



Knowledge of adolescence and its involvement in teaching practice.

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DOI: 10.32870/sincronia.axxv.n79.35a21

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Received: 31/12/2019

Revision date: 02/10/2020

Accepted: 11/10/2020

SUMMARY

Knowing the adolescent is necessary in all educational practice. We cannot see the student and the adolescent as if they were two different boxes that we must fill with knowledge, as if they were two entities isolated from each other. By knowing the individuality of the students, we will be able to identify a series of individual, family, social, attitudinal factors etc., which will give us many tools to improve our work in the classrooms. Emotional and psychological changes, the search for personal identity, acceptance in a group, separation from parents, among other situations, are important aspects for the development of adolescence. That is why this article offers an analysis of adolescence, with the aim of knowing the changes that students present at this stage, as well as individual, family and social factors that will influence the student in a remarkable way; and finally, a series of points to consider in our teaching process as a result of this analysis.

Keywords: Adolescence. Family. School. Teaching practice.

ABSTRACT

Knowing the adolescent is necessary in every teaching practice. We cannot see the student and the adolescent as if they were two different boxes in which we must fill them with knowledge, as if they were two entities isolated from each other. By knowing the students' individuality, we can identify a



series of individual, family, social, attitudinal factors etc., which will give us many tools to improve our work in the classroom. Emotional and psychological changes, the search for personal identity, acceptance in a group, separation from parents, among other situations, are important aspects for the development of adolescence. That is why in this article it offers an analysis on adolescence, to know the changes that students present in this stage, as well as factors of individual, family and social order that will influence the student remarkably; and finally, a series of points to consider in our teaching process as the result of this analysis.

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Adolescence

Talking about adolescence is undoubtedly a topic that gives for many issues, which go beyond physical and biological factors. We can say in general terms that it is a stage that begins from 11-12 to 15 years of age. For Lefrancois (2000)

[...] "Adolescence is the transition between childhood and adulthood, the period during which children have achieved sexual maturity but have not yet assumed the roles and responsibilities – or rights – that accompany the condition of the full adult." (p. 501).

At the same time, Clauss, G and Hiebsch, H. (1996) tell us that: "This phase of development is called prepuberty because its end marks the beginning of puberty (sexual maturation). This phase is a period of bilization or instability." (Page 111) In both definitions it is noted that adolescence marks the end of childhood.

Most experts agree that adolescence is a difficult stage, both for the child, as well as for parents, teachers or guardians; for it is a first bridge between childhood, which, until that moment, had been a stage generally of games, fun, care, free of commitments and responsibilities, towards the stage of youth, time of greater freedom and experimentation.

In this period, adolescents begin to feel estranged from childhood, and begin a long way to form a personal identity. (Bandura, and Walters, 1974) In this process, they tend to imitate



different personalities, both friends and adults; it is a moment of estrangement and rapprochement with the figure of authority, which they reject, but at the same time need; they want equal treatment from their superiors, and at the same time they continue with childish attitudes such as jokes, games, lack of seriousness and responsibilities. The adolescent is a coming and going in his process of change. They seek independence and freedom to decide, and face the new for themselves, but without the restrictions of adults, and seeing that they cannot or that entails certain responsibilities to assume, they return to that place of dependence on parents or the authority figure. That explains why sometimes they have eventually mature attitudes and then return to childish behaviors or comments. This behavior will be reflected both at home and at school, in that student who one day surprises with such prudent and reflective comments, and then with occurrences that return him to his degree of immaturity.

At the same time that they are growing, the estrangement of the parents is given by that same need for independence. They seek to defend their behavior as a manifesto of their independence, so disobeying becomes part of their idea of freedom. They are somewhat reluctant to what parents and teachers tell them or present to them as "the truth" of things, so they tend to look for their own answers. In this way, they tend to reject the morals talks of parents and teachers about the importance of behaving in a certain way, and will only apply it if they do not prove them for themselves.

They often feel misunderstood by others, so if they feel attacked, they will seek to defend themselves by avoiding saying what happens to them. They have confusion in their being, their constant emotions are incomprehensible and unnameable to them. They may not feel valued, hate comparisons, and tend to care more about their physical appearance.

Although they demand independence, they need a figure who speaks clearly to them and sets limits for them, and at the same time feel that they can make their own decisions. It is a stage where they develop very little self-analysis, it costs them to reflect on their actions and the consequences in the future and although they do, they do not take much importance. They think and live in the present. They are interested in their inner world, so it is thought that they may



become selfish. Of course this also depends largely on the environment, the values that over time have been instilled in him, his attitudes and actions are not acts that have an explanation.

We cannot consider the adolescent as an isolated fragment, separated from his own history, because every person constitutes an inseparable group that passes from the earliest childhood through a series of transformations that mark his individuality. The way in which each child approaches adolescence will depend, in this sense, on their previous psychological process. (Gispert, 1989, p. 48)

At the end of childhood, the bonds of security provided by the family begin to be broken. The emotional instability of the adolescent is one of its characteristics that most manifest at this stage, they change from one moment to another, either for biological reasons or external circumstances. Another aspect of the adolescent is that he still does not learn to value himself, he depends emotionally on others, hence being part of the group of friends is of great importance to them, sometimes even more than study. That emotional instability can significantly affect your behavior in the classroom and affect your performance. His attitude is itinerant, hanging between the joy and optimism of learning and the total reluctance and indifference to the classes. He pays more attention to his experiences, becomes more introverted and spiritual; at the same time he is very interested in living with other people. It is mostly from the age of 14-15, the age at which they usually enter the third grade of high school, when the games become more physically aggressive: pushing, running and hugging, body games that occur especially in men. Their emotions and body sensations intensify, as well as the desire to hug and caress. In terms of his language is more colloquial, oriented to rudeness, jokes, and all those terms that have become "viral" on social networks. Current things are what impact them the most, because it is part of their present.

Another characteristic of the adolescent is that he becomes very impulsive, both in his words and in his actions; that impulsivity and the accumulation of emotions lead him to make premature value judgments, without asking the reasons or the causes, hence the beginning of so many problems that are given by "gossip" or misunderstandings.



School

In adolescence, secondary education begins. That is when school demands increase, learning changes, the curriculum becomes more complex and loaded in content, which requires in the adolescent greater effort, dedication and control of their times and emotions. However, of this new demand, it continues to have many behaviors of its previous stage, an attitude that becomes a new problem, especially in the first year of secondary school. At the beginning of this stage of some independence from the parents, the adolescent will look for new friendships in the school environment that can understand his same situation, he will look for in the group the sense of belonging, to feel that he is loved and accepted as he is, although he does not yet define his own identity. The family leaves being the primordial place, now it seeks belonging with friends, who offer it the possibility of different experiences, relationships of trust, adventures, games, the accomplice friend, and a little later the discovery of his sexuality, the first love, etc. This can lead to great distractions in your performance. Gispert (1989, p.34) refers to friendship and the importance of friends:

The group of friends offers, on the contrary, the possibility of shared experience, of the mutual bond of a particular identification and the solidarity security of the other members. In the group, the physical and mental stereotypes that support the ideals of puberty can be shared openly: virility, height, strength and aggressiveness. The figure of the leader emerges as a compendium of characteristics that the other members of the group also want for themselves: they will try to imitate their attitudes and support their actions to gain their acceptance.

In that yearning for belonging and the search for a personality, the teenager ventures into a dress, sometimes extravagant or serious. Fashionable hairstyles, games, challenges are part of her experimentation. He is very concerned about what his colleagues and friends think, hence among themselves they use the same language as a sign of belonging and identification.



Within their own group of friends they are usually very hurtful with their words, because much of that is taken as a joke, they do not measure their comments or the actions that hurt others, they think it is a way of wanting to fit in. Ironically, they are at the same time fragile to the comments of others. When they feel attacked, they seek refuge with a friend who does not judge them, in whom they will find an ally in school work. If not, they will choose to distract themselves from anything individual or work in isolation. This is a point of observation for the teacher, since teenagers are very intelligent, they know who to work with, and who they can play with, so the one who is accepted only for his jokes, can be rejected when it is time to work.

At this same stage, the development of personality and creativity shines, their analysis may not yet be sufficiently developed, but they compensate with the simplicity of their answers, which are usually very accurate. Their skills and talents are developed as they enter school they see the need to encourage their creativity, commitment, effort, etc. Victoria Camps in her book *Believing in education: the pending subject* (2008) tells us that one of the objectives of education should be precisely the development of the personality of students-adolescents, returning to the fundamental bases such as respect, coexistence and effort. Hence the importance that the school promotes attitudes and values within its curriculum, since society will show the adolescent a world often far from social and personal values. Erikson himself (Lefrancois, 2000) tells us about the importance of the social environment of children, what he called their psychosocial development, that is, all those social factors that intervene in the development of a personality. The central idea in Erikson's theory is the development of a healthy identity, which will generate in the adolescent a confidence in himself. This part is important in the aulic space, since the adolescent-student, will seek first to feel integrated, sure that he belongs to the group, and thus, by feeling confidence in his person, his academic performance will be better, otherwise, he will possibly seek first to feel part of the group before attending the school work.

Family and school

Education in the secondary stage should be strongly supported by a family model that seeks communication with the school and the faculty, with the aim of better understanding the changes



that occur in the adolescent. A family model that transmits the importance of education, and not only as an end of mere procedure, as something that has to be done in life; if not on the contrary, to see education as a means that, firstly, will allow you to discover a series of characteristics, talents, skills, etc., of yourself, at the same time that you will discover what you would like to "be" in an ideal future; and second, the means that will allow the "know-how" to achieve that "being".

Family modeling is important, since, at this stage, the adolescent may not worry or wonder about a future. Many of them only live in a present without questioning the further consequences of their actions or decisions. Hence the need for the school as a space in which to acquire knowledge, discover and develop their abilities, aptitudes, true interests, etc. A study carried out in Navarra Spain on adolescents today, tells us precisely that the adolescent-young of today, although not dismissing the future, has a greater interest in living the present moment.

A perception widely shared by the interviewees for this study is that young people live and think only in relation to their daily lives. More than two-thirds of respondents said that today's teens care more about the present, however, other data from the study itself show that in their current concerns the future does not go unnoticed. (Eresta, s/f)

That is why it is so difficult to motivate a teenager to learn certain topics under the argument that at some point in his life he will need it, because from his present he thinks that in reality no one could assure him, because his interests are different or that, in any case, there will always be time to learn it. Hence the importance that the teacher looks for different strategies for motivation. It is also necessary to always take into account the background of that thought because, although it is natural at its age, it can also be influenced from its environment. For this and other reasons, education in school should aim to inculcate academic knowledge, personal knowledge, study habits; take into account the individual and family context of the students, even find out, although this goes more into the teaching work, what is the vision that parents have about education, since it can be in dissonance with that of the teacher and the school, as well as the vision that the adolescent is forming of himself in relation to the school as a means for his personal and professional fulfillment. It is possible that a student who sees in his family a zero



demand on his academic performance, find the simple way to cope with things. Like many, he will only seek to pass the subjects, without there being in himself a greater interest in excelling or learning more. In any case, there will be little concern, or you will have a short-term demand based on the minimum effort.

In his article "Multicultural contexts, approaches to learning and academic performance in secondary education students" (Barca, 2008), the author talks about three types of approaches that both secondary and university students adopt in their study processes. The first of these is the Superficial Approach, in which students are more inclined to rote learning, without trying so activities; their goal is basically to obtain the minimum passing grades, without caring them if the activities they perform help them learn. The second is the Deep Approach, here the students organize the information, to later rework it, this allows them to have a better understanding, because they feel responsible for the acquisition of their own learning so they are more involved. And finally it is the Achievement Approach, in this approach students see learning as a competition tool that allows them to increase their self-esteem by obtaining better grades than the rest of their peers.

Their mentality is practical, hence so many questions they ask teachers about the usefulness of the subjects, a utility that they do not always see reflected in their daily lives. Today's teenager, contrary to before, no longer seeks the retention of information, since everything is at his fingertips. For some, their thinking before the study is one of not needing it. That is why it is difficult to pose subsequent situations such as "study and write such information because one day you are going to use it". But the current teenager thinks that in his daily life that information or work is not really so essential, and in any case, when he needs it, he can look for it, because everything is at his fingertips through his cell phone or computer or any other device that allows him to investigate. Your question is for what, and not why? The answers to these questions will be closely related to your interest in asking them.

Family and society



We talked about the importance that the family model has for the school and personal performance of the adolescent and the relationship that Erikson offers us between social and cultural factors and the development of personality. One of the great problems we have as a society is the lack of consequences, or, in other words, impunity. Perhaps it seems that this is something that strictly concerns the political class, or the businessmen, or those in charge of legislating and doing justice; but it is something that affects from the circles of power to youth, adolescence and childhood. The fact that someone does something bad and nothing happens, or as we say colloquially, "we get away with it" at the time of doing something improper, but "right" for us, sometimes in the form of revenge, or to avoid a damage, a task, or something we should do, is a problem that without realizing it generates a series of negative situations that sooner or later affect us all. As a society, we have a hard time taking on and doing our part: carrying out my responsibility.

On many occasions, the teenager tends to blame others for their own responsibilities, with phrases such as: I did not deliver the work on time because my printer does not have ink; I didn't do my homework because A day before I didn't come and I didn't know what they left; I was late because my dad didn't pick me up early or the alarm went off; I don't bring my full uniform because my mom couldn't wash; I behave well, my friends distract me; and endless apologies and justifications they present to avoid assuming their responsibility. The problem is, we don't seem to glimpse the serious consequences it brings us as a society when we start apologizing for not doing our obligations. The teenager then creates a series of apologies for each activity not done, and as we said, it is a problem that occurs in all areas, so it is really a social, school and family responsibility, not only individual. The fact of wanting to justify everything and even worse to accept it and see it as normal, we are helping to generate greater problems.

When we normalize these behaviors or take away the true dimension of our actions, we are showing a child that it is not important to be sincere, responsible, honest, or hardworking. With this we provoke impunity in the acts, that is, that the bad thing I did has no consequences; hence we also hear phrases such as: it is normal to be late; it's normal to do whatever I want if that makes me happy; it's normal to cheat on exams until I'm discovered; it is normal to make



myself funny by humiliating others if with that they accept me etc. By normalizing these behaviors, instead of forming adolescent-students who are responsible, aware of their actions and consequences, we are telling them that values do not matter, nor do they strive to fulfill their duties; the important thing is to socialize and have friends who think like him to give him opportunities. The teenager, then, will tend to blame others for his responsibility: it is another who started, I hit him because he told me something that I did not like; I didn't do my homework because no one told me they left; I didn't give it because the teacher didn't ask me for it; and both at home and at school and in society in general, the same problems will be carried out.

If children-adolescents are educated with only rights, but without any duty or responsibility to assume, sooner or later they will end up affecting themselves and affecting others, without knowing how to correct them, reaching the degree that we all know of a teacher who does not know what else to do for the student to work, and a parent who feels his child has gotten out of hand. That is, a child who will not accept any scolding and when tried to sanction will respond aggressively. Therefore, it is important that the adolescent in that freedom that he longs for, understands that he must also suffer the consequences of his actions. Overlapping your obligations will only cause you to justify and blame for what you should have done and therefore, we will be failing as parents, teachers and society. You need to acknowledge your mistakes, to reflect on what you did wrong. If not, the only thing you will do is look for privileges, comforts, and when faced with true responsibility you will not want to do so and conflicts will come that will affect your person and your school performance.

In his work *Psicología del niño escolar* (1996) within the Pedagogical Collection, G. Clauss, H., and Hiebsch, H tell us:

With singular ease, conflicts occur within the family for not complying with the pre-pubescent promptly and without "joke" the orders and orders of their parents. In the course of pre-puberty acts of disobedience and resistance occur more frequently than in the other stages of development, even in families that are distinguished by their favorable social climate and their good educational formation. (p. 152)



For a teacher, those same attitudes reflected in the classroom will be familiar: disobedience, gestures before some indication that they do not want to follow or sometimes rude responses, are seen both at home and at school. That is why we should not understand the student and adolescent as separate entities, since one depends on and affects the other.

At this stage of his development, the adolescent begins to have feelings of self-sufficiency, so he will seek on several occasions to measure the authorities. That same act is done both with their parents, with whom, for example, they will insistently seek some permission, or the dispensation of a punishment, measuring to what extent the parents remain in their position or change their decision, and the same will happen with the teacher, when we hear from the students to say with which teacher they should work and with whom they should not. At the same time that they measure and feel capable, they find in the school environment the reinforcement of friends, so they begin to glimpse aggressive games, jokes and rudeness. The student feels protected with his classmates, who challenge themselves to make mischief. Within the same work we find:

It is not difficult to penetrate the psychological reasons for this rebellious attitude of the prepuber inclined to frequent rudeness. In short, they are based on the essential contradiction that characterizes the first pubescent phase: on the one hand, the adolescent has the experience that he already knows and can do many things and, on the other hand, he realizes that he still lacks a lot especially in maturity and mastery of situations. The awareness that has rapidly developed in him of his own ability gives him arrests to conduct himself safely, even with arrogance at times, behavior that too often is followed by failures and against blows that disappoint him. Thus we see the prepuber dragged back and forth between an exaggerated awareness of his own worth and the feeling of his inadequacy. This, precisely, is what many little people do not want to confess and try to compensate with a rebellious, noisy, even more, scandalous behavior, in front of other people, especially if they are authorities. (p. 159)

The adolescent, in the same way that he measures how far he can go with his attitudes and behavior, the same can do with his academic performance. That is, it is able to identify, with some



complacency of parents and teachers, the minimum necessary to pass without consequences. He can mediate between what they expect of him, whether family or teacher, and what he himself wants; analyzes and understands if you can solve the problem with minimal effort, raises pros and cons and takes advantage of it.

That is why it is so important to instill in them from an early age the values of commitment, respect, control of their emotions and acceptance of consequences. Since with this we help you in this stage of confrontation of authority, due, as we said, to the first feelings of independence you feel, so you become less open to advice or scolding.

For these reasons, it is important that the adolescent has established and operating rules, so that he finds places of safety at home and at school and can learn to self-determine and know how to face and solve the constant changes that are intrinsic to his stage. Have a context that gives security and that adequately handles the crises that often occur at this stage of life. Ruth Guillén de Maldonado (2005) tells us that adolescents are the result of a series of conditions that occur within the family and its context. To this we add of course the ideological factors that condition certain behaviors and attitudes, such as schoolmates, teachers, media etc. What should be developed in children along with their learning and skills, are values such as commitment, resilience, responsibility, both at home and at school. Let them know that they have the freedom of their actions, but also make them aware of the scope of their actions; a freedom with its due and necessary limits that mark your life. Álava Reyes tells us about it:

Let's see, all children need guidelines, rules, limits, it is a mistake not to put them, as it is a mistake to think that well, that this is not for so much, and give in to avoid greater evils. Most children today educate them in consumerism, and if we give them everything in exchange for nothing, they start by not giving value to things and end up not giving value to people. A boy, a girl, has to get frustrated in order to learn, to develop resources. This is one of the great dramas we have right now. That is, frustration, in reality, is the path of knowledge, and that is the key to intelligence. (Álvar, s/f).

The teenager nowadays spends a lot of time alone. The increase in full-time schools, coupled with the current need for parents to work, causes the child-adolescent to grow up without sufficient



habits of study and discipline. Without an authority figure who is marking the obligations, parent-teacher, he will return to that childish part of the games, the fun, without paying attention to the commitments that his new stage has acquired. In this way, what he will seek will be to entertain himself with anything, video games, cell phone, social networks, street, activities that do not generate any benefit, because his interest will only be entertaining, product of his own boredom and freedom in too much, but he will not develop or discover new skills, personal and social capacities, even less, what is expected of him in the academic field.

Diagnosis.

Within the José Cardenal Salazar school, a questionnaire of 15 questions was elaborated, which deal with the personal tastes of the students, how they think they are in terms of their personality and questions related to their vision of the school, what they like, or would like to do in the future and the relationship that this goal has with the school, as well as questions that invited a self-analysis of their performance.

For the construction of this questionnaire, some students were interviewed informally, more treated as a talk. Based on that talk, the questions were generated. It was quite enriching to elaborate it in this way because we appreciated answers already budgeted by the previous talks, and we discovered others that we did not expect. In general, we left a brief information about the answers that we found most significant, since they were related to his personality and school. We will leave the initial alone of the student for reasons of respect, and in addition, we will use the terms of good, medium and low performance for their level of grades and compliance.

1. Degree. 13 students

G. Student with good academic performance, she is satisfied with passing, but tries to have a good average because of the pressure of her mother. In it, we were surprised by his answer.

A. Student with low academic level. He has very low self-esteem. Their answers are short and unclear, reflecting their personal problems and little seriousness in responding. In this case, the answers checked the previous talks



Q. Student with good ability. For her, her behavior depends on the place. She is reflective in her behavior and the consequences of her actions, but she does not yet understand why her attitude and the changes she is going through.

E. Completed student. He has support from his parents about the present effort in relation to his future.

A. Medium performance student. He feels that school has not helped him express himself, this element he repeats a lot in his answers. He has ideas of what he wants to do in the future and knows that school will help him.

J. Student of good performance. It has a defined objective, and it works from today. Good relationship with his family, values the effort of his parents trying to get good grades

E. Student of good ability, but with attitudinal problems. It presents a lot of confusion of how it is. Little communication at home, because he believes he has no support. He blames his performance on friendships.

J. Support at home, aware of their abilities, relates the present effort with the future good, values the effort of their parents striving

Q. Average student, reaching poor performance. Little communication with his family, reflective in his actions, admits that he wins the "relax", does not understand the change from primary to secondary in his poor performance.

C. Average student, carefree, minimal effort in the works, and if he does it is to avoid scolding, little self-analysis.

Q. Accomplished student, relates the effort with the future preparation.

A. Completed student. Good relationship with parents, but little reflection on the importance of school activities, the effort is given by pressure from their mother or avoiding punishment

M. Poor academic performance, has emotional and self-esteem problems, blames this on her parents, who devalue her a lot. Their answers are not clear. In this case, we check the answers with the previous talk.

2nd grade. 8 students



L. Low-performing student. His answers are made to joke, to match, null reflection of himself and the school. Bad relationship with his father, whom he has offended on several occasions. It has valuation problems. He considers that it is not good for anything, because they have made it known to him. However, he is a very respectful and obedient student.

D. Average student. Good support from his family, relates school to a better future, costs him a little jobs. You have an attention deficit.

E. Low-performing student. A lot of interest in video games and football. Support from his parents almost to the point of overlapping him. Minimal effort in their activities, little reflection of their actions and consequences.

D. Low-performing student. Good communication with their parents. It presents the minimum effort in its works. He prefers not to continue studying because he thinks that in school he does not do what he likes, but he thinks he will need it in his future. The effort he makes is for his parents, who support him that with what happens is fine, so he only cares about passing.

U. Student of good performance. Good relationship with his mother, relates his future interest to school, understands what is difficult for him and strives.

D. Student of good performance. Good relationship with parents, he reflects on his actions, his effort is also due to the moral influence of his parents, because he sees them as an example. He feels good about himself and his performance.

K. Average student. Support from his parents, he strives to comply, but does not obsess. Little analysis of his future, his effort is only because he knows it is necessary, but he does not yet relate it to something future, even so, he is critical of his present acts.

C. Student of good ability, but with low performance. Good relationship with their parents. Their poor performance was due to the lack of consequences at home. Carefree. He has an idea of what he wants to be and relates it to his present. In it there was a change in the third quarter, he confesses that he barely realized the importance of striving from now on. In an interview person mentioned that his effort is also due to continuing with his friends in the next grade, although he knows that if he does not succeed it was because of his laziness.



3rd grade. 16 students

N. Student of low academic performance, although good in mathematics. He says he works when it's important, he doesn't like studying. Little communication with his parents about the school, but he considers that they do support him; he feels that he himself does not give the best he has: in his answers he emphasizes a lot that he is a lazy, "egg", so he thinks that with what happens he is fine. He considers that he should only be graded with an exam because that shows that the student knows, considers that the rest is not important and also gives him "laziness".

Q. Average student at good performance. Good relationship with her parents, who motivate her to strive and not be of the "heap". He has an idea for the future and finds it important to strive for it; presents a good analysis of its actions and consequences. She considers that she gave a downturn in high school because her parents told her that it was time for her to "manage" herself.

S. Student of good performance. Good relationship, coexistence and support from their parents. She believes that school helps her to get to know herself more and know what she would like to be. He thinks that the effort he makes in school will help him in the future for what he wants to dedicate himself to.

Q. Average student at good performance. Support from their parents. He considers that striving in school will help him in the future, although his effort also does to avoid any scolding from his parents.

Q. Low-performing student. General responses, little criticism towards his person and the school. He presents the minimum effort, although he knows that he can give more. He sees himself as irresponsible. In an interview he commented that the poor performance he presented was due to the realization that nothing happened if he failed.

E. Student of good performance. Good relationship with his parents, he understands that school will help him to have a career and do what he likes.

N. Average student, short answers. Good relationship with his parents, although he does not communicate at all. He understands that school will help him to be a professional, however, he considers that laziness beats him, so it is difficult for him to study and do homework.



Q. Average student. Support from his parents, he knows that the school will help him in what he wants to do in the future. She has a good perception of herself, although she has a hard time some things she tries.

D. Average student. Little relationship with his mother, because he feels that he has rejected her. He has an idea of his future and knows that the important school. He says the problems in his family have affected him.

D. Average student at good performance. A lot of support from his parents in academic matters, he sees himself with a future and knows that school will help him to that, in addition to his parents encouraging him a lot.

A. Average student. A lot of support from his parents, he reflects on his present with the future and strives. He also thinks that with what happens is fine, but if he has better grades it would not be bad.

G. Student of good performance. It strives to comply. He talks with his parents who advise him and provide alternatives. He still does not decide what he wants to be, but he sees himself as someone serious and hardworking and the school will help him to have a good future. Some problems in the family affect you emotionally and cause your performance to drop

A. Average student down. He has the support of his parents. She sees herself as an entrepreneur and knows that she must strive from now on, although she accepts that sometimes she wins the laziness. He also has some confusion with his actions.

M. Low-performing student. He did not comment on the relationship with his parents. In this case he only has a dad. She is reflective of herself, she knows with many emotional changes, she reflects on what she does and what will affect her. He considers that he has low thinking capacity, and believes that she is not what the "profess" expect, and that makes him bad. He says that he has lacked desire and that he must change. In her the answers were as expected, her emotional and family problems have been a negative trigger.

D. Low performance student. He talks very little with his family, in fact, he spends a lot of time alone. You still don't have an idea of what you would like to be, but you also don't feel like asking



yourself or doing something. He considers that when he tries hard it is not enough. He wants to continue studying and thinks that he must leave the laziness and disinterest.

M. Student of good performance. A lot of support from their parents and good relationship. He tells them everything and they support him and advise him with arguments, that pleases him. He has an idea of life in the future. He analyzes his actions and understands the importance of striving at this time to achieve his goal.

Results

We have subtracted some conclusions from the responses of the three grades, considering that students with good performance are due to the following factors:

- They value their parents' efforts
- They relate the school to what they would like to be when they were big.
- They understand that even if they don't yet have an idea of what they would like to be, school will help them prepare.
- They are pressured by their parents to get good grades, or they strive to avoid punishment.
- They have a good emotional relationship with their parents, they have communication and trust.
- They have admiration and moral support from their parents. They see them as an example to follow, they believe them and trust what they are told and demanded, because they consider that they are coherent between what they ask of them and what they are and do.
- The motivation of friends.

Among the aspects that determined a low performance we find the following:

- Problems related to your family, some loss, separation, etc.
- Emotional conflicts, confusion of roles, changes in your person, not knowing what it is due to. This point especially in the first grade.



- Little self-criticism of their actions, blaming others for their poor results.
- Lack of self-control.
- Lack of consequences from their parents. Hence the disinterest, laziness or carelessness to comply, or to make the minimum effort. This was one of the most repeated.
- Little demand from parents "what you spend is fine with"
- Low self-esteem, devaluation of themselves, either from their home or their friends, "if this is how they think I am, that's how I will be", which triggers thoughts like "I'm useless" "I have no skills or I don't know anything", and therefore they do not find meaning in things and do not fulfill the jobs.
- At school they cannot express themselves freely in terms of their personality, interests etc.

Teaching work.

The question then becomes, in this scenario, what can a teacher do? Without a doubt, many things. We now present some points to keep in mind.

- **Getting to know adolescence**

Above all, and reiterating the idea said above, to see the student as another teenager, to understand that they are not two different personalities. Understand the essence of this stage, but above all, understand who we are working with and that the needs are not the same. The interest of the teacher may be to teach the contents, cover the program, finish the book, generate competencies, skills, show evidence of progress, in short, give results of their teaching work. While the student, on the other hand, what interests him most is to understand himself, understand his changes, socialize, meet and play with his friends, while fulfilling in greater or lesser effort with his schoolwork and obligations at home.

- **Meet the student:**

This is, perhaps, one of the first actions that the teacher must take the time to do: get to know their students, listen to them. One of the indispensable amendments to work in the classroom is that the teacher can get to know his students, even give himself to the task of knowing what is



the appreciation that the student has of himself. The teacher must be attentive to listen to it, even what is not said, but that can warn with the behaviors. Unfortunately many times we listen to respond, not to understand.

When we think we know everything about the teen, and when we stop listening, we miss the wonderful opportunity to understand why that student doesn't respond, doesn't participate, doesn't get involved in activities, or has no interest in the class. We must then ask ourselves and take care to understand it from its individuality. Because although this stage has particularities, not all children respond the same. For this same reason we see that in humanistic psychology they are interested in the particularity of the child:

The basic humanistic belief says that it is impossible to describe the environment, much less a child, in a really meaningful way, because what constitutes the really important characteristics of the environment varies according to individuals: opinion called: phenomenology. What phenomenology underlines is the importance of each person's view of the world and of themselves. To understand children's behavior, this view says, we must try to perceive the world as they see it: from the perspective of their knowledge, their experiences, their goals and aspirations. (Lefrancois, 2000, p. 91).

The task of the teacher is to identify those aspirations that the student has in the short and long term; also know the educational ideals that their parents have, since they can be in dissonance with that of the teacher, hence the importance of making a diagnosis of previous knowledge, and also of those that contribute to the knowledge of the student. If an adolescent-student grows up with the idea that it is not so important to study, or if he is not instilled with thoughts of improvement and thinks that it is enough to pass, the student will be able to enter a comfort zone, which will not change until another interest arises in him, possibly long after the secondary stage, when the knowledge and skills were not developed in the best way, and can cause greater problems in the following stages. Because of that, the teacher has another task: to convince the student of the good that will make him take advantage of his studies and not only for the simple fact of fulfilling. Otherwise, we would fall into an education of imposition. If we really seek to help the student, it is not enough for them to learn knowledge, much less if they are not part of their



present life, which is as we said, the immediate time they live and care about them to a greater extent.

If the student discovers the importance of that "good" that both the teacher and the family are looking for, he will no longer see the school as an imposition, or at least he will have a better mood, a different attitude towards the activities. Therefore, the teacher must seek to develop in adolescents the satisfaction of doing "well" the activities. Another aspect that relates to the work of the teacher and the knowledge of the student is motivation. Aristotle said that to understand some phenomena it was necessary to know the reason why they occurred. That is why the teacher should not be left with simplistic explanations such as that the student is lazy, he is not interested in such an activity or subject, although it may be partly true, but it is not necessarily a determining factor. The teacher must know the student to motivate him, to discover those phenomena that make him decide to act in a specific action. "[...] in everyday life behavior is always governed by the intention to do one thing or another. In other words, all conduct is motivated." (Bolles, 1990, p. 82) It is not enough with a rebuke or momentary indication, it is necessary that the teacher gradually discovers the motivations of the student to direct his behavior through motivation.

- **Generate in the student a critical reflection of himself and his actions**

The contents of a topic can be worked in such a way that the student reflects on the consequences of their actions, including supporting themselves with experiences of daily life, such as a character of the immediate present, personal experiences or a famous person, in order for the student to develop a sense of responsibility and good attitude to face personal problems, group, social etc., since when facing conflicts you will also develop in your person values, positive attitudes, adequate reactions and control of your emotions. By seeing an analysis of yourself, you will be able to discover those conflicts that are caused by your attitude and you will be able to gradually resolve them; otherwise, it will continue with that attitude of blaming others for its consequences.

- **Discipline**



This point is linked to the previous one, because when analyzing himself, his behavior will also be modified. One of the actions that commonly happens to teachers with students, especially in adolescents, is that they act and react unexpectedly. Many times we do not know why a student does a certain action, or why he said this or that word or answer; the teacher in those cases can react emotionally, without that reaction being the most appropriate. It is important to recognize that at this stage changes of emotions may occur, so that in a moment they may be rebellious in doing the tasks and then be the most fulfilled; one day to be the most restless and another day the quietest.

It is important that the teacher before reacting emotionally finds out not only what is happening, but also what is going through the student's mind when performing a certain action; this has at least two aspects: the first is that the child does not turn off that emotion or that which motivated him, and that perhaps it may be because of something of the same subject; and the second and most important, that the student recognizes and analyzes why he acts in this way; that is, to identify the causes and effects of their actions. With this we generate and help them develop their self-determination, managing to recognize the place, their emotions, thoughts etc., that is, why they do what they do. Otherwise, we generate children who only act for their emotions without being aware of what they do and the damage they generate. Daniel J. Siegel (2018) states that discipline should not be seen as a punishment, but as a teaching, discipline can avoid a behavior, but it does not teach anything and what will be achieved is that the child only seeks to get away with it.

The teacher must know how to face with tranquility the constant challenges of the student, because it is an age in which they doubt and question everything that is told to them as truth. Including in the planning moments for the realization of dynamics of integration or the management of emotions are also tools to improve their behavior, reflect and generate a better environment in the classroom, and therefore, improve education. The dynamics also serve as a change to the monotonous, a mental and physical rest that can become the classes at certain times of the day, or the school calendar.



It also happens that the adolescent sometimes tries to make believe that he is fulfilling an indication that was given to him, but in reality what he is doing is making believe that he is doing it: he pretends to clean his room, and he does as a copy what was written in the pintarrón or any other activity that he was allowed to do. It is necessary that the teacher is not part of that game. He must let the student know that he has discovered that attitude, otherwise he will be complicit in that lack of responsibility, or worse, if he notices it and does not do something, he will lack any morals in front of the student, because he can easily argue, in order to get rid of his guilt that the teacher saw him and did not say anything.

- **Teaching modelling**

We can not cover our eyes ourselves, nowadays the advances of technology provide the teenager with a large number of applications and games that distract him for many hours. The teacher must fight with that, not against the student. Discover the way in which your class is most interesting for the student to leave aside their cell phone or their device. Taking them away is not necessarily the solution, because they will be distracted by anything else, or they will simply abandon themselves to nothingness. The teacher must understand and open himself to the demands of the student, seek a different teaching, which makes the student move from his seat to get involved in the class; use new technological tools, digital organizers, tutorials made by students of a topic seen in class, use of apps in tasks, videos, performances, fill them with questions that retain their knowledge and their search, in short; see what elements the student has and make use of them. Diagnosis is also a good tool for discovering those tools. In this way the attitude of the student will change, realizing that the teacher is really interested in learning, not just that he is entertained by anything. When the student has a certain appreciation for the teacher, somehow within his identity process he will copy some characteristics, because he sees him as a role model. This stage is important for the teacher, as he can exercise a moral authority over the student to direct him positively.

Modeling is not only applied in didactics, but also in training. The student, we said before, will seek to measure the teacher, that is why it is essential that the teacher is firm in his decisions, fair in the sanctions and coherent in his way of qualifying. That student who was repeatedly



sanctioned and receives a favorable grade in his conduct, will know that that teacher does not apply the sanctions he says, so he will not see any consequence in his actions and his attitude will not change, generating perhaps, same conflicts with other students who will realize that causing the daily life, And why didn't he do anything to such a companion? It is necessary to understand that it is the student himself who needs that firm authority, someone to help him set those limits because he himself is not yet able to set them.

The same element applies to assignments and activities in class. A student who does not see feedback from the teacher will fall into this idea of doing as if I work, "anyway the teacher does not review them." In such a way that, if the intention of the student is that he is not punished, he will seek to fulfill the tasks, well or badly done, or even copied; or if a student who delivered a task late or incomplete, receives the same weighting as the student who delivered on time and well done, he will know that it is not necessary to take responsibility, because the teacher is also satisfied with only delivering.

Some problems that the teacher encounters within the classroom is the control of the students, specifically when he must sanction one who is covered by his peers. At this stage, the adolescent will seek shelter and security with his classmates seeking acceptance. But in reality it is a moment of insecurity in the face of the new, the following challenges. So the teacher must find the moments of tranquility to dialogue with the student individually, and not fall into judgments and seek at all times punishments in front of the group.

- **Evaluation: who, who, how, why and for what?**

At the beginning of the school year, it is common for the teacher to comment with his group on how to evaluate the course, establish some fixed weightings and give the opportunity for his students to give others, for example, to the tasks, the behavior, the portfolio, project or any other criterion that the teacher wants to evaluate. The evaluation should not only be done by the teacher (heteroevaluation), it is necessary that the student is also part of that evaluation both at the beginning and in the process. Letting the teacher do the evaluation himself does not help at all: firstly, because the student is stripped of his responsibility; and second, the necessary spaces are not being given to identify their progress or their commitment. When a teacher involves the



student in the activities, and in their evaluation (procedural, attitudinal, participatory) he makes the student see that he is aware of him, that he is interested in his performance, his development, and not only his grade. In this way the teacher helps the student realize that what he does or does not do affects or helps himself, which is known as dialogic evaluation. A little self-assessment of performance can help that.

It is necessary to take into account the differentiations that the adolescent has. If a standardized evaluation is made without taking into account the problems that each student may have, we would fall into what Perrenoud (2015) called "accrediting function" and separation, where the classroom would function as a stratification of individuals; you are the good and ready; you are the bad guy with no future; And by doing this, we are assuming that all students learn the same, have the same abilities, learn at the same pace, and have the same interests.

Conclusions

It is not the intention to give a recipe book of classes, because certainly that is impossible. The same strategy does not work with all groups, the students are not the same, and they change little by little, as well as their circumstances etc. However, it is to reflect on our responsibility as a teacher, and the commitment and value we have in each of our students. Let us remember that educating is not only transmitting and teaching topics: it is knowing our students, helping them to get to know each other, discovering that they have great talents, is opening up a range of possibilities; understand that school is not a mailbox to deliver tasks, but an ideal space that will help them grow in knowledge, skills, awaken what they did not know were good, give them goals, aspirations, a life goal, and make them see that it is in their hands and only in their hands to achieve it:

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