CHAPTER - 3

REVIEW OF RELATED LITERATURE
3.1 INTRODUCTION:

In any research work the first task of the investigator is to look into past studies done in the area in which he purposes to take the research. The review of related studies implies locating, reading and evaluating research reports as well as reports of casual observations and opinion that are related to the individual's planned research project.

Knowledge of related work is very useful in any research. It will give an idea to the researcher about the type of work that others have done and the methodology, limitations and findings of others. With this view in mind, the researcher has investigated similar researches done in this field. The researcher also reviewed some important articles on this subject.

The review of related studies is nothing but a wide look into past research work done in the specified fields. It provides information related to the type of study and type of design that may be eventually used in conducting research. Research work done in the past serve as solid foundation on which any new investigation firmly rests.

Walter (1963, P.78) emphasizes the meaning of related literature as, “The literature in any field forms the foundation upon which all future work will be built.”

The author further observes that if one fails to build this foundation of knowledge provided by the review of the literature, his work is likely to be shallow and naïve and will often duplicate work that has already been done better by someone else.

Good, Bar and Scates (1954, P.109) point out, “The boys to the vast storehouse of published literature may open doors to source of significant problems and explanatory hypotheses and provided helpful orientation for definitions and comparative data for interpretation of results. In order to be truly creative and original, one must read extensively and critically as a stimulus to think.”

A peep into the past gives insight the present. Review of the past researches gives insight into the present researches. Many angularities and rough surfaces of the present problems can be straightened and smoothened with the help of the past researches. The review helps the investigator in preparing his own research design of the problem in hand, at the same time it also acquaints the investigator with the limitations of the tools and procedures used by the past researchers as well as the problems faced by them.
It is the review of the related literature that furnishes the researcher the correct idea regarding the plan, research design, procedure and methodology and enables him to gain insight into the problem under taken by him.

The review of the past studies of research on relevant areas enables the investigator to get a proper insight into his own problem and prepare a design to attack the problem on hand effectively. Besides this, it also helps him to select appropriate tools, a proper size of the sample and a suitable sampling design.

The review of some of the past studies given in this chapter give a brief sketch of major findings in the different areas of this study. They are of immense value to the investigator in deciding strategy to deal with the problems of the present investigation.

The review of the related literature is necessary to determine what was already known about the subject and to know what researches where done by other researches and the results obtained. As a result, the researches had to develop a rational for the study by reviewing in the related literature. The concepts and principles review here, from a theoretical basis to formulate the adolescence awareness and its enhancement.

It has been observed by the investigator that the research work done in this particular area in adolescence can be broadly classified under the following heads:

1. Review of researches done at Ph.D level:
   A. Research in India
   B. Research in Abroad

2. Review of researches done at master degree level.
   A. Research at M.Ed. level
   B. Research at M.Sc. (Hom.Sci.) level.

3. Abstracts of the study
4. Summary of the study

3.2 IMPORTANCE OF THE RELATED LITERATURES:

A review of related studies helps the investigator in avoiding any duplication of work done earlier. A carefully review always aims at interpreting prior studies and indicating their usefulness for the study to be undertaken. Thus prior studies serve as the foundation for the present study. In some cases duplication or replication of prior studies becomes essential. This is especially true when the investigator wants to test the validity of earlier studies. In such a situation too, a careful review helps the
investigator in getting acquainted with the number and nature of studies related to the study whose validity is being assessed at present.

A careful review of related studies enables the investigator to collect and synthesize prior studies related to the present study. When significant variables are discovered, the relationship among them can be identified. Subsequently, the identified relationship is incorporated into different hypotheses. Thus, for conducting a scientific study, the relationship between the different variables must be explored by reviewing related studies so that a good context may be built up for subsequent investigation.

A careful consideration of “recommendations for further research” in various research studies guides the investigator regarding the suitability of the problem and assists in delimiting his research problem. Therefore, the investigator has tried to review the literature of past studies which correlates with adolescence education programme and adolescence awareness to benefit him in the above mentioned ways.

Thus, the review the related studies is an important matter in the research process.

3.3 PURPOSE OF THE REVIEW:

Every researcher must know what sources are available in the field of research and how many of them are worthy to be used. As in another field, in the field of education also, the researcher needs up to date information regarding the problem, i.e. what has been thought and in the particular defining and over analyzing variables and identifying variables which are conceptually and practically important.

Good, Bar and Scates (1954) analyze the purpose of research review as follow:

(a) To show whether the evidence already available solves the problem adequately without further investigation and thus do avoid the risk of duplication.

(b) To provide ideas, theories, explanations or hypothesis valuable in formulating the problem.

(c) To suggest method of research appropriate to the problem.

(d) To locate data useful in the interpretation of result.

(e) To contribute to the general scholarship of the investigator.

When the researcher makes a careful review of the related study, he becomes aware of the important and unimportant variables in the concerned area of research. A careful review also helps the researcher in selecting the variables lying within the
scopes of his interest, in defying and over analyzing variables and in identifying variables which are conceptually and practically important. Thus, a review of the related study on the whole, prefers the researcher to formulate a researchable problem in which conceptually and practically important variables are selected.

3.4 REVIEW OF THE RESEARCHES:

3.4.1 Review of researches done at Ph.D. level:

A. Research in India

SUBJECT: Identification of Sex-Related Problems of Adolescents in the College of Kerala and Their Perception of Sex Education.

INVESTIGATOR: K.V.George.

UNIVERSITY: Education Department, Kerala University, Kerala.


OBJECTIVE: It attempts to identify sex-related problems of adolescents in the colleges of Kerala and their perception on sex education issues.

1. To identify the common sex related problems experienced by adolescent boys and girls.

2. To study the nature of the sex-related problems of adolescent boys and girls with respect to the whole sample and the sub-samples based on age, residence, religion, socio-economic status, and family size and co-education facilities.

3. To compare the sub-groups within the male and female subjects with respect to the sex-related problems.

4. To study the adolescents' perception of sex education.

SAMPLE: 1470 students (663 boys and 754 girls) enrolled in Kerala University and in Mahatma Gandhi University served as the sample in the study.

TOOL: A self-made Questionnaire and sex-related problems Check-list were the main tools. Interviews were also conducted on a small sample. The collected data were treated with analysis of variance.

FINDINGS:

1. While the social problems experienced by the boys and girls were similar, the physical, physiological and psychological problems were different.

2. The profile analysis of variance of sex-related problems was significant for boys and girls.

3. Friends appeared to be the primary source of information concerning sex.
Parents were found to be the least preferred. Adolescents had a good number of superstitious beliefs about sex.

**SUBJECT:** A Study of the Impact of Self Instructional Material on Sex Education Adolescent, Neuroticism and Attitude towards Sex of High School Students.

**INVESTIGATOR:** Bhadrayu Vinayak Vachhrajani.

**UNIVERSITY:** Saurastra University, Rajkot.

**YEAR:** 1988.

**OBJECTIVE:**
1. To prepare self instructional material on sex education.
2. To study the impact of self instructional material on sex education, on adjustment of high school students.
3. To study the impact of self instructional material on sex education, on neuroticism of high school students.
4. To study the impact of self instructional material on sex education, on attitude towards sex of high school students.
5. To study the effect of treatment (self Instructional material on sex education) standard, sex and attitude towards sex of high school students, separately.

**SAMPLE:** Purposing sampling technique was used in the study. The boys’ and girls’ school, of urban and rural area, having std. X and std. XII were selected.

Two boys’ and two girls’ schools were selected in Rajkot urban area. Two boys’ and two girls’ schools were selected in rural area with the same technique.

Thus, total eight schools were selected as sample of the study. In each school, one class each of std. X and std. XII were randomly selected. Since there were hardly any higher secondary classes in the rural area, four classes of std. XII were not included in the sample. That is why; twelve classes of eight schools were finally selected as the sample of the study.

**RESEARCH DESIGN:** Looking to the type and duration of the experiment, the researcher decided to select Quasi-experimental design. Non-randomized control group pre-test post-test design was used in this study.

**TOOLS:**
- Adjustment Inventory- developed by K. G. Desai (1987).
• Personality Inventory: This Inventory is the Gujarati adaptation of Junior Eysenck. Personality inventory devised by Mrs. Subil B. G. Eysenck. The Gujarati adaptation is made by K. G. Desai.

• Attitude scale: An Attitude scale was developed by the researcher.

FINDINGS:
1. The self-instructional material on sex education had no effect on the adjustment of boys and girls of std. X and std. XII of urban and rural area.
2. The self-instructional material on sex education had positive affect on the neuroticism of girls of std. X and std. XII are urban and rural area, whereas it had no effect on the neuroticism of boys of std. X and std. XII of urban area and std. X of rural area.
3. The self-instructional material on sex education had positive affect on the attitude towards sex of boys and girls of std. X and std. XII of urban and rural area.
4. The treatment, standard and sex had no significant effect separately on adjustment and neuroticism for urban area, whereas the treatment and the standard had an effect separately on attitude towards sex for urban area.
5. There was no significant effect of interactions between treatment and sex on adjustment, neuroticism and attitude towards sex for rural area.

SUBJECT: Fantasy Life of Adolescent Girls and Its Influence on Educational Achievement.

INVESTIGATOR: S. Zachariah

UNIVERSITY: Education Department, Kerala University, Kerala.

YEAR: 1982

OBJECTIVE: The study objectives were:
• Investigate the fantasy life of adolescent girls in terms of content, intensity of occurrence, hierarchical pattern of areas and their intercorelations.
• Compare the fantasy materials explored by different techniques.
• Relate the fantasy life to educational achievement.

HYPOTHESES: The major hypotheses were:
1. The relationship between the global fantasy and the educational achievement of adolescent girls will be negative.
2. The negative relationship between the global fantasy and the educational achievement of adolescent girls will be influenced by intelligence and personality factors.

3. There will be positive relationship between certain fantasy areas and educational achievement.

4. The correlates of educational achievement will show a differential pattern of relationship of fantasy.

**TOOL:** A fantasy inventory, prepared for the study using the data obtained from the self-reports of fantasy of 400 adolescents and from semi-structured group interviews of 100 adolescents, was administered to a sample of 962 adolescent girls. The other tools for obtaining information on the fantasy life were an opinionnaire on content and conditions conductive to day-dreams and nocturnal dreams, sentence completion Test and spontaneous Story Writing Test, Nafde's Non-verbal Test of Intelligence, Kerala University Personality Scale; Value Inventory and questionnaraire to obtain personal information were also administered.

**RESEARCH DESIGN:** The data were analyzed by calculating percentages and rank scores, applying tests of significance, computing coefficients of contingency, calculating product moment coefficients of correlation and partial and multiple correlations.

**FINDINGS:** The major findings of the study were: fantasies

1. Fantasies were classifiable into systematic, casual, differentially occurring and rarely occurring. Educational fantasies occupied the highest rank in terms of frequency of occurrence with social fantasies getting the second rank.

2. Intelligence and personality decreased the negative relationship between the fantasy life and educational achievement.

3. The relationship between the fantasy life and educational achievement was negative for all the subjects and for most of the fantasy life.

4. The six value areas, the aesthetic value alone had positive significant relationship to the fantasy life.

**SUBJECT:** Problems of First – generation Adolescent Learners.

**INVESTIGATOR:** T.C.Gyanani

**NAME OF THE UNIVERSITY:** Faculty of Education, DEI (Deemed University), Agra.

**YEAR:** 1998.
Adolescents have various problems, one of them being that of maladjustment. The family and its education environment are among the factors creating problems for adolescents. Society is not able to catch up with a constructive aspect and its traditions have brought about a conflict of values and created frustration among many serious problems. Problems like ill health, lack of finances, violence etc. are faced by adolescents in.

A behavioural problem of adolescents has been a subject of study of Western psychologists, sociologists the last so many years. But in India very scanty research work regarding the various problems of the youth information related to the problems of the youth in western countries may not be applicable to the Indian youth differences in family relationship, socio-economic condition, values etc. Behavioural expectations of the west and east are vastly different from these prevailing in India.

In India the first generation learners also have problems like the other disadvantaged groups. This is one disadvantaged groups of Indian society. Literate parents' explosion of population, religious rigidity, poor echo remote village areas and sex discrimination in traditional and orthodox village societies are the major factor development of first generation learners, various research studies reveal that home background and cognition variables have been unfavourable to first generation learners. The contribution of the father's educational background was more important than the more problems of first generation learners there are very few studies.

**Method and Design of the Study:** Ex-post facto method of research with two matched group research design was followed in the investigation first generation learners, a parallel matched group of non first generation learners with respect to age, sex was selected as a control group for comparison purposes.

**SAMPLE:** The sample of the study consisted of 50 first generation learners and 50 non first generation learners study various intermediate colleges of Farrukhabad district of U.P. The subjects of the two groups were males below commerce and Science streams. The average age of the group of first generation learners was 16 + years. Of the non first generation learners was 15.5 + years.

**TOOLS:** The problem check list of Joshi and Pandey (1988) was used to study the various problems of the youths. The check-list consisted of 330 items related to 11 years viz. Health and Physical Development, Finance, Residence, Social and Recreation, Sex and Marriage problems. Personal and Psychological Problems, Moral and Religion, Future Vocation and Education, Adjustment to School Activities and
Curriculum and Teaching Methods. According manual, the reliability of the test was determined by test retest and split half methods which are 0.71 and 0.9 factorial and concurrent validity of the test are +0.23 and 0.40 and 0.29 respectively.

**STATISTICAL TECHNIQUES:** For analysis of the data, Sum of Rank Test was followed. The reason was that the scores related to various check lists were not found to be normally distributed. Hence, parametric tests of significance were not used.

**FINDINGS:** A comparison of the two groups of adolescents according to different areas of problems reveals the follow:

1. **Problems Related to Finance, Residence and Employment:** The first-generation learners expressed their prior problem to be related to finance. They felt that the money to meet their own daily expenses. It is obvious that the first-generation learners belong to poor family resources. Most of the guardians of first-generation learners work on the basis of daily wages. Sometimes to also, they do not have proper shelter or residence for living. Hence, the FGL adolescents felt the need for that they could meet their own personal expenses to help the family.

   For non-first-generation learners (NFGL) financial problem was in second order. Their prior problem was relations and has spare time to avail of recreations and enjoy with their friends.

   The recreation and social problem is also expressed by first generation learners, but it is in second priority.

2. **Personal and Psychological Problems:** In both the groups this problem is third in rank. The FGL and NFGL adolescents felt that they were very ago to high anxiety and hence they forgot. They were very careless, lazy, depressed, unable to take decisions groups suffered from frustration and feelings of inferiority.

3. **Vocational and Educational Problems:** First and non-first-generation learners are equally burdened with this problem. In order of priority, this problem both the groups, FGL and NFGL, were worried about their future careers and had a problem availing properly appropriate subjects for higher education as well as for a suitable job. The two groups equally wanted to be dependent.

4. **Moral and Religious Problems:** The first generation learners have this problem in fifth order of priority; while the non first generation learners problem, they were not very conscious about moral and religious implications like first generation learners in seventh place.
5. Adjustment in School Activities: This problem was comparatively higher among non-first generation learners than among first generation learners (NFGL). It was comparatively more conscious about the subjects they had taken as course of study. They were performance and good achievement while the FGL group had perceived this problem.

6. Social and Psychological Problems: In the FGL group this problem was comparatively higher than in the NFGL group. The FGL group had give problem, while the NFGL group had given ninth rank to this problem. The FGL group felt that other member neglecting them; they had poor relations and were not popular figures. On the other hand, the NFGL group importance to this problem, as the rank order of this problem for the NFGL group was ninth.

7. Sex and Marriage: Both the groups had this problem in equal intensity and it is at eighth rank. Psychologically the FGL and NFGL for the opposite sex. They were equally hesitant in developing relations with the opposite sex. They were equal various sexual diseases and future life partner and married life.

8. Health and Physical Development: In physical and health development the two groups were more or less equal. On the basis of the magnitude one rank order in the FGL group was nine and in the NFGL group it was 10. This indicates that though the two groups problems related to their health and physique and had equal problems of health, physical constitution attract to habits, they had given less priority to these problems in comparison to other problems.

9. Course and Teaching Methods: For the FGL group, the rank order of this area is 10 but for the NFGL group the rank order is six. This indicates group this problem was comparatively higher than in the FGL group. The NFGL group was more conscious and it was availing of and felt that the course which they were studying was not related to practical life and did not vocational career. They felt that the books and the courses which they were studying were a burden to them were wasting their time in unnecessary discussion of these courses.

10. Home and Family: The two groups, FGL and NFGL were burdened with this problem with equal intensity and its rank is 11 for the adolescents of the FGL and NFGL groups stated that family members did not give them proper freedom and immature persons. They did not have the freedom to take decisions of their own. Both the groups complained were always criticizing their behaviour and were not congenial.
SUBJECT: Adolescent Loneliness: Correlates, Attribution and Coping.

INVESTIGATOR: Fuljeet Kaur.

UNIVERSITY: Psychology Department, Panjab University, Panjab.

YEAR: 1990

OBJECTIVE: The experience of and coping with loneliness among adolescents was investigated.

1. To study what the adolescents feel and do when they are lonely.
2. To study the meaning and attributes of Loneliness among adolescents.

SAMPLE: A sample of 300 adolescents (150 males and 150 females) participated in the study.

TOOL AND METHODOLOGY: The tools used were, Loneliness Scale, ULCA Loneliness Scale, Differential Loneliness Scale, IPAT Anxiety Scale, Rotter's I-E Control Scale, Bern sex-Role Inventory, Torrance Test of Creative Thinking, Zung Self-Rating Depression Scale, Hopelessness Scale and Automatic Thought questionnaire. Correlations, factor analysis and t-test were used for data analysis.

FINDINGS:

1. Females experienced greater loneliness, anxiety and depression than males.
2. Males expressed more hopelessness.
3. In males, loneliness was positively related to hopelessness and external locus of control.
4. Emptiness and isolation were major causes of loneliness.
5. Males attributed loneliness to a selfish world and uncertain future, while females stressed on low esteem.
6. Watching TV and doing work were the main coping strategies.

SUBJECT: Problems of Adolescent Girls in Gujarat State in India.


UNIVERSITY: Education-Extension Department, Faculty of Home Science, M. S. University, Baroda.

YEAR: 1966

OBJECTIVE: The objective of this study was to explore the problems and worries about home, family and personal lives or rural and urban adolescent girls, school-going and non-going. The knowledge about reported problems and troubles might appropriately be studied well in home science classes and therefore, provide a basic for suggesting ideas to be included in the syllabus for such courses.
SAMPLE and TOOL: Data were collected from 1,343 adolescents' girls through a problem checklist. The checklist was pre-tested on 97 girls. It consisted of 140 items. To measure intensity, a three point scale—much, some, not at all was used. All the 140 items were equally divided into seven areas of problems, namely, health and physical development, home and family, peer relations, morals and religion, money and future, sex and marriage and personality problems. Out of 1,343 adolescents, 857 were from 10 urban high-schools and 486 were from 16 villages. Out of the 486 adolescent village girls, 94 were school-going and 392 were non-school going. Random number tables were used in selecting schools and villages.

FINDINGS: The main findings of the study were:

1. The areas of most troublesome problems were morals and religion, money and future and personality problems, in that order. Intensity indices for these areas were in the same order and were higher for girls in the urban group than in the village schools.

2. The problems of morals and religion were greater than those of other areas for all caste and religious groups except the patidars and Christians. Both these caste groups recorded more concern for problems in the area of money and future.

3. Mean scores for all areas were highest for the artisan group in the village study and next highest, for Christian and Muslim groups in the city.

4. Problems increased with the increase in age. Moreover, the areas of problems differed with different age groups. About the specific problem it was found that the problem marked by the largest number from all age groups was the problem of values.

5. Their questioning of religious beliefs and values was characteristic of this age in other cultures. It was shown by their concern with two other problems, which were marked by over 80 percent.

6. Of the rest of the five problems marked, three were concerned with money and future and two with personality.

SUBJECTS: A Study of the Attitude of the School going Adolescent towards Physical Education Programme in the School with Reference to Personality Characteristics.

INVESTIGATOR: Jeram J. Desai.

NAME OF THE UNIVERSITY: Sardar Patel University, Vallabh Vidyanagar.

OBJECTIVES: The following objectives were laid down for the study:
1. To construct a valid and reliable scale to measure (study) the attitude toward physical education of the school going adolescents.
2. To study the attitude towards physical education of the school going adolescents in context of their body built.
3. To study the attitude towards physical education of the school going adolescents coming from rural and urban areas.
4. To study the attitude towards physical education of the school going adolescents context of personality characteristics.
5. To investigate whether there are any sex differences with regards to attitude towards physical education of the school going adolescents.
6. To investigate whether family interest in sports and games has any relation to attitude towards physical education of the school going adolescents.

SAMPLE: The population under the study comprise of the students studying in the secondary schools in Kheda district. The investigator has decided to take this population viz., school going adolescents of the classes VIII to X. The investigator decided to adopt cluster sampling. Therefore, he choose in all 22 secondary schools situated in rural as well as urban areas of Kheda district.

Initially about 1100 students of grades VIII, IX and X of 22 secondary schools would be participating in the study.

RESEARCH DESIGN: Keeping in view the design main and interactive effects. The ANOVA Techniques for each factorial design was extracted to test the hypotheses formulated, a complete structural model for a score in the 2 x 2 x 3 factorial design is postulated.

TOOLS USED FOR THE STUDY:
1. Attitude towards Physical Education Scale developed by the investigator.
2. 16 P.F. scale developed by R.B. Cattle.

FINDINGS: To provide a valid tool, a systematic procedure for try-outs had been adopted. Thus certain findings made during this process of try-out and implementation of the final scale is noted below:
1. While administering the scale, it required a good deal of time, patience and perseverance on the part of scale administrators.
2. Sex did not differ significantly in their attitude towards physical education.
3. The students of the class VIII, IX & X do not differ significantly in their attitude towards physical education.

4. The students from urban areas are significantly better in developing the attitude towards physical education than those from the rural areas.

5. There is a significant relationship between personality factors and attitude towards physical education.

6. There is a significant difference in attitude towards physical education of the students studying in the school providing good and poor facility in the form of playground, equipment, gymnasium etc. The provision of such facilities in the school has significant effect on the attitude towards physical education.

7. The parents’ interest in sports and games does not play an important role in developing the attitude towards physical education.

8. The area in which the student studies viz., rural and urban does not play any significant role in shaping the attitude towards physical education.

9. The physical education facility in the school and the area are not independent variables.

10. The body built has not concern with the attitude towards physical education.

SUBJECT: A Study of the Problem of Adjustment in Adolescence.

INVESTIGATOR: C.A. Majumdar.

UNIVERSITY: Calcutta University, Calcutta.


OBJECTIVE: The main objectives of the study were to find out:

1. Whether maladjusted adolescents possessed certain personal characteristics which differentiated them from the adjusted.

2. Whether variables in past incidents of development and the present psycho-social forces operating upon them could be looked upon as the causes of deviant behaviors.

SAMPLE: The sample taken from the school of Calcutta, consisted of two control (C) groups fifty adjusted boys and thirty adjusted girls and two experimental (E) groups—fifty maladjusted boys and thirty maladjusted girls. Rating of teachers—one overall rating and a rating on a analytical scale indicative of behavior symptoms—formed the basis for obtaining the study cases. The data were collected on each individual’s intellectual level, personal problem areas, attitude towards various institutions, aggression, dominance, group-dependency, emotional stability, self
confidence, moral sense, feeling of insecurity, identification data and bio-social background.

**TOOL:** The tools used were:
- A Battery of Psychological Tests, Checklists and a Case Study Schedule.

**FINDINGS:** The major findings of the study revealed that:

1. Social environment did not play an important role in making adolescents pathological in their behavior pattern.
2. Much discomfort and disharmony was there in the early life of the E-groups, particularly in the case of boys.
3. Parent-child relationship, discord in home, the perception of roles played by parents etc., were some of the important factors that appeared for more unwholesome for the E-groups than the C-groups.
4. The maladjusted, family environment was generally, characterized by tension, conflict and overall imbalance.
5. The boys and the girls in E-groups were intellectually inferior to their counterparts in C-groups and had a great number of dropouts.
6. The C and E-groups differed significantly on the personality characteristics like aggression, group-dependency, self confidence, sense of security and identification in favour of C-group.
7. There was considerable difference among the groups in respect of problems faced by them and in their attitude towards social institutions.

**SUBJECT:** Adolescents: Their Social Background Problems.

**INVESTIGATOR:** R. Parekh.

**UNIVERSITY:** SNDT University, Bombay.

**YEAR:** 1982.

**OBJECTIVE:** The objectives of the study were:

1. To examine the phenomenon of adolescence in the background of the cultural ethos of Indian society.
2. To study the influence of social background, particularly the family and college, on the adolescents.
3. To identify the problems of adolescents and.
4. To examine the attitudes and aspirations of adolescents.

**SAMPLE:** The sample consisted of 300 adolescents selected from two coeducational and two non-coeducational colleges. The sample constituted six percent of the total
which was selected randomly. The sample consisted of 30 percent male and 70 percent female adolescents.

**TOOL:** A structured questionnaire was used for collection of data. The questionnaire consisted of four sections, namely socio-personal data, family relationships, attitudes and aspirations and problems. The collected data was analysed using percentage as a statistical technique.

**FINDINGS:** The major findings were:

1. Adolescent years did not seem to be very stressful. The period of transition for an adolescent appeared to be smooth because of the overwhelming support of the family and the socialization process which inculcated respect for elders.
2. Adolescents had high reliance on the family.
3. Adolescent culture, on the one hand, revealed a modern outlook in dress and over behavior and traditionalism in the core values on the other.
4. Forty-two percent of the adolescents had shown deviation in values.
5. Sex played a significant role in determining the behavior pattern of adolescents.
6. The socio-economic background of the adolescents seemed to have great impact on them.
7. It was found that boys spent more time in games than the girls. Girls preferred to watch TV or listen to the radio and loved to gossip. Girls viewed education from the academic aspect while boys viewed it from the vocational aspect. Boys aspired for professional courses, girls for liberal arts.

**SUBJECT:** Interpersonal Communication between Parents and Adolescents as Related to Adjustment in Adolescents.

**INVESTIGATOR:** C. Manezes.

**UNIVERSITY:** M.S. University, Baroda.

**YEAR:** 1978.

**OBJECTIVE:** The following were the specific objectives of the study.

1. To study the relationship between level of communication of parents and total adjustment of adolescents.
2. To study sex differences in the level of communication of parents and total adjustment of adolescents.
3. To study community differences in level of communication of parents and total adjustment of adolescents.
4. To study the relationship between level of communication and dogmatism of parents.
5. To study the relationship between level of communication of parents and family atmosphere and family adjustment as perceived by adolescents.
6. To study sex and community differences in dogmatism of parents, family atmosphere and family adjustment as perceived by adolescents.

SAMPLE: The sample consisted of 400 adolescents (both boys and girls) and their 800 parents' dawn from four communities of Bombay city viz. Christian, Hindu, Zoroastrian and Muslim. Each community was represented by fifty boys and fifty girls. The adolescents were drawn from nine schools spread over North, Central and South Bombay. In certain cases, where adolescents of certain communities were not available in sufficient numbers, families were contacted in neighborhoods were such groups lived.

RESEARCH DESIGN: Data were collected both from parents and adolescents by using the questionnaire method. The adolescents' Questionnaire had four parts, namely (I) the family atmosphere scale adapted from Mcrow and Wilson. (II) Four open-ended Questions on the family (III) The youth adjustment analyzer (by Mehroo Bengalee) and (IV) The family adjustment Inventory (by A.S. Patel)
The data were analyzed by using biserial correlations, product-moment correlation, t-test, chi-square, analysis of variance, percentages and averages.

FINDINGS: The following were the findings of the study:
1. A positive and significant correlation was found between level of communication of father and mother and total adjustment of adolescents.
2. A positive and significant correlation was found between level of communication of father and mother and family atmosphere and family adjustment as perceived by adolescents.
3. A positive and significant correlation was found between family atmosphere and family adjustment as perceived by adolescents.
4. A positive and significant correlation was found between level of communication of father and mother and dogmatism of father and mother.
5. No significance sex differences were found in any of the variables studied.
6. Significant community differences were found in level of communication of father and mother, dogmatism of father and mother, total adjustment of adolescents and family atmosphere as perceived by adolescents.
OBJECTIVE: The investigation objectives were studying the characteristics of adolescent girls with acute self-concept and comparing them with those of the normal group. The characteristics studied were the area of residence, community, the size of family, socio-economic status, the size of peer group, intelligence, personal adjustment, social adjustment, withdrawing tendency and values.

SAMPLE: The sample comprised 1,016 college girls between the ages fifteen and eighteen from which 154 girls with extreme self-concept were identified.

TOOL: The tools used were Nafde's Non-Verbal Test of Intelligence, Kerala University Personality Scale, Kerala University Value Inventory of Zacariah, Ramkumar Q-sort Set for measuring self-concept and a questionnaire.

FINDINGS: The major findings were:
1. The community of students was found to be an important contributory factor for acute self-concept.
2. The area of residence and the size of the family did not contribute to acute self-concept.
3. The extreme group showed lower intelligence scores than the normal group.
4. Personal and social adjustment scores of the extreme group were significantly lower than those of the normal group. Similarly, the mean withdrawing tendency score of the extreme group was lower than that of the normal group.
5. The extreme group had significantly higher mean scores than the normal group on four values areas-religious, political, aesthetic and theoretical. The extreme group had significantly lower scores in social values and exhibited no difference in economic values.
6. A very high percentage of the backward community girls were found to have acute self-concept.

SUBJECT: The Emotional, Personal and Social Problems of Adjustment of Adolescents under Indian Conditions with Special Reference to Values of Life.

INVESTIGATOR: K.T. BHATIA.

UNIVERSITY: University of Mumbai, Mumbai.

OBJECTIVE: The objectives of the study were:
1. To inquire into the social and personal background of the junior and senior college-going students of Greater Bombay.
2. To study the nature of problems faced by adolescents, of both sexes, in their interpersonal relationships in the college.
3. To find out the nature of problems that adolescents faced in their daily lives relating to the social, personal and emotional adjustments at home and at college.
4. To find out the attitudes of adolescents towards their country.
5. To obtain the views of adolescents about intercommunal marriages and the dowry system.
6. To investigate into the nature and amount of sex instruction that adolescent received and their attitude to sex instruction.

SAMPLE: Random sampling was used for the selection of the sample. To collect the relevant data, the survey method was used. The survey was conducted in twelve prominent arts, science and commerce colleges in the city of Greater Bombay. The sample consisted of 830 adolescents (340 boys and 490 girls) in the age group of 15 to 20 years.

RESEARCH DESIGN: The data were analyzed by using descriptive and inferential statistics. Viz. percentages, chi-square, test phi-coefficient, contingency-coefficient and gamma correlation.

TOOL: The tools employed in the study were questionnaire and interview schedule and group discussion.

FINDINGS: The major findings of the study were:
1. Adolescents were sometimes treated like adults and sometimes like children.
2. The girls were more liable to be treated like children and were not granted the freedom of thought and behavior due to an adult.
3. It was found that family atmosphere was more tense and unhappy for girls in the Indian environment.
4. In many families parents were more favorably inclined towards boys.
5. A large majority of the adolescents preferred coeducational institutions and mixed parties with members of both sexes.
6. Girls were not permitted to stay out late by their parents.
7. A large majority of the boys and girls preferred to have friends of the opposite sex.
8. Many adolescents expressed their anger at the corruption rampant in public and political life in India.
9. Quite a large majority of adolescents were influenced by their friends in terms of dress, outings, attitudes and ideas.
10. Boys seemed to receive more pocket-money than girls.
11. A large majority of adolescents stated that they were proud of being Indians, mainly because of their rich cultural heritage and strong family ties.
12. A large majority expressed the desire to have marriage by choice.
13. Quite a large number of adolescents had gained sex education through books, magazines, movies and friends.
14. Adolescents were hesitant to favour sex instruction in schools.

B. Research in Abroad

SUBJECT: Risk of Pre-mature Sexual Activity among Adolescents Human Growth and Development.

INVESTIGATOR: Takul Ikemoto.


Risk of Premature Sexual Activity: Obviously, the most common biological risk factor is Sexually Transmitted Diseases (STDs). STDs are infectious diseases spread primarily through sexual contact. They are the most common infections in the United States, affecting an estimated 30 million people. STDs include more than 20 diseases, some of which may lead to chronic pain, infertility, heart diseases, arthritis, cancer, birth defects and even death if left untreated. Though there seems to be some room to be considered in statistics concerning sexuality, shocking reports have been made, such as Newsweek reports that every day 8,219 teenagers are infected with an STD.

Acquired Immune Deficiency Syndrome (AIDS) is the most feared of all STDs, which is incurable and fatal at present. In 1993, AIDS killed 28,090 people age 25-44, exceeding accidents as the leading cause of death among young adults. Regarding teenagers, Time Magazine reports that the number of cases of AIDS among teenagers doubles every 14 months. The most effective way to prevent STDs is not to engage in sexual activities, that is abstinence. Another preventive measure is mutual monogamy.

Though much attention has been given to the physical consequences of early sexual activity, such as STDs, little has been said about the emotional and psychological impact. The high probability of emotional soars, guilt, confusion about
self and others... make sexual activity a high-risk proposition for both boys and girls. Some research shows the association of premature sexual activity with other, nonsexual, psychosocial risk factors. According to their research, nonvirginal boys and girls were significantly more likely than their virginal cohorts to engage in other activities considered risky. Nonvirginal boys were at 3.8 times the risk of virginal boys for smoking cigarettes, 6.3 times greater risk for ever having used alcohol and 9.7 times greater risk for having ridden with a drug-using driver. The corresponding ratios were larger for girls, with relative risks of 7.2 for smoking and 10.4 for use of marijuana. Sexually experienced boys and girls had significantly greater risk for running away, legal difficulties, thoughts of dropping out of school and school suspensions. Nonvirginal boys were not at greater emotional risk, but the ratios for nonvirginal girls were higher for feeling tense, upset and lonely and for reports of difficulty sleeping and suicidal behaviors.

Another study also shows that childhood sexual intercourse is associated with several potentially serious indicators of distress and health-compromising behaviors among the young, such as lower academic performance, gang involvement, unprotected and more frequent sexual intercourse, pregnancy, emotional distress and suicidal involvement. Though these factors are not suggesting that premature sexual experience is a cause or leads to the other negative behaviors, they should be paid more attention to by investigators.

**Pregnancy:** What is cruel for girls is that often pregnancy is a key factor in terminating relationships, as “more than 85 percent of all boys who impregnate teenage girls will eventually abandon them.” Usually, the relationships are terminated and broken relationships have consequences. These teenage girls can have problems with interpersonal commitment because of their negative experience. Those with one or more broken relationships may build up defenses against being hurt again and protect themselves by becoming involved with multiple sexual partners, by being uncommitted or by living with a man, unmarried.

Moreover, those who decide not to engage in sexual activity have the satisfaction of being in control and are free to be more helpful to others, while those who engaged tend to turn inward and think about their own needs and wants. They do not enjoy the same freedom as nonvirginal peers do. They lost control and this can result in diminished self-esteem.
Abortion: Those who become pregnant have to decide whether to carrying their babies to term or to have abortions. In general, abortions are regarded as very safe surgical procedures for the woman. However, there is a difference of opinion among therapists about the effects of abortion, some believing that there is no effect, others perceiving great stress, still others claiming that every abortion produces trauma. Reardon (1987) undertook a study of 230 women who had abortions. Forty-six percent of his subjects were 15-19 years of age at the time of their abortion. Over 93 percent of those in his study stated that their abortions resulted in severely diminished self-image. Nineteen percent described themselves as engaging in ‘Suicidal’ behavior: 10 percent reported were insomnia, nightmares, fear of touching babies, constant thought about the aborted child, unforgiveness of self, bitterness, loneliness and promiscuity. Sixty-six percent of these women believe their lives today are worse because of their abortions.

Rue (1986) stated that the 70 percent failure rate of an unmarried relationship following abortion is evidence of the trauma. Many of those who undergo abortion initially feel a sense of relief. However, within recent years, professionals who counsel women who have had abortions are observing a delayed reaction to the event known as Post-Abortion syndrome (PAS), not unlike the response some veterans experience years following combat duty. Among the therapeutic hallmarks associated with PAS are denial, hostility, depression, guilt and a feeling of being victimized.

Parenthood: Although pregnancy and child birth for teenagers involve both tangible and potential risks, in some cases, the teenage girl does not receive adequate prenatal care because she is trying to hide the pregnancy, does not know that special care is needed. Teenagers often do not eat in such away that they and the fetus get proper nutrition. In addition, some teenagers endanger their health and that of their babies by drinking, smoking or taking other drugs. Lack of prenatal care may lead to toxemia or anemia in the mother and to a higher than normal rate of miscarriage and stillbirth. Younger teenagers are also at risk because their bodies are still developing and the pregnancy puts a special strain on them.

As a consequence, children born to teenagers tend to have low birth weight or be born prematurely, which can result in cerebral palsy, respiratory illness, mental retardation and other disorders. Also, more babies of teenage mothers die during their first year than do babies of older women.
Most teenage girls who become pregnant unexpectedly postpone finishing their education and therefore initially do not have sufficient skills and training to adequately support themselves and their children. If the father of the child is in school and takes financial responsibility for the child and the mother, he may have to leave school without an adequate education, resulting in low-paying jobs. A teenage pregnancy may result in couple's entering an unhappy marriage or in the mother’s living alone without help from the baby’s father. President Clinton in 1995 and address stated, “The single biggest social problem in our society may be the growing absence of fathers from their children’s homes because it contributes to so many other social problems. One child in 4 grows up in a fatherless home. Without a father to help guide, without a father to care, without a father to teach boys to be men and to teach girls to expect respect from men, it’s harder. There are a lot of mothers out there doing a magnificent job alone—a magnificent job alone, but it is harder.”

Child abuse is a problem among teenage parents because they tend to lack adequate parenting skills and are under the additional stress caused by poverty and lack of a job or a low-paying job.

The causes of Increase of Teenage Sexual Activity: Among high school students, 54 percent (including 61 percent of boys’ centers and 48 percent of girls) say they have had sexual intercourse, according to a 1992 centers for Disease control study. The number of 9th graders who say they have already had sex is 40 percent.

In a study of 14-16 year old teenagers, it was noted that 47 percent of the boys and 65 percent of the girls responded that they engaged in sexual activities even though they did not desire to do so. A study of 1,006 teenage girls revealed that 24 percent often felt pressured into participating in sexual behavior because of not knowing how to say no. In addition, they may engage in sexual activity to gain acceptance in their social groups.

As these researches show, in addition to the strong adolescence sex drive, the fear of loneliness makes it difficult for teens to resist the temptation to use another person sexually. Loneliness is one of the biggest problems of adolescents and the effort to break away from it is a major cause for girls’ becoming sexually involved. She gives him sex and he gives her companionship, but they both find that the exploitation leads to unhappiness. However, there is another reason, which is more essential and led vulnerable adolescents to such a situation, that is the lost of family values.
However, this research did not take too much time afterward that comprehensive adolescent education programme which organized by investigator quickly became the mainstream in the Western world. Its one of the fundamental premises, which might cause many kinds of problems, is that Investigator should be value-neutral regarding sex. The idea of value-neutral itself is supposed to be touched off by the two historical events—Sputnik shock and Vietnam conflict. Curriculum revision from traditional one to inquiry-oriented, promoted by Russia’s victorious space launch and Vietnam conflict caused the fundamental value changes in society. As a result, Investigator abandoned teaching specific values and promoted students to decide ‘personal value’—their own set of values. Values-neutral, in this way, spread quickly in society, as well as school. As a result, it did not only establish the new social norm, which allowed free sex, but also led to the collapse of the American family in the name of ‘personal value.’

**Implication to the current education**: The key to solve the problems concerning adolescent sexual activity is for educators to teach responsibility in order to establish a solid family foundation.

First, educators should be responsible for keeping adolescents away from various dangers as much as possible. As for sexual matter, adolescents may not have enough reason to decide what they should do and foresee what may occur— the possibility of being involved physical and mental difficulties. Hence, it is ethically irresponsible to leave adolescents, who do not have adequate knowledge to prevent various risks, to the discretion of choosing ‘their’ values about sex because of the premise that adolescent sexual activity is inevitable. Hence, school should teach the ‘safest’ sex—not neither safe nor ‘safer’. To do this education should be clearly show a direction. In other words, education should contain common, fundamental value about our lives; this all can share, even though it might not be a task done only by educators to decide what common value is. Common value never obstructs the development of adolescent independence, contrary to the fear of relativists. Rather, it enables adolescents to build their own personality with satisfaction.

Second, school should teach responsibility to students. Although this also should be done in the family, it is difficult to expect parents to do so in some cases today. Hence, school should teach each student to be a responsible sexual partner, spouse and parent with community involvement.
Conclusion: Those adolescents who engage in sexual activity have to pay a heavy price, in most cases, exceeding their ability to pay, for whatever outcome. Furthermore, the increase of 'arrears' would undermine not only adolescents themselves but also our society morally, economically and even politically. In conclusion, only the marriage between a responsible people with commitment, not sexual exploitation, can lead all to happiness.

SUBJECT: The Growth of Conduct Problem Behaviors from Middle Childhood to Early Adolescence: Sex Differences and the Suspected Influence of Early Alcohol Use.

INVESTIGATOR: Johnson EO.

UNIVERSITY: Department of Mental Hygiene, Johns Hopkins University, U.S.A.

YEAR: 1999.

OBJECTIVE: This study investigates the levels and rates of growth of conduct problem behaviors over time in an urban sample of American youth. Hypotheses focused on differences between the sexes and between youths with and those without early use of alcohol without parental permission.

METHOD: Data for this study are from an ongoing epidemiologic study of urban public school students, recruited originally at the time of their entry into Grades 1-2 between 1985 and 1987. Each spring, from 1991 to 1993, a total of 1,212 students were interviewed privately for this study. A total of 408 (54.2% female, 84.7% black) respondents met study criteria as either an 'early unsanctioned alcohol user' or an 'abstainer'. These, youths constitute the analytic sub sample.

RESULTS: Estimates from longitudinal growth modeling analyses showed that boys and girls had different initial levels of conduct problem behaviors, but similar rates of growth. Both the initial level of conduct problem behaviours and the rates of growth were greater for early unsanctioned alcohol users as compared to abstainers. In a combined analysis the difference between early unsanctioned alcohol users and abstainers seemed to offset the initially observed sex difference.

CONCLUSION: Early alcohol use without parental permission was associated with higher levels of conduct problem behaviors by the ages of 10-12 years and higher rates of growth in those behaviors during the transition from late childhood to early adolescence for both boys and girls, although the levels differed by sex. It may be that unsanctioned early alcohol use puts youths on an accelerated pathway of conduct problem behaviors and development of conduct disorder in adolescence.
3.4.2 MASTER DEGREE LEVEL:

Even at M.Ed. level adolescent education attracted the attention of researchers and supervisions not only when Gujarat but all over India. The problems undertaken by the universities consider some important aspects of adolescent education. It also created and interested of the researcher therefore, some selected problems are also review that shows the growing need for adolescent education in India in general.

A. M. Ed. Level:

SUBJECT: Opinions of Students of Higher Secondary School Regarding Sex Education.

INVESTIGATOR: Jaya P. Sinde.

UNIVERSITY: South Gujarat University, Surat.

YEAR: 1995

OBJECTIVE:

1. To study the opinions of higher secondary science stream students regarding relevance of sex education.

2. To study the opinions of higher secondary science stream students regarding the form of sex education.

3. To obtain the suggestions from higher secondary science stream students about to introduce sex education as a subject.

SAMPLE: Investigator has selected 320 science higher secondary students from six schools - 4 from urban area and 2 from rural areas of Surat district. There were 177 boys and 143 girls in the sample of the study.

TOOL: Opinionair regarding sex education constructed by the researcher.

FINDINGS:

1. 94% of the subjects of sample emphasize the need of sex education.

2. They suggested that to control AIDS, sex education is needed.

3. Sex education should be given by the experts of the subject.

4. The entire boys and girls student were having same opinion that sex education, should be given by the school.

SUBJECT: Opinions of Teachers of Secondary School of Surat City Regarding Sex.

INVESTIGATOR: Vinodbhai Odhiyel.

UNIVERSITY: Veer Narmad South Gujarat University, Surat.

YEAR: 1997
OBJECTIVE:
1. To study the opinions of secondary school teacher regarding sex education.
2. To study the gender differences if any regarding sex education.

SAMPLE: Researcher has selected 300 teachers from Surat district for the sample of the study.
There were 175 male and 125 female teachers.

TOOL: researcher has constructed Opinionair regarding sex education.

FINDINGS:
1. Opinion of the sample was that to develop understanding of students regarding Sex, Sex education should be given.
2. There was not significant difference regarding sex education between male and female teachers.
3. Teachers show positive attitude about, sex education.

SUBJECT: Opinions of Teachers of Secondary School of Valod Taluka Regarding Sex Education.

INVESTIGATOR: Vijay C. Rana.
UNIVERSITY : Veer Narmad South Gujarat University, Surat.
YEAR: 2000

OBJECTIVE:
1. To study the opinions of secondary school teachers of Valod Taluka regarding need of sex education.
2. To study opinions about problems regarding sex education.
3. To study the opinions of secondary school teachers regarding sex education and text book.

SAMPLE: 70 secondary school teachers were selected from the schools of Valod Taluka.

TOOL: Opinionair regarding sex education constructed by the researcher.

FINDINGS:
1. Opinions of the teachers were sex education is helpful to develop students understanding about sex and problems related to sex and sex diseases.
2. Sex education is helpful to avoid misunderstanding of students’ related sex and it should be given according to physical development of students.

INVESTIGATOR: Vipul N. Desai.
UNIVERSITY: Sardar Patel University, Vallabh Vidyanagar.
YEAR: 2002

OBJECTIVE:
1. To study the opinions of teachers, Parents and Students regarding sex education.
2. To study the opinions of teachers, Parents and Students regarding to introduce sex education programme at school level.

SAMPLE: Researcher has selected a sample of teachers, Parents and students of Std. IX from the Urban and rural areas of Valsad and Anand Taluka, using purposive sampling technique. Total sample of the study was 33 teachers, 93 parents and 101 students.

TOOL:
Opinionair regarding sex education constructed by the researcher.

FINDINGS:
1. Opinions of teachers, Parents and Students regarding sex education were positive and it should be introduced at school level.
2. Opinions of Parents regarding need of sex education were healthy development of the students, population control.
3. Opinions of Teachers were that sex education should be given to the students of 14 to 18 years age group.

B. M. Sc. (Home Science) Level:

SUBJECT: Opinion of Mother Regarding the Need to Provide Sex Education for Adolescents.

INVESTIGATOR: Mital K. Patel

NAME OF THE UNIVERSITY: Sardar Patel University, Vallabh Vidyanagar.


OBJECTIVES:
- To study opinion of mothers regarding the need to provide sex education for adolescent children.
- To know mother’s opinion regarding the role of Family, Media, School in providing sex education for adolescents.
- To know mother’s opinion regarding the topics to be included in a sex education programme for adolescents.
SAMPLE: The total sample of present study comprised of 90 mothers. All the adolescents’ mothers were from the rural area of Anand district in Gana, Vehra and Kavitha village. Investigator collects the address of parents and on base on that collects the information at villages.

For higher SES School was chosen the Excellent English Medium School was identified, Middle SES School we went to H. J. Patel High School, Vehra was chosen and lower SES school K. D. Patel School, Gana was chosen.

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<th>MIDDLE SES</th>
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B = Boys  G = Girls

RESEARCH DESIGN: The school was apprised of the study and from the list of students studying in class VI, VIII & X 90 mothers was identified. The address of the subjects were obtained from the schools and then contacted by the Investigator.

The procedure of data collection comprised each interview took about forty-five minutes of interview. The respondents were interviewed at their residence.

As the data collected was qualitative in nature, frequencies and percentages were calculated.

TOOLS: Interview method was used to collect data for the present study.

The project staff department of Home Science, Sardar Patel University and M.S. University, Baroda prepared the tool used for the present study. It was taken for the purpose of research work. It was translated into Gujarati language. The present tool consisted of the following section.

- Parent’s knowledge regarding sex education.
• Sources of getting information about sex.
• Topics to be included in sex education for adolescents.

FINDINGS:
1. The Mean age of the mother is 44.39 years.
2. In India, marriage took place very early i.e. between 15–24 years most of the respondents know about the sex related matters in that age.
3. The Mean age of get knowledge and information of the parents is 17.67 years.
4. The source of information in mothers’ of boys is mainly peer group and secondary prefer family. In girls first prefer the peer group and secondary prefer the family as compared to other source.
5. Majority of the respondents says that for boys and girls books should have appropriate source of information and after the media are the most appropriate source of information where in if the schools take active part they will well-come such type of programme.
6. Besides that the most of the respondents said that they well come and approve if the school takes a leading role in imparting sex education because they believe that there should be systematic information on sexuality.
7. The topic they suggest in sex education programme is:
   - Anatomy
   - Marriage life
   - Values, ethics and beliefs
   - Reproduction male and female both
   - Sexual disease

SUBJECT: A Study on Knowledge, Awareness, Attitude and Belief on Sex and Reproductive Health Aspects of Adolescents.

INVESTIGATOR: Shilpa Nihrendu Bhatt.

UNIVERSITY: Sardar Patel University, Vallabh Vidyanagar.


OBJECTIVES:
1. To study the knowledge, attitudes and belief on sex and reproductive health of adolescents.
2. To study the adolescents background information.
3. To study the adolescents awareness and knowledge about sex and reproductive health.
4. To study the adolescents attitudes and belief on sexual behavior.
5. To study the adolescents awareness and knowledge of sex and HIV/AIDS.
SAMPLE: The total sample for the present study were selected from Rosary high school, Baroda, School from 9th class A & B, 11th class A & B of 60 samples. These both group of sample were of 60 in which 30 where boys and 30 girls. This 60 samples where randomly selected by investigator from total of 120 sample.

RESEARCH DESIGN: Explained the purpose of study to all the adolescents of class 9th & 11th. Separately and then investigator gave questionnaire subject took 1 hour to fill the Questionnaire. All questions have five points. All the right answers of each section & the total number are coded in the coding sheet to analysis the attitude and belief the key are given is the sample questionnaire. The frequencies and percentage are tabulated as they are self explaining t - values are also calculated and presented difference is indicated.

TOOLS: The tool was prepared by project staff, Department of Home Science, Sardar Patel University and Department of HDFC, M.S. University, Baroda.

FINDINGS: However, findings of this study is insignificant in t-test, which indicates the need for importing or including sex education at school level at as part of syllabus which will increase health awareness among people in general and ultimately. It will lead to healthy people and society.

This knowledge of safe sex practice will help in eliminating sexually transmitted disease from grass hut level. And also make younger generation feel more bold and confident about the Wright knowledge.

SUBJECT: Knowledge, Awareness and Belief on Sexuality and Reproductive Health of Adolescents in Rural Gujarat.

INVESTIGATOR: Alka B. Mevada

NAME OF THE UNIVERSITY: Sardar Patel University, Vallabh Vidyannagar.


OBJECTIVES: Broad objectives–The objective is to study the knowledge, awareness and belief on sexuality and reproductive health of adolescents in rural Gujarat.

Specific Objective: To study the adolescents’:
1. Background information.
2. Knowledge on social and demographic aspects.
3. Awareness and knowledge about reproductive physiology.
4. Attitude and belief on sexual behavior.
5. Awareness and knowledge about family planning.
6. Awareness and knowledge of STD and HIV/AIDS.

**SAMPLE:** All the adolescents selected were -

- 13 years to 19 years in age.
- From rural area of Anand district.
- Mainly school dropout.
- Married or unmarried.

The method of sampling was purposive in nature.

There be a majority of adolescents who were school dropout. Keeping these criteria in mind the present subjects were selected from the Vagrivas, Bhoivas and Goyabhagol areas in the village of Bakrol, Anand district, Gujarat.

**RESEARCH DESIGN:** As the data collected was descriptive in nature, frequencies and percentage were calculated.

**TOOL:** Interview method was used to collect data for the present study. The tools used on the present study was prepared by the population council and translated into Gujarati, the vernacular of the region.

The present tool consists of the following sections:

A. Adolescents' background information
B. Mass media
C. Knowledge on social and demographic aspects
D. Awareness and knowledge about reproductive physiology
E. Attitude and belief on sexual behavior
F. Attitude and knowledge of family planning
G. Awareness and knowledge of STD and HIV/AIDS

**FINDINGS:**

1. Some respondents have wrong information and knowledge about STD. They have some misconception about STD. Majority of the respondents do not know about STD.
2. 3.33% of girls and 46.66% of boys said that a normal looking, healthy person also can be infected with HIV/AIDS. Here, boys have more knowledge than girls.
3. 10% of girls and 40% of boys said that HIV can occur to both the sex Male and females, while 90% of girls and 60% of boys said that they do not know about it.
4. Majority of the girls (90%) and boys (46.66%) said that they do not know about transmission of HIV/AIDS from one person to another.
5. Only 16.66% of girls and 50% of boys said that they know about HIV/AIDS.
6. 73.33% of girls and 46.66% of boys said that they know about pills and 26.66% of girls and 60% of boys said that they know about condoms for delaying or preventing pregnancy.

7. Only 26.66% of girls and 46.66% of boys know that unprotected sex means not using condom.

8. 70% of girls and 30% of boys strongly disagree regarding a woman's right to go for an abortion in case of unwanted pregnancy.

9. 40% of girls and 6.66% of boys said that safe abortion can take place at lo week of pregnancy.

10. 63% of girls and 50% of boys said that early pregnancy is a risk for the life of woman during delivery.

11. Majority of respondent said that they do not know about when the chances of pregnancy are highest for a woman in menstrual cycle.

12. Majority of respondent said that at 19-21 years age of life a girl can be pregnant for the first time.

13. Majority of respondent said that they do not know about pubertal changes in girls and boys.

14. Majority of respondent said that they are not curious to about the opposite sex.

15. Majority of respondent said that restrictions on the adolescent boys are essential and restrictions of adolescent girls are also required.

16. 70% of girls and 70% of boys like to chat with friends, family members, cousin, neighbour etc.

SUBJECT: A Survey on The Tribal Youth's (Female) Knowledge Regarding Hiv/AIDS.

INVESTIGATOR: Neha B. Patel

NAME OF THE UNIVERSITY: Sardar Patel University, Vallabhbh Vidyanagar.


OBJECTIVES:
1. To study the knowledge, awareness and belief on sexually transmitted infections among of adolescent girls in tribal Gujarat.
2. To find out the background information about adolescent girls.
3. To study the knowledge on social and demographic aspects.
4. To study the attitude and knowledge of family planning.
5. To study the awareness and knowledge of others, STD.
6. To study the awareness and knowledge of HIV / AIDS.

SAMPLE: The entire adolescent girl selected were 17 to 20 years in age from the tribal area of Santrampur. Girls were from the commerce, sociology and arts streams. From the intact classes, the entire female student was included in the study.

RESEARCH DESIGN: The procedure for data collection comprised of interview. Each interview took 1 hour for each subject. For a small proportion of students who knew only the Adivasi language, the principal provided an interpreter who helped investigator in conducting interviews. Inter-Interviewer reliability was established and then the interviews were done.

As the data collected was descriptive in nature, frequencies and percentage were calculated.

TOOL: An interview schedule was used as for the data collection because of the inhibitions present in tribal area in openly discussing sexuality and reproductive health related matters from the questions given in the questionnaire. The tool published by FOCUS, which was applied for collecting the data. Because of the inhibitions percent in tribal area in openly discussing sexuality and reproductive health issues among tribal due to factors some socio-cultural factors was translated into Gujarati.

FINDINGS:
1. 46% had family problems, 23% respondents had never gone to University and 18% due to personal problems, at present for not attending University.
2. Education is very important for 74% of respondents, 22% said that education is quiet or somewhat important for them.
3. 60% respondent has relationship with boys and 40% respondent they do not have any type of relationship with boys.
4. 34% respondent disagreed that person cannot always tell by looking to the other person has a sexual transmitted disease and 46 % respondents they don’t know the answer.
5. 24% respondent said a person no longer has the disease, if sign of sexual transmitted diseases disappears, 58% respondent they don’t know the answer.
6. 20% respondent agreed and 38% respondent not agreed that a healthy looking person can be infected with HIV.
7. 42% respondent was agreed, a person can infected with HIV first time she had sex. AIDS the first time she has sex and 26% were disagree.
8. 56% respondent was agreeing that women can give birth to HIV infected child and 42% respondent they don't know the answer.

9. AIDS is curable in some cases for this 66% respondent they don't know the answer and 20% respondent agreed.

10. 48% respondent do not know that HIV infections could be passed through sharing, eating, utensils, with some who has AIDS, 20% respondent were disagree.

11.12% respondent agreed that a person can get AIDS through circumcision and 62% don't know the answer.

12. A person can get AIDS through mosquito, flea or bed bug bites for this 58% respondent don't know the answer, 22% respondent agreed.

13. 64% respondent doesn't know the knowledge about the infection a person can get through the sexual intercourse.

14. Majority of 72% respondent said that they do not know the signs or symptoms about how person has sexually transmitted infections.

15. Majority of the respondent that they had not any sexually transmitted infections and they had not received any treatment for STD.

3.4.3 ABSTRACTS OF THE STUDIES:

The study by Harris and Tseng (1) reveals important changes in attitudes toward members of the opposite sex, as the individual grows from childhood into adolescence.

A sample of 2500 highschool students was studied by Christenson (2) to determine the attitudes of teenagers towards dating practices. The seven qualities that were rated highest are, in order of rank as follows:

i) Is physically and mentally fit (?)

ii) Is dependable, can be trusted (?)

iii) Takes pride in personal appearance and manners (?)

iv) Is clean in speech and manners (?)

v) Has pleasant disposition and sense of humor (?)

vi) Is considerate to me and others (?)

vii) Acts according to one's own age (?)

The problem of personality traits of the adolescents was studied by crow (3) on a sample of 2540 girls and 2360 boys. The study enumerates a list of traits of girls admired by boys. They emphasize good looks, neatness and consideration of others, good manners, appropriate dress and good talking and listening.
The data collected by Ramsey (4) shows that approximately one fourth of the adolescent boys studied, admitted engaging in homosexual play. With many of them this was merely a matter of experimentation. Most of them would return to heterosexual behavior once the opportunity is afforded them to do so.

One study (5) conducted with college students reported that only one tenth of the group had vague fears of homosexuality or actually engaged in it.

Malm and Jamison (6) have pointed out, “This is the time to get the ‘practice period’ over during the teens, when the world feels tolerant and kindly toward adolescents love behavior”.

Whitehorn (7) in his study found, “when heterosexuality is developing normally and the adolescent is achieving success in his relationship with members of the other sex, he anticipates happiness through marriage and family life. The sex behavior and attitudes of the adolescent depend upon his level of emotional maturity.

The study of Landis (8) reveals that among sexuality mature adolescents, masturbation may occur after the individual has been strongly aroused sexually through heterosexual contact. Heterosexual fantasy frequently accompanies masturbation.

Ramsey (9) in his study points out that the peak of masturbation generally comes in adolescence. Masturbation generally begins as a form of outlet for sexual tension, during the years immediately preceding or soon after puberty. This means around the age of 13 or 14 years for boys. When the adolescent is making good or relatively good, heterosexual adjustments, there is a decline in masturbation in late adolescence.

Folsom’s (10) study shows that adolescents, who are in reformations, in non coeducational schools or colleges or whose environments make association with members of the opposite sex difficult and infrequent, sometimes use masturbation as outlet for their sexual derives.

Lee’s (11) study emphasizes that children from professional families usually have more information about sexual matters than those from clerical, skilled or semiskilled families. Children of employed mothers, especially when the mothers are in professional or executive work, have more information than children whose mothers are housewives.

A study (12) of a very large group of American men in the European occupation zones revealed that they most frequently wanted to know more about birth
control, orgasm, sterility, craving for sex, homo-sexuality, masturbation, overindulgence and premarital affairs.

A study by Durvall and Motz (13) has revealed that the common sources of information about sex are parents, relatives, companions, books, magazines, pamphlets, the school and movies. Much of their information, however, comes from the grapevine and dirty stories. Most adolescents claim that their first information came from unwholesome sources.

Lester A. Kirkandall (1964, P.6-7) (14) an aminent American expert on sex and family life, emphasizes this very analysis in his paper, "Sex, education and family stability". According to him: "sex education must be, firstly and essentially human relations education. A concern for satisfying human relations should form the core, for we are first of all human beings, then male and female'. Kirkandall rightly points out that sex education can be affective if it really helps 'in modifying and dispelling taboos which interfere with communication and socialization'. Reverand unsworth also discusses the problem in this very theoretical frame: sex seems most social of activities, because it is relational and because it has longer consequences, both in the formation of permanent personality [or destruction of personality] and the creation of life.

B.P. VERMA (1990) studied Sex-related differences in risk-taking, self-confidence and anxiety among adolescent learners. Indian Educational Review, Vol.25 (4):93-97. The present study attempts to analyze sex differences in risk-taking, self-confidence and anxiety among adolescent learners in order to confirm the findings of previous researchers in the Indian context. To evaluate the sex differences in risk-taking, self-confidence and anxiety among adolescent learners. The sample consisted of 200 adolescents with equal number of male and female students studying in class X, selected randomly from different institutions of Behror in Alwar District in Rajasthan. The data were collected using Risk-taking Questionnaire by Sinha and Arora, Self-confidence Inventory by Basavanna and Dutt. Mean, SD and t-tests were used to treat the data. Male adolescent learners showed significantly higher mean risk-taking than female adolescent learners. Male adolescent learners possessed significantly higher self-confidence than female adolescents. Female adolescent learners had significantly more anxiety than male adolescent learners.
3.4.4 SUMMARY OF THE ARTICLES:

The attention of the periodicals towards the issue of adolescent programme and its awareness has been drawn for the last few years. The researcher has referred to the details obtained through the articles.

Herbert L., Friedman and Karin G. Edstrom (1983, P.728) in their article 'The Adolescent and Health needs' describe adolescence as a period relatively free of health problems. However, developmentally, it is a crucial period in which malnutrition and disease can have a devastating affect both in the short term and long term. As per their view, this is particularly true in relation to reproductive health. For example, pregnancy complications or sexually transmitted diseases can permanently affect future reproductive capacity as well as the health of the whole family. To diminish this consequence, there is a need for information, education and counseling.

Elizabeth Kiffer (1985, P.96), in her article captioned 'sex demand for each and every youth' emphasizes that whatever knowledge of sex a child gathers during the age of adolescence contributes largely towards modeling him to be a future ideal citizen, in his daily walk of life. He attains self imposed disciplines. Ignorance of sexual prospects is responsible for reckless behavior of present day youths.

James Merchant (1978, P.75), secretary of the Birth Rate Commission and director of the National Council of Public Morals, says: "We must give up the futile attempt to keep young people in the dark and the assumption that they are ignorant of notorious facts. We cannot, if we would, stop the spread of sexual knowledge and, if we could do so, we should only make matters infinitely worse. This is the second decade of XXth period, not the Victorian period."

'Sex and Social Responsibility' is an article written by Mary S. Calderone (1969, P.99), the main abstract of the article is four major tasks are associated with adolescence: separation from one's parents, determination of one's sexual role, development of a value system and choice of a vocation. Calderon paraphrased these four tasks as follows: (1) Becoming emotionally free of one's parents without rejecting them (2) Learning what it means to be a man or woman and liking it (3) Establishing the principles by which one is going to love (4) Deciding and learning how to earn one's living.

A.P. Pillay, Editor, in-chief, the marriage Hygiene writes in the introduction of his book named 'sex knowledge for boys.' "It is now being increasingly recognized that some form of sex education should be given to children. The kind of instruction
to be imparted varies from child to child, because a child of twelve may sometimes know more of sex than an adolescent of eighteen. Individual instruction by the parent or teacher is therefore the best but most parents and teachers have not the necessary knowledge of the subject or do not know how to present the facts properly to their children, while many shirk the responsibility."

As per the thoughts of Prakash Kothari, president of the 7th world congress of sexology and a leading sexologist of India, sex is a natural urge, like thirst and hunger that helps human survival. In his article titled ‘sex: A taboo’, Kothari (1985, P.11) strongly favours sex education in these worlds: The vary mention of the word, ‘sex’ brings with it visions of obscenity and preversion. The young grow up with these confused ideas. It is therefore of paramount importance that basic sex education should start at the primary level. Just as the young are appreciative of other medical sciences and the knowledge they gain from it, so to will they be eager to comprehend sex and sexuality and be appreciative of it. Each new generation deserves to profit from the mistakes of the earlier generation and sex education is the right tool for the attainment of this objective. Every parent and teacher must work towards training the future citizens to be happy in marriage – otherwise these young children will lead a promiscuous life."

Two prominent doctors of the department of psychological medicine, R.N. Cooper Hospital, Bombay, Vihag Vahia and Smitha Gania (1986. P.63), define sex education in a typical way, in their article, ‘sex education: What, why and how?’ (1986), an average student likes to learn experiment and experience thrilling events in life. He would know all about; say the machine of a car: like transmission, propeller system, gear, brakes etc. what he would not know is the power of a speeding car. An ill-conceived experiment could lead to a disaster. A similar situation operates in the sphere of sexuality. He may be aware of the anatomy and physiology of sex organs. He would be ignorant of the power of the sexual impulse. A desire to experiment with partial knowledge of sexual anatomy can precipitate a catastrophe. It is obligatory for the society to provide a comprehensive knowledge of sex to these individuals in their formative years of life, so that they can develop healthy attitudes towards sexuality.
3.5 IMPLICATION FOR THE STUDY:
1. The programme in the study reviewed is not strictly following the developmental stages and indepth studies of adolescence. Therefore, it calls for well understanding of the developmental stages.
2. The objectives of the study are not well defined and distinct and the consistency of the inquiry. The researcher, in the study is well aware about.
3. The methodology applied is major of survey and the experiments that were undertaken are some what justifying methodology so it naturally motivates to good design of experiment.
4. The detailing of the content as its own important and therefore the wide rang contents is included in this study.
5. The social utility well serve if the programmes orients the teacher well because the production of material as an out come of the study will prove its importance in making school practices in this regard.
6. The Articles reviewed under this chapter also discovered the contemporary need contacting, society and culture will be well survey.

Thus, the major implications will adequate and rich the present study.

3.6 CONCLUSION:
The survey of the work done and the present status of the problem justifies that much work still awaits to be done in our country, in terms of sex education, adjustment of adolescents, so that they may be helped in their education and adjustment.

With all these researchers and projects undertaken the situation may sound fairly rosy. The reality, however, is much less sunny. Adolescent researcheshas not yet demonstrated its problem into an integrated scientific research field.

A review of the past studies which were related mostly to the present problem provides an insight for the construction of tool and for the collection of data and its analysis. The review also helped the researcher to describe the method which could be useful for the present study. We can very well conclude that foreign countries like USA and UK are far ahead in this field. But their culture and their needs are quite different. They can investigate about pre-marital relationship, while we even cannot talk about true solving the problem of adolescents. It is very clear that we have to work with so many limitations. But with these also we cannot ignore the knowledge of facts. Looking to our culture, traditions and limitations, we have to progress slowly.
in the preparation of age-wise adolescence education programme. The researcher has tried to contribute to this field by preparing an adolescence education programme on adolescence awareness, which perhaps is the first attempt in India.

The plan and procedure of the study has been presented in the next chapter.