

# **CHATER 4**

## **FINDINGS OF THE**

## **STUDY**

## INTRODUCTION

In this chapter, the data analysis is presented. A brief introduction of each participant and his family structures will be presented before moving on the analysis of the data. In order to protect the identity of the participants, numerical numbers are allocated to distinguish the participants.

### BRIEF INTRODUCTION OF PARTICIPANTS

**Participant number 1** is from a nuclear family, staying with both biological parents and siblings. Only his father is employed at a shop in town. The mother is not employed. The participant is 15 years old and third born in the family. He is in grade 8. His home has very friendly environment and his relation with his parents is good. He learned about reproduction and STDs from his science textbook and has theoretical knowledge. His parents have taught him about gender differences and his duties toward everyone as a citizen of a society. Both parents are not properly educated but provide best possible way their children. He knows about menstruation as he has an elder sister who guides him regarding biological changes in males and females and also teaches him how his behavior shapes him a person. He is quite mature than his age and very well behaved.

**Participant number 2** is 15 years old, in grade 9 and lives with his extended family. She is the eldest at home. She learned about menstruation from her mother and aunt who guided her about physical changes in a female body that are natural. She learned about reproduction topic from her science textbook but the school lectures were not very helpful for her. She didn't understand the topic well but learned it because it was in book. She felt

discriminated when she was restricted for some facilities which are allowed to her younger brothers but not to her. She hates to do household chores and wish to become an IPS officer in future to set an example for younger generation in her family. Her parents feel there is no need to teach her specifically about reproductivity at this age and they feel school books shouldn't have such topics as it led to bad influence on her personality. Environment at her home is quite traditional as women are treated inferior to men of the house. She has no knowledge about diseases STDs and her behavior is introvert.

**Participant Number 3** is 15 years old, currently repeating grade 8 and staying with both of his biological parents. Only his father is employed. He is very much active in gaming but the case with studies is totally opposite, being the only child, he has privileges like no restriction from anything he stays be out with friends mostly. He learned about adolescence from his friends as they talk about it very casually. He has read about reproduction and menstruation in his textbook and finds it funny and unnecessary topic to study with concentration. His parents felt offended while communicating about adolescent education, they feel that with age their child will learn everything himself and there is no need to talk about such thing at home. He is relinquishing in behavior.

**Participant number 4** is 15 years old, first born at home and is currently is in grade 9. He is staying with his biological mother, step-father and his younger sister. The mother is unemployed, and only his step-father is working. His biological father is employed as a migrant laborer in Rustenburg, His mother has taught him well about gender differences among male and female and to respect everyone and help them whenever he can. He studied about reproduction and menstruation from school but his mother helps him in understanding the topic well. Home environment is supportive and friendly; he respects

everyone and feels it is important for their generation to have complete knowledge about adolescence education and risks involved with half or no knowledge. His step father and younger sister are in very good relation with him and his father guide him time to time which results in his clam and composed behavior. He acts maturely than his age.

**Participant number 5** is 15 years old, in grade 9 and staying with his grandmother. His biological parents have separated. They are both alive and the father has married another woman. His father is employed as a police inspector and takes care of him. The mother is unemployed. He learned about physical intercourse from his friends and movies. He didn't pay much attention to such topic when taught in school as he feels it's not required. His behavior is very aggressive and abusive as per his grandmother. She thinks he is in bad influence of his friends. He believes girls are inferior to boys as he sees this everywhere around in society and in movies as well. His mother tried to teach him about respecting women and be a good citizen in society but because of lack of support from his father she felt helpless. His home environment is dominating by him mostly and he mostly preferred to be with friends.

**Participant number 6** is 14 years old; in grade 8 and staying alone in a child headed household. Her mother passed away and her father left after her death. She has an elder brother and two sisters. She is good in academics and very hardworking. She learned about menstruation from her teacher in school and has good knowledge about reproduction and harmonic changes in both genders. Her brother provides the best facilities he can to ensure good future for his sisters. He keeps a check on her studies and helps her whenever possible. Home environment is very friendly and positive they communicate about anything very efficiently. She has faced verbal harassment when she was in 4<sup>th</sup> standard from her

neighborhood and thus, she has taught her younger sisters how to fight back and stand for ourselves. She feels it's important for everyone to talk freely about such things in society rather than making it a taboo as it will lead in a smaller number of women crimes in our country. Her behavior is calm and polite.

**Participant number 7** is 13 years old, completing grade 8 and staying with his father and stepmother. Her biological mother passed away. She has two brothers, one half brother and two half-sisters. His father is a taxi driver and the step mother is unemployed. She is shy in nature and talk very less as per her parents. Her parents provide a friendly healthy environment to their children to talk, share or discuss any matter openly. Her father has given valuable knowledge to his sons and taught his daughters to be a fighter in a society against wrong. Her mother encourages her daughters to stand for right and guide them with proper knowledge regarding puberty and physical changes that happens with girls and boys in a specific time period. She learned about reproduction from her textbook but lectures were not helpful enough to understand it well, later she seeks help from her mother for better understanding. She is reserve and shy in behavior.

**Participant number 8** is 15 years old, in grade 9 and is raised by his mother only. They are a family of three; he is the youngest and has one elder brother. His mother mentioned that he used to be very aggressive and demanding in nature prior but changed with time she didn't know about any specific reasons though. She is a teacher by profession taught both her sons about biological changes in males and females and how it's all are natural. Environment at his home is very positive and open to talk freely, he is well aware about reproduction and menstruation as he learned it from various sources like textbooks, movies, and friends as well. He learned about various risks and diseases involved in physical

intercourse as he studied about them from textbooks and from internet as well. His behavior is quite mature as per age yet calm and composed.

**Participant number 9** is 14 years old completing grade 9. she is raised by her mother. She does not know her father. She has a younger brother. She learned about reproduction from her science textbook but was unable to understand it well and thus learned it as a topic to get good marks. She learned about menstruations from her mother and friends. Environment at her home is normal but she feels shy to talk to her mother regarding anything that make her uncomfortable as her mother is mostly busy in earning livelihood for them. She has once faced sexual harassment in her family function at native place but never discussed about it with anyone as she didn't feel safe to talk about it. Her mother hardly gets time to keep a check on her studies and believes that school education helps her in shaping her future. She didn't have any male friends as she is very shy to interact with new people in starting.

**Participant number 10** is 13 years old studying in grade 8, only child who is raised by a single parent that is unemployed. The family structure is composed of an extended family. Home environment is mostly dominating by males in the family. He learned terms reproduction and menstruation from his science textbook but was not able to understand it meaning completely. His parent or family members didn't feel the importance to educate him on these topics and are rigid to even discuss such in public. No one keep a check on his studies, he is average in academics but family only focuses on his marks scored. He is mostly engaged in gaming with friends or using internet. His behavior is offensive and unpleasant.

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## INTRODUCTION OF TEACHER PARTICIPANT

**Participant number 1:** He is a science teacher by profession and working in educational institutes from 8 years. Although he is very confident with his teaching practices but still felt a sense of awkwardness whenever he comes to teach topic like reproduction because he feels it is difficult to make young minds understand such topics easily. He always starts the topic reproduction in plants and animals and then led it to human beings. While teaching he always found that students are either not interested to learn or feel shy or introvert toward the topic. He feels that the content in private Publishers books is sufficient as compared to the government published books for better understanding of such important topic. He feels it's important for families or parents to be open to talk about such topics at home to provide better knowledge and understanding to children for their better future. He suggested that rather than only focusing on textbook content there must be special lectures from doctors or any motivational people to guide and motivate children to learn and grow in modern society and break taboos related to reproductive fitness and gender differences in society.

**Participant number 2:** She is a biology teacher teaching from 10 years in educational institutes. She shared her experiences about introducing reproduction topic in class and how students start making various sound and never take it seriously. Now as in our country crime against women are increasing, she feels it's very important to teach adolescents with right knowledge and on right time to prevent such happening. She feels textbook content only deals with how organs work but there should a psychological class or counseling for students as well. She learned from her experience that home environment and family background plays an important role in shaping child's behavior and character and thus controlled environment is essential to provide better and quality education to adolescents.

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All participants' parents are from different backgrounds and have different approach toward adolescent education. Most of them finds it important to educate their children about same for a better society formation and provide friendly and open environment at home for discussion and sharing experiences to provide better guidance and support, whereas some still deal with it as a society taboo and didn't feel any requirement of guiding their children about it and believes that with age they will learn themselves.

Mostly parents don't keep a check on what their children is learning in school or with friends but guide them when they feel it's necessary or when child ask them about it. Some parents are ignorant about it and believes school's education is enough to score good in results and career.

### **Teacher's perspective about adolescent education**

Both the participant in this study felt that it is necessary for adolescent children to learn correct knowledge regarding biological changes, reproduction, menstruation as well as risk involved with them. Both faces student's negligence while dealing with the topic in classrooms, also disinterest of children toward the topic and discussion. As a teacher they feel only textbook knowledge in not sufficient for children and more measures or techniques could help in making children better understand the meaning and importance of the topic such as counseling with experts or lectures from doctors, environment at home and relation with parents etc.

### **Socio cultural factors affecting behavioral changes**

#### **➤ Family structure**

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The family structures of the participants are different. Some participants are from nuclear families, single parent families, extended families, step parent families and child headed families. Environment at home of participants from different backgrounds was reflective in their behavior.

➤ **Communication**

Some participants reported closed communication channels between themselves and their parents while some finds it easy to talk with friends than family. These varied from being afraid of talking to their parents to not being able to communicate to their parents.

➤ **Parenting style**

It was observed that participants have permissive, authoritarian or ignorant parenting styles in house which result in home environment and communication channel between families.

➤ **Peer group pressure**

In adolescents the influence of friends was articulated as a key factor. The frequency of the talk about the influence of friends was perhaps to be expected, given that peer group is frequently perceived as the major reason or cause of behavioral changes among adolescents.

## **CHAPTER SUMMARY**

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In this chapter, the data analysis was presented. The profile of participants in this study was presented. The findings of the study were discussed and supported with the extracts that were derived from the interview transcripts. The results of this study will be further discussed further in the next chapter.