

# **CHAPTER 5**

**MAJOR FINDINGS,**

**DISCUSSION**

**&**

**CONCLUSION**

# **INTRODUCTION**

The previous chapter outlined the results of this study. In this chapter, the findings of the study will be discussed in relation to the literature review. Furthermore, the following aspects are discussed: developmental stage of adolescence, family structure, parenting style, learned behavior, media, current status of adolescent education in India, social effects and health effects of lack of adolescence education. The findings of this study highlighted a few issues that should be attended to in order to address issues related to socio-cultural factors among adolescence education. In this chapter, the conclusion, limitation and recommendations of this study are presented. Furthermore, my personal reflections on this study are alluded to in this section.

## **Developmental stage of adolescence**

Adolescence is a time of great change for young people when physical changes are happening at an accelerated rate. But adolescence is not just marked by physical changes -- young people are also experiencing cognitive, social/emotional and interpersonal changes as well. As they grow and develop, young people are influenced by outside factors, such as their environment, culture, religion, school, and the media, thus it become really important to guide them with correct information so that they can be conscious for future.

## **Family structure**

The family structures of these adolescents vary from single parent, nuclear, step parent, extended, up to child-headed families. Despite of different family structure many adolescents have mere theoretical knowledge of reproductive health and wellness. Adolescent with proper understanding and knowledge seems to be calm and polite in nature whereas the case with no or less understanding ones was totally opposite, their behavior seems to be reserve, shy or introvert. Few families following traditions and culture feel offended when talked about need and importance of adolescence education and how they can help their ward with correct and proper guidance. Family structure plays an important role in framing psychological view point of an adolescent.

## **Parenting style**

Parents play a crucial role in educating their wards regarding adolescence at right time for their betterment. Providing friendly and supportive environment at home is very important as it help the child to open up and discuss any issues he or she might be facing personally or in society. Parents observed in study varies from being in support to totally offensive even for talking about adolescence education in open, they feel its unethical to discuss such matters in open and its against their culture and morally wrong. Such parenting affect adolescent psychologically resulting in shy or introvert behavior. Adolescents who are in conflict with their parents end up not being able to communicate with their parents. Their peers become the only people with whom they are able to communicate. Furthermore, these adolescents may end up not being able to relate well with others and grow up as parents

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who will not be able to relate well with their own children. This strained parent-child relations frustrate these adolescents and they end up being depressed.

## **Learned Behavior**

Adolescents with knowledge and understanding of adolescence education seems very calm, polite and mature in terms of behavior whereas the ones with mere theoretical or no knowledge seems very shy, reserve or introvert while conversing about the topic. Some parents also report abusive and dominating behavior because of more peer and media influence. Teachers report they faced neglected and ruffianism behaviors while teaching about reproductive health and wellness via many students. This behavior can become permanent and shape their future personality if not corrected with time.

## **Media**

Media plays an important role in influencing and diverting young minds. Parents and teacher's perspective for sudden behavioral change in adolescents is because of so much outbreak of children to media as it influences their thinking process and encourage to become what they see. Now a days it is very difficult to see what child is learning and from which form of media so instead of keeping an eye on them and stopping them from their freedom parents should teach them about right and wrong so that he or she will be able to make their own decisions.

## **Status Of Adolescent Education in India**

Despite being an important part of school curriculum adolescence education's main objective remains untouched. It is a sensitive topic and it is very important to guide adolescents with rightful information and provide them a healthy and open environment for discussion and clearing their doubts and myths. Lack of knowledge about adolescence education leads to undesirable change in an adolescent behavior as well as in their personality which will become a problem in future. Talking about reproductive health and fitness is a taboo in India and treated as unethical and immoral to discuss in open, these cultural factors effect psychological understanding of adolescents resulting in either less or no knowledge about their health and major diseases which are related to reproductive wellness.

### **Social effects**

Public discussion of topics of adolescence education are widely considered as taboo in the Indian society, therefore acting as a barrier to delivery of adequate and effective related education to Indian adolescents. Adolescence education at school level has attracted strong objections and apprehension from all areas of the society, including parents, teachers, and politicians. Legislators contend that it corrupts the youth and offends "Indian values," leading to promiscuity, experimentation, and irresponsible behavior. Some opponents argue that adolescence education has no place in a country such as India with its rich cultural traditions. These views lie at the heart of the traditional Indian psyche and will need to be approached tentatively with psychological insight when challenged. Expertise

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from healthcare professionals along with patience and time will be required in order to bring about what is likely to be a gradual change in the existing conservative attitudes.

## **Health effects**

Adolescents in the age group of 15–24 years contribute to a disproportional 31% of AIDS burden in India, despite the whole demographic comprising about 25% of the country's population. According to the last UNAIDS report, there were 2300,000 people of 15 years and above, living with HIV in India, with one youth infected with HIV/AIDS. In India, 19% of girls and 35% of boys have comprehensive knowledge of both HIV and AIDS. Evidence suggests that early diagnosis and treatment of STIs/reproductive tract infections (RTIs), which include behavior change through education among the target groups, has the potential to reduce considerably the transmission of STIs/RTIs. This includes information about the spread of the disease, contraception, and reproductive health screening tests.

In this way, well-designed school adolescence education can help combat the culture of ignorance, hesitation, shame, and fear associated with the disease in the community, from which the disease is born. This can only be achieved by scrapping away deep rooted and widely accepted misconceptions and speculations.

## **CONCLUSION**

Adolescents are in a very important developmental stage of their lives. They are faced with physiological development as well as pressures from their families and their social

environment. They are also vulnerable to environmental pressures from their peers, role model, and the media. If they are not prepared for these developmental changes and challenges of adolescence, they may end up being frustrated, confused and helpless when confronted by them. Parents, educators, health professionals, social workers and the community at large must be at the fore front in the fight against socio cultural factors being a barrier against adolescence education. As future of our country, they should be loved, guided and supported so that they are able to deal with social and cultural factors affecting their knowledge and understanding of adolescence education and forming their behavior. However, the challenge may be that some of adolescents may take time to acknowledge the need of such education and because of fear of parents or peers' judgements, they may refuse to participate in such a structure. In such instances, there is a need to obtain assistance from other adolescents who were well knowledgeable or doctors or counsellors to take a lead in encouraging adolescents to participate in such structures. In addition, topics that are handled during such sessions should not only cover gender difference or reproductive health, but may include other health and wellness topics affecting adolescents. Health experts, psychologists, counselors can play a vital role in guiding and providing principal knowledge about adolescence education and its importance to adolescents and their families. This study managed to achieve its goals of investigating the prevailing perspectives of adolescents, their parents and teachers regarding adolescence education, investigating the complexities of social and cultural factors among a small group of adolescents in government schools of Bhopal. finding out their knowledge of adolescence education and the effects thereof, identify the family structure and the social environment where the adolescents are living, and identifying strategies to provide better knowledge and understanding of adolescence education amongst adolescents. However, there are limitations to this study. The next section discusses these limitations.

## **LIMITATIONS OF THIS STUDY**

The study was conducted in government schools of Bhopal only. A larger randomly selected sample from more than one school with similar situations might have improved the generalizability of the findings. Even though I tried to make the participants feel free throughout the interview sessions, they were not free. I observed that they had reservations. This had a limiting effect on the participants interaction with me. This study was only conducted by me; thus, the findings might not have been objectively analyzed. This study did not address the support structures that can be developed to assist adolescents during this challenging stage of their lives. This study also did not take into consideration the educational qualifications of parents. Furthermore, this study only focused on the adolescents attending schools. Adolescents who do not attend school were not included in this study. That also limited the findings of this study. This study employed a qualitative methodology. Limitations in terms of measuring the magnitude of socio-cultural factors among adolescence education in the government schools of Bhopal. Furthermore, interviews were used as the main tool for acquiring information from participants. Despite its limitations, the study has assisted in identifying the factors affecting adolescence education, which may assist policy makers in developing effective evidence-based intervention strategies that are relevant to the needs of adolescents. Furthermore, this study afforded disadvantaged adolescents the opportunity to express their views about the challenges that they are facing. The open-ended nature of this study enabled me to gather data that is illustrative and rich. The next section, provides recommendations of this study as well as topics for future research.

## **RECOMMENDATIONS**

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## **Future research**

It is recommended that a larger sample, covering a wider geographical area be drawn in future investigations, in order to improve the generalizability of the findings. In addition, adolescents who do not attend schools should also be part of the study. Information about the educational level of the parents can be acquired during meetings. This study recommends further research undertaking regarding parental support during adolescence. Furthermore, more than one researcher could collect data in order to ensure objectivity during data analysis. Both qualitative and quantitative approaches can be used to gather information about social as well as cultural factors acting as barrier for adolescence education. By combining both approaches, I could have maximized the strength and minimized the weaknesses of each approach. This may have strengthened the results and contributed to theory and knowledge. In addition, since multiple and diverse observations could be used, the study could have enriched the understanding of the status adolescence education in society. However, the volume of data produced, would have been immense and an extremely broad knowledge base was required to analyze it. The investigator would then have had to contract other researchers to work on the different parts of the analysis.

## **Adolescent stage**

Adolescence as a stage, can pose serious challenges to our teenagers. They need care and support from parents, educators and other members of the community. It was really sad to realize that sometimes as parents or elders in the community, we are unable to provide a healthy and friendly environment to our younger ones for open discussion about a very important and sensitive topic of their health which should be well known to them. Lack or false knowledge can lead to undesirable results in future.

## **Peer group pressure**

Peer group pressure plays an important role in the lives of the adolescents. They serve as reference for the teenagers. They do provide emotional, social as well as financial support. At some points they become dangerous to their peers and they pass on the false knowledge which they gain from social media or other sources just to prove themselves more knowledgeable ones and attain respect.

## **CHAPTER SUMMARY**

In this chapter, the findings of this study were discussed in detail and related to previous studies. Various social and cultural factors acting as a barrier in path of efficient and affective adolescence education in India are discussed with their outcomes. The conclusion, limitations of this study, recommendations and researchers' personal reflections were highlighted. Furthermore, this section highlighted the strategies that can be used to address factors affecting adolescence education. This then calls for recognition that our adolescents are indeed in a difficult development stage, faced with so many challenges and need to be given all the necessary support they deserve as human beings. This study supported the notion that adolescence education in our society is a problem which requires a concerted effort by all the stakeholders involved in youth development so that this problem can be fully addressed.