



DOES THE ATTITUDE OF ADOLESCENTS STUDYING IN DIFFERENT COURSES ON ADOLESCENCE EDUCATION DIFFER SIGNIFICANTLY?

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ABSTRACT

Adolescence is a very special period of a person’s life where an individual assumes a sense of self-identity and is marked by a myriad of emotions including enthusiasm, idealism, self-doubt and anxiety. It is a transitional phase between childhood and adulthood and is characterized by a number of physical, emotional, cognitive, intellectual and attitudinal changes. Adolescence Education (AE) has been conceptualized as an educational response to the need for support, encouragement, clarifications and information that adolescents often express in order to make sense of their rapidly changing world. Adolescence Education (AE) is guided by the National Curriculum Framework (NCF), 2005 which recommends that education should instill ‘independence of thought and action, sensitivity to others’ well-being and feelings, learning to respond to new situations in a flexible and creative manner, predisposition towards participation in democratic processes, and the ability to work towards and contribute to economic processes and social change.” Based on these principles, AE aims to provide young people with accurate, age appropriate and culturally relevant information; promote healthy attitudes and develop skills to enable them to respond to real-life situations effectively

Keywords: *Adolescence Education, adolescents*

Introduction

Adolescence typically describes the years between ages 13 and 19 and can be considered the transitional stage from childhood to adulthood. However, the physical and psychological changes that occur in adolescence can start earlier, during the preteen or "teen" years (ages 9 through 12). Adolescence can be a time of both disorientation and discovery. This transitional period can bring up issues of independence and self-identity; many adolescents and their peers face tough choices regarding schoolwork, sexuality, drugs, alcohol, and social life. Peer groups, romantic interests, and appearance tend to naturally increase in importance for some time during a teen's journey toward adulthood

Need and importance of the study

Adolescence is a life’s crucial transition phase with establishment of reproductive capacity. Sexual experimentations and lack of Reproductive Health information during this phase expose adolescents to serious health threats. Adolescents should have access to scientific Reproductive Health information to develop healthy attitude towards Reproductive Health issues. This study was undertaken to find out attitude of adolescent school students towards Reproductive Health Education and to identify communication pattern regarding reproductive health issues. It is considered appropriate for the school to bridge this gap. Just as the school prepares the young for the responsibilities of adult citizenship and wage earning capabilities, it should also being to share with the

family the task of preparing them for the responsibilities of parenthood, sexuality and family life. The content of sex or adolescence education would remain unchanged but its utilization and integration would be culture specific.

Review of literature

A number of scales were focused on health assessment of school going adolescents. The Global school-based student health survey (WHO, 2007) and Indian Adolescent Health Questionnaire (Long et al., 2013) covered all aspects under health of adolescents. The Health-risk behaviors are physical health, physical activity, nutrition, hygiene, medical care and medical history, HIV/AIDS, tobacco, alcohol and drugs, violence, domestic violence and unintentional injury and mental health. These factors affect a student's performance in school.

A review on the adolescent health problems in India during 2001 to 2015 found that poor sexual health knowledge, prevalence of tobacco, overweight, anemia, depressive problems, physical fights, worry and loneliness, dental problems are high among adolescents and for solving such issues, there is need for participation from family and community (Bej, 2015).

Gupta, M., Bhatnagar, N., & Bahugana, P. (2015). Inequity in awareness and utilization of adolescent reproductive and sexual health services in union territory, Chandigarh, North India. *Indian Journal of Public Health*, 59(1), 9–17.

Objective of the Study

To study the attitude of Pre-university students towards various issues related adolescence education

Hypothesis

There is no significant difference in the attitude towards adolescence education of students studying in different courses

Variable of the study

In the present study Subject/Combination is independent variable, dependent variable is Attitude towards Adolescence education

Methodology

The investigator employed survey method of descriptive research approach to collect the data from the selected sample.

Sample and population

The sample population for the study was taken a sample 880 adolescents were selected using stratified random sampling technique by giving importance to factors such as rural and urban, Government and Private, Arts, Science and Commerce students.

Tools used for the study

Attitude Scale: The attitudes that develop during adolescence was measured by administering attitude scale developed by Prof. Sudha Rao, Population Cell, NCERT, New Delhi. The Scale consists of 56 items on Process of growing up, Reproductive health, HIV/AIDS and Drug abuse. In this scale each item is to be answered on a scale of four alternatives i.e., SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree. The Scale could be administered individually. There is no time limit to complete the scale, but students can be asked to give their responses as reasonably fast as possible. To score the items on the scale measure of 4, 3, 2 and 1 were given in the

case of positive statement. 1, 2, 3 and 4 in case of negative statement for SA, A, D and SD respectively. The data collection was carried out using the above mentioned tools in the selected pre-university colleges of Bangalore urban and rural districts. The sample consisted of pre-university college students in the age group of 16 – 18 years.

Table No.1: Tool used for the study

Sl. No.	Title	Purpose	Source/Tools used
1.	Attitude Scale	To measure the attitude of pre-university students on various aspects of adolescence education	Attitude scale developed by Dr.Sudha Rao Population Cell NCERT, New Delhi.

Delimitation of the study

- a) The study is limited to the Bangalore urban and rural.
- b) The study is limited to first year Pre-university Arts, Science and Commerce students.

Statistical Analysis and Interpretation

Influence of course

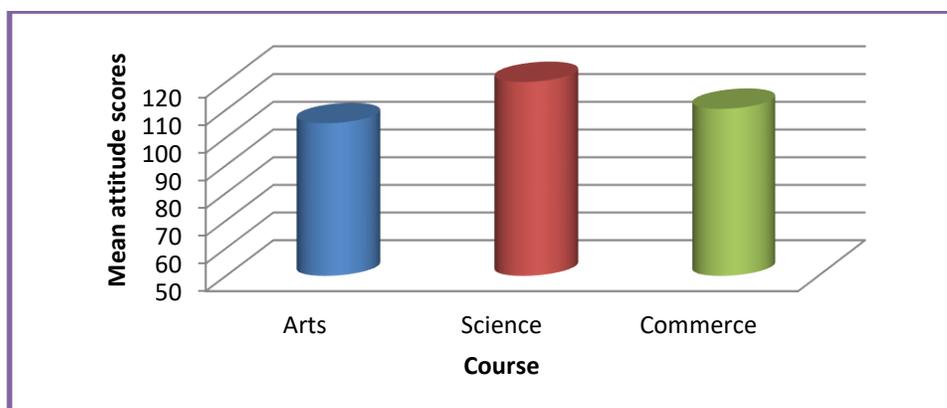
Hypothesis- There is no significant difference in the attitude towards adolescence education of students studying in different courses

Table No.2: Mean values of students studying arts, science and commerce on attitude towards adolescence education and results of One-way ANOVA

Course	Mean	Std. Deviation	F value	P value
Arts	105.1683	21.3928	33.639	.000
Science	120.0533	25.0141		
Commerce	110.3403	22.3623		
Total	112.0727	23.0104		

Significant difference was observed ($F=33.639-P<.000$) between students studying in arts, science and commerce courses in their mean attitude towards adolescence education. From the mean values it is evident that science students (mean 120.0533) were more favourable towards adolescent education than students studying Commerce (mean 110.3403) and arts (mean105.1683), which is further confirmed by DMRT.

Graph No.1 : Mean values of students studying arts, science and commerce on attitude towards adolescence education



Findings:

Hypothesis: There is no significant difference in the attitude of students studying in different courses towards adolescence education.

Findings: Science students had more favorable attitude towards adolescence education than students studying commerce and arts.

This hypothesis is rejected, since science students had significantly more favourable attitude towards adolescence education compared to students studying commerce and arts.

Recommendation based on findings

The Adolescence education programme which currently forms part of the school curriculum is usually not designed to prepare adolescents for the future roles and demands. It does not correspond with adolescents' experience of sexuality and seldom includes subjects such as Process of Growing up, Reproductive Health, HIV/AIDS and Drug abuse etc., but mainly focuses on macro-demographic issues.

The present education mainly teachers pay little attention to developing the life skills of adolescents. Teachers are seldom trained in adolescent reproductive health issues, or they feel uncomfortable to talk about it; often they try to avoid the subject altogether. Even if some form of family life education is given it tends to focus mainly on girls, although important subjects such as sexual violence and sexual abuse and harassment are notably absent. Boys are invariably left out and are not given any information which would make them more responsible and gender sensitive. Furthermore, gender stereo-typing is the usual pattern retained in educational materials used.

Government should support the following initiatives in reproductive health programming: Public education initiatives that removes the myth of adolescent detachment from parents and enhance recognition and understanding of the importance of the parent-child relationship. Strategies to achieve this goal include media advertising campaigns and provision of information brochures through government agencies, public health offices and schools. Provision of funds for appropriate speakers, written and video materials, for junior high and high school parent groups, community centers, libraries, etc. would also be effective.

Conclusion

The guiding principles of Adolescence Education clearly articulate that adolescents should be recognized as a positive and valuable resource that needs to be respected and appreciated rather than being treated as a problem, AEP should contribute towards realizing the transformational potential of education and that the programme

should enable adolescents to articulate their issues, know their rights, counter, shame and fear, build self-esteem and confidence, and develop ability to take on responsibility for self, relationships and (to an extent) the society around them. The guiding principles also recommend that AEP should influence the entire school curriculum and culture rather than being a stand-alone program.

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