

Study of Attitude of Adolescents Towards Sex Education in Relation to their Achievement Motivation in Hilly Districts of Uttarakhand

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ABSTRACT

The present study was undertaken to investigate the sex attitude of adolescents and its relations (intermediate) school adolescents studying in different schools of Kumaun and gharwal hilly region of uttarakhand by using purposive random sampling techniques from various government and non government managed schools within the age range of 13 to 19 years, from urban and rural areas. The finding of the study revealed that there is a significant difference in the sex attitude of the adolescents having high and low achievement motivation respectively. Another finding of the study was there is a significant difference in the sex attitude of the girl and boy adolescents having high and low achievement motivation.

KEYWORDS: Achievement Motivation, Adolescents, sex attitude

INTRODUCTION

Adolescence is a complex and dynamic phase of life, serving as a transitional period between Childhood and adulthood. During this stage, secondary sexual characteristics emerge rapidly in both boys and girls, making the onset of puberty. This critical period is characterized by significant physical, emotional, and hormonal changes, laying the foundation for growth and development towards maturity. During this period, individuals develop attitudes and motivations that shape their future. Two vital aspects of adolescent development are achievement motivation and sex attitude. These two influence each other and impact overall well being of the teenagers. Motivation may be described as a kind of internal force which arouses or initiates. In addition, it also regulates and sustains all activities of life in order to fulfill desires of objectives. In other words, motivation is that force which initiates behavior, directs and accounts for its termination or cessation. Motivational beliefs refer to the opinions, goal and the importance of the goal that one wants to achieve. Motivational beliefs act as a frame to guide the students to think, feel and to do hard work in a right direction to reach the goal. Achievement motivation is a related term to motivation. It is a stimulus or striving need that causes a person to make an effort to become successful and goal oriented. Achievement motivation can help people to reach their goal with continuous hard work and to note schemes to fulfill their daily life specific objectives to reach the goal.

Motivated behavior frequently fails to meet its objective due to physical and social barriers. In such circumstances, like thwarting of motivation, teen-agers feel frustrated and depressed. Some psychologist's declared that unpleasant emotions arise through frustration especially fears and anger, act

as obstacles to achieve a goal. Thus parents and teachers liberal, sympathetic and positive behavior towards adolescents directly affect their intellectual, physical, affective and social development.

OBJECTIVES

- There does not exist any measurable difference in adolescents having high achievement motivation and low achievement motivation in their attitude towards sex-education.
- There does not exist any measurable difference in boy adolescents having high and low achievement motivation and girl adolescents having high and low achievement motivation in their attitude towards sex-education.

HYPOTHESIS

- There does not exist any measurable difference in adolescents having high achievement motivation and low achievement motivation in their attitude towards sex-education.
- There does not exist any measurable difference in boy adolescents having high and low achievement motivation and girl adolescents having high and low achievement motivation in their attitude towards sex-education.

LIMITATIONS

- This descriptive research is restricted on adolescent pupils only.
- This descriptive research is restricted to the hilly locality of Uttarakhand state only.
- This descriptive research is restricted the boy and girl adolescent pupils only.

METHODOLOGY

The population for the present study comprised all students in the 10th, 11th and 12th classes of high school and intermediate colleges in the hilly regions of kumaun and gadhwal uttarakhand. A Total of 62 intermediate schools

Tools used

- Attitude scale towards sex education by Usha Mishra, National Psychological Corporation, Kacheri ghat, Agra to assess the behavior of the teen ager towards sex.
- Achievement motive test by V. P. Bhargava, National Psychological Corporation, Kacheri ghat, Agra to measure the effect of achievement motivation on sex education of students.

DATA ANALYSIS

In the first hypothesis, there is a comparison of sex-attitude between adolescents having high AM and low AM. For this purpose, the hypothesis is worked out as- There does not exist any measurable difference in adolescents having high AM and low AM in their attitude towards sex-education. For testing of this hypothesis in the population of 372 adolescents, AM test questionnaire is applied and after getting the filled up questionnaires, the scoring is done and raw score of total members, is divided into two pools on the basis of mean. Score lower than mean is made a group of 181 adolescents having low AM score and another group of adolescents higher than mean of 191 members, is made another group having high motivation. Hence, the contrastive analysis of sex attitude of these two pools is done on the basis of their ASTSE scores. The mean of ASTSE score of adolescents having low AM is 92.22 and square of deviations of total score is 37803.16. Similarly, mean of adolescents having high AM in

relation to their sex-attitude score is 93.08 and square of deviations of total score is 37506.66. All these values are shown on table

SN.	AM	Total No. of adolescents	Mean of ASTSE scores	Summation of square of deviations	T-test
1.	Low	191	93.08	37506.66	0.583000
2.	High	181	92.22	37803.16	

*Value is not significant at 0.05 levels.

The T-value is 0.5830, which is not significant to 0.05 levels. Thus, the Null hypothesis is discarding; that means, there is a significant difference in the attitude of adolescents towards sex-education having high and low is. Accordingly, the result concludes that the adolescents' attitude towards sex-education changes, in order to their AM level. In second hypothesis, there is a comparison of sex attitude of boy adolescents having high and low AM and girl having high and low AM, so the hypothesis is worked out as- There does not exist any measurable difference in boy adolescents having high and low achievement motivation and girl adolescents having high and low achievement motivation in their attitude towards sex education. For testing of this hypothesis, in the population of 372 adolescents, AM test questionnaire is applied and after getting the filled up questionnaires, scoring is done and the raw score is used to divide the adolescents into four pools, boy adolescents having high AM- 96 adolescents and low AM- 90 adolescents and girls having high AM- 96 adolescents and low AM- 91 adolescents. Then these four pools are compared in relation to their sex attitude by using F-test. The SS between or sum of squares of four pools are 829.78 and SS within or sum of squares of within population or categories is 82908.72, the degree of freedom for SS between is 3 (k-1) and degree of freedom within populations is 368 (n-k) and value of MS between is 276.59 and the value of MS within four pools is 225.59. All these values are shown on table.

SN.	Source of Variation	Df	Sum of Square	Mean Square	Mean Square
1.	Between populations or categories	03	225.59	276.59	1.22*
2.	Within populations or categories	368	82908.72	225.59	
3.	Total	371	83738.5		

**Value is not significant at 0.05 levels.

The F-value is 1.22, which is not significant to 0.05 levels. Thus, the Null hypothesis is discarding; that means, there is a significant difference in the attitude of boy and girl adolescents having high and low AM in relation to their ASTSE value is not significant at 0.05 levels.

CONCLUSION

Individual who exhibit a favorable attitude towards sex education tend to possess high achievement motivation, which serves as a driving force that initiates and sustains their effort to attain their goal. The check of hypothesis results out those adolescents (categories in boy and girl) have high AM show their favorable attitude against sex education in comparison to adolescents have low AM. Studies had declared that achievement motivation and self concept are interrelated. In the better self concept that school students are more motivated because self concept are essential for better learning. (Raj veer Singh 2020). There is an association between low perceived academic achievement and early sexual experience. Adolescents who engage in sexual intercourse at an early age may undergo a change in attitude including a decrease interest in academic activities. Depression, suicidal ideation, high perceived stress and poor perceived health were associated with low perceived academic achievement. It is reported that academic achievement had a positive co-relation with good mental health, hope, life satisfaction and self worth. Academic performance and poor mental health were negatively related, and the experienced stress, was barrier to academic performance. (Park and Lee 2020).

India's social and cultural landscape presents a unique challenge in addressing adolescent's sexual expression. Unlike Western countries, Indian adolescents are discouraged from openly discussing or displaying their sexual behavior to teachers, parents and alders. However, this restrain does not diminish their desire to explore and express their sexuality, often leading to risky behaviors.

Research conduct in Uttarakhad's hilly districts reveals that incorporating sex education in to secondary school curricula can have a profoundly positive impact. By providing comprehensive knowledge about physical and mental changes during adolescence, sex education can empower students to make informed decisions and avoid harmful behaviors such as substance abuse, pornography, and sexual offenses. Moreover, this approach aligns with Uttarakhand's distinct socio- cultural context, emphasizing the importance of employment and skill development for a prosperous future. To achieve these educators, healthcare professionals, and social organizations must play a vital role in promoting positive behaviors through empathetic and motivational strategies.

Effective implementation of sex education requires a collaborative effort, fostering a supportive environment where students feel comfortable seeking guidance. Redirecting adolescents toward constrictive paths may mitigate risky behaviors and promote healthy development.

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