



A SWOT UP ON THE ATTITUDE OF SECONDARY SCHOOL TEACHERS OF KENDRIYA VIDYALAYA TOWARDS AEP

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ABSTRACT

The present study focuses on the attitude of secondary school teachers towards the Adolescence Education Programme in Kendriya Vidyalaya of Mumbai region. Adolescence Education Programme (AEP) implemented by MHRD in collaboration with NACO as a key intervention for empowering adolescents to deal with risky situations, preventing new HIV infections and reducing vulnerability to the infection. The sample for the study was 350 teachers randomly selected from 18 Kendriya Vidyalaya of Mumbai region. An attitude scale is used for collecting the data and statistically analysed the test of significance using critical ratio. The study revealed that teachers have a high positive attitude and significant difference between male and female, arts and science teachers towards AEP and its components.

KEYWORDS: Adolescence Education Programme (AEP), Attitude scale, Mean, Standard Deviation (SD), Critical ratio.

INTRODUCTION

Adolescence is the age where a person undergoes tremendous changes physically, socially and psychologically. It is also an age of confusion due to the rapid changes occurring in the body of an individual like psychological maturity, sexual maturity, development of adult mental processes and a move from the earlier childhood socio-economic dependence towards relative independence. Due to this sudden growth and development an individual requires lots of care, affection, guidance, proper monitoring and motivation. Adolescence Education Programme (AEP) was launched by the Ministry of Human Resource Development (MHRD) in collaboration with National AIDS Control Organization (NACO), Government of India in 2005. This Programme was launched as an umbrella programme to cover all the secondary and senior secondary schools of the country.^[1]

A study conducted in the year 2000 emphasized that there is an urgent need to educate children about sex. So, School is the best agency to provide knowledge about sex among boys and girls.^[2] Some other works in this field points out that better parental guidance would help in moulding the thoughts of young minds and thus can control the crime and violence, social ills like poverty, unemployment etc. Counselling and rehabilitation of criminals instead of punishing them, was also suggested by many respondents.^[3]

The findings of the study in the year 2002 further strengthened the strategy and contents for the promotion of sex education. There is a wide gap between exposure to sex and lack of organized efforts for sex education among pupil in formal and informal set up.^[4] Educational institutions should in-house counsellors and studies may be undertaken in related areas to understand the psychological impact of absence of effective counselling to pre-adolescents and adolescents. It was recommended that there should be more trained counsellors available in the city as per the study in 2003.^[5] Some studies also reveal that boys were better aware of Adolescence Education compared to girls and urban students were better aware of Adolescence Education compared to rural counterparts.^[6]

The article "Strategies of Adolescence Education Programme" emphasis that the lady teacher is preferred to teach girls in dealing with problem related to gender and puberty.^[7]

Kendriya Vidyalaya Sangathan (KVS) is an autonomous body under MHRD which governs around 2000 schools all around the country. Among 25 regions of KVS, Mumbai region comprises 48 KVs located all over Maharashtra.^[8] Apparently no studies have been conducted so far to know the attitude of Secondary School Teachers towards Adolescence Education Programme (AEP) in Kendriya Vidyalaya Sangathan. So the we decided to know the attitude of secondary school teachers towards Adolescence Education Programme (AEP) in Kendriya Vidyalaya of Mumbai Region and also whether the factors like gender, subject of specialization of teachers have any influence on the Attitude towards Adolescence Education Programme (AEP).

OBJECTIVES:

To find out the attitude of secondary school teachers towards implementing Adolescence Education Programme (AEP).

To find out whether there exists any significant difference in the attitude of secondary school teachers towards Adolescence Education Programme (AEP) with reference to:

Gender and Subject of specialization of teachers.

To find out whether there exists any significant difference in the attitude of male and female teachers towards Adolescence Education Programme (AEP) with reference to:

Sex education, Health education, Life skill education and Proposed practices.

METHODOLOGY:

Sample and Design:

The study was conducted for a representative sample consist of 350 teachers randomly selected from 18 Vidyalayas of Mumbai Region. Survey method was used.

Tool:

The scale of attitude towards implementing Adolescence Education developed and standardized by the investigator in consultation with experts. The attitude scale was three-point scale consist of 50 items including all the components of AEP. The validity was tested by experts. The reliability was calculated by split half method with Spearman Brown value 0.639.

Statistical Techniques:

Mean, Median, Standard Deviation and test of significance of difference between means (t) are used for the analysis.^[9]

Analysis and Discussions:

The mean of total sample, male, female, Science and Arts teachers are 136.5, 134.78, 138.11, 137.22 and 135.16 respectively which shows that the attitude of total sample, male, female, Science and Arts teachers towards Adolescence Education Programme (AEP) is highly positive.

The comparison of mean attitude scores between male and female teachers are given in the table 1.

TABLE .1. Results of the comparison of mean attitude scores between male and female teachers

Category	Sample	Mean	Standard Deviation	t-value
MALE TEACHERS	N=166	134.78	6.74	5.068
FEMALE TEACHERS	N=184	138.11	5.41	

The above data indicate that the attitude of female teachers is more positive than attitude of male teachers.

The critical ratio of both the group were found to be 5.068. This value is higher than the table value 2.576 at 0.01 level which indicates that there exists significant difference between the attitudes of male and female teachers towards Adolescence Education Programme.

The comparison of mean attitude scores between Science and Arts teachers are given in table 2.

TABLE.2. Results of the comparison of mean attitude scores between Science and Arts teachers.

Category	Sample	Mean	Standard Deviation	t-value
SCIENCE TEACHERS	N=233	137.22	6.04	2.83
ARTS TEACHERS	N=117	135.16	6.62	

The data in Table 2. illustrated the fact that the attitude of Science teachers is more positive than attitude of Arts teachers. The critical ratio of both the group were found to be 2.83. The obtained value 2.83 is higher than the table value 2.576 at 0.01 level which indicates that there is a significant difference between the attitudes of Science and Arts teachers towards Adolescence education Programme.

Criteria wise analysis of attitude scores of total sample is given in table .3.

TABLE .3. Results of the analysis of test scores for total sample.

Component	Mean
Sex education	33.24
Health education	39.5
Life skill education	34.4
Proposed practices	29.34

After analysing the attitude of teachers towards AEP based on different components like sex education, health education, life skill education and proposed practices, the results of the total sample reveal that the teachers of secondary schools have a positive attitude towards all the components of AEP.

TABLE. 4. Comparison of mean attitude scores between male and female teachers towards components of AEP.

Category	Mean	SD	t-value	COMPONENT
MALE	32.7	2.6	4.2	SEX EDUCATION
FEMALE	33.7	1.8		
MALE	39	2.5	3.91	HEALTH EDUCATION
FEMALE	39.9	1.73		
MALE	33.7	2.9	5.2	LIFE SKILL EDUCATION
FEMALE	35	1.4		
MALE	29.2	1.95	0.43	PROPOSED PRACTICES
FEMALE	29.3	2.4		

The data in the table confirms that 't' value is higher than the table value 2.576 at 0.01 level in components Sex education, Health education and Life skill education, which indicates that there is a significant difference between the attitudes of male and female teachers. The 't' value of proposed practice is lower than the table value 1.96 at 0.05 level, that indicate there is no significant difference between the attitudes of male and female teachers.

TABLE. 5. Comparison of mean attitude scores of Science teachers and Arts teachers based on the component of AEP.

Category	Mean	SD	t-value	COMPONENT
SCIENCE	32.68	2.99	4.13	SEX EDUCATION
ARTS	33.73	1.77		
SCIENCE	39.9	1.59	4	HEALTH EDUCATION
ARTS	38.76	2.86		
SCIENCE	34.7	2.37	3.98	LIFE SKILL EDUCATION
ARTS	33.7	2.15		
SCIENCE	29.2	2.4	1.29	PROPOSED PRACTICES
ARTS	29.5	1.84		

The data in the table confirms that 't' value is higher than the table value 2.576 at 0.01 level in components Sex education, Health education and Life skill education, which indicates that there is a significant difference between the attitudes of Science and Arts teachers. The 't' value of proposed practice is lower than the table value 1.96 at 0.05 level, that indicate there is no significant difference between the attitudes of male and female teachers.

CONCLUSION:

It can be concluded that the secondary school teachers of the sample studied have a positive attitude towards Adolescence Education Programme (AEP).

The critical ratio obtained for the sub samples concluded that there exists a significant difference between the attitudes with respect to gender (male and

female) and subject specialisation (science and Arts) towards AEP.

The data also reveals that the attitude of female teachers are more positive than male teachers towards AEP and Science teachers are more positive than Arts teachers towards AEP.

Comparison of mean attitude scores also reveals that there exists a significant difference between different gender (male and female) and subject specialisation (science and Arts) towards Adolescence Education Programme with respect to components Sex education, Health education and Life Skill education. But for proposed practices there exists no significant difference in the attitudes of male and female.

The obtained mean score also reveals that the attitude of female teachers is more positive compared to male teachers towards Adolescence Education Programme (AEP) based on the components Sex education, Health Education, Life Skill Education and Proposed practices.

The obtained mean score also reveals that the attitude of Arts teachers is more positive compared to Science teachers towards Adolescence Education Programme (AEP) based on the components Sex education and proposed practices, however toward Health Education and Life Skill Education Science teachers have more positive attitudes than Arts teachers.

On the basis of this study it is concluded that Adolescence Education Programme (AEP) should be continued in secondary school curriculum, because it is essential to the new generation who has no other authentic source to get it. The curriculum for the same should be constructed carefully and psychologically by unravelling all the variances to achieve a common goal.

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