

CHAPTER - 2

REVIEW OF RELATED LITERATURE

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- 2.1 INTRODUCTION
- 2.2 HISTORICAL PERSPECTIVE OF THE EMERGENCE OF FAMILY LIFE EDUCATION
- 2.3 EFFECTIVENESS OF FAMILY LIFE EDUCATION
- 2.4 NEED FOR FAMILY LIFE EDUCATION
- 2.5 CURRICULUM STUDIES IN THE AREA OF FAMILY LIFE EDUCATION
- 2.6 STUDIES RELATED TO AREA OF INSTRUCTION
- 2.7 DISCUSSION

CHAPTER - 2



REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

In the earlier two chapters were given the conceptual frame work to the present study which is the development of curriculum of Family Life Education. Next, the literature review is undertaken to collect research findings and other information pertinent to the planned development. This chapter provides a thematic presentation of review of literature in five sections, viz.,

1. The historical perspective of the emergence of Family life Education
2. The research pertaining to the effectiveness of the curriculum of Family life Education on the knowledge and the attitude of students.
3. Research expressing the need for Family life Education.
4. The curriculum studies conducted in the area of Family Life education.
- and 5. The area of instruction.

The purpose of the review in Section One is to provide a brief picture of historical perspective of the emergence of the area of Family Life education with a view to appraising the status of knowledge in this area. The purpose of the review in Section Two is to trace the research studies pertaining to the effectiveness of the curriculum. The purpose of the review in Section Three is to locate research findings ex-

pressing the need for Family life Education to be taught to adolescents. The review in Section Four is carried out in order to trace the curriculum studies in the area of Family Life Education and the review in Section Five is to identify several instructional techniques that improve learning the subject matter provided in the curriculum and which help in developing proper attitudes. The review of studies in five sections are presented as follows:

- i) Historical perspective of the emergence of Family Life Education.
- ii) Effectiveness of Family life Education on students
- iii) Need for Family Life education.
- iv) Curriculum studies in the area of Family Life Education.
- v) Studies in the area of instruction.

3.2 HISTORICAL PERSPECTIVE OF THE EMERGENCE OF FAMILY LIFE EDUCATION:

The Encyclopaedia of Educational Research (1960) provides one major source from which may be studied, the Historical development of Family Life Education (FLE).

For many years, Family Life education was considered to be having a major objective of 'Worthy home membership' in west. A study of the development of the Family life concept in those Educational Institutions of West reveals that attempts to achieve the above objective have ranged from a clear-cut sense of direction to seeming misunderstanding, hesitation and mid-direction. The belief in the need for Education for Family life has been strong enough and the need itself significant enough to warrant prompting Home-Economics leaders to lend all their efforts to implementing a programme designed to help adolescents and adults of both the sexes to gain experiences and to prepare them to contribute to the best Home and Family living possible. Many Educational Commissions and State Acts like the Congress of the United States in 1862, the

Commission of Re-organisation of Secondary Education in 1918 and White House Conference on Children and Youth have supported the Family Life concept of Home Economics.

A National Council on Family Relations was established in 1938 to bring together the leaders in research, teaching, and professional service in the field of marriage and the Family for consideration of appropriate programmes of action. Periodically, the American Home Economics Association and the Society for curriculum study were involved in the co-operative study of the curriculum aspects of Education for Home and Family Living.

In 1945, "Education for Life Adjustment" came up, when the resolution stating that 60 percent of the youth were not receiving adequate preparation for satisfactory living after High School, to the Commissioner of Education, Representatives from many professions indicated their support of an effective programme of Family Life Education at the National Conference on Family Life in 1948. Later it was thought that the curriculum should include "Practical" education for marriage and Family Living, because the student body in American Institution of Higher learning had become increasingly heterogeneous. A study of 1270 Institutions of Higher Learning indicated that many of the 'Functional' marriage courses in College originated in the 30's, when the impetus for Family Life Education in the High School also became quite strong. (Bowman, 1950).

In the thirties, there was a concentrated effort by professional and lay groups to impress upon Educators the need for halting an increase in juvenile delinquency, a rising divorce rate and an apparent breakdown in family unity. A few secondary School Administrations looked for places in the Curriculum to add units in Family Living for all students and this led to the appearance of Family Life education outside

the area of Home Economics, since Home Economics had become primarily a skill course, largely devoted to foods and clothing, in which the major enrollment was comprised of girls, (Brown, 1953). This condition persisted despite a series of landmark critiques clearly revealing the inadequacies of Home Economics programme. In what is termed "one of the important historical documents of home making Education" (Brown, 1953), Dean Stoddard of the University of Iowa found the programme concentrating on "Technical and Traditional offerings for girls" and relatively deficient in child growth and development, adolescent and pre-marriage guidance, Sex education, personality Development and adjustment, marriage and Family counselling, husband and wife relations, mental health, Economic and social impacts upon the Home.

Schweickard (1952) reported that in Kingston, ^{and} New-York, the curriculum for 10th grade students included a core emphasizing Family Life Education. Since the core utilised the learnings in English, Social Studies and health, he viewed this as a bright prospect for effective teaching in the whole area of Family Life Education.

Stephens (1955) reported a survey of the provisions for Family Life Education in the Secondary schools of Indiana where Home Economics and health courses appeared at the lower level and Family living and personal problems courses were offered at 11th and 12th grade level.

A marriage and Family life course in Elgin, Illinois was described by Cartwright (1956) where the first part of course was on "Anticipating marriage" and the second part of the course dealt with the physical aspects of marriage, Venereal Disease and promiscuity and pre-natal growth and development. Howes (1956) observed that the most intensive Family-living courses offered in Chicago schools were in Home-

Economics, where units developed in relation to problems in Home Management, Care of the sick, child care, food, budgeting, clothing and leisure activities. Similar results were reported by Force (1950) on Toms River- High School in New Jersey where students were prepared for marriage and satisfactory relationships.

Of considerable importance were four experiments in Community Organisation for Family Life Education originated by leaders in the Home Economics Education Service Branch of the Division of vocational Education of the office of Education. Those were Box Elder, Tennessee, Toledo and Wichita projects. These projects dealt with several aspects such as developing a programme of Family life Education designed for all ages that would result in the best kind of family members, extension of family life education to all ages, curricular changes necessary for adequate family life education, providing parent education, providing for improved pre-marriage education, enlisting youth participation in the programmes and strengthening the programme through developing a citizen committee and so on. Certain studies show that Family Life Education has become a part of programmes in the church seminaries, colleges, secondary schools and training schools as well as in conferences and Institutes of all religious faiths. (Wood, 1950).

So far, nearly ^{for} five decades, Family life and Sex Education has struggled against an array of disciplinary, conceptual and public relation obstacles to achieve a secure place in community and school programmes. Many Governmental and private agencies have contributed funds, personnel and imaginative effort. In the 60's, the sudden burgeoning of specialised programmes in Sex Education, although unsupported by a commensurate reedoming of teacher preparedness, brought strong public reaction, at first favourable and often over eager, but in the

final years of the decade questioning and among some groups harshly critical. In some instances, proponents of such programmes were vulnerable on the grounds of ill-defined goals or questionable premises. In others, political malice grossly exaggerated shortcomings. The situation threatened to polarise family life educators. The irrationality and the political machinations of fundamentalist and anti-democratic minorities alienated most professionals, however, and both individuals and organisations were stirred to dissociate themselves from the extreme attacks. Position statements were issued by various organisations stating their belief in the validity of family life and Sex education. The challenge for Family life Educators to recognise more fully the sexual dimensions of their subject matter and for sex educators to recognise more fully the psychosocial dimensions has brought a measure of theoretical unity to the whole field. However, many issues were not settled even then. A survey done by Force (1970) shows that though there were many serious confusions, it had not stopped many communities from undertaking or continuing the study of ways of developing programmes.

There seemed to be little retreat among some of the religious groups. A survey by the United States Catholic Conference, Family Life Division, found one third of the dioceses offering or preparing to offer programmes, (Boston, 1969) and it is expected that increasing number of the 12,000 catholic schools with their five million elementary and secondary school students, will follow suit (Mc Hugh, 1968).

The children's Bureau had announced in the 60's that improving family life education was one of its current emphasis and it was co-operating towards this goal with several other federal agencies through a sub-committee on parent and Family Life Education on the Inter-departmental committee on Children and youth. Legislatively the field of Family life and Sex

Education continued to be wide open. According to one survey, as late as June 1969, "most states had no law either authorising or prohibiting the teaching of Sex or birth control Education in their schools". (Rodick, p.157).

Besides this, ~~two~~ nationally organised efforts to expand Sex education and Family Life Education began in 1953 and continued till 1962. (American Social Health Association) and a new organisation following this in 1965 was the Sex Information and Education Council of the U.S. (SIECUS) created a stir from its beginning, both among professionals and in the public at large.

The Inter-national Planned Parenthood Federation (1970) interested in having population programmes in formal educational systems in order to help develop "rational knowledge of Sex and Reproduction, together with an understanding of the responsibilities involved in inter-personal relationships" brought representatives of the countries together in the late 1969 to identify common aims in Responsible parenthood and Sex-Education (REPASE) and to arrive at standards concerning content and teacher selection.

During the past 60 years, the focus of sex education has broadened to include understandings of one's own sexuality and being sensitive to others. This refinement has come about through increased knowledge about psycho-sexual development. (Freud, 1964, 1966; Freud, 1938; Schofield et al- 1965; Sovensen, 1973) and increased knowledge about human sexual functioning (Dickinson, 1969; Kinsey, Pomeroy & Martin, 1948; Kinsey et al, 1953; Masters & Johnson, 1965, 1970). However, the primary goal of most sex education curricula remained to prevent or reduce sex related problems, with the underlying assumption that knowledge alone changes behaviour.

Chaltas(1978), reported that there are few formalised Sex education programmes in Elementary schools. Formal sex education was most often taught in high schools and colleges, but it was difficult to estimate how many students actually received sex education. Kirby, Alter and Scales(1979), suggested that at that time less than 10 percent of all teenagers were receiving a separate course, with as many as 50 percent receiving some kind of instruction. The secondary curriculum was either biology oriented or inter-disciplinary including the disciplines of Biology, Health, Sociology, Psychology and Philosophy. Sex education was therefore, classified as health, Family life Education, Biology, Ecology and Environment, Home Economics or Human sexuality.

During the last decade, a sizeable number of programmes and studies have been done in which sex education has been designed for students with special needs- that is, the physically, mentally handicapped and the gifted. The results of these efforts seem to suggest that the course helps in increasing the knowledge about certain biological aspects of oneself.

Most of the above mentioned programmes do not measure the effectiveness of the programmes on students, measures were not taken to construct proper tools or devices to measure the change occurring in students. The courses were affected by several problems such as:

- i) difficulty in defining the goals of family life and sex education programmes;
- ii) competition among the disciplines for major responsibility in formulating and implementing programmes;
- iii) low academic status of functional courses;
- iv) dependence upon volunteer efforts in gaining citizen support and co-ordinating contributions from laymen and professionals;

- v) fear and uncertainty in facing changes;
- vi) lack of proper and systematic curriculum designs; and
- vii) lack of use of proper instructional components and so on.

In the Indian context, Family Life and Sex Education is gaining prominence, though much of research work has not been done in this field). The Association for moral and social Hygiene which is an organisation affiliated to the International Abolitionist Federation approached the subject of sex education from a prophylactic point of view. It started a counselling Centre at the University of Delhi where students could bring their personal problems. Talks on Family life and Sex Education were given to students of different colleges. In 1964, the Association started the Family Life Institute in Delhi which offered free and expert advice on behavioural problems in children and personal, emotional, marital, sexual and other adjustment problems in the family context.

The Family Planning Training and Research Centre in Bombay has conducted family life education programmes in schools since 1958. It also arranges for training courses for teachers, doctors, social workers and other volunteers who would like to take up this programme.

Several Catholic institutions have given their attention to this subject over a number of years and some of the teachers in schools and colleges have tackled these subjects in the higher classes. The Indian Social Institute has set up a Family Life Centre at New Delhi, which conducts marriage guidance and parent education programmes, assists in establishing family life education programmes in schools and colleges, and publishes books and pamphlets on these subjects.

In Universities where Departments of Home Science exist, there are courses in family living, child welfare and related topics. A few schools and colleges in different parts of the country have also instituted courses in Family Life Education. Several small agencies scattered in various places are attempting to provide some guidance and counselling to clients in family and marriage problems. (Israel, 1971).

One of the studies related to Family life and Sex education, but titled as 'Population education' conducted by NCERT, was the examination of the existing curriculum to locate what are called 'Plug points' for introducing population education. Steps have also been taken to introduce ideas relating to population Education in school text books. The topics like Human Reproduction and Family Planning were included in the Science Syllabus of Eleventh and Twelfth standards with the idea of developing a knowledge base for controlled fertility which is the main element in planned parenthood. Though this has been a stupendous task at National level to equip the Educand with sufficient knowledge, skills and sensitiveness with regard to population problems so that he is apt to take responsible actions at the personal and social levels in population matters, it very little caters to the needs and the requirements of turbulent adolescent stage. In India, though there are a number of studies related to Family Planning, demographic aspect of population, and population Education, there are a very few studies related to Family Life Education. Though contributions of social agencies, churches and other organisations where extensive programmes of Family Life Education exist are recognised, they are not given serious consideration over here, as they are very much restricted in their content and lack well thought out and serious planning of the curriculum with learning principles, modes of teaching and proper evaluation techniques. It is rather difficult to say, how far the programmes have been effective and what changes were brought out, without the proper use of tools of evaluation to see if the objectives of the programmes conducted have been achieved.

Those studies where effectiveness of the programmes of curriculum of Family Life Education has been attempted, are given in the following section of review of literature. Since Family Life Education bears number of titles as mentioned in the first chapter of this report, it should be noted that the review of literature which follows deals with the studies that are variously title, but dealing with the common concepts of Family Life Education.

3.3 EFFECTIVENESS OF FAMILY LIFE EDUCATION ON STUDENTS

By far the greatest number of studies are reports of attempts to measure the impact of Sex Education and Family Life Education course upon the knowledge, Attitude and behaviour of pupils (Hoch, 1971; Crosby, 1971; Greenberg, 1975; Finkel and Finkel, 1975; Sternmann and Jurish, 1975, Duioire, 1976; Siperskin, 1976, Reichelt and Werley, 1976, Angrist, Mickelson and Penna, 1976; Barrow, 1977; Decker and Cartano, 1977, Dignan and Auspaugh, 1978; Parcel, Luttmann and Meyersm, 1979; Shireefs and Dezelsky, 1979; Paonessa, 1983).

From the above studies, generally it has been found that knowledge does increase; students gain more quantitatively and qualitatively through planned instruction. Attitudes have been found more difficult to measure. The research findings seem to indicate that as a result of sex and Family Life Education courses, attitudes about self are relatively unchanged, whereas attitudes about others may become more tolerant of dis-similar behaviour.

A study conducted by Earl (1976), on Development and Efficacy of Human Sexuality also indicates the similar results as above, that is, there is a significant improvement in knowledge. Unlike the above studies, it reports of change in attitudes of pupils. The study also reports that there was desired behavioural change observed. Similar results were reported by Donald (1976) about the effectiveness of the Human Sexuality course on Knowledge, attitude and Behaviour of pupils.

Measures of the effect of Sexual attitude or behaviour have been of the self-report variety, asking about past behaviour, present behaviour and projections about future behaviour while taking a course in Sex and Family life Education. Most of the studies have used college pupils, (Bernard & Schwartz, 1977; Lance, 1975; Dearth ^{and} Cassell, 1976; Zuckerman, Tushup & Finner, 1976; Godow & Lafaire, 1979; Spaner, 1978) and no clear pattern emerges as to the effect of Sex Education upon behaviour.

In the Indian context, it is found that there are hardly few studies in measuring the effectiveness of Family Life Education on students. A survey conducted by Fuster (1971) shows that 73 percent of the girls, age ranging from 15 to 27 who underwent the course of Sex and Family Life Education expressed their feeling that timely sex instruction had helped them. One study by Prabha and Israel (1970), reports that there was a positive gain in knowledge of the pupils after the educational programme given. Rest of the studies were of exploratory in nature in finding out the source of information of students related to certain concepts like Human Reproduction, Human Sexuality, Family Planning, and surveying their knowledge on these topics and surveying the attitudes of students, teachers and parents towards the introduction of Sex Education or Family life Education in the School curriculum. Studies of this nature emphasising on the importance of Family Life Education in the school curriculum is dealt in the next section (3.4) of this chapter.

It should be mentioned that most of the studies conducted were in the area of population Education, where sex education or Family Life Education was considered only as a small section of the area. Most of the studies emphasised on measuring the knowledge and attitude towards population problems of the primarily concerned group such as teachers, pupils, parents and decision makers at different levels of school administration. Such studies aimed at answering questions such

as what is the present status of knowledge of students and teachers on population problems; how do parents and teachers perceive population education; what is their reaction to the introduction of population education in schools. It should be mentioned that most of these studies too were of exploratory in nature. (Edward and Rao, 1970; Balasubramaniam et al, 1970; Poffen Berger, 1970, 1971; Varghese, 1970; Maheswari 1972; Srivastava, 1973; Shailbala, 1973; Salkar, 1974; Mehta, 1974; Nagda et al, 1974; Pathak, 1974; Patel, 1974; Ramachandran, 1974; Nagda et al, 1975; Prabhakar, 1975; Hanumanulu, 1976; Rao, 1976; Ammal, 1976; Vaswani & Kapoor, 1977; Deshmukh, 1979).

Most of the studies mentioned above in the area of sex and Family life Education and population Education have used survey methodology and very few experimental studies have been undertaken. The studies have taken into consideration the variables such as age, religion and sex and a few studies have considered variables such as socio-economic status, education and occupation status. In most of the studies, the data has been presented in simple percentages and no effort has been made to subject the data to any rigorous statistical techniques. Those studies related to the effectiveness of the Sex and Family Life Education seem to be failing in measuring the specific cognitive outcomes of students and in measuring the effectiveness of the instructional sequence to attain the objectives laid. The Population Education studies seem to be emphasising more on the population issues and measures of population control rather than on the needs and the requirements of Adolescent stage. Though topics like Human Reproduction and Fertility are dealt with, they seem to have been treated as a mere knowledge base to the understanding of population problems.

The present study has made an attempt to study the performance by cognitive evaluation which reflect a set of behavioural objectives supposedly achieved by a replicable instructional sequence. The students' performance on each criterion test and the comprehensive test in respect of each category of objectives laid by Bloom, namely, Knowledge, Comprehension, Application, Skill and Analysis and on the total test is studied. Synchronously, the study has made an attempt to evaluate the objective 'Attitude' towards certain variables like self, opposite sex members, sexual matters, marriage and Family. The effectiveness of the curriculum is also measured by obtaining students' reactions towards the curriculum which involves the content, instructional components and the evaluation tools used. It was expected that the indepth analysis in this manner would provide detailed feedback for improving the curriculum and the instructional material under development.

3.4 NEED FOR FAMILY LIFE EDUCATION

In order to develop a curriculum of Family Life Education, those studies reporting the problems faced by adolescents thereby suggesting the need for Family Life Education and the studies surveying the attitudes of students, parents and teachers' attitude towards the introduction of Family Life Education in the school curriculum were reviewed.

In the west, one of the most enlightening studies of the health interests, concerns and problems of young people was conducted by the Connecticut State Board of Education(1969) involved over 5,000 students. In the course of Research, it was found that most of the students thought the following health areas should be taught in secondary and Higher secondary schools. That is, Sex education, physical development, personal hygiene, diseases, understanding self and others, Health maintenance, Family life, birth control and birth defects, drugs, drinking

and smoking. Most of the youth studies show that young people want Sex Education and they point out that it does not lead to promiscuous sexual behaviour.

Kilander(1970) reports that most of the adolescents are generally interested in knowing about Human sexuality, Reproduction, Understanding about Sex and Venereal diseases. His work on sex interests throws light on the kind of things that should be taught in Secondary Schools like, understanding the opposite sex, adult attitudes towards sex and dating, controlling sex drive, sexual intercourse, conception, contraception, pregnancy and Child birth. Moreover, Kilander's work on myths about Sex and superstition, in general seem to be ~~an~~ a good indication of how far 'off base' young people can be in the sex-related areas of health instruction.

In India, the International Planned Parenthood Conference held in Delhi in 1959, stressed the need for sex education in schools and colleges. (Cormack, 1961)

An all India survey conducted by All India Educational and Vocational Guidance Bureau during 1960-61 shows that 52 percent of the students did not have sufficient information about matters on sex. It also reveals that there are some setup attitudes which prevent the teachers from teaching certain things in human beings, while they will more willingly teach the same things if they are concerned with plants and animals. Similar results were reported by Pandey(1963), where it was found that 50% of the adolescents wanted to get correct information about Sex Education.

Besides this, a few studies conducted on the Adolescent problems stress the need for Family Life Education. For instance, World Health Organisation reported that three to

five among every 1000 persons are affected by Venereal diseases (V.D.). Of an estimated 200 million V.D. patients in the world, India has a fair share of 20 million (The Hindu, 1973). It is not only the incidence, but the increase itself that is quite alarming. The World Health Organisation (W.H.O.) estimated the rate of increase at 8 to 10 percent every year. In Bombay, which has gained notoreity as one "among the ten worst V.D. infected cities in the world", the number of VD. cases have been increasing every year. (Verma, 1974). Another poignant fact to be reckoned with, is that this epidemic is entangling more and more of the younger generation, thereby jeopardising the health of the future citizens of the country. One study in Trivandrum has shown that nearly half the patients with the disease ~~are~~ are in the 15-25 age group. (Navi, et al, 1967, 1973). Similar findings have been reported from surveys in Pune and Bombay (The Hindu, 1973). Similarly, a study conducted by Joseph (1973) shows that the incidence of VD. is high among the younger age groups due to growing sexual promiscuity and prostitution which was evident from the high percentage of patients who have had pre-marital and extra marital coitus. The presence of early adolescents and children below the age of 10 in the sample used in the study showed the chances of infection for children of younger ages. Kanter and Zelnik (1971), reported that one out of every eleven adolescent girls between the ages of 15 and 19 had experienced at least one pregnancy. By 1976, this proportion had increased to one in eight (13 %) (Telnik, Kim and Kerntner, 1979) and by 1979, the ratio had become one in six or 16% (Telnik & Kanter, 1980). There may be as many as 1.5 million adolescent pregnancies, rising steadily each year over the past decade among adolescents of all ages. These studies suggest a preventive educational programme that should be introduced either before or during the stage of adolescent development.

A few studies conducted on the parents, teachers' and adolescents' attitude towards the introduction of sex and Family Life Education in the school curriculum are as follows:

A study conducted by Rao et al (1983), shows that there is a lack of mutually satisfying communications between parents and children about sexuality; teachers though support Family life education, show disagreement on course-content and teachers' preparation. Though teachers opine that imparting sex education to children should be seriously thought of, feel handicapped and inadequate in teaching the subject due to lack of basic knowledge.

The study conducted by Reddy and Babaiah (1979), shows that the teachers in general have a favourable attitude towards the introduction of sex education at Secondary school level. The study also reports that those teachers who teach Science seem to be having more favourable attitude than those who do not teach science subjects.

The studies conducted by Aloysius S (1974) and Krishna-swamy (1976), emphasise on the need for Family Life Education based on the opinions and the attitudes gathered from parents and teachers.

A study by Prabha et al (1969), emphasizes the need for Family Life Education programme both for boys and girls. The study shows that youth are keen and eager to learn about the facts of life.

A study by Fuster (1971), shows that most of the boys and girls were not provided with any sex education by their parents, rather friends were the primary and main source of information about Sex education. Most of the students preferred teachers to provide Sex education.

A study conducted by Awasthi et al (1980), shows that most of the adolescents are not well informed on sex and sex related studies. The study emphasises the importance of Family Life Education. The studies conducted by Subramaniyan and Jha (1981)

show that the knowledge about normal human anatomy and physiology which is the basis of pregnancy and reproduction was found to be inadequate.

A study conducted by Moses and Praveena (1983), strongly indicates a need for the introduction of Sex Education in the formal curriculum based on the findings like most of the adolescents received information regarding sex was largely impersonal, such as books and films followed by personal sources like friends and parents. Knowledge level and attitude towards sex was higher in the respondents from the exposed group as against their unexposed counterpart. A majority (over 80%) of the boys and girls in both the groups felt that sex education was essential with more respondents from the exposed group (98%) than the unexposed group (85%) expressing its usefulness in terms of meeting present and future needs.

From the above mentioned studies, it is clearly evident that most of the adolescents face certain problems which are associated with their developing age like- physical, emotional, sexual and social. It is clearly evident that most of the adolescents are in need of knowing proper knowledge related to their growing selves. Besides the National support in such endeavour, parents and teachers also seem to be aware of the necessity of adolescents acquiring proper knowledge about their growing selves and developing healthy attitudes, thereby favouring the introduction of Family Life Education course in the school curriculum.

Taking in account of all these, the present study has made an attempt to develop the curriculum of Family Life Education, based on the needs and the requirements of adolescent stage. Rather than only concentrating on the knowledge related to biological aspects like Human Reproduction and Human sexuality

which the studies have revealed as one of the major need expressed by most of the adolescents, the present study also concentrates on the development of psychological and social selves of adolescents which form a core of the personality development. This was attempted with an assumption that the biological change alone poses a number of quandaries at emotional, sexual and social level of an adolescent in which ~~xxx~~ case the curriculum of Family Life Education catering to the adolescents' needs and requirements may help in adolescents' personality growth, where they understand themselves and explore their interpersonal relationships in order to understand others. The curriculum attempts to provide opportunity for the emotional maturation required for individuals to go through the family life cycle, prepare individuals for successful marriage and to raise the quality of parenthood and the level of satisfaction in family life. It is felt that if the adolescents have knowledge about their developing self in all aspects, like physical, emotional, intellectual, social and sexual, they may function more analytically towards their selves, others, issues concerning sexual matters, building up relationships and decision making.

2.5 CURRICULUM STUDIES IN THE AREA OF FAMILY LIFE EDUCATION

In many parts of the world, as mentioned earlier, there has been an increasing interest in the programmes of Family Life Education and more recently of population education. These programmes as mentioned earlier, were based on the varying needs of the countries concerned, definitions and the objectives of the programme planned. There are very few studies related to curriculum development in Family Life Education, though there have been extensive programmes organised by the social agencies, churches and other organisations. As mentioned earlier, these studies are not given serious consideration over here, as they lack well thought out and serious planning of the curriculum

with proper teaching methods and evaluation procedures. In this section, an attempt is made to present a few ^{studies} slides related to the curriculum development in Family Life Education.

Schulz and Williams (1969), have brought out a curriculum guide for the development of family life and sex education programmes in public schools. The curriculum was developed at each grade level making specific recommendations for concepts, content and learning experiences. The recommendations were based upon the knowledge of growth and development of children, experience in developing family life and sex education programmes and close observations of typical recipients of the curriculum. This curriculum guide was thought to serve as a starting point from which the creative teachers, school nurses and administrators throughout the country may develop and implement their own specially tailored family life and sex education programmes. The curriculum guide suggests content at various grade levels. For instance, overview of growth and development for Elementary grades, Sexual intercourse, masturbation, pre-marital relationships, Homosexuality, exhibitionism and venereal diseases were suggested for junior High School (VII to IX grades); Human sexuality, dating, marriage, the effects of a communication breakdown on sexual relationships and functions of the family were suggested for Senior High School (X to XII grade).

Similarly, a curriculum has been framed by Kilander (1968), where he has suggested topics like importance of growth, changes in boys and girls due to functions of endocrine glands, the physiology of sex glands, reproduction, boy-girl relations including understanding each other and dating, ideals for living in a world of today, preparation for marriage and so on.

In the Indian context, it is found that studies related to curriculum development in population education, have been conducted more, than in the area of Family Life Education. Among

those, certain studies have included Family Life Education as one of the components in their curriculum, where as the rest of the curriculum are largely directed towards the common facets of population education like, population dynamics, population issues, population and nutrition and population and health. For instance, a study conducted by Pohlman and Rao(1970) recommends the importance of marriage and spacing of children and the topics related to Family Life Education including Human Reproduction and the use of contraceptives. Similarly, studies conducted by Manjul(1970) and Mehta(1971) make provision for topics related to Family Life Education like, Family- the basic unit of society fulfils certain individual and social needs, and biological factors of Family Life and population. The study conducted by Mehta(1971) focusses on the content analysis of the various syllabi in different subjects from different states so as to identify the plug points for population Education in the school curriculum. A model syllabus in population Education at University level prepared by Gangrade(1975) includes a unit on Human Reproduction , Family Life and interpersonal relationships and a curriculum developed for out-of school youths by Rehman(1979) includes the same content, along with which the units on contraception are also added with a mention that it is meant only for married learners. These studies seem to have included the units like Human Reproduction and contraception as a knowledge base for controlled fertility which is one of the important objective in population education. All the studies related to the development of curriculum of population Education are not mentioned here, as they don't hold much of relevance to the present study, since they differ in their objectives and content. Only these curriculum studies of population education, where certain units related to Family Life Education are being mentioned.

The present study as mentioned earlier makes an attempt to develop a curriculum of Family Life Education based on the developmental tasks of adolescents and on the needs and interests reflected through the studies reviewed. The study also takes a guideline from the curriculum studies reviewed above, in order to develop the curriculum of Family Life Education. As mentioned in Chapter One, the curriculum is developed in a scientific manner along the lines of steps involved in the curriculum process.

2.6 STUDIES RELATED TO AREA OF INSTRUCTION

As mentioned earlier in the Chapter One, the selection and organisation of learning experiences is included as one of the steps in the curriculum development. To the extent that learning activities are used to implement some objectives the planning of learning experiences becomes a part of major strategy of curriculum building, instead of being relegated to incidental decisions made by the teacher at the moment of teaching. Problems such as how to translate the content to be learned into appropriate learning experiences and how to project learning experiences that accommodate variations in ability to learn, in motivation, and in mental systems are faced here. There are innumerable studies conducted in the area of instruction among which most of them are centered around programmed learning and a few studies around Audio-visual aids. Though there are innumerable studies related to the development of programmed instructional material in improving the achievement of pupils, the present study confines itself only to the review of studies in multimedia instructional strategies, since most of the multimedia instructional studies have proved themselves to be more effective in improving the achievement and attitude of students, when compared to the effectiveness of the programmed instruction alone, on students.

This multimedia approach is based on two assumptions, one is that while certain objectives can best be achieved by self-instruction, others will require group discussion and still others will favour large group assemblies. (Postleth wart, 1970; Siemankowsky, 1969) and two, is that students differ in their learning styles- some learn better by one medium while others will prefer another. Since one knows very little about what medium under what emotions will best suit a particular student in his pursuit of a certain objective, the most one can do is to provide a variety of media until more definite guidance is offered by research. This approach was adopted by few of the studies which are reviewed under.

The studies reviewed are mostly in the subjects like Science and Mathematics, languages and other social science subjects, except for the two studies which are in Sex and population education.

A study reported by Pooman(1968) on Howard Project Physics students shows that, the multimedia project benefits both high and low achievers and increases student interest in physics. This multimedia approach in introductory College physics, not only increased the interest of students, but even the enröllment of students in physics which went up more than 100 percent as compared to over all university increase of only 11 percent(Black and Pooman, 1970). Similarly, the studies conducted by Siemankowsky(1969) and Smith (1969) show that the multimedia approach was superior to conventional methods in teaching physical science to non-science majors in college and it made the subject more attractive and interesting for students and more satisfying to teach and resulted in promotion of acquisition of concepts and understanding of processes.

Another advantage of this approach, especially for non-Science majors, may lie in the development of more favourable attitudes towards Science. In a study conducted in England, the high school graduates were asked to account for the fact, that the number of students rushing to study arts and Social Sciences at Universities is increasing more rapidly than the number wishing to study natural Sciences. The main reasons given by most students, both boys and girls, for rejecting the natural Sciences were, high level of intelligence required, less scope for self-expression, more boredom in lessons and lack of practical application (Selmes et.al., 1969). The multimedia approach is typically less routine and offers a variety of experiences to and demands greater initiative from the learner. There already exists some evidence that this approach indeed results in a more positive attitude towards Science and Scientists (Siemankowsky, 1969).

Besides this, suggestions concerning a whole class of Experimental investigations which might be useful in providing some scientific principles for instructional procedural development were offered by Gagne (1965), Glaser(1966) and Melton (1964).

Similarly, the taxonomy of behavioural objectives and the related taxonomy of types of learning have implications for the selection of different media. The usage of single medium for the optimum length of time for the most appropriate set of objectives and decide among the alternatives of group instruction, individualised, teacher conducted and automated instruction was proposed by Briggs.(1970).

A study report by Keisler and NeNeil(1962), shows an example of the combination of programmed instruction with other devices. Cuisenaire blocks were used in conjunction with an auto-instructional programmes to investigate the ability of first grade children to learn mathematics in terms of algebraic

structures. The study conducted on the effect of integrated programmed learning with class room teaching shows that programmed instruction integrated with conventional teaching was significantly effective than the conventional instruction. (Goldbeck, Shearer, Campeau and Nullis, 1962). On similar lines is the study conducted by Hatch and Flint (1962) which shows no significant difference in the group receiving programmed instruction and conventional instruction. However, the group taught through programmed instruction integrated with conventional instruction, performed about one standard deviation higher than the groups taught through programmed instruction and conventional instruction alone.

Hunter (1970), in his study, where an attempt was made to introduce multimedia approach at Junior College level (St. Louis Junior College) for teaching courses- English, Chemistry and Psychology, observed that the preliminary evaluations showed a significant increase in student achievement and the rate of failure in the chemistry course dropped 10 percent and drop out rates were found lower in English and Psychology.

Another multimedia programme was conducted in the non-verbal communication by Damea (1974), where he has tried to develop, try out, describe and evaluate the multimedia programme. The study consisted of two parts, one, is the description of the construction of multimedia non-verbal programme and two, is the description and evaluation of its implementation. The programme utilised 14 multimedia lessons made up of learning activity packages, slide-tapes, films and printed materials. The programme provided students with an opportunity to identify, differentiate and use forms of non-verbal communication by providing them with journals, books, photographic and audio-supplies and equipment. The findings of the study indicated that a majority of students increased their understanding and use of the eight categories of non-verbal communication.

Another study where attempt was made to teach certain concepts in Science to IX grade Science students, revealed that the students found the multimedia approach to Science teaching was more effective in developing an understanding of Science concepts in learners than conventional Science teaching. (Boundreaux, 1975).

Brawley (1975), conducted a study, where he attempted to teach 'time telling' to retarded children. He found that students' learning increased through the utilisation of his 12 multimedia instructional modules.

Besides these studies, rationals for the development of multimedia instructional sequences have been presented by Briggs, Campeau, Gagne and May(1967). Extant multimedia programmes have been described by Brown and Thornton(1963) and Johnson(1969); Procedures for multimedia sequences have been presented by Bannister(1970) and Postlethwart, Novak and Murray(1964); and description of instructional systems have been presented by Banathy(1968), Oettinger(1969) and Trzebidowski(1968).

In the Indian context, certain studies have been undertaken by the CASE, M.S. University of Baroda, to identify the conditions to use PLM as a component of instruction. A study conducted ~~for~~ by Wadav and Govinda(1976) where an instructional strategy for teaching the entire course on Educational evaluation to B.Ed. students of the M.S.University of Baroda was evolved. Based on the broad objectives of the course, the instructional strategy involved the use of the techniques of Programme learning material(PLM), discussion, library work and practical work in a proper combination. The results of the study revealed showing that 50 percent of the students scored 75 percent of marks and above on the comprehensive test which was considered in the study as performance with distinction.

177

The validation of the strategy was also measured by comparing the effectiveness of the strategy with the effectiveness of the Programme learning material when used alone, that is, with the results obtained from the study conducted by Govinda(1976) which was the development of programmed text on Educational Evaluation and Experimentally studying its effectiveness as Instructional material for B.Ed. students. This comparison through which it was noticed that the students who were exposed to the strategy had performed better than the students who were exposed to Programme learning material alone, indicated that the enrichment brought into the instructional strategy by including components such as library work, practical work, and discussion, and integrating them with the use of Programme learning material has positively influenced the achievement of students.

A similar study was conducted by Shah(1978) on the B.Ed. students of the SNDT University, Bombay, where the instructional strategy was developed for teaching the Course 'Educational Evaluation'. The instructional strategy developed comprised of almost the same components as used in the study of Yadav and Govinda(1976), such as Programme learning material, library work, discussion, practical work and introduction by the Teacher. The strategy was found effective to the extent that 90 percent of the students could get 70 percent of marks. The effectiveness of the students was also measured by seeking for students' reactions towards the strategy which proved to be quite favourable.

Another study which was themed on the development of an instructional strategy was on teaching the course 'Research Methodology' to M.Ed. and M.Sc. Home Science students of the M.S.University of Baroda, with the objectives like, imparting basic information, development of certain abilities like,

participation in Seminars and discussions etc., (Sansanwal, 1978). The strategy involved the components such as Programme learning material, library work, practical work, assignments, seminars and discussion sessions, etc. The effectiveness of the strategy which was measured in terms of students' achievement and students' reactions by using certain criterion and comprehensive tests, and Reaction tool showed that the strategy was found effective to the extent that 70 percent of the students obtained above 70 percent of marks on all the criterion tests and the reactions of the students towards each component indicated that, integrated use of different inputs in the strategy had served the purpose of achieving the desired objectives.

Seshadri(1979) attempted to evolve an instructional strategy for teaching 'Algebra' to Standard IX students of one of the English medium schools in Goa. The instructional strategy comprised of inputs such as introduction by the teacher, Programme learning material, assignments, tutorials, mathematical games, group activity etc. The strategy has proved effective to the extent that 70 % of the students scored 35% of marks on all the tests. The students exposed to the instructional strategy performed significantly better than the students who were exposed to regular classroom teaching, on the test developed by the external authorities. Students' reactions towards the instructional strategy has been effective in generating interest in students towards learning Algebra.

Arunkumar(1978) developed a strategy for teaching the content 'Nuclear Chemistry' (one single unit to Standard IX students), where the strategy included components such as Programme learning material, introduction by the teacher, project work and discussion. The Programme learning material (PLM) was developed in line with the principle of heuristic method of teaching in order to study whether higher cognitive ability like, application could be developed through PLM. It was found that

the execution of the strategy as a whole, could develop better application ability than PLM alone could, thus revealing the importance of other components of the strategy.

Another study developed at School level was by Biswal (1980), where instructional strategy was developed and tried out for the effective utilisation of the school broadcast programmes. School broadcast programmes were supplemented with components such as slides and tape commentaries, discussion, field trips, assignments, etc. It was found that the students' achievement through the strategies was significantly superior to that of students' achievement through school broadcast programmes alone. The reactions of students' towards the strategy was also favourable.

Joseph(1983) tried to develop an instructional strategy for teaching 'English grammar' to Standards IX and X students of one of the English medium schools in Baroda. The instructional strategy constituted of components like linear and branched PLM, structured lectures, discussions, deviated PLM, assignments, etc.

Bhatt(1982) studied the effect of simulation on performance of Teacher trainees in Educational Psychology of M.S. University of Baroda. The study involved the developmental phase, where the tools and the instructional material were developed and the experimental phase, where the developed material was implemented. The study, besides using simulation as a components method for achieving the behavioural objectives, also used, structured lectures, PLM, library work, discussion session and assignments. The findings of the study reveal that simulation has been effective which was proved by the high performance of students exposed to simulation technique. The study also shows that though the simulation had been effective, its combination with Programme learning material lead to superior performance than its combination with structural lecture.

Ankleswaria(1980), evolved multimedia strategy to teach Nutrition to the Home Science College students. The findings show that the multimedia strategy has been effective in teaching the content matter.

Ravindranath(1982), developed a multimedia instructional strategy for teaching the course Biology at Standard VIII level and studied its effectiveness and operational feasibility in actual classroom situations. Various media like Programme Learning material, audio-visual, discussions, Laboratory and field trip were utilised in a sequential and integrated manner to achieve different instructional objectives for the Course Biology at Standard VIII level. The effectiveness of the strategy was measured in terms of students' achievement on criterion tests and comprehensive tests, scientific attitude and students' reactions. The study involved one Experimental group and three Control groups. The instructional strategy has been found effective to the extent that 70% of the Experimental group students obtained 60% and above on all the criterion and comprehensive tests, which have been constructed to measure the effectiveness of the strategy. So far as the effectiveness of the strategy in terms of developing Scientific attitude is concerned, the strategy has been found effective in developing scientific attitude in the Experimental group students to a significant extent in comparison to the Control group students. As far as the effectiveness of the strategy in terms of students' reactions, excepting the component team teaching, for all other components, 70% of the students showed positive reactions. Further, the study shows that the strategy appealed to the students, which was already evident from the fact that the students opted to learn IX Standard Science through such a strategy.

Similarly, Vardhini(1983), developed and validated instructional strategy for VIII Science students. The study as observed in the above quoted studies, had two main phases, that

is, the developmental and the validation. The former involved in the development of software material for the Science syllabus (Physics and Chemistry) prescribed by the Gujarat Secondary Education Board and the latter involved in the implementation of the developed strategy. As observed in Ravindranath's study (1982), this study also involved one experimental and three control groups. The strategy developed involves various media such as Programme learning material, deviated PLM, audio-visual, Laboratory, field trips, discussion- sequences, discussions and assignments. The effectiveness of the strategy developed was measured in terms of students' achievement, attitude and reactions. The study reveals that most of the students have shown a high level of performance, which was measured by the criterion tests and comprehensive tests. The strategy was found valid against the criterion of scientific attitude in that significantly higher performance was noted for the Experimental group on the post-test over the pre-test. Along with this, the reactions obtained from the students also speak of the validity of the strategy.

M.B.Menon(1984) developed a multimedia strategy to teach the course for 'Educational Technology' for post graduates and research students of CASE in M.S. University, Baroda. Similar to the above mentioned multimedia studies, the study was validated in terms of achievement of students on the criterion tests, performance of the students in discussion component of the strategy and attitude of students towards multimedia approach to teaching. The multimedia strategy involved instructional inputs like, programmed learning material, structured lecture, team teaching, seminar, slides-tape commentary- work book presentation, discussion, library work, assignment, feedback session, practical work and summary. Performance of students on criterion and comprehensive tests showed that 90% of the learners had scored 75% marks or more. Similarly, the strategy was found effective by the performance of students

in the discussion sessions, where the students showed an improvement in various quantitative aspects like number of participations, level of participation, number of questions asked, etc. The improvement of students' performance was also observed in certain qualitative aspects and in the individual participation. The attitude of students measured towards the multimedia strategy also proved favourable to the effectiveness of the evolved strategy.

Gangrade(1975) conducted a study on Population Education for University youth which was research-cum-action based. This study showed that an action oriented programme in Population Education should have the media components such as seminars, exhibition, film show, lecture, inter-college debate, paper reading, audio-visual aids and group discussions.

Some research which have been done to determine the most effective methods of instruction in Sex Education(Conley and O' Rourke, 1973; Fyfe, 1979; Herold et.al. 1973; Johnston, 1976; Stone and Schwartz, 1972; Vacalis, Hill and Gray, 1979) show that social interaction is influential in knowledge gain and attitude change. Since peers are a major acknowledged source of sex information, this finding is not surprising.

In the light of the above studies reviewed, the present study makes an attempt to choose appropriate media like, structured lecture, deviated programmed learning material, audio-visuals, group discussions, dialogue-form, exercises and assignments to provide suitable learning experiences, in order to attain the instructional objectives planned in the development of the curriculum of Family Life Education.

2.7 DISCUSSION

The above reviewed studies in the five sections of this chapter, are an attempt to trace the emergence of the area of Family Life Education, the effect the curriculum of Family Life Education, Produces on the knowledge and attitude of students, need for Family Life Education based on the problems;

needs and the interests observed in adolescents, curriculum studies in the field of Family Life Education and the multimedia researches in order to select the appropriate media for the use of attaining instructional objectives formulated in the development of the curriculum.

From the historical background of Family Life Education, one can understand the evolutionary struggle it has gone through, because of the academic personnels from various disciplines who viewed this particular area from their various specialised backgrounds, which resulted in the emphasis of only particular aspects depending upon the person's background and therefore, which gained different titles. It is observed that, though Family Life Education was not strong footed, because of its conflicting position due to the reason mentioned above, it gained more and more prominence due to the support of National and Educational bodies. From this, one can infer that Family Life Education has been in constant struggle to gain a respectable academic position among the various disciplines of the school curricula. Later, the studies reviewed show that the diverse nature of Family Life education were brought under one common theme which was mainly based on the adolescents' needs. But these adolescents' needs were more oriented towards the biological, hence the curriculum and the programmes developed were more concentrated on the biological needs of adolescents. The curricular studies reviewed in the area of Family life Education also show the similar angularity. The psycho-social aspect of the adolescent development was paid no attention at all, by these curriculum studies. Though certain studies have proved to be effective on the knowledge and the attitude of students, they were considered to be inadequate, since they failed to use proper evaluation tools, appropriate statistical techniques and above all, they failed to measure the specific cognitive behavioural outcomes of students. The present study in its attempt to develop a curriculum of Family life Education, focusses on the themes like,

perception of the self which includes the biological, the psychological and the social self, understanding others, building up relationships, the biological, psychological and the social aspects of Human Sexuality which includes the basic response to parenthood, Human Reproduction, Population growth, contraception, Venereal diseases and finally, the Marriage and Family.

The study involves two phases: One, the development of curriculum and two, studying the effectiveness of the curriculum in terms of achievement, attitude and reactions of students. Since the studies related to different media and methods in the area of Family Life Education are not available in abundance, those multimedia studies conducted in various other subjects were reviewed, so that they provide guidelines in selecting the suitable media to teach the course of Family Life Education.

Details pertaining to the development and the implementation of the curriculum of Family Life Education are presented in the following chapter.