

By analyzing the responses of the higher secondary school teachers, the following results were obtained.

Table1: Resilience programmes are essential in schools as adolescents face challenges in overcoming adversity.

	YES	SE	NO	SE	TOTAL
Total	48(96%)	2.75	2(4%)	2.7	50 (100%)
Male Teachers	14(100%)	0	0(0%)	0	14 (28%)
Female Teachers	34(94%)	6.34	2(5%)	3.63	36(72%)

As per Table-1it is known that 96 percent of the total sample says Resilience programs should be provided in schools

because of the difficulty among adolescents to overcome adverse situations. Only four percent of teachers were against for this. Among the male teachers 100 percent supported the same and none of the male teachers opined against this view. 94 percent of female teachers supported the same and only five percent was against this view.

It shows, among the 50 respondents, 48 teachers opined that adolescents tend to have difficulty to overcome adversities. Only two of them have a different opinion. Among the 14 male teachers all of them responded that Resilience programs should be provided in schools because of the difficulty among adolescents to face adverse situations.

The standard Error (SE) shows 2.7 that means, for another100 sample only 2.7 cases of error may occur if the same study replicates in another sample which is a very minute difference.

Table2: Emotional reactions in children highlight the need for special coping programs.

	YES	SE	NO	SE	TOTAL
Total	49(98%)	1.97	1(2%)	1.97	50(100%)
Male Teachers	14(100%)	0	0(0%)	0	14(28%)
Female Teachers	35(97%)	2.84	1(2%)	2.33	36 (72%)

It is identified from Table 2 that 98 percent out of 50 respondents viewed that children react emotionally when faced with certain problems, they need to be trained to deal with such situations through special programs. Only two percent of the total respondents were against this opinion.

Out of 14 male participants all of them supported this opinion. Among the 36 female respondents 97 percent supported this opinion. Only two percent of the female teachers were against this opinion.

It indicates that the majority of the total participants says, since children react emotionally when faced with certain problems, they need to be trained to deal with such situations through special programs.

The standard Error denotes 1.97 that indicates a very minimal chance of difference if the study is again conducted in another sample.

Table 3: Special support Programmes are needed to help children follow discipline.

	YES	SE	NO	SE	TOTAL
Total	37(74%)	6.20	13(26%)	6.20	50(100%)
Male Teachers	10(71%)	12.12	4(28%)	12	14(28%)
Female Teachers	27(75%)	7.21	9(25%)	7.21	36 (72%)

It is inferred from table 3 that 76 percent of the total sample commented, Discipline at school can be difficult for children, so special programs need to be provided for children to understand the need for it, among which 71 percent was male teachers and 75 percent was female teachers. 28 percent of the male teachers and 25 percent of the female teachers were against this opinion.

It reveals that most of the teachers declare that Discipline instruction in school can be difficult for children, so special programs need to be provided for children to understand the need for it.

The standard Error shows 6.2 that indicates a chance of 6 difference if the study is again conducted in another sample.

Table 4: Since children are not able to use their study time properly after school, they should be given special training programs to help them do so.

Special programmes are required to help children organise their study hours.

	YES	SE	NO	SE	TOTAL
Total	36(72 %)	6.35	14(28 %)	6.34	50(100 %)
Male Teachers	10(71 %)	12.12	4(28%)	12	14(28%)
Female Teachers	26(72 %)	7.48	10(27 %)	7.39	36 (72%)

Table 4 reveals that 86 percent of the higher secondary school teachers say students do not like teacher's advices. 85 percent of the male teachers and 86 percent of the female teachers declare the same that students often do not like teachers' advice. Only 14 percent of the male teachers and 13 percent of the female teachers did not support this opinion.

It shows the majority of the higher secondary school teachers say students do not like teachers' advice.

Table 5: Adolescents who do not get enough attention from teachers often have psychological problems, so children need to receive guidance programs to practice how to deal with them.

Adolescents deprived of teacher care require programmes to manage psychological challenges.

	YES	SE	NO	SE	TOTAL
Total	38(76 %)	6.03	12(24%)	6.03	50(100 %)
Male Teachers	12(85 %)	9.54	2(14%)	9.27	14(28%)
Female Teachers	26(72 %)	7.48	10(27%)	7.39	36 (72%)

It implies from table 5 that 76 percent of the higher secondary school teachers point out, Children who do not get enough attention from teachers often have psychological problems, so children need to receive guidance programs to practice how to deal with them.

For this view 85 percent of the male teachers and 72 percent of the female teachers supported whereas 14 percent of male teachers and 27 percent of the female teachers were against this opinion.

The majority of the higher secondary school teachers agree that adolescents who do not get enough attention from teachers often have psychological problems, so children need to receive guidance programs to practice how to deal with them.

Table 6: Adolescents often do not like their teachers' advice, so children should be provided with programs to develop the maturity to think from others perspective.

Since adolescents dislike teacher advice, they need training to think from others' viewpoints.

	YES	SE	NO	SE	TOTAL
Total	44(88 %)	12.72	6(12%)	4.59	50(100%)
Male Teachers	12(85 %)	9.54	2(14%)	9.27	14(28%)
Female Teachers	32(88 %)	5.41	4(11%)	5.21	36 (72%)

It is clear from Table 6 that 88 percent of higher secondary school teachers declare Adolescents often do not like their teachers' advice, so children should be provided with programs to develop the maturity to think from others perspective. 85 percent of the male teachers and 88 percent of the female teachers are in favour of this opinion, whereas 14 percent of male teachers and 11 percent of female teachers are against this view.

It implies most of the higher secondary school teachers opine adolescents often do not like their teachers' advice, so children should be provided with programs to develop the maturity to think from others perspective.

Table 7: As adolescents tend to get upset over trivial things, they should be given special training programs that help them to deal with adverse situations in life.

	YES	SE	NO	SE	TOTAL
Total	44(88 %)	4.59	6(12%)	4.59	50(100 %)
Male Teachers	12(85 %)	9.54	2(14%)	9.27	14(28%)
Female Teachers	32(88 %)	5.41	4(11%)	5.21	36 (72%)

It's inferred from table 7 that 88 percent of the higher secondary school teachers state, adolescents tend to get

upset over trivial things, so they should be given special training programs that help them to deal with adverse situations in life.

The perspective was supported by 85 percent of male teachers and 88 percent of the female teachers. 14 percent of the male teachers and 11 percent of the female teachers oppose this view.

This states that the majority of the higher secondary school teachers keep on the perspective of adolescents who tend to get upset over trivial things, and hence they should be given special training programs that help them to deal with adverse situations in life.

Table 8: Because some teenage children have psychological problems due to romantic reasons, schools should provide programs for teenagers to manage them.

	YES	SE	NO	SE	TOTAL
Total	48(96%)	2.77	2(4%)	2.77	50(100%)
Male Teachers	12(85%)	9.54	2(14%)	9.27	14(28%)
Female Teachers	36(100%)	0%	0(0%)	0%	36 (72%)

It's evident from table 8 that 96 percent of the higher secondary school students state that some adolescent students feel inferior in their school. 85 percent of male teachers and 100 percent of female teachers supported this view. Only 14 percent of male teachers disagreed with this view.

It can be concluded that the majority of the teachers agree that some teenage children have psychological problems due to romantic reasons, so schools should provide programs for teenagers to manage them.

Table 9: Because some children often make bad decisions because of the influence of their peers, they need to get training programs that help them understand how to make good decisions.

	YES	SE	NO	SE	TOTAL
Total	50(100%)	0%	0(0%)	0%	50(100%)
Male Teachers	14(100%)	0%	0(0%)	0%	14(28%)
Female Teachers	36(100%)	0%	0(0%)	0%	36 (72%)

It can be interpreted from table 9 that among the total respondents 100 percent male and female teachers declared that some children often make bad decisions because of the influence of their peers, they need to get training programs that help them understand how to make good decisions.

So, it's obvious that all the teachers support that some children often make bad decisions because of the influence of their peers, they need to get training programs that help them understand how to make good decisions.

Table 10: As children are often unwilling to follow the teacher's instructions, they need to be guided through special programs.

	YES	SE	NO	SE	TOTAL
Total	40(80%)	5.65	10(20%)	5.65	50(100%)
Male Teachers	10(71%)	11.87	4(28%)	12	14(28%)
Female Teachers	30(83%)	6.26	6(16%)	6.10	36 (72%)

Table 10 claims, 80 percent of the total sample stresses that children are often unwilling to follow the teacher's instructions, they need to be guided through special programs. 80 percent male teachers and 83 percent of the female teachers support this view. 28 percent of the male teachers and 16 percent of the female teachers disagreed with this.

So, it can be stated that most of the higher secondary teachers support the view that children are often unwilling to follow the teacher's instructions, they need to be guided through special programs. Very few teachers had the opposite opinion.

Table 11: As examination anxiety is prevalent among some children, it is necessary to provide training classes to the children to reduce the anxiety.

	YES	SE	NO	SE	TOTAL
Total	42(84%)	5.18	8(16%)	5.18	50(100%)
Male Teachers	13(92%)	7.25	1(7%)	6.81	14(28%)
Female Teachers	29(80%)	6.66	7(19%)	6.53	36 (72%)

It is implicit from table 11 that 84 percent of the total participants say as examination anxiety is prevalent among some children, it is necessary to provide training classes to the children to reduce the anxiety. 92 percent of the male teachers as well as 80 percent of the female teachers claim the same opinion. And seven percent of male teachers and 19 percent of the female teachers were against this opinion. Thus, it's clear that examination anxiety is prevalent among some children, it is necessary to provide training classes to the children to reduce the anxiety.

Table 12: Children need specific training programs on how to deal with failure, as fear of failure has been shown to cause stress in children.

	YES	SE	NO	SE	TOTAL
Total	34(68%)	6.59	16(32%)	6.59	50(100%)
Male Teachers	10(71%)	12.12	4(28%)	12	14(28%)
Female Teachers	24(66%)	7.89	12(33%)	7.83	36(72%)

It is understood from table 12, that 68 percent of the total respondents, states that some students face situations not in favour of studies at home. 71 percent of male higher secondary teachers and 66 percent of the female teachers support this. 28 percent male teachers as well as 33 percent female teachers were against this opinion.

The data shows that the majority of the higher secondary teachers believe that children need specific training programs on how to deal with failure, as fear of failure has been shown to cause stress in children.

Table 13: Since some adolescents experience an inferiority complex, special training programs should be given to the children on how to approach it.

	YES	SE	NO	SE	TOTAL
Total	48(96%)	2.77	2(4%)	2.77	50(100%)
Male Teachers	13(92%)	7.25	1(7%)	6.81	14(28%)
Female Teachers	35(97%)	2.84	1(2%)	2.33	36(72%)

It can be interpreted from table 13 that 96 percent of the respondents agree, since some adolescents experience an inferiority complex, special training programs should be given to the children on how to approach it. Among the total sample, 92 percent of the male teachers and 97 percent of the female teachers support the same, whereas seven percent of the male teachers and two percent of the female teachers were against this opinion.

The data shows a great percentage of higher secondary school teachers support that some adolescents experience inferiority complex, and hence special training programs should be given to the children on how to approach it.

Table 14: Since it is essential to build self-esteem in children, training programs for building self-esteem should be provided in schools.

	YES	SE	NO	SE	TOTAL
Total	50(100%)	0%	0(0%)	0%	50(100%)
Male Teachers	14(100%)	0%	0(0%)	0%	14(28%)
Female Teachers	36(100%)	0%	0(0%)	0%	36(72%)

It is evident from table 14 that, out of the 50 samples, 100 percent of the total higher secondary school teachers says Since it is essential to build self-esteem in children, training programs for building self-esteem should be provided in schools.

So, it is clear that all teachers have the same view that it is essential to build self-esteem in children, and hence training programs for building self-esteem should be provided in schools.

Table 15: Children need some training programs in school to recognize the purpose of some of the parental controls, as children are not able to understand them at all.

	YES	SE	NO	SE	TOTAL
Total	40(80%)	5.65	10(20%)	5.65	50(100%)
Male Teachers	12(85%)	9.54	2(14%)	9.27	14(28%)
Female Teachers	28(77%)	7.01	8(22%)	6.90	36(72%)

From table 15, it is evident that 80% of the total sample supported, Children need some training programs in school to recognize the purpose of some of the parental controls, as children are not able to understand them at all. 85% of the male teachers and 77% of the female higher secondary school teachers agree with this. 14 % of the male teachers and 22% of the female teachers were against this.

That shows the majority of the higher secondary school teachers support the view that children need some training programs in school to recognize the purpose of some of the parental controls, as children are not able to understand them at all.

Findings

Most of the higher secondary teachers identify that adolescent students face many problems in school and at home which require sufficient Programmes to overcome those adverse situations. Important issues identified by them are Adolescents tend to have difficulty to overcome adversities, some students have behavior problems due to the bad peer Influence, students who cannot get attention of

the teachers shows mental difficulties, Students often do not like teachers' advices, Adolescents tends to seen disturbed for silly matters , Some adolescents show frustration at the time of examination, The fear of failure creates emotional tension among adolescent children, Some students feel inferiority, It's necessary to create self-respect among adolescent children, Some parents who give importance to studies provide frustration to their children, Some children do not get consideration of parents, and some students face situations not in favour for studies at home.

IV. CONCLUSION

Adolescents need special attention and training for overcoming adversities they may encounter. Hence special training programmes must be implemented at school to build resilience capacity for them. In order to meet certain crisis situations from home and school they should get help from the elders especially from teachers and school. So, the higher secondary school curriculum should be in accordance with the challenges of adolescents by incorporating the adversity management training programmes.

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