

# CHAPTER V

## **CHAPTER V**

### **DATA ANALYSIS AND INTERPRETATION**

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#### **5.0 Introduction**

The following chapter deals with the analysis of the data obtained from different tools as per the objectives of the study. The unit of analysis in the present study has been the teacher as well student subjected to the Adolescence Education programme. The data has been analyzed both qualitatively as well as quantitatively. The study has been conducted in three phases.

- Pre Adolescence Education programme Implementation Phase
- Programme Implementation Phase
- Post Programme Implementation Phase.

Hence the data analysis in the present chapter is presented phase wise.

#### **5.1 PRE ADOLESCENCE EDUCATION PROGRAMME IMPLEMENTATION PHASE**

##### **5.1.1 Knowledge, Perception And Attitude Of Teachers Regarding Adolescent Phase and Adolescence Education**

Teachers exert substantial influence on adolescents as adolescents spend significant amount of time in schools. In order for any school based intervention programme for adolescents to be successful the interest and involvement of teachers is very essential. It is therefore central to understand their views on various aspects of adolescence, how they perceive adolescence, whether they recognize the developmental needs of adolescents and what is their general attitude towards making special efforts to design suitable learning strategies keeping in view the aims and objectives of Adolescence Education. In order to study all this the following objective was formulated:

**Objective 1:** To find out the awareness level of the secondary school teachers regarding adolescents and Adolescence Education

To fulfill the above objective a questionnaire was administered to the teachers constituting the sample. Following are the question wise responses obtained:

## KNOWLEDGE OF THE TEACHERS REGARDING ADOLESCENCE

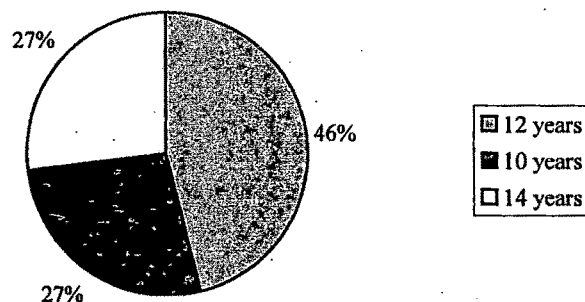
### Meaning Of Adolescence

Most of the teachers said that adolescence means a period of physical, mental and emotional growth, which causes changes in the behaviour of the students. The other responses were that it is a stage between childhood and adulthood, the start of puberty, a period of hormonal changes which gives rise to new excitements, new thoughts, attraction to opposite sex, variations in attitude and a different outlook to the world. As per the analysis of the responses it can be understood that the teachers had an understanding regarding what adolescence is. They were fairly aware of what are the special changes in this stage and what are the effects of the change.

### Age Range Of Adolescence

Regarding the age at which adolescence begins, 46% of the teachers responded that adolescence starts at 12 years of age while others believed it to start at the age of 10 years (27%) and 14 years (27%) respectively.

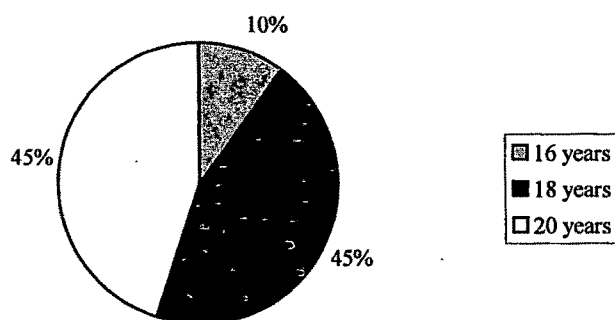
Figure 5.1 Beginning of Adolescence



As per the responses obtained 45% of the teachers reported that adolescence ends with age of 18 while others (45%) felt that adolescence ends with 20 years. 10% said that it ended at 16 years. There was thus no consensus regarding the age group of adolescents

amongst the teachers as seen from the responses, which varied as per individual perceptions.

**Figure 5.2 Ending of Adolescence**



### Adolescence In Terms Of Development

**Table 5.1: Adolescence phase and development stage**

Sr. No	Phase	% Response
1	Physical development	
2	Mental development	-
3	Emotional development	-
4	Physical and mental development both	18
5	Physical, mental as well as emotional development	82

In response to what does the phase adolescence signify almost 82% of the teachers responded that adolescence as phase of life manifests itself through physical, mental as well as emotional development. The teachers had a sound knowledge about the adolescence phases of life and considered it to be a stage of development of all kinds i.e. physical, mental as well emotional.

### **Characteristics Of Adolescents**

For this item in the questionnaire both physical and psychological changes were required to be mentioned.

The **physical changes** as reported by the teachers were change in voice, hormonal changes, development of reproductive organs, increase in height, bone elongations, beard moustache appearance, development of breast, genital hair, pimples, start of menstruation etc.

The **psychological changes** mentioned were emotional vulnerability, emotional weakness and want of emotional security. As per the teachers, concern about looks especially in girls, feelings of invulnerability, risk-taking behaviour, shyness, timidity, confusion, and at times tendencies of being afraid are shown by adolescents. Few teachers reported that adolescents are aggressive, argue and become rebels. The tendency to become annoyed is seen. They like it when people explain to them with love. Attention seeking behavior is common. Attraction towards opposite sex starts. They seek self-independence and want to take own decisions, are headstrong and do not want to be dictated. They either show the need to be identified with group or become isolated and their behaviour is largely unpredictable.

As per the response of the teachers it can be understood that they did possess a knowledge regarding the physical changes associated with adolescence. The responses of the teachers are in consensus with the literature on adolescents which points out the following characteristics seen in the adolescents. It is a time when such changes are seen universally in all adolescents though the degree and individual variations might be there.

### **Problems Encountered By Teachers While Dealing With Adolescents**

With regard to the problems that the teachers commonly observe or encounter while dealing with adolescents the typical problems as mentioned by the teachers were inclination to opposite sex, teasing and pairing between girls and boys, infatuations, ego hassles between boys and girls becoming rebellious and attention seeking. The teachers reported that adolescents think they know everything, are loud, misbehave, restless, headstrong, and ill mannered. Most teachers felt that adolescents suffered from restlessness, inability to concentrate and frustration, which could be to some extent

related to their emotional turmoils and desire to be independent. Teachers also said that adolescents are very vulnerable, moody and easily become angry when punished, give false excuses, shout and speak and are very much confused.

When asked whether adolescent were a rebellious group causing considerable stress to the teachers (45%) teachers said that yes adolescents are a rebellious group. According to them the adolescents are totally confused by the sudden changes in their body that take place physically, mentally, emotionally. They are troublemakers and teachers have to deal with their disruptive behaviours. Ego hassles between boys and girls are seen and teacher has to satisfy both the groups. They revolt against schoolwork, less marks etc and are stubborn in their approach. All this amounts to additional stress on teachers besides performing role of employee. The rest of the teachers (55%) did not consider the adolescents to give stress to teachers however they felt that at this crucial stage they needed to be handled carefully. Taking them into confidence, talking to them individually, dealing with sympathy and empathy as well as admiration listening to them and then deciding should be the ways to deal with them.

### **Type Of Learning Experiences To Be Provided During Adolescence**

The teachers were asked to express their responses regarding whether learning in adolescence has a lot more to do than be concerned only about academics. According to most of teachers (81%) adolescence was a time to look beyond academics. This they felt was a time to make them aware of their responsibilities and duties, about the changes occurring in them in terms of physical, mental and emotional changes. It was a period to help them realize their dreams, become stable in their attitude and behaviors. It is the time when right guidance has to be given so that it helps bring a change in their behaviour and they are able to channelize their energies in a positive direction. It is time when they have learn to express themselves and develop a wholesome personality. Those teachers who were of the opinion that adolescents is a stage to be concerned solely about academics had a standpoint that it is a stage wherein future is build and stability in academics is the most important task.

## KNOWLEDGE OF THE TEACHERS TOWARDS ADOLESCENCE EDUCATION

### Information about Adolescence Education

All the teachers showed ignorance regarding having heard about the term Adolescence Education.

**Table 5.2: Dimensions of 'Adolescence Education**

Sr. No.	Dimension	% Response
1	Sex education	45
2	Comprehensive development of adolescents	36
3	Reproductive health issues	27
4	Family life	27
5	Life skills	27
6	Population education	-
7	All of the above	45

Quite a large number of teacher (45%) said that Adolescence Education deals with sex education. While others were of the view that it is a combination of reproductive issues, life skills, population education, family life as well as sex education.

### Attitude Of The Teachers Towards Adolescence Education

#### Adolescence Education As An Integral Part Of The Curriculum

Mostly the teachers (81%) were in favour of Adolescence Education being a part of the curriculum. The felt that this was a stage when one is neither child nor adult and is confused regarding identity. Adolescents have lot of queries and problems and there are chances that they might take wrong path. Hence these queries have to be taken care at this stage so that things become positive and they acquire the required skills to deal and

tolerate the academic, physical, mental stress associated with this life stage. Such messages can be easily grasped through subject teachings but it requires experienced teachers or counselor as well as parental involvement. Those teachers who were not of opinion that such education must be integrated with the curriculum however did not state the reasons for their response.

**Table 5.3: Need For Adolescence Education Programme**

Sr. No	Need	% Response
1	To bring about meaningful and positive development in adolescents	27
2	Provide knowledge about sex related issues	18
3	Train them in life skill education	27
4	Sensitize about reproductive health concerns	18
5	Help them make career choices	18
6	All above	54

Most of the teachers (54%) felt that Adolescence Education can be helpful in numerous ways..

**Table: 5.4: Implementing Adolescence Education Programmes In Schools**

Sr. No.	Way to Implement	% Response
1	Integrate with curricular methods	36
2	Modify teaching methods, media and approaches	36
3	Impart by way of co-curricular activities	36
4	Arrange for extra lectures	9
5	All above	27



Quite a large number of teachers were of the opinion that Adolescence Education can be successfully imparted by way of integration, modification in teaching learning practices as well as through co-curricular ways.

**Table 5.5: Imparting Adolescence Education**

Sr. No	Source	% Response
1	All trained school teachers	54
2	Only science subject teachers	9
3	Only parents	9
4	Counselor	27
5	All above	36

Quite a few teachers were of the opinion that trained school teachers could be effective in imparting Adolescence Education. Others believed it was work of science teachers and counsellor.

#### **Integration of Adolescence Education with Curriculum**

Almost a majority of the teachers (72%) were in favour of integrating the contents of Adolescence Education with the different subjects and co-curricular activities. According to them if combined with the regular studies it would have a direct effect on the students rather than arranging special lectures or special classes. The evidences stated in support by teachers were in form of the different links in the subjects they taught. Science teachers reported that it could be done through biology subject wherein one could teach through life processes about reproductive system, AIDS's, STD's, family planning, sexual changes etc. Language teachers said that through teaching of poems, love, infatuations etc could be dealt with. In mathematics topics like statistics could relate well to population explosion and sex discrimination. Social studies teachers felt that family planning (safe sex), rights and responsibilities could be taught. Sports could also prove to be an effective medium to help them accept their body changes.

### **Adolescence Education as an extra load on Teachers**

45% teachers reported in affirmation regarding whether Adolescence Education would cause extra load on teachers. The cited reasons like over load of teaching work, corrections, co-curricular activities, and time restraint with the anxiety for syllabus completion. Such innovations they felt would be at the cost of academics. The teachers would have to go for trainings and workshops and will need to do a lot of research, all at the cost of their own personal time. The teachers who were willing to experiment needed guidance and training.

### **Activities aiding in transaction of Adolescence Education.**

The numerous activities as reported by the teachers were in form of role-play, skits, essay competitions, ex-tempo, quiz, movies etc. According to the teachers internet could also be used as means of finding details on topics like AIDS and students can be given such assignments. Projects on family planning, population control etc can be given. Examples from subjects while teaching can be given in form of moral values, character building importance of family, respect towards nation. Counseling sessions can be held. Charts, AV aids, books can be maximally utilized. Problem solving sessions, group discussions etc can be a regular feature.

### **Teachers imparting Adolescence Education**

Almost 54% teachers did not impart Adolescence Education in their teaching sessions. Among those who imparted was the science teacher who through biology talked about reproductive health issues. Mathematics teacher used set theory to talk about relationships and the English teacher talked about effects of bad company, how to make good friends and moral values.

### **Training for imparting Adolescence Education**

81% teachers expressed their need for training in Adolescence Education.

### **Hesitance in teaching certain content of Adolescence Education**

54% teachers were not hesitant to teach Adolescence Education. These teachers were mainly with a background in science as they reported that this helped them to deal effectively with the issues. Teachers who were hesitant said that they were uncomfortable talking in heterogeneous class of boys and girls and were embarrassed to answer the questions raised by students. Also at times during teaching subjects like language, a dialogue or poem on love caused them to feel that students felt shy and embarrassed. Teachers wanted a proper training to talk about such sensitive issues. Such training according to them would impart them with proper ways of handling the classroom situations as well as provide them with the proper terms and their usages.

### **Benefit of Adolescence Education to the students**

Almost all teachers felt that such education would benefit students. Reasons cited were that adolescence are interested to know about sexual information, have an inclination towards opposite sex and in absence of the information they might take wrong paths so it is better that they are given such knowledge at the right time. This would help them to resolve their queries regarding the changes that are taking place in them and make them realize that they are going through a normal phase. A positive and comprehensive awareness about self would lead to development of confidence and they will not suffer from any kind of inferiority complex. Their curiosities would get satisfied, as there will not be any doubts, misconceptions, confusions etc. It would prevent them from going in wrong directions, help them solve problems which they find it difficult to talk about, make them stronger emotionally, and develop a wholistic personality.

### **Expectations of the Teachers from the Training programme**

General expectations of the teachers were systematic training on what is Adolescence Education and how to implement it. It is a programme that they felt would develop awareness in teachers regarding the ways to deal with teenagers and understand them. It would lead to better relations between teachers and students whereby students would become freer and comfortable with teachers and parents and look up to them for solving

their problems as well as a support system. Teachers would through this programme learn about how to teach them with ease instead of over burdening.

### **5.1.2 Discussion regarding the Teachers knowledge, attitude toward Adolescents and Adolescence Education**

Most of the teachers considered adolescence as the period between 12 to 20 years of age thus missing out the first two crucial years. However in general from the responses obtained it can be concluded that the teachers have shown to possess to an extent considerable knowledge regarding adolescence and their characteristics. More over they seem to agree that it is a crucial stage and regard their role as teachers to be of outmost importance in adolescent phase of life. The teachers reported to be facing the typical problems related to adolescents and their behaviours and many reported that it was stressful dealing with adolescents. The problems stated are behavioural in nature indicating that with adolescence attitude and orientations show change. There is egocentric dominance, self-consciousness, feeling of invulnerability and self identity crisis. All of which cause the typical teenager to show unpredictable and unstable behaviours. Few teachers were facing stress when dealing with adolescents and most of them believed that adolescents need love and care. Teachers were of the opinion that learning in adolescence is not to be confined within the academic boundaries and has to be much more broader and aim at developing the individual in all dimensions. Though the teachers opined that adolescence was a stage wherein learning must surpass the conventional academic boundaries yet when they were asked about the components of Adolescence Education they all reported that Adolescence Education is sex education. Adolescence Education and sex education are being interchangeably used and it is still a misconception that Adolescence Education means sex education. There is need to now divulge the other dimensions of Adolescence Education and view it in a broader perspective. This is where there lies a scope of informing the teachers about the various and multiple scope of Adolescence Education. It would help in dispelling large scale information regarding the manifold dimensions of Adolescence Education so that as educators one understands not only how to impart it but also the crucial elements related to its transaction if made a regular feature of the school curriculum. Adolescence

Education was favoured by the teachers to be included in the school curriculum but maybe it was owing to the general belief they held that Adolescence Education is an interchangeable term for sex education. The fact that teachers favoured Adolescence Education being introduced as part of the curriculum reveals that slowly yet steadily the society is discarding its traditional views and being flexible so as to bring forth taboo topics. It is evident from this that the teachers perceived Adolescence Education in terms of a type of education that deals with imparting of knowledge about physical changes, sexual changes, HIV/AIDS, STD's, family planning, population explosion and sex discrimination. This reflects that teachers are yet to overcome the misconception regarding the contents of Adolescence Education. It is not only related to physical aspects and sexual information but goes much more beyond to include the social, moral, psychological as well as emotional aspects associated with the process of growing up. None of them had a vision regarding what else could be the components of Adolescence Education. Majority of the teachers had a favorable opinion regarding Adolescence Education however when asked if it would cause extra load on teachers many of them did find it burdensome. This reflects the typical situation in schools whereby the thrust is still on syllabus completion and orientation is still towards academics. The teachers are not given frequent training through which they continuously update themselves. Workload and time restraints leave them with little or practically no time for innovations. Moreover in lieu of any such training they hardly get a chance to brush up their skills and learn newer ways and practices of teaching with a vision to look beyond academics. They are under stress of finishing syllabus within the stipulated time span and fear putting into practice any innovations as it might cause delays or may be at the cost of syllabus completion. They did not consider the emotional, psychological as well as as social dimensions and restricted themselves to narrow meaning of linking Adolescence Education with sex related matters and perceiving it to be another name for sex education. With this mind set it became obvious that they never imparted the components of Adolescence Education during teaching learning since they considered it synonyms with sex education.. This can be due to the reasons like lack of exposure, the massive propaganda about imparting of sex education to adolescents in schools, lack of proper training, and largely apathetic attitude. Emphasis therefore has to be placed on intense

advocacy regarding Adolescence Education as well brining about clarity on issues related to it. Mostly the teachers associated Adolescence Education with something dealing with reproductive health issues and so when questioned whether they are imparting it they replied in negative. Science teacher reported in affirmation because she might have done it through chapters on human biology. Indirectly or directly at times teachers might have talked about components of Adolescence Education since they were largely ignorant about what Adolescence Education is, so they could not actually report it. Moreover they had up till now probably never thought of inclusion or rather fusion with their subject contents. A newer way of exploring the hidden meaning and message contained in almost all content matter of different subjects was something never probably given a thought.

There seems to be a need to provide them knowledge about other activities which can be utilized along with a know how of ways to conducted them effectively and see that they are in tune with the objectives that Adolescence Education holds. As evident mostly teachers are viewing Adolescence Education as another terminology for sex education therefore they felt hesitant to teach the topics. Use of terms like 'sensitive issues' etc reflects this.

Initially the teachers showed ignorance regarding having even heard of the term 'Adolescence Education '. However they reported that would like to benefit from training on Adolescence Education despite not fully knowing about the content. It clearly reveals that till date they were not subjected to any such exposures. This indicated that still Adolescence Education is in preliminary stage of being incorporated as part and parcel of school package and broader framework of education. More so again since they believed that it had some thing to do solely with sex education they favoured being trained so as to avoid being uncomfortable. Largely since the attitude of the teachers was showing inclination towards learning about Adolescence Education, training on the components of Adolescence Education programme would therefore be gainful for them.

### 5.1.3 PROFILE OF ADOLESCENTS

Objective 2: To find out the awareness level of the students of IX<sup>th</sup> Std regarding adolescents and Adolescence Education.

#### Strengths and Weakness of the Adolescents

**Table 5.6: Strengths of Adolescents**

Sr. No.	Strengths	Boys (%)	Girls (%)	Total (%)
1	Friends	40	32	37
2	Parents	12	20	15
3	Sports	25	-	15
4	Academics	15	16	15
5	Talents	12	16	14
6	Confidence& optimism	18	12	15
7	Don't know	15	32	22

In response to the item related to strengths, majority of the students reported that friends were their biggest strength. Parents seemed to be interpreted more in terms of strengths in case of girls. Among the boys sports also emerged out as a major strength. The other miscellaneous strengths were co-operation, honesty, patience, good nature, mental strength, morality, and convincing attitude. Girls showed less awareness regarding their strengths.

**Table 5.7 Weakness of Adolescents**

Sr. No.	Weakness	Boys (%)	Girls (%)	Total (%)
1	Lack of confidence	40	68	50
2	Lack of concentration	20	8	15
3	Emotions and sentiments	-	40	15
4	Anger	30	24	27
5	Lack of patience	10	-	6
6	Don't know	35	20	29

Lack of confidence appeared to be the biggest weakness with almost 50 % students reporting it. This lack of confidence was reported in terms of stage fear, not able to speak in front of teachers, friends, parents etc, and being nervous, shy, timid etc. Lack of confidence seemed to be more so in case of girls. Lack of concentration along with weak memory was also a weakness as according to the students it was a major hindrance in their academic achievement. Only the boys reported lack of patience. Girls on the other hand considered being emotional and sentimental as a weakness. They said that they felt bad for small reasons, were hurt easily, could not control their emotions, and were sensitive to people's remarks. Boys however did not report to have any emotional weakness. Few girls (16%) also said that attraction to boys was their weakness. Other miscellaneous weakness as reported by a few was family (4%), health (2%) as well as over confidence (2%).



## Role models of Adolescents

**Table 5.8: Role models**

Sr. No	Who is your role model/ person you admire most.	Boys (%)	Girls (%)	Total (%)
1	Parents	37	84	55
2	Friends	17	8	14
3	Leaders	22	8	17
4	Movie and sports star	25	8	18
5	Teachers	5	8	6
6	Don't know	15	-	9

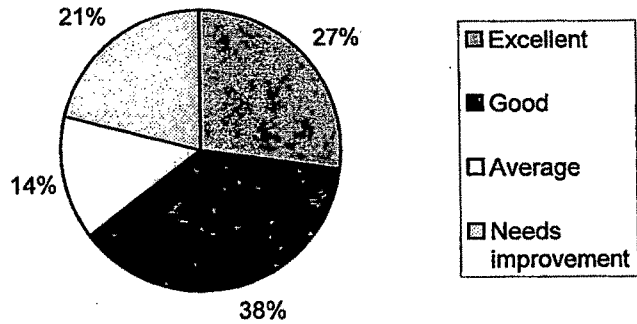
As far as role models were considered, majority of the students named their parents as their role models. Fathers were looked upon as the source of support; helping in the family management as well as giving guidance. As far as mothers were considered they were seen in terms of moral support, emotional bonding, sharing feelings, taking pains as well as acting as a friend. Among the leaders only two names of Gandhiji as well as APJ Kalam were prominent for their unselfishness, courage of soul, achievements and serving with tolerance.

## Adolescent's perception of their school and related factors

**Table 5.9: Perception about school**

Sr. No	Perception	Boys (%)	Girls (%)	Total (%)
1	Excellent	25	32	27
2	Good	25	56	37
3	Average	22	-	14
4	Needs improvement	27	12	21

**Figure 5.3 Adolescents perception about school**



When questioned about what they like about their schools, the responses ranged from teachers as reported by 40% of the students, teaching style (24%), infrastructure (20%), discipline (18%), students (12%) as well as co curricular activities (13%). However when questioned about dislikes concerning their school, infrastructure related dislikes were the maximum (67%). This included lack of good classrooms, water and electricity supply, cleanliness; parking facility etc. This was followed by partial treatment by teachers to top rankers and girl students, lack of unity and coordination (27%). Irregular teaching and not teaching well (27%), academic burden (23%), discipline (27%) were the other dislikes. 32 % of the girls faced teasing which they disliked.

**Table 5.10: Type of Education Adolescent's desire**

Sr. No	Type of Education	Boys (%)	Girls (%)	Total (%)
1	Academic related	2		2
2	Value education	15	12	14
3	Development of good personality	42	48	44
4	Education about life	27	16	23
5	All above	72	56	66

Almost 66 % of students wanted a type of education, which was a combination of academics, values, and personality development, as well as education about life. Regarding whether they enjoyed coming to school, 93 % reported that they looked forward to come to school. The interesting feature was that almost 71% enjoyed coming to school because it provided them an opportunity to meet and spend time with friends. Studies and career oriented goal for attending school was said by 24% students while other cited reason for coming to school was that sitting home was very boring (15%). Few other responses were related to getting values, becoming learned, developing their personalities as well as learning about life.

**Table 5.11: Perception about their Teachers**

Sr. No	Perception about Teachers	Boys (%)	Girls (%)	Total (%)
1	Like friend	17	64	35
2	Very strict	20	-	12
3	Concerned only about teaching	27	8	19
4	Do not care about students problems	15	4	10
5	Solve only academic problems	20	12	17
6	Solve both academic and personal problems	20	76	41

Regarding perception about teachers, 35 % students considered them as friends. This was more among girls in comparison to boys. None of the girls perceived their teachers to be strict and girls had a more favourable perception of their teachers. Boys on the other hand considered their teachers to be strict (20%), concerned only about academics (27%) and not solving their personal problems (15%)

**Table 5.12: Talking to Teachers regarding personal problems**

Sr. No	Can you talk to teachers about personal problem	Boys (%)	Girls (%)	Total (%)
1	Yes	33	48	38
2	No	67	52	62

As reported by 62% of the students the teachers were unapproachable as far as their personal problems were concerned.

**Table 5.13: Classroom Environment**

Sr. No	Classroom atmosphere	Boys (%)	Girls %)	Total (%)
1	Only Teacher speaks	15	-	9
2	Students can ask questions	32	36	34
3	Teacher talks only about studies	20	-	12
4	Students can ask questions related only to studies	17	4	12
5	Teacher and students are like friends	22	68	40
6	Topics other than studies are also discussed	45	92	63

Regarding the classroom environment 63 % of students reported that apart from academics other topics were also discussed in class. Compared to boys girls had a better perception of their teachers and reported friendly relations between teachers and students.

**Table 5.14: Perception about Studies**

Sr. No	Finding studies meaningless	Boys (%)	Girls (%)	Total (%)
1	Yes	53	68	58
2	No	47	32	42

58 % of the students perceived their studies to be meaningless and not important. When asked about how to make subjects more meaningful and useful, 35 % were of the view that purpose of learning should be made clear to them. 33% felt that lessons should be linked with everyday experiences in life while as per 21% of the students lessons should give answers to different questions related to life.

**Table 5. 15: Reasons for coming to School**

<b>Sr. No</b>	<b>Reason</b>	<b>Boys (%)</b>	<b>Girls (%)</b>	<b>Total (%)</b>
1	<b>Studies</b>	40	28	<b>35</b>
2	<b>Become successful</b>	82	84	<b>83</b>
3	<b>Develop skills</b>	65	68	<b>66</b>
4	<b>Be with friends</b>	37	48	<b>41</b>
5	<b>Personality development</b>	67	72	<b>69</b>

83% of the students believed that coming to school would make them successful in life. School would bring about personality development (69%) and develop skills (66%). On being asked what being successful means to the, 67% said that to have a healthy life, 49% vouched for a good position in society, 12% linked success with being rich while 6% did not respond. Other response included being a ranker, earning respect, being good to all and knowing the real meaning of life.

## Anxieties And Aspirations Of Adolescents

**Table 5.16: Problems which worry Adolescents**

Sr. No	Problem	Boys (%)	Girls (%)	Total (%)
1	No friends	7	12	9
2	Unsuccessful in love	5	4	4
3	Poor marks	37	24	32
4	Health	27	32	29
5	Parents pressure to study	20	12	17
6	Future worries	45	48	45

Future worries were the biggest problem as reported by both boys (45%) and girls (48%). In comparison to boys girls faced less parental pressure to study (12%). Health problem were more in girls.

**Table 5.17: Problems adolescents were facing**

Sr. No	Problem	Boys (%)	Girls (%)	Total (%)
1	Academic performance	37	84	55
2	Career and future	52	88	66
3	Relationship	30	52	38
4	Sexual development	15	32	21
5	Drug abuse	7	-	4
6	Friends related	12	28	18
7	No freedom	35	88	55
8	Inferiority complex	17	40	26
9	Family	5	24	12
10	Money	7	20	12
11	School related	27	76	52

Among boys career and future related problems were the maximum (52%) alongside with academic achievement (37%). Lack of freedom was also reported by them (35%) as well as problems arising due to relationships (30 %). School related problems were also reported. Inferiority complex seemed to be another drawback (17%). Other problems were largely less frequent like family related (6%), money ( 5%) friends related (7%) as well as due to sexual development( 8%).Among girls, career and future (88%) as well as academic performance (84%) were the foremost problems. Lack of freedom was another problem that was being faced by girls (88%). School related problems were also more in girls (76%). Relationship related problems were more reported by girls (52 %) in comparison to boys (30%). Sexual development was seen as a problem area more in girls. Other problems were largely less frequent like family (24%), money (20%) and friends related (28%).

**Table 5. 18: How Adolescents solve their problems**

Sr. No	Way of solving problem	Boys (%)	Girls (%)	Total (%)
1	<b>On own</b>	55	52	<b>53</b>
2	<b>Parents</b>	60	44	<b>53</b>
3	<b>Teachers</b>	15	12	<b>13</b>
4	<b>Friends</b>	57	40	<b>50</b>
5	<b>Brother /sister</b>	15	24	<b>18</b>

Among boys parents were the biggest source for seeking solution to problems (60%) followed by friends (57%). 55 % solved the problems on their own. Teachers as a source of problem solving were reported by very few (15%). Majority of the girls solved their problems on their own (53%). Parents (44%) Friends (40%) and teachers (12%) were other sources of problem solving.

**Table 5.19: Ways of dealing with stress and tensions**

Sr. No	Ways	Boys (%)	Girls (%)	Total (%)
1	Take help of parents and family members	50	56	52
2	Talk with friends	60	56	58
3	Cry and be alone	10	16	12
4	Meditation	7	16	11
5	Tell teachers	5	24	12

Among the boys friends proved to be the biggest source for relieving stress and tension (24%), followed by parents (50%). Only 5 % said they could look up to their teachers for dealing with stresses and tensions. Girls considered both parents as well as friends as sources to deal with stress followed by teachers.

**Table 5.20: Activities Adolescents enjoy**

Sr. No	Activities	Boys (%)	Girls (%)	Total (%)
1	Watching movies	70	52	63
2	Wearing fashionable clothes	35	88	55
3	Chatting and being with friends	55	48	52
4	Games & sports	47	52	49
5	Going to religious places	90	64	79
6	Going on a date	20	40	27
7	Driving at high speed	42	12	30
8	Smoking	2	-	1
9	Studying	57	12	40
10	Reading magazines	32	28	30



Watching movies (70%) and being with friends (55%) were the activities boys reported to enjoy maximum. Studying (57%) along with games and sports (47%) were other favored activities. Driving at a high speed (42%), wearing fashionable clothes (35%), going to religious places were the other activities enjoyed by them. Dating (20%) was also seen as enjoyment giving activity. For the girls wearing fashionable clothes (88%) was the activity which majority reported enjoying. This was followed by going to religious places (64%) watching movies (52%), games and sports (52%), chatting and being with friends (48%) as well as going on a date (40%) as other favoured activities. Studying was enjoyed by relatively fewer girls (12%) however reading was enjoyed (28%). Thus watching movies, wearing fashionable clothes, chatting with friends seemed to be the most favoured activities followed by games and sports (49%) studying (40%) and reading (30%) were less enjoyable. Smoking cases were negligible.

### Perception about Parents

**Table 5.21: Relationship with Parents**

Sr. No	Relationship	Boys (%)	Girls (%)	Total (%)
1	Very good	65	68	66
2	Good	30	28	29
3	Satisfactory	5	4	4
4	Poor	-	-	-
5	Very poor	-	-	-

Both boys and girls reported to have a good relationship with parents.

**Table 5.22: General feeling about parents**

Sr. No	Feeling	Boys (%)	Girls (%)	Total (%)
1	Are loving	52	92	67
2	Don't understand feelings	15	8	12
3	Too strict	5		3
4	Give no freedom	20	4	13
5	Too much expectation	15	12	13
6	Help with all problems	30	60	41
7	Respect views	22	52	34
8	Consult in family matters	15	24	18
9	Neglect needs	7	4	6

52% boys said that their parents were loving and helpful (30%), respect their views (22%) and consult in family matters (15%). 20 % felt that parents do not give them adequate freedom, they have too many expectations (15%), don't understand feelings( 15% , neglect needs ( 7%) and are too strict ( 5%). 92% girls said they were loving and helpful( 60%) , respect views( 52%) and consult them in family matters( 24%).12 % said they had too many expectations, did not understand feelings( 8%), neglect needs( 4%) and give no freedom (( 4%). Thus in general the perception was that parents are loving (67%) and helpful (41%), respect views (34%) and consult them in family matters (18%). In comparison to boys the girls had more favourable attitude towards parents.

**Table 5.23: Parent's expectations from school**

Sr. No	Reason	Boys (%)	Girls (%)	Total (%)
1	Good academic result	27	32	29
2	Make good human being	62	72	66
3	Learn ways of life	65	64	64
4	Achieve goals of life	85	68	78

The major reasons that emerge out in response to why parents send them to school were for achieving goals of life (78%) followed by making of a good human being (66%) and learning ways of life (64%).

## Adolescents and Peers

**Table 5.24: Importance of Peers**

Sr. No	Importance of peers	Boys (%)	Girls (%)	Total (%)
1	Very important	40	44	41
2	Important	25	56	37
3	Not important	10	-	6

Peers were seen to be quite important for both boys as well as girls.

**Table 5.25: Peer Pressure**

Sr. No	Experience peer pressure	Boys (%)	Girls (%)	Total (%)
1	Yes	45	24	37
2	No	55	76	63

45% boys and 24 % girls had faced peer pressure.

**Table 5.26: Importance of being accepted by friends**

Sr. No	Extent of importance	Boys (%)	Girls (%)	Total (%)
1	Very important	52	44	49
2	Important to some extent	42	56	47
3	Not at all important	5	-	

52 % of the boys said that it was very important for them to be accepted by friends while for 42 % it was important to some extent. For the girls acceptance by peer group was important to some extent (56%) while for 44 % it was very important.

In comparison to the girls for the boys the peer group held greater significance.

## Knowledge about HIV/AIDS /STD

**Table 5.27: Awareness about HIV/AIDS**

Sr. No	Do you know about HIV/AIDS	Boys (%)	Girls (%)	Total (%)
1	Yes	82	84	83
2	No	18	16	17

82 % boys and 84% girls responded that they possessed knowledge regarding HIV/AIDS. In response to writing the full form of STD only 3 % student could write the correct full form.

**Table 5.28: Knowledge about HIV/AIDS**

Sr. No	Statement	Boys (%)	Girls (%)	Total (%)
1	Holding hands of a boy/girl can cause AIDS			
	Yes	25	4	17
	No	75	96	83
2	Receiving blood form AIDS Patient can cause AIDS			
	Yes	80	80	79
	No	20	20	20

Regarding the knowledge about AIDS, 75 % boys and 96 % girls said that holding hands with a boy/ girl cannot cause AIDS.80% boys and 80 % girls said that yes receiving blood from and AIDS patient can cause AIDS.

## Adolescence and Substance abuse

**Table 5.29: Knowledge about Drug Abuse**

Sr. No	Statement	Boys (%)	Girls (%)	Total (%)
<b>1</b>	<b>Taking drugs once a while can lead to drug addiction</b>			
	Yes	42	2	<b>34</b>
	No	57	98	<b>64</b>
<b>2</b>	<b>Ever felt like smoking</b>			
	Yes	5	1	<b>4</b>
	No	95	99	<b>96</b>
<b>3</b>	<b>Ever smoked</b>			
	Yes	7	1	<b>6</b>
	No	93	99	<b>94</b>

42 % boys and 2% girls said yes taking drug once can lead to addiction.5 % boys and 1% girls said that they felt like smoking.7 % boys and 1% girls had tried smoking.

## Knowledge about Human Reproduction

**Table 5.30: Information on Reproductive Health**

Sr. No	Did you receive any information of reproduction	Boys (%)	Girls (%)	Total (%)
<b>1</b>	<b>Yes</b>	65	80	<b>70</b>
<b>2</b>	<b>No</b>	35	20	<b>30</b>

65 % boys and 80 % girls had received information regarding reproductive issues.

**Table 5.31: Source for information regarding Reproductive Health Issues**

Sr. No	Source	Boys (%)	Girls (%)	Total (%)
1	Magazines	27	40	32
2	Parents	12	60	30
3	Teachers	25	44	32
4	Friends	57	20	43
5	Media	35	12	26
6	Doctors	5	20	11
7	Newspapers	25	16	21

For the boys friends were the biggest source (57%). Media and internet (35%), newspapers (25%), magazines (27%), teachers (25%) and parents (12%) were the other sources. For the girls parents were the biggest source (60%) followed by teachers (44%). Magazines (40 %), friends (20 %), doctors (20 %), newspapers (16%) and media and internet( 12 % ) were the other sources.

Thus friends proved are the most major source (43%), followed by magazines (32 %), teachers (32%) parents (30 %), media & internet (26%) and newspapers (21%). More girls favoured the role of parents and teachers than peers in sexual matters, while boys seemed to depend on friends and technology channels for the information.

**Table 5.32: Birth control methods**

Sr. No	Awareness about birth control methods	Boys (%)	Girls (%)	Total (%)
1	Aware	20	16	18
2	Not aware	72	84	76

72 % boys and 84% girls did not know about birth control method. Nearly three-fourth students were found to be not aware about birth control methods.

### Physical changes in Adolescents

**Table 5.33: Physical changes in boys**

Sr. No	Change	(%) Response
1	Increase in height	92
2	Increase in weight	60
3	Nocturnal emission	10
4	Muscular growth	55
5	Beard and moustache	50
6	Change in voice	65
7	Erection	22

**Table 5.34: Physical changes in Girls**

Sr. No	Change	(%) Response
1	Periods	92
2	Increase in height	60
3	Increase in weight	48
4	Breast growth	52
5	Hair in private parts	52

Both boys and girls had a moderate degree of awareness regarding the physical changes. Boys could identify the physical changes like increase in height, weight, growth of hair on private parts, muscular and bear, moustache growth and change of voice while erection, nocturnal emission were identified by less number of boys. Girls identified periods and increases in height while for other changes like increase in weight, breast growth and hair in private parts the responses indicate inadequate knowledge.

**Table 5.35: Growth related behaviours**

Sr. No	Statement	Boys (%)	Girls (%)	Total (%)
1	<b>Do you feel curious about the changes in body</b>			
	Yes	55	68	60
	No	45	32	40
2	<b>Do you feel shy because of the changes</b>			
	Yes	37	56	44
	No	62	44	55
3	<b>Do you feel knowledge about such changes should be given in schools</b>			
	Yes	73	88	80
	No	27	12	20

As seen from the table 60% of the students felt curious regarding the changes taking place in their body. 44% felt shy due to these changes and wanted information and knowledge regarding these changes to be given by schools (80%)

**Table 5.36: Information on Menstruation and related issues (For girls only)**

Sr. No	Statement	Yes (%)	No (%)
1	<b>Have you started your periods</b>	88	12
2	<b>Do you feel angry and uncomfortable because of your periods</b>	52	36
3	<b>Did anyone explain why periods occur</b>	88	12
4	<b>Do you feel ashamed to ask information about periods and other changes</b>	48	40
5	<b>Would you prefer if your teacher told about these issues in class</b>	32	64



88% girls had started their periods. 52 % felt angry and uncomfortable because of periods. 88 % reported that they were explained why periods occur. 48 % girls felt ashamed to ask information about periods and other changes. 32 % girls said they prefer if the teacher told about these issues in class while 64 % did not prefer

**Table 5.37: Sexual matters**

Sr. No	Statement	Boys (%)	Girls (%)	Total (%)
	<b>Do you feel shy when there is a talk on sexual matters</b>			
1	Yes	50	72	58
2	No	50	28	41

50 % boys and 72 % girls reported that they feel shy when there is a talk on sexual matters

### **Relationships in Adolescence**

**Table 5.38: Relationships amongst Adolescents**

Sr. No	Statement	Boys (%)	Girls (%)	Total (%)
1	<b>Are the boys and girls in your class friendly with each other</b>			
	Yes	32	68	45
	No	68	32	35
2	<b>Should a boy and girl have friendship</b>			
	Yes	83	88	84
	No	17	12	16

Adolescents were not very friendly with each other as seen from the table. 83% boys and 88% girls were in favour of friendship between boys and girls.

**Table 5.39: Perception and attitude of Adolescent boys towards heterosexual relations**

Sr. No	Statement	Yes (%)	No (%)
1	Do your friends laugh at you when you talk with a girl	75	25
2	Are you friends with girls	42	58
3	Do you discuss about girls with your friends	50	50
4	Do you feel dating a girl is important	37	63

75 % boys said yes friends laugh when they talk with a girl. 58 % of the boys were not friendly with girls though they reported to discuss about them with their friends (50%). 37 % boys felt that dating a girl is important

**Table 5.40: Perception and attitude of adolescent girls towards heterosexual relations**

Sr. No	Statement	Yes (%)	No (%)
1	Do your friends laugh at you when you talk with a boy	88	12
2	Are you friends with boys	60	40
3	Do you discuss about boys with your friends	60	40
4	Do you feel dating a boy is important	8	92

88 % girls said yes friends laugh when they talk with a boy .60 % reported of no friendship with boys but they discuss about boys with their friends.8% girls felt that dating a boy is important.

The difference in the responses between boys and girls regarding friendship and attraction towards opposite sex was not visible since they quite a large number admitted to discuss about opposite sex however boys in comparison to girls favoured dating while girls had reservations about the issue.

#### **5.1.4 Discussion regarding profile of Adolescents**

The changes adolescents undergo have tremendous impact on adolescents. This impact can be negative or positive. If they get a positive support from environment they accept these changes as healthy but if there is negative support or negative response then they develop some problems in accepting these changes which in turn can become a hurdle to their healthy growth and development as adults. Therefore in order to fully understand the impact of these changes, the problems created by these changes and finding effective ways of dealing with the problems, there is a need to study the profile of the adolescents. The adolescent's central developmental task is to achieve a sense of personal identity based on adaptation to a new physical, cognitive, and social self. This involves establishing new peer relationships, attaining independence from parents, developing a need for privacy, defining vocational goals, internalizing a value system, and adjusting to society's demands for behavioral maturity.

From the findings a profile of the selected sample of adolescents can be outlined. Typical of adolescence stage the responses have indicated the characteristic traits of adolescents. Affinity for peers seemed to be high as adolescents have given priority to friends and named them as their strengths. This is a typical attribute that emerges out in adolescence where friendships form the most preferential crux in the social hemisphere. Popular images of adolescence have long emphasized on adolescent peer culture characterized as a separate society whose values are opposed to those of adults. As children move into adolescence, friendships evolve into more intimate, supportive, communicative relationships. This is evident, as adolescents have responded friends to be biggest support. Lack of confidence may be attributed to the fact that adolescents no longer find their childhood identities adequate but have not yet formed their adult identities fully. They need a setting within which they can experiment with alternate roles. This accompanied by pubertal changes may develop a sense for apprehension in them. Emotional vulnerability as expressed by girls can be explored in order to ascertain the influence of gender on emotional expressions.

One of the primary elements in developing an individual identity during adolescence is the establishment of emotional and psychological independence from

parents. Adolescents juggle parents, teachers, friends, and romantic partners in an intricate jigsaw pattern that does not always fit together perfectly. Relationships with people outside the home become increasingly important and interactions with family members become more complex. Some families stress the development of independence, and foster permission to experiment with new ways of relating. Other families struggle with issues related to obedience, and find that relationships become friction-filled and puzzling. However contrary to the much common belief that adolescents shun parental control and try to break free from family ties, the adolescents have shown to appreciate their parents as clearly indicated by their choice of role models. There seems to be a great deal of harmony between them and not very apparent massive rejection of parent's ideals. A related myth is that of the "generation gap", whereby adolescents and parents are supposed to hold widely different attitudes, values, and worldviews. In reality, adolescents and their parents tend to see eye-to-eye in most domains. The differences between adolescents on these factors are actually much greater than the differences between adolescents and their own parents. Mild differences in opinions between parents and their adolescents are focused on more specific and expected areas such as personal taste, or the pace of increasing adolescent autonomy.

Adolescents showed an average response towards their school. Although academic achievement is considered to be most attributable to the school environment it is not reflected from the responses of the students. The type of education students desire is affected by a variety of other factors and adolescents want their learning experiences to be more enriching rather than in terms of only academic quality. Competency based education by itself is not enough. Schools must become more responsive towards the different needs of the students. With passage of adolescent the earlier cognitive needs shift to more demand for developing themselves in all respects. Classroom developed values can become a means to develop a sense of identification with a group and form a sense of security through clear expectations and boundaries of behaviour. Adolescents are in a stage of life wherein they require vivid and enriching learning experiences which can help them solve their queries and satisfy their curiosities. They want a type of education to which they can relate. Students view effective teachers as those who move beyond the realm of academic boundaries and relate to them personally too.

Adolescents have typical problems like future related anxieties and stress of academic performance. Uncertainty about the future is a prominent worry in adolescence. When external limits are perceived to be influencing academic and/or employment opportunities, youth can be at risk for the development of mental disorders, particularly depression and anxiety disorders. Mental health factors are positively correlated with success in school. Success in school is in turn positively correlated with strong family and community supports during adolescence. Adolescents in transition are particularly vulnerable to these stressors. Lack of freedom indicated that adolescents seek independence in their ways of thinking and acting and shun external control. Inferiority complex can be attributed to heightened concern about physical appearance associated with adolescence. It may be concluded that the students of class IX th are all in the middle adolescence stage. So they naturally experience the storm and stress of life. The major sources of problem solving were parents and on their own followed by friends. Teachers were seen by relatively very few as far as problem solving were concerned. Peer group importance is evident from the responses. Contrary to the belief that adolescents oppose parents from the response it can be gathered that adolescents appreciate and value their parent's guidance. Confiding in friends and seeking their help seemed to be the most favoured way of dealing with stress by adolescents. Again parental support is prominently evident. Adolescents do not give teachers much prominence. Teachers should provide for development of adolescents towards physical, physiological, intellectual and emotional adjustment. In helping adolescents the primary thing for a teacher to do is to inform him about the exception of his physical growth and development, the causes involved and how to deal with them effectively. As the physiological problems are too complicated and serious during the adolescence and the concerned individual are highly sensitive, the teachers should meet their embarrassment with serenity, worries with tactful objectivity, irritability with tolerance, fickle mindedness with poise and apathy with confidence. Teachers need to be trained to respond to the behaviour of adolescents with suitable emotion.

As evident from the responses the need to get along with peers and be accepted by the group is tremendous in adolescence. Peer relationships in adolescence become more intense and important. There is ample research evidence that indicates adolescent's

willingness to engage in behaviours that are potentially self-injurious. It is related to the likelihood that their friends also engage in same behaviours. Many a times in order to conform to the peer group norms and be accepted by it such behaviours gain prominence. Adolescents due to negative influence and insistence of peers as well as over enthusiasm may get trapped in habit of substance abuse. At onset they might do it as an experiment as indicated by the low percentage of students who tried smoking. The incidences of substance abuse however seemed to be uncommon in the sample of students. Adolescent however should be taught about how to act assertively and not succumb to peer pressure.

The students possessed considerable knowledge regarding HIV/AIDS students. They had heard about HIV/AIDS but did not exhibit any kind of knowledge regarding sexually transmitted diseases. Adolescents have to be comfortable regarding sexual matters. Due to physical and physiological changes adolescents experience attraction towards opposite sex. Sound knowledge and understanding of sexuality not only equips a teen with what is needed to make informed choices but an understanding of sexual anatomy, boundaries and what they may and may not want to participate in, benefits them and helps them decide whether they choose to be sexually active or not. Studies have indicated that furnishing the adolescents with facts they need to know regardless of whether or not they are sexually active readies them to learn to make their own choices, and develop their own systems of ethics and values. It is evident from the analysis that there is a great deal of impact of friends as they are being trusted and consulted on reproductive health issues followed by technology and media sources. Parents and teachers did not appear to be the most preferred sources indicating that there is a need to plan sex education programmes for them and train them in imparting such type of education. There is also a need for them to build rapport with these adolescents. There is a need to provide adolescents with more scientific resources for information providing. Review of literature concerning knowledge regarding sexual knowledge has revealed that parents more often are reluctant to share the information with their adolescent children. Neither communication, interaction nor support characterize the relationship between adults and their adolescent children with regard to matters relating to sex and reproduction as these issues remain taboo within families. Parents have to increasingly recognize the importance of raising awareness among their adolescent children, and not be inhibited by their own inadequate

knowledge of the subject on the one hand, and their own embarrassment about raising these issues with their children on the other. Adolescents are apt to desire personal relationship with the opposite sex and do not seem to know how to go about it. Cultural inhibitions and stigma have much to do with the relationship that is why adolescents have reported that their friends laugh when they talk to opposite sex. There is also fear of failure or of being turned away and lack of confidence in how to act, which may be a hurdle in building friendship with opposite sex. As adolescents are bewildered by the physical change and associated feelings along with strong sexual urge. They need guidance and sadly no one in family to guide them so they sort to media and technology as evident from the responses. If their emotional needs are not satisfy they show anxieties, fears, tensions juvenile delinquency etc. In spite of the relative difference, boys and girls have much in common in their concerns for sexual problems. They want to know and satisfy their curiosities. During adolescence the most dramatic change is the increase in the sexual drive and the mysterious feelings that accompany it. The major hurdle for teenagers is the successful integration of sexual and other aspects of behaviour. In order to help them to overcome these problems, there should be certain intervention programme for them.

## **5.2 PROGRAMME IMPLEMENTATION PHASE**

### **5.2.1 Adolescents, Reproductive Health issues and HIV/AIDS**

The students were subjected to session on reproductive health issues and HIV/AIDS, which consisted of workshop conducted by Gynaecologist and module on HIV/AIDS. The questionnaire on HIV/AIDS was administered to the student before and after the session. Analysis of the response to the questions in presented below:

#### **Meaning of sexual matters**

**Pre test:** 78% students did not know what sexual matters meant. Others who responded gave responses like they are matters related to sex, sex differentiation as well as awareness about the process of reproduction and male and female relationships, are problems due to sex, as well as something to occur in future. One respondent felt it was

an exaggerated thing, which she did not want to discuss. The responses of the boys mainly was that they did not know while 10% said it was related to the wrong things girls and boys do.

**Post test:** 32% students still did not know. Responses obtained were that it means knowledge about growing up, sexual organs, awareness about one's own sexuality, the changes in body and how to deal with it as well sexual intimacy, associated diseases and healthy sexual relationships. 47% said it was related to sex and intercourse as well as physical relationships while according to 5% it is a fact of life while others said it was something related to sexual changes and ways of dealing with them.

**Interpretation:** The adolescent's perception of meaning of sexual matters in the pretest indicated the knowledge to be in the infancy stage. They went to the extent of considering it to be something wrong. However post test revealed more scientific and logical responses thereby indicating that the meaning of sexual matters was now more clear to them.

#### **Response to talks on sexual matters**

The item related to finding out whether the adolescents felt shy on being exposed to any talks related to sexual education and finding out the reasons for the same.

**Pre test:** 70% student admitted to being shy and embarrassed when any such kinds of talk were held. According to them if they talked about such things people would consider them to be vulgar and they cannot discuss such matters openly with family and friends. More so they felt uncomfortable and were of the opinion that they were still small and this was not the right age to deal with such matters. Many did not like such kinds of talks. Responses like "*It is wrong to learn about such matters*" and "*It is bad talk*" were given. The response reflect that students considered it improper to talk about sexual matters openly and more so since they did not have any knowledge it was according to them above their level. They could not comprehend many things. Those who did not feel shy reported that they were comfortable because it is biological fact of life, something through which all have to pass and one needs to learn about it and be accepting. Such information will help them in future and more so they can impart such information to



others, which will help them, prevent any wrong ways of life. Girl's responses indicated that they were not in favour of attending such sessions especially with boys around.

**Post test:** The percentage of the students who did not feel shy or embarrassed increased to 72%. Students said that they accept it as a part of life and a universal fact. It is knowledge about own body and how to face problems regarding it and comprises a part of education and so one must be willing to look forward to learn about it. Everyone must be aware and know all about sex and sexual diseases. They said that things are quite open these days and so there is no need for any hesitation or embarrassment. They also reported that after having received the information they were now no longer shy and realized that there is no harm in talking and discussing. On the contrary it is healthy and helpful. After attending the programme they now reported to be confident and said that many of their misconceptions were removed and they were at ease regarding such matters and took it as a part of education without feeling awkward or shy. They gave responses like *"Now I feel confident to face the future"* *"It is reality of life and I feel I am prepared to accept it in a healthy way"*

A considerable percentage of students (30%) however felt that as they were still young, had less knowledge and they did not like such discussion to be held openly. They felt that such matters need not be discussed in open. It was not a part of their culture and more so they were still young to receive this knowledge.

**Interpretation:** Initially before exposure to the session majority of the adolescents accepted that they felt awkward and embarrassed. Moreover they felt it was not something that they wanted to be exposed to. Girls did not want to attend such programmes with boys. Post test indicated the students to be more accepting and mature in their responses. They now associated growing up as a natural phenomenon and something, which was crucial for them and were willing to absorb information without value judgments. Few still did not consider it important as they felt they are still too young to be able to understand.

#### **Source of information on sexual changes**

**Pre test:** 52% Girls said that they approach their mothers for information as they are close to them and they know everything, are frank and friendly and guide and advice

them in the correct perspective. Mothers according to them understand the problems well, are easy to confide in and very approachable. Only 10% boys reported that they asked their parents. 39% students approached friends since friends are frank, easy to talk to and one is not shy asking them queries and doubts and feels at ease with them. Friends had a lot of information, read on the topics and were undergoing same changes too. Students trusted and believed in their friends and did not feel shy or awkward asking them. The percentage of boys who resorted to friends as source was more than girls.

12% said teachers as teachers can teach such matters well through subjects like biology and understand their stage well. 25% of the students said that they used internet since all kinds of information was available on the internet and since they are shy and can't talk freely to others on such issues internet saves them from embarrassment. Other source reported were TV 7% and books 10%

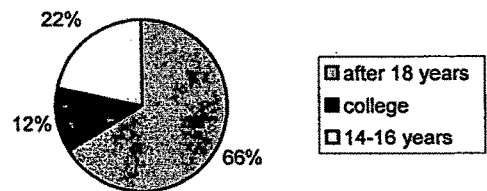
**Post test:** 31% said friends as one is frank and free with them and they are trustworthy. 50% of girls said mother as she understands well, explains properly and give all information in detail and solve all queries, is reliable and they don't feel shy with her. 45% said teachers as they are knowledgeable and impart correct information in simple manner while 24% % said doctors. 4% again reported internet while 8% said books as secondary sources.

**Interpretation:** Mother seemed to be the most preferable source of reproductive health education followed by friends. Teachers were among the least preferred sources. However with post test the confidence of adolescents in teachers seemed to have remarkably improved with the teachers also now preferred as sources along with medical professionals.

#### **Age to receive Education on Reproductive Health matters.**

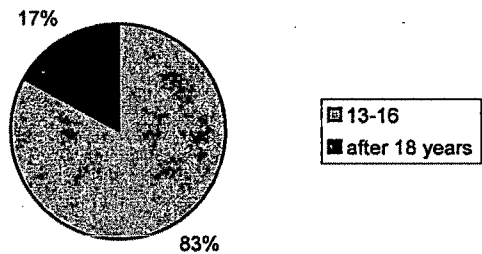
**Pre test:** 64 % said information must be given after 18 years of age. 12 % said that it should be given in college. 21 % wanted it to given in age range of 14-16.

**Figure 5.4: Age range (Pre test)**



**Post test:** 79% preferred it to be given in age of 13 –16years. 16% wanted it after 18 years

**Figure 5.5: Age range (Post test)**



**Interpretation:** The posttest showed that students now preferred that reproductive health education should be given from 13 year onwards.

**Teaching of Reproductive Health in schools**

The students were asked whether they would prefer being taught about sex and sex related matters in school

**Pretest:** 40% students wanted to be taught as it was important and by this way they would get correct and real information. 48% girls did not want such information with few

reporting that not in front of boys. Following were some of the responses of the students:

*"What do we know about it".*

*"I feel ashamed to talk about it in front of my teachers".*

*"Why do I need to know about it, I don't feel the need for it".*

*"I will be absent the day it is taught".*

55% boys wanted to be taught.

**Post test:** 72% students now wanted to be taught about sex and sex related matters in school. The reasons given were that they wanted to know about what they are going to face in the future, needed to be aware, such information is going to be useful in their future lives and get doubts cleared. However many girls reported that though they wanted such education but not in presence of boys as they felt awkward.

**Interpretation:** The percentage of students in the post test who wanted to be taught about reproductive health education in schools subsequently increased.

### **Sources of information**

The item related to finding out the ways in which adolescents want information on sexual matters.

**Pre test:** The preferred sources for information on sexual matters were Mother (36%), Friends (29%), Books, magazines, school text books (16%), Internet (14%), Lecture (12%), Teachers (10%), Clippings (8%), Workshops (8%), TV/ video shows (8%), Special counseling sessions (4%), Verbally or written notes (3%), Educational programmes by experienced persons (3%)Charts (3%). 16% did not respond to the question.

**Posttest:** The preferred sources for information on sexual matters were Mother (26%), Teachers (24%), Doctor (20%), Lectures (20%), Workshops (17%), Friends (18%), Special Classes with boys and girls sitting together (15%), Books/magazines/ newspapers (12%), Slides/PowerPoint/ computers (10%), Visual (8%)Written form (5%) and Seminars (10%)

**Interpretation:** The attitude towards teachers, educational programmes and school based inputs became more favourable .

### **Attitude towards HIV/AIDS**

The item was related to finding out why adolescents should know about HIV/AIDS

**Pre test:** Most of the responses were that knowledge was helpful in future life. Other response were that it is important part of life on which whole life is based, Students can also be victims of HIV/AIDS, and should be aware of how to protect themselves and not take wrong steps. They can make others who are ignorant aware and know about precautions. Almost 42% students said they did not know.

**Post test:** The responses given by students were that such knowledge would help to know the causes of HIV/AIDS, how to prevent it from spreading, protection against diseases, be aware of it, safe practices, become careful and alert, help others who have HIV/AIDS by knowing about diseases and not running away from them. Some of the responses in the words of the students were:

*"Adolescence is the age when curiosities can lead to taking wrong steps so need awareness".*

*"AIDS can happen to anyone and students of this age can also be victim".*

*"Adolescence is the age when we are prone to sexual changes and may lead on to doing some sexual mistakes which might lead to diseases".*

*"Teenagers are attracted to opposite sex so right knowledge is needed to prevent immature behavior".*

**Interpretation:** In the pre test students seemed to acknowledge the importance of HIV/AIDS and with the post test they could give valid and logically placed reasons as to importance of knowing about HIV/AIDS

### **Attending programmes on sex issues and HIV/AIDS etc on a voluntary basis**

**Pre test:** 64% of the students said they would attend such programmes on a voluntary basis, 24% said No while 12% were not sure.

**Post test:** 88% showed willingness to attend the programme on voluntary basis while 11 % said No and rest were not sure.

**Interpretation:** Post test revealed that number of student who were willing to voluntarily attend programmes on HIV/AIDS etc increased.

**Full form of AIDS**

**Pre test:** 67% of the students wrote incorrect full form, 24% gave the correct full form and rest did not know

**Posttest:** 84% students gave the correct full form of AIDS while rest still wrote the incorrect full form.

**Full form of HIV**

**Pre test:** 84% of the responses were incorrect and only 3 % were correct. The rest of the students reported not knowing the full form.

**Post test**

97% students responded correctly

**Full form of STD**

**Pre test:** Only 20% students wrote correct response. Many students wrote it as standard Trunk Dial.

**Posttest:** 84% wrote the correct full form.

**Interpretation:** Pre test revealed that most students could not write the full form of HIV, AIDS and STD. With the posttest significant increase in reporting the correct form was seen.

**Tests to detect AIDS**

**Pre test:** 48% students did not respond. Those who responded gave responses like Blood test: 29%, HIV test: 12%, Urine test: 7% and DNA test 4 %.

**Posttest:** 80 % students responded ELIZA.

**Interpretation:** Students could now identify the test used for detecting HIV/AIDS after being subjected to the interventional sessions.

## Knowledge about HIV/AIDS

**Table 5.41: Knowledge about HIV/AIDS**

Sr. No	Statement	Pre test (%)	Post test (%)
1.	<b>AIDS is caused by</b>		
a	Virus	90	100
b	Bacteria	10	
c	Fungus	-	
2.	<b>HIV is generally transmitted through</b>		
a	Casual contact	12	3
b	Saliva and tears	8	1
c	Blood	80	95
3.	<b>HIV is caused by</b>		
a	Blood Borne organisms	80	97
b	Water borne	8	-
c	Air borne	10	1
4.	<b>A person with HIV infection may</b>		
a	Become insane	34	3
b	Not show any symptoms	55	77
c	Become over weight	6	3
5.	<b>HIV infection can be known by</b>		
a	Blood test	85	100
b	Urine test	10	
c	X-ray	5	
6.	<b>Spread of STD's and AIDS is</b>		
a	Not at all linked	23	3
b	Very closely linked	22	75
c	Linked to some extent	43	23
7.	<b>People can protect themselves against AIDS by</b>		
a	Not donating blood	13	5
b	By not taking blood not tested for HIV	43	48
c	Not embracing person with HIV	28	5

**Interpretation:** The pre test revealed certain lacunas in knowledge of student regarding HIV/AIDS. With the post test the knowledge level showed considerable improvement.

### **5.2.2 Discussion Regarding Knowledge and Attitude of Adolescents towards HIV/AIDS and Reproductive Health issues**

Adolescence is a period of increased risk-taking and therefore there are chances of susceptibility to behavioural problems at the time of puberty and new concerns about reproductive health. Young people are at high risk of STD, HIV/AIDS for a variety of reasons, such as lack of knowledge, not perceiving themselves to be at risk; lack of access to authentic source etc. Meeting the reproductive health needs of young people can be challenging. They have a great curiosity and concern about the sexuality of their own and of the opposite sex. Adolescents seemed to have gathered information about sexuality from friends and through the print and electronic media. Often this information is wrong and unscientific which explains their lack of expression when asked to write about why the meaning of sexual matters or why they should be given sex education. As indicated by the responses adolescents do not have adequate knowledge about sexual matters. They either considered it to be something wrong or are under some misconception. Probable reason could be that Adolescents often have neither access to accurate information on the issues related to sexuality and sexual health, nor solutions for their problems, due to socio-cultural barriers. Parents, educators, and health providers may be feeling uncomfortable or unwilling to discuss sexual health issues with this age group. Some may incorrectly believe that sexuality education leads to increased or earlier onset of sexual activity. This explains why teachers did not figure as a preferential source for reproductive health session. Evidence from surveys carried out by WHO and other organizations found that sexuality education in schools does not lead to earlier or increased sexual activity in young people.

While young people's knowledge and awareness of sexual and reproductive health is increasing, much of this knowledge remains superficial and ridden with myths, misperceptions and a sense of invulnerability. Girls feel shy, embarrassed and uncomfortable in the presence of boys probably owing to the fact that Girls and boys have different sexual problems. If the sex education programmes are to be made



acceptable, girls and boys should be given sex education both separately as well as in combined session. The general topics of sexuality and health could be discussed in a male-female mixed group, while specific issues related to different sexes should be discussed separately in the respective groups. The advantages of combined sessions fostering healthy interpersonal relationship between boys and girls, developing mutual respect and reducing inhibitions and anxiety about the subject in the presence of the opposite sex.

It seems unethical to deny young people information on AIDS/STDs/HIV prevention that may save their lives. Yet most students have to still go through their school year without meeting a caring adult who discusses sexual health with them. Their knowledge to seek to understand and explore relevant facts and strategies, in the field of HIV / STDs/ AIDS infection is important to be explored. Adolescence students needs have to be addressed on several levels i.e., physical, psychological, medical and through education in a society. As gathered from the pre test initially the adolescent students had very limited knowledge about reproductive health issues and HIV/AIDS. While awareness of reproductive health issues and HIV/AIDS may be almost universal at a superficial level, in-depth knowledge of sexual health issues is sketchy. Evidence from the responses also suggests, however, that simple awareness of HIV does not translate into in-depth knowledge of symptoms, modes of transmission or methods of prevention. To convey about meaningful messages about AIDS/STDs to adolescents in school, it may be imperative to discuss reproductive health issues with their available curriculum and learning objectives and issues related to HIV/AIDS. This has been proved by the post test responses which have indicated that exposure to student through workshop and module on reproductive health issues and HIV/AIDS had made an effective impact.

Hence it is concluded from analysis that students are positively inclined to accept reproductive health education as a part of regular classroom teaching. Lacunae exist as regard to knowledge about HIV/AID, STD and other high-risk group. Regular structured reproductive health based programmes knowledge in school do go a long way in increasing that awareness as well as positively orienting their attitudes. Against the above findings it is recommended that concerted efforts as regard to reproductive health education with particular emphasis on HIV/AIDS education has to be initiated as a part of

school curriculum at regular intervals. This will reap rich dividend for adolescent who are soon going to be sexually active.

### **5.2.3 Analysis of the Unstructured Observations**

#### **Classroom climate**

The students behaved typically like adolescents. Boys and girls had constant fights and argument and lot of goupism was seen. The girls were quite and passive while the boys were vocal and assertive. It was difficult to maintain silence in the class. From the atmosphere in the class one could make out that boys and girls had lot of curiosity about each other and teasing, name calling, pairing was common. The teachers also reported this. Initially as the module sessions were implemented at times certain activities caused lot of chaos in the class owing to their sensitive issues. Even while making group the students were reluctant to be part of heterogeneous groups. Boys and girls wanted to be in separate groups and had their one preference over group members. It was observed that students did associate themselves with the topics of the module. For instance when the session on assertion and peer pressure was held the students were very interested and could associate with it personally to the extent that they voluntarily narrated some of the incidence from their own life. Regarding the class room teaching it was observed that what ever was taught was not always relevant to the adolescents' needs or taught in an interesting way and pupils were not invited to participate in ways that would stimulate them. Learner centered learning methodologies did not appear to be practiced.

#### **Module implementation**

The teachers at times forgot to implement the module as per the stated term. Initially the linkages seemed to be lost and it seemed as the activities were imposed on the students. The module session seem to be the additional thing as the integration was somewhat not well defined. However with little effort this was over come. Later the teacher started preparing their lesson plans in accordance with the modules. A little realizing and timely preparation before the class was helpful. However there were time when the module did not progress the designated way due to paucity of time or deviation

from the topic of discussion or lack of participation of students. Initially many students were not interested in the activities and sessions of the modules. They were quite open enough to show their lack of interest and found the sessions not useful. There were giggles and whispers among the students during the activities and discussions. Some students were extremely shy and rarely participated in the discussions. This frustrated the teacher at time and reduced their enthusiasm. At time the teachers seemed to be anxious to finish off the portion and hence skipped through the module sessions. Gradually their involvement in the activities and participation increased. The interactions slowly moved from being out of focus to being more focused. From the participant observation it was deduced that teacher need considerable amount of training and practice regarding module implementation. Convincing them and keeping the motivation till the last was extremely crucial. Resources needed had to be planned in advance with support of school authority. Rigidity in classroom teaching had to lessen and more flexibility and freedom needed to be given to teacher. Particularly when the modules on growing up and HIV/AIDS was being implemented, initially for the first session it was odd for the teacher to use the term sex or terms associated with human anatomy. The teacher struggled and fumbled and there was an awkward silence in the class. Some student giggled while others looked at each other with sense of embarrassment. However seeing the persistence of the teacher soon the inhibitions were broken by few smart students. As the module progressed, the seriousness soon established, more over the activities led a sense of enjoyment at same time satisfying the curiosity of the students. Initially the frankness and openness was not there. Many students did not even look up but gradually as activities progressed the inhibitions gave way.

### **Question Box**

The talk and session conducted by the Gynaecologist was successful as compared to the teachers the students seem to be more relying on her. They probably felt less embarrassed in front of her and felt that she was an authentic source. The question box technique was highly successful here due to the anonymity maintained. Some of the questions asked were. The questions after module on HIV/AIDS and talk by the Gyneacologist reflected how much adolescent knew. The language of the question and certain terms used hinted

at the exposure of adolescents to source, which were crude like Internet and media. From the queries and questions it could be gathered that providing sex education to the students was indeed required.

### **5.3 POST PROGRAMME IMPLEMENTATION PHASE**

#### **5.3.1 Teachers Perception Regarding The Effectiveness Of The Programme.**

*The analysis of school textbooks reveals that content on the needs and problems of adolescents does not find a place in them.*

The teachers were asked whether they agreed or disagreed with the statement. Post programme teachers agreed that before the implementation of the programme they never considered that Adolescence Education could be imparted through the regular curriculum itself. They considered that for such kind of educational interventions there are specialized training materials and resources. The textbooks and the topics were dealt simply from the theoretical view and other hidden dimensions of the topics were never given a thought. As one teacher remarked “ *I could never think that such a small textbook with limited chapters could be made so useful*”. According to the teachers the textbooks are only meant and designed for theoretical purpose. They did not keep the profile of the learners and their needs in focus and were simply providing only academic inputs.

*A teacher's job is primarily one of teaching and explaining subject matter and not with Adolescence Education.*

7 teachers disagreed with the statement regarding the role of teachers being limited to only teaching subject matters. According to the teachers, the role of teacher can be explored to great lengths and it can be moulded to encompass almost all dimensions of development. A teacher goes beyond being only an academician but is a facilitator and councilor too. One needs to be exposed to programs that enlighten the teacher regarding what multifaceted roles they can play. 3 teachers however felt that a teacher's job should be only restricted to providing subject specific information as that is the primary role and is ultimately the decisive factor in life and career. The imparting of Adolescence

Education and other such programme should be assigned as the job of a specialized teacher or councilor. The school teachers are already over burdened and stressed within the limited sphere of curriculum and such interventions will prove to be at the cost of pure academics.

***Changes noticed by the teachers in the behaviour of the students after the completion of the programme***

As per the responses of the teachers the students were more active and vocal. They look forward to classes and they enjoyed the sessions. There were more healthy interactions amongst students and less of pairing or teasing. The tolerance of students has increased. Many students who were introvert and quiet started to pose questions. The teacher student relationship improved. On the other hand classroom discipline suffered. The activities led to chaotic conditions in class at times.

***Opinion of the teachers about the nature of the programme***

The teachers appreciated the modular approach. The programme according to some was too much comprehensive enough to be accomplished in one academic year with limited working days. Such programmes should be according to them be spread over many academic years.

***Number of periods to be allotted for Adolescence Education per week***

Majority of the teachers said that they were now comfortable with using the modules and integrating the session with their regular classes so could into decide on how many periods. They felt it could go along with the regular school timetable and subject classes. Few were of the opinion that it should be limited to either only assignment and activity classes or be done on Saturdays. As one teacher remarked,

*“One – two class per week should be enough”.*

***Training required for teachers to successfully implement the programme***

Majority of the teacher felt that training has to be very comprehensive. Minimum training of 2–3 months along with regular monitoring once the programme was

implemented was their view. Others expressed satisfaction with the amount of training they had received as part of the study.

***Opinion of the teachers regarding the teaching of Adolescence Education contents the help of the modules given during the programme***

The responses of some of the teachers were as follows:

*"The module gave new dimension to the topics".*

*"Teaching with module and doing the activities was fun and enjoyable".*

However most of the teachers reported that managing the class was problematic. These modules can be used more effectively if they are interwoven with the topics itself and written in the textbook along with the subject matter. One teacher remarked

*"It is alright on an experimental basis but regular use would be burdensome".*

***Steps to be taken to ensure that such Adolescence Education programmes are strictly implemented***

According to the teachers, in-service and pre service training programmes should be focusing on Adolescence Education. Especially in the inservice training, such programmes should be included. A core group of teachers can be formed and the teachers can be a part of module making. Evaluation system has to gear to such module assessment too. The textbooks and learning resources must be redesigned on the lines of Adolescence Education.

**Preference to continue with Adolescence Education Programme**

8 teachers said yes while rest were not in favour

**Suggestions to improve the Training programme**

As per the teachers the programmed should be spread over long period and be graded. Written handouts, video film, Cds etc to should be given. Additional facilitator or councilor must help the teachers in implementing the module sessions. The training has to be more exhaustive.

The above table reflects the feasibility of the module and the overall observation of the teacher regarding the modules. As seen from the table the teachers had an overall satisfactory perception regarding the modules. There are few aspects of the module, which can be strengthened like teaching learning strategies, back ground information, and learning objectives.

### **5.3.2 Discussion regarding Teacher's perception about the programme.**

As per the responses gathered it could be concluded that most of the teacher had a favourable attitude towards Adolescence Education after implementing it. They now could perceive their roles in new dimensions. Innovative methods of teaching and giving classroom learning a new meaningful look was now well accepted by the teachers. The restrictions placed by the limited time and the lack of training however needed to be overcome. It becomes evident that teacher are willing to be stakeholders in adolescent development provided they are given right kind of motivation and support. The pre service and in-service teaching courses did not include critical needs of adolescents as well as suitable transaction strategies for their learning which might be an influential factor to explain the lack of knowledge regarding the teachers perception towards Adolescence Education. Regarding the nature and structure of the module the responses suggests that few areas and activities still need to be modified. This can perhaps be done in consensus with the teachers who are implementing it and more workable and effective modules can be generated.

### 5.3.3 Effectiveness of the programme as per the students

**Table 5.42: Overall rating of the programme**

	Excellent (%)	Good (%)	Average (%)	Poor (%)	Very poor (%)
<b>Rating of the programme</b>	42	43	8	4	2

As reflected from the above table most of the students had a favourable attitude towards the programme with 42% students rating the programme as excellent and 43% give a good rating

**Table 5.43: Perception about the programme**

Sr. No	Statement	Specific responses			
1	This programme	<b>Impressed me a lot (%)</b>	<b>Fairly impressed me (%)</b>	<b>Felt quite ordinary (%)</b>	<b>Did not impress me at all (%)</b>
		46	41	9	3
2	From this programme I learned	<b>Learned a lot</b>	<b>Learned a few things</b>	<b>Learned nothing new</b>	-
		41	21	3	

The table given above depicts that 46% of the students were impressed with the programme while 41% were fairly impressed. Regarding the extent of learning, 41% reported to have learnt quite a lot from the programme while 21% learned a few things.



**Table 5.44: Perception regarding activities of the programme**

Sr. No	Statement	Specific responses		
1	While going through the activities	<b>I felt excited as I was learning something new (%)</b>	<b>I felt bored (%)</b>	<b>Never felt anything novel about them (%)</b>
		76	15	7
2	The different activities conducted during the programme were	<b>Meaningful</b>	<b>Wastage of time</b>	<b>Interesting but not useful.</b>
		96	4	-

The activities were exciting as per 76% of the students while 15% felt bored during the activities. 96% found the activities meaningful while 4% found them to be a waste of time.

#### **Explanation given by the Teachers**

According to 47% of the students the explanation given by the teachers about the various aspects of the programme was very informative. 33% students found it to be interesting, 15% responded as little informative and interesting while 3 % students found them not all interesting.

#### **Discussion during the programmes**

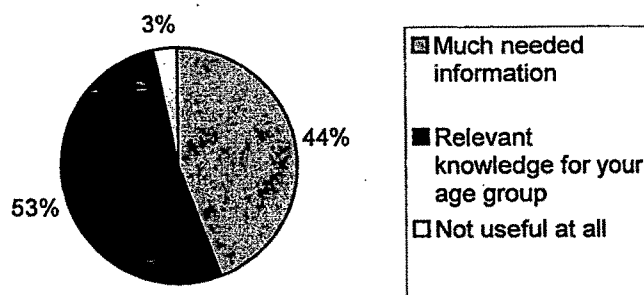
In response to whether the students had questions in their mind when discussion were held 30% said that they did while 63% said no. Those who responded yes said that they had many questions in mind, which they either asked or wrote on chits of paper. 12% students said they had questions but did not ask, as they felt awkward and embarrassed to ask. According to some students their queries were satisfied in the sessions as the information given was quite sufficient and solved all their queries as well as removed the misconceptions. The programme according to many was informative and made them aware as well.

20% students said that though they were not interested in participating in the discussion in the class they did discuss the issues with their friends outside the classroom, while going home or during leisure time. With their friends they found it now easier to communicate and share the information. Those who reported as not discussing gave reasons like they did not like to discuss about it, they found it easier to interact in class than individually and they had no idea about their friends and other people's reaction to the issues so they kept it to themselves. There were many things they knew as well as many things they came to know during the programme. They discussed among themselves whatever was taught in class and by way of sharing their experiences they could make the matters even more clear. Many of them felt that after undergoing the sessions they were now confident enough and freer to discuss with friends. They also sought to discussing with friends in time of confusions. Those who did not discuss it all said that they did not feel the need as whatever was taught in the class whatever was taught to them seemed quite relevant and meaningful and could bring about a change in their character. The class sessions were thought provoking and many times they were hesitant or unable to ask in class though they thought on the issues. Many started thinking over the problems and finding solutions to them.

### Perception about what was learnt

*You learnt about different topics in this programme, which were not there in your textbooks. How do you feel about this type of learning?*

Figure 5.6: Perception regarding learning of topics



As per 53% students whatever they learnt was meaningful, 44% considered the information to be suitable and a requirement for their age.

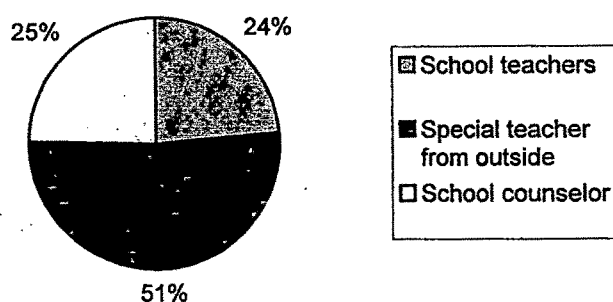
*Were you interested in learning and discussing only those topics, which were in your textbook, but not the other topics, which were taught in the course?*

63% students responded in affirmations and said that they were interested in topics beyond textbooks. The reasons cited were that they need general knowledge apart from the textual knowledge. They wanted to gain some extra knowledge, and if they want to learn something than they should learn it whole. Such type of knowledge is helpful in life." *The textual information is inadequate and does not relate well to facts of life as they present only bookish knowledge, which is insufficient and not related in any way to life".* As per the students to learn about life, its ways, problems, solutions as well as better way of life there is a need to move beyond textual content.

### Preferred source for Teaching Reproductive Health Education course

*If Reproductive Health Education course is introduced in your school (either as integral part of subjects taught or as a separate subject,) whom would you prefer to teach the course.*

**Figure 5.7: Preferred Source for teaching reproductive health**



Special teacher was preferred as a source by 51% students. The reasons were that with a special teachers student did not feel shy. They could interact freely and express their views. Special teacher are much experienced, more effective in giving knowledge, and more knowledgeable. Councillor according to 25% was more understanding and treated every one equal. Schoolteachers are mostly restricting to textbook knowledge so they preferred special teacher or counselors to deal with such information. 24% students said schoolteacher as they were more comfortable in asking questions to them and trusted their opinions.

## **Impact of the programme**

***After undergoing this course do you feel free enough to discuss about your body and the changes you are undergoing and seek information?***

45% Students responded that they are freer now to discuss. Some of the responses were given were: *"It is reality". "We should have information about changes in our body and not feel shy". "It is useful to have knowledge". " We undergo many changes and it happens with every one so why feel shy".*

Due to sessions now they reported that they don't laugh or feel shy but have become confident as well as more frank. They are more comfortable with the changes in their bodies, know the facts and feel at ease to discuss with teachers.

## **Attitude towards further knowledge about issues related to Adolescents**

65% said they were eager to gain more knowledge. The students agreed that they were still not aware of many things in life. The changes that occur make them feel shy so they need more knowledge. Knowing about their own bodies will help them was the most common response. Quite a few admitted that the sessions had brought about some differences in them. They could now deal with problems and were more informative on many things as well as have proper and scientific knowledge.

Few students however responded that they do not want more information since the amount of information they had received was quite appropriate for their age.

## **Timing of the programme**

***Do you feel it was right time in your life to get such type of education?***

***Please state the reason for your answer.***

According to 70% of the students it was the most appropriate time to have received such information. Some of the responses focused on how the information and knowledge would help them to solve the further problems on their own. It can help prevent HIV /AIDS. Students reported that is the right age to get this type of information as one can clear doubts or else the doubts will remain accumulated. They felt that this

was age full of changes, a time to know their needs and rights and have proper education for a safe and secure future. This was a period, which played significant role in moulding of mental character of a person and development of the personality. Also since they are undergoing many changes physically as well as mentally, they have a need to have complete information. Awareness is much needed as otherwise it can lead to doing wrong things and lead a healthy life. As this is a phase of anxiety and falling prey to all mistakes and wrong things it is better to have a source of information.

### **Academic subjects and Adolescence Education**

***Did you find all the subjects more meaningful if taught this way? State the reasons for your answer.***

66% of the students reportedly felt that subject could be made more meaningful. They gave reasons like:

*"It was explained very clearly and was very informative".*

*"We understand more easily, can express our ideas towards it".*

*"We do not feel shy learnt many things".*

### **Suggestions to improve the programme**

From the suggestion given by the students it could be made out that they wanted more information and answers to all their questions. The programme as per few of them should be taken individually or in groups of 3 – 5 students. There should be textbooks and reading material and teachers should devote extra time to teach. More exercises, field trips and more workshops should be included. Some of the responses given were as follows:

*"Give more education on diseases like HIV/AIDS and changes in body".*

*"More information and more interaction are needed".*

*"Presentations needed improvement and more of visual aids".*

*"Discipline was less as many students laughed and made fun".*

*"Written material should have been provided".*

### Usefulness of the programme

The following are some of the things that students reported to have learnt from the programme : Knowledge about strengths and weakness and how to change them, causes of sex related diseases, how to deal with it, types of behaviour, how to deal with awkward situations, accepting body changes more positively, how to be more independent and assertive, how to face problems in life management of ourselves, physical and mental changes positive attitude, personality development, No to addictions, Dealing with people, problems, inculcating skills, personality development, Education about harmful diseases like HIV/AIDS, STD's, safe sex, Decision making, problem solving tactics, building up of self confidence, time management, negotiation, handling peer pressure, , taking decisions about own body, how to deal with adolescents and stress management.

**Table 5.45: Overall changes observed by Adolescents as an effect of the programme.**

Sr. No	Statement	To a large extent (%)	To some extent (%)	Not at all (%)
	<b>Through this programme I came to:</b>			
1	Know about essential life skills	56	25	3
2	Dealing with peer pressure	41	32	6
3	Knowledge about self	60	19	7
4	Learnt use of skill of assertion	29	39	7
5	Decision making skills.	60	20	6
6	Problem solving techniques	55	24	7
7	Ability to Communicate effectively	61	22	3
8	Personality organization	43	33	4
9	Emotional maturity	53	27	4

10	Improved my interpersonal relationships.	36	34	9
11	Came to realize the importance of healthy attitudes towards others	70	14	6
12	Became more confident	52	28	3
13	Fostered critical thinking	40	30	12
14	Developed conflict resolution skills	33	36	9
15	Fostered development of healthy relations with opposite sex	46	25	13
16	Provided scientific knowledge about the process of growing up.	69	15	6
17	Heightened self concept	55	25	4
18	Learned to avoid risk taking behaviors	60	26	6
19	Learnt negotiating skills	44	32	4
20	Management of stress	41	30	9
21	Identified positive goal setting	61	20	6
22	Self discipline	67	14	7
25	How to control emotions in the right manner	52	22	7
26	Sense of responsibility	53	25	1
27	How negative thoughts can be converted into positive challenges	52	26	6



28	Skill to handle different situations of abuse	43	30	9
29	Positive outlook about self	69	17	3
30	Positive interaction skills with friends and family	56	10	33
31	Handling adverse situations	52	22	12
32	Healthy attitude towards HIV/ AIDS	56	21	10
33	Able to deal with emotional distress	43	33	6
34	Recognition of expressing anger without aggression	33	36	7
35	Understanding of how choices in life have to be in tune with the needs, desires, abilities, opinions and opportunities.	56	24	4
36	Recognition of own strengths and weakness	52	27	4
37	Be comfortable with own sexual identity	66	17	6
38	Inculcation of socially responsible behaviour	46	29	7

The above table shows the extent to which students perceived changes in themselves as a result of being subjected to the programme. The behaviors, attribute etc which were impacted to a large extent were: the realization of the importance of healthy attitude towards other (70%), scientific knowledge about the process of growing up (69%), positive outlook about self (69%), self discipline (67%), being comfortable with own sexual identity (66%), positive goal setting (61%), ability to Communicate effectively (61%), Learned to avoid risk taking behaviors (60%) and Knowledge about self (60%).

The following behaviours, attitudes etc were affected to a satisfactory level : Positive interaction skills with friends and family (58%),knowledge about essential life skills (56%),Healthy attitude towards HIV/ AIDS (56%),problem solving techniques (55%), self concept (55%),emotional maturity (53%),sense of responsibility (53%), confidence (52%), controlling emotions in the right manner (52%), negative thoughts converted into positive challenges (52%),handling adverse situations (52%), recognition of own strengths and weakness (52%),inculcation of socially responsible behaviour (46%),development of healthy relations with opposite sex (46%),learnt negotiating skills (44%),personality organization (43%),skill to handle different situations of abuse (43%), dealing with emotional distress (43%),dealing with peer pressure (41%),management of stress (41%) and critical thinking (40%). Positive interaction with family (33%) and development of healthy relations with opposite sex (13%) were the aspects less effective on the students.

#### **5.3.4 Discussion Regarding the Effectiveness of the programme as per the students.**

Every adolescent wants to believe in himself or herself as a successful person; every youngster wants to be liked and respected; every youngster wants physical exercises and freedom to move; and youngsters want life to be just. It is also important to note that all adolescents require their need of attention, need to feel that they are wanted and have an established place in the community. Whenever these needs are denied they are bound to develop some kind of problem which can cause stress, anxiety or emotional conflict. In order to make informed decisions and to understand how the choices they make will affect their lives, adolescents need access to relevant and reliable information from a variety of sources, including parents and other family members, teachers, the mass media and peers. Causes of decline in beliefs, values, and self-esteem have been explained in part by school settings not meeting the developmental needs of young adolescents. On the one hand, young adolescents possess an increasing desire for autonomy, a growing orientation to peers, a concern about social acceptance, an increased need to resolve identity issues, and an increased tendency for an egocentric orientation. On the other hand, these attributes are at odds with traditional settings of larger and less personable schools, less positive teachers student relationships, stricter

assessment measures, more competitive and controlled environments, fewer opportunities for decision-making, choice, and self-management, with more whole class practices, and more social/ability comparison. As schools change in ways that may better match early adolescents' developing characteristics, perhaps the declines in adolescents' achievement beliefs and values observed will diminish

The increase in the desire for autonomy and resolving identity issues can be addressed through learning strategies involving use of a curriculum based on social and individual interests, giving opportunities for exploration of topics in exploratory programs, and the prevalence of a safe environment for experimentation. Flexible classroom pedagogies, and hands-on activities seemed to capitalize upon young adolescents' creative expression and need for meaningful participation and experimentation with aspects of growing up.

From the responses of the students it can be deduced that the programme had been successful in:

- Enhancing adolescent's ability to take responsibility for making healthier choices, resisting negative pressures and avoiding risk behaviours;
- Development of a human right-based perspective to reproductive and sexual health
- Enabling adolescents to make responsible and informed choices and decisions regarding their sexual and health needs;
- Positive self portrayals of adolescents; positive social interaction with adults and peers
- Creative expression competence and achievement
- Meaningful participation in families, school

In accord with the observed attitudinal, behavioural and other associated changes it can be assumed that programmes that are classroom and lecture-centered are ineffective with adolescents. Adolescents have a vast store of energy and go for activities and programmes that are interactive, allow them to compete and be the stakeholders in their education. Make them involved in the activities generates, sustains their interest and thus makes the objectives of Adolescence Education achievable. Adolescents need age-appropriate information about physical and emotional development, the potential risks of

unprotected sex, substance abuse, how to access health services, and educational, vocational, and recreational opportunities. The responses regarding the effectiveness of the programmes appear to be favourable indicating that such programs are successful when information and education are provided interactively and are linked to services which use multiple approaches to disseminate need based education to adolescents.. Reproductive health programs for adolescents tend to be most successful when they: (1) accurately identify and understand the group to be served; (2) involve adolescents in the design of the program; (3) help adolescents rehearse the interpersonal skills needed to avoid risks; (4) link information and advice to services; (5) offer role models that make safer behavior attractive; (6) and invest in long-enough time frames and resources. Most adolescents are eager to learn about reproductive health and are open to advice on how to handle personal problems. Helping them develop life skills can be especially effective strategies for safeguarding their sexual health and well-being. Combining age-appropriate sexual health information with activities to help develop communication and negotiation skills can help young people who are not already sexually active to delay the onset of sexual activity. School-based sexuality education programs that have appropriate curricula, adequate time, and trained, supportive instructors can help prevent HIV/AIDS, and STD. The student's responses have indicated a considerable rise in their knowledge towards sexual health including HIV/AIDS along with a affirmative and accepting attitude. This gives understandable indication that when adolescent are not exposed to such programmes, the universal adolescent groups often fail to identify with the societal norms and follow a smooth path of transition to adulthood.

Adolescents spend a lot of their free time thinking about their identity and values and it is especially important for them to realize their own potential and worth to deal effectively with the challenges of every day life. Acquiring life skills to face life and to be independent is the ultimate goal of education. It is only appropriate that life skills are taught in schools. Effective use of life skills will develop the student's psychosocial competence and the ability to deal with stress and strain of every day life. Life Skills are many and interrelated. For imparting Adolescence Education there is a need to focus on skills as per the teaching- learning needs. Training in life skills had enabled adolescents to develop positive and adaptive behaviors that help them make decisions and manage the

challenges of their lives. Life skills education developed adolescents' ability to reduce specific health risks and adopt healthy behaviors that improve their lives in general such as planning ahead, seeking help, and forming positive relationships. Life skills have helped in strengthen self-esteem and contribute towards adolescents' confidence in their ability to perform certain tasks which may be subject to social constraints that promote unhealthy behaviors. Programmes aimed at improving adolescents' life skills are most effective when they use experiential learning methods (for example, discussion groups, role plays, debates, and interactive games) .The life skills seemed to have gained a prominence through the programme since they are interlinked with one another. For example the decision-making skills is likely to involve creative and critical thinking and value analysis .The base of good interpersonal relationships is empathy and habit of good listening. Having learnt to cope up with emotions and stress also contributes to better interpersonal relationships with other. Enhanced life skills could have lead to enhanced self-esteem, self confidence, assertiveness, social sensitivity, communication skills, positive relationships and ability to set and achieve goals as reported and observed in the sample of the study. The classroom setting probably portrayed reflections of real life situation and contexts, encouraged curiosity, exploration and investigation and possibility of learning with the requirement of learners to be accountable for classroom discussions vested in learner.

The Adolescence Education programme thus overall appeared to have combined the needs of young adolescence in the academic boundaries thereby promoting healthy self-images and relationships, stimulating the adolescents, providing them a platform to identify themselves with, providing the crucial knowledge inputs they need and challenging them towards making their life constructive and meaningful.