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Family Life Education For Adolescents-High School Teachers Opinion

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Abstract: *The developing country like India has to opt for education as one of the most important and useful tool to achieve National development. There is need of innovative strategies to tackle problems related to changing family structure and its impact on adolescents .India adopted the National policy for children in Aug 1974,The policy declares, It shall be the policy of the state to provide adequate services to children both before &after birth& through the period of growth ,to ensure their full physical, mental &social development and recognized children as the 'Nations Supremely important asset' School education has been described as a "Social Vaccine" and it can serve as a powerful preventive tool. Teachers play vital role in the teaching set ups As they play unique role in molding the personality of the students during their formative period of school life Which will intern effect the future generation in their overall development. Introduction of Health education at this stage is very important attempt has been made to know the teachers opinion regarding the same. Approximately 80% of worlds children live in developing countries, their well being as adults depends heavily on the education they receive.*

Keywords: *Adolescents Family life Education Teachers High Schools*

1. Introduction:

The family constitutes the basic unit of society. In spite of the many changes in the organization & structure of society that have altered the role & function of the family. It continues to provide emotional, financial & mental support essential to the growth & development of its members, particularly children, the old & handicapped .the family also remains a vital means of preserving & transmitting cultural values . one important change on the Indian family front during past few years or so is the increase in the number of “nuclear family’s” while the joint family system still prevails¹ . The process of industrialization & urbanization has lead to the migration of young men & women to the cities to earn their living. Thus new type of house hold consisting of husband wife & unmarried children has emerged.

It has been observed that the very institution of family is in a state of disintegration. Since it is not in a position to adapt itself to the challenges of modern forces, it needs to be strengthened through external support. In a formal way .D.Paul Choudhary (1972),² in his article “*Strengthening the Family through Social Services*” says that traditionally the Indian joint family, whose members were bound together by strong ties, functioned as the country’s main social security protection. But the process of industrialization and the growth of urban centre save weakened to a large extent the traditional Indian family and, in some cases it is no longer possible for the joint family to look after all its members. The unitary family that is now emerging comprises husband, wife and children, though not infrequently dependent parents also live with them. The changes taking place in the joint family have to ascertain social problems such as broken homes, neglected children, juvenile delinquency, neglect of the aged and the handicapped. These social problems, it would appear, have become more widespread because of the breakdown of the basic social security protection formerly provided by the institution of the joint family.

Mohsin (1972)³, in his article “*Nature and Scope of Family Welfare Services in India*” says that welfare services are provided to families as it is generally recognized that the family in our age needs outside help to meet the material, social and psychological needs of its members.

According to Kumarappa (1941),⁴ the family is in need of outside help when it is faced with a crisis in order to prevent it from breaking down. Such a situation is created by a variety of factors such as lack of money, illness, existence of a physically or mentally handicapped

member, or an unhealthy emotional situation, which creates problems of human relationships. Often these factors are so intermingled that it becomes difficult to identify the real cause of the family trouble. Influence of such condition on adolescents at home can lead to further severe psychosocial problems which has impact on growth and development thus the quality of life results in future through entities such as development and growth of spirit of self-help and self-determination, self-reliance, organizational development and growth of indigenous leadership. Mobilization of people and maximizing their participation therefore would demand both institutionalization and socialization of the process of social change. “restoration of impaired capacity, provision of individual and social resources and prevention of social dysfunction. In the initial phases, social work was more concerned with remedial activities, and only marginally tried to highlight the need for social reform and change, thus, emphasizing the need to integrate preventive and remedial approach on a continuum (Panwalkar ¹, 1987).⁵

M.S.Gore (1968),⁶ suggests “in all those situations in which a number of economic, social and emotional problems are intermingled with each other, families need outside help as they feel inadequate to meet these challenges satisfactorily by themselves. These situations become more complicated in the Indian setting as there is a great variety in the composition of Indian families. There exist in our society both traditional joint families and modern nuclear families. Both of them have a number of dependents such as widows or orphans or unemployed relations. Because of the lack of universal coverage under public assistance programmes in the case of old age, sickness, unemployment, etc. the family has to shoulder greater financial responsibilities, which naturally create a number of economic, social and emotional problems and generate unbearable tensions and strains (p. 294).

It is clear that adolescents psychosocial problems related to family life cannot be ignored it can lead to personality disorganization this could be prevented to a great extent by providing welfare services to the needy or those in the process of disorganization. Early detection of Psychosocial issues related to family life, educational set up, emotionality and health including puberty

Families in all parts of India need support and protection. This can come generally through State policies and directly from social services and social welfare services and social services including family welfare services.

Counseling is an activity through which a better perception of one's problems, understandings and misunderstandings, capacities, abilities and potentialities, and provide appropriate remedies. It has been observed in the thesis that institutional relationships between members of the family in general and the different subsets – brothers-sisters, parents and spouses – in particular, is breaking down. New family relationships have to be built on the basis of interpersonal relations characterized by equality of sex, age and class status. This system necessitates that individuals and groups should take others into confidence and maintain the relationships. Lack of understanding between members might lead to family breakdown. Under such conditions, family counseling is very important. Ranjan Amin (1972)⁸ speaks of providing guidance to parents and adolescents.

Premarital counseling is becoming an important remedial measure to prepare youth for married life. To prepare them to face family life. The husband and wife on the one hand and mothers-in-law and daughters-in-law on the other, are not able to build healthy relationships on personal basis. Solve marital conflicts their own.

D.Mohan (1972)⁹ in his article *“Pre-marriage and Marriage Counselling”* suggests ways and means of helping the young and newly married girls to adapt themselves to the new roles and statuses. Pre-marital and marital counseling provides the necessary expertise both in terms of dissemination of knowledge as well as essential action fulfilling an essential role. (p. 33). Similar use of counseling techniques are suggested by Purnima Mane in her article *“Research on Marital counseling and Therapy in India: Relevance and Priorities for Indian Practice”* (1991).

Empathy is one of the techniques of counseling. In a general sense empathy means ‘If I were you’. In other words it means: What would have happened if I were in your position’. It means looking at our problems from their point of view of others not from our point of view.

According to Keef (1976),¹⁰ empathy refers to a set of behaviors that constitute a skill central to effective social work intervention at every level. In the words of Udai Parik (1960), empathy is the ability to perceive the mood and feelings of another person. It is understanding of the feelings, sufferings or situation of another person without these feelings communicated by words. It thus denotes the understanding of the behavior of another on the basis of one's own experience and behavior. It has been observed that psychosocial problems of adolescent occurs due to lack of an objective understanding of one's situation, of view,

mental condition, feelings and emotions. Use of empathy as a method of knowing each other may solve problems of adolescents.

India adopted the National policy for children in Aug 1974, The policy declares, It shall be the policy of the state to provide adequate services to children both before & after birth & through the period of growth, to ensure their full physical, mental & social development and recognized children as the 'Nations Supremely important asset'¹¹ School education is a complex process and many multidimensional factors influences the teaching process School education has been described as a "Social Vaccine" and it can serve as a powerful preventive tool¹²

To know and probe what actually are the opinion of teacher dealing with Adolescents students at high schools, the present study title "High School Teachers opinion about Family life Education for Adolescents" intends to elicit the teacher opinion about family life education who are working in high school of Bijapur district of Karnataka state which is one of the Socio economically backward district.¹³

2. Aims and Objectives:

- To focus on the opinion of teachers about family life education at schools
- To know the relationship between gender and subject of teachers with their opinion about family education at schools

3. Material and Methods :

Study area:	Bijapur District
Study design:	Cross sectional
Study setting:	High schools total 30 schools covered
Sample size :	162 teachers
Study period:	Nov2010 to March 2011
Study technique:	Questionnaire
Statistical analysis:	Percentage and chi square

4. Results and Discussions:

Out of total 162 teachers 114 [70%] male and 48[30%] female. Teachers participated in the study 79[49%] were from rural schools and 83[51%] were from urban schools. Among 162 teachers language teachers were maximum i.e 61[38%] followed by science teachers

55[34%], e 27[17%] .Sports 13[8%] and Gk/Draw/comp were only 6[4%], 104[64%] were full time permanent teachers and 58[36%] were temporary/part time teachers.

Distribution of teachers according to type of school and their opinion about Family life education in school

Type of School	Necessary No %	Not Necessary No %	Not answered No %	Total No %
Govt School	25(84)	4(13)	1(3)	30(100)
Private Unaided	32(89)	1(3)	3(8)	36 (100)
Pri vate Aided	79(82)	14 (14)	3 (4)	96 (100)
Total	136(84)	19(12)	7(4)	162(100)

Table No 1: Teachers opinion about Family life education

Pooled $\chi^2=5.056$ $P=0.282$ no association found

Distribution of teachers according to type of school and their opinion about Family life education in school.

Among the total 162 teachers 136 (84 %) opined that family health education is necessary in schools. Teachers of (89%) private unaided schools,(84%) Government schools and (82%) have opined that family health education is necessary at schools ,this shows the concern of teachers for the total wellbeing of Adolescents statistically no association found between type of school and their opinion about family life education in school

Pooled $\chi^2=5.056$ $P=0.282$ no association found

Distribution of teachers according to Medium of instruction and their opinion about Family life education in school

Medium of instruction	Necessary No %	Not Necessary No %	Not answered No %	Total No %
English	48(87)	6(11)	1(2)	55(100)
Kannada	54(83)	7 (11)	4(6)	65(100)
Urdu	34(81)	6 (14)	2(5)	42(100)
Total	136(84)	19(12)	7 (4)	162 (100)

Table no 2

$\chi^2=1.761$ $P=0.780$ no association found

Distribution of teachers according to Medium of instruction and their opinion about Family life education in school.

Among the total 162 teachers 136 (84 %) opined that family health education is necessary in schools. 55(34%) English medium school teachers 65(40%) Kannada medium school teachers and 42 (26%) Urdu medium school teachers have participated in the study.

Among English medium school teachers 48 (87%) Kannada medium school teachers 54(83%).

And 34(81%) Urdu medium school teachers have expressed that family life education is necessary in schools it is found that there is no association between medium of instructions and their opinion about family life education in schools

$$x^2=1.761 \quad P=0.780 \quad \text{no association found}$$

Gender	Necessary		Not Necessary		Not answered		Total	
	No	%	No	%	No	%	No	%
Female	41	(85)	05	(11)	02	(4)	48	(100)
Male	95	(83)	14	(12)	05	(5)	114	(100)
Total	136	(84)	19	(12)	07	(4)	162	(100)

Table 3: Gender of teachers and their opinion about Family life education in school

$$x^2=0.121 \quad P=0.941 \quad \text{no association found}$$

Gender of teachers and their opinion about Family life education in school. Among the total 162 teachers 114[70%] male and 48 [30%] female. Teachers have participated in the study.85% of female teachers and 83 % of male teachers have expressed that family life education is necessary for adolescents in the present socio cultural situation statistically also there is no association between gender of teachers and their opinion about family life education for adolescents.

$$x^2=0.121 \quad P=0.941 \quad \text{no association found}$$

Experience in Years	Necessary		Not Necessary		Not answered		Total	
	No	%	No	%	No	%	No	%
1 -5	30	(73)	07	(17)	04	(10)	41	(100)
5 -10	26	(84)	04	(13)	01	(3)	31	(100)
10 -15	28	(85)	04	(12)	01	(3)	33	(100)
15 -20	15	(88)	02	(12)	00		17	(100)
20 -25	12	(80)	02	(13)	01	(7)	15	(100)
25 -30	18	(100)	00		00		18	(100)
>30	07	(100)	00		00		07	(100)
Total	136	(84)	19	(12)	07	(4)	162	(100)

Table 4: Experience of teachers and their opinion about Family life education in school

$$x^2=9.535 \quad P=0.6567 \quad \text{no association found}$$

Experience of teachers and their opinion about Family life education in school

As the experience in years has increased it is found that the percentage of teachers opinion regarding family life education has increased highest is 100% and lowest is 73%

When statistically analyzed it is found that there is no association between number of years of experience and their opinion about family life education for adolescents at schools $\chi^2=9.535$
P=0.6567

5. Conclusion

- Teachers have opined that family life education at schools is necessary ,study shows that Teachers are very much concerned about wellbeing of adolescents The oncerned authorities have to utilize this resource.
- There is utter need to Orient , Train and Refresh teachers on important issue like family life education at schools.
- Participation of parents ,NGO's school social workers, NSS volunteers , local leaders along with Education department can play the role of catalyst in this issue like family life education at schools which enhances quality of life of future generation

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