LITERATURE REVIEW

Suwimon P. (1985), studied the Parent’s Attitude towards the School Programme in Central Thailand and found that Sex education and occupation were three dominant predictors of attitude score. The sex of a parent contributed greatest variance to the attitude score. The parent’s education turned out to be the second best contributor to the size of the attitude score.

Pramua Unchai (1987), investigated the Attitude of the Teacher educators towards the programmes of Non-formal Education Leading to Life Long education in Thailand and found that the teacher educators possessing high creativity level were significantly better in their attitude towards the NFE programme than those possessing moderate creativity level. The teacher educators possessing moderate creativity level were significantly better in their attitude towards the NFE programme than possessing low creativity level. Male and female teacher educators possessing high creativity did not differ in their attitude towards the NFE programme.

Dwivedi, M. (1970) Studied that Attitudes of Students, Parents and Teachers towards the Current System of Higher Education and he found that strongly favorable or unfavorable attitudes were not shown by any group. All groups almost had shown a neutral attitude. The students were found to be quite higher on the attitude continuum than parents and teachers. The parents seemed to make an objective assessment of the system.

Sultana, M. (1983) Studied that Intelligence, social competence and parental attitude In normal and deviant children and found that there was a significant difference in the intelligence between normal and clinical subjects. Normal was more intelligent. Deviant children were less socially competent than normal children.

Lata K. (1985), suggested that Impact of parental attitude on social, emotional and educational adjustment of normal and handicapped students. He found that the parental attitude did not differ for normal and handicapped students.

The attitudes of fathers and mothers of normal and handicapped students did not differ significantly for boys and girls.
Gupta S. (1979) studied that a study of the attitudes of teachers of Agra University toward higher education and found that majority of the teachers of university and colleges had a positive view towards higher education. The male and female teachers showed difference in their attitude. As age increased, their attitude tended to become negative. The teachers having teaching experience had negative attitudes while those with short experience showed positive attitudes.

Xavier G. Francis (1987) studied that the attitudes of college students towards self-improvement and found that female students secured higher scores on their attitude towards self-improvement than male students. Religion has a marked influence on the attitude of students towards self-improvement. Academic achievements positively correlated with attitudes towards self-improvement.

Waghaye V.S. (1983) studied a comparative study of attitudes of scheduled caste and schedule tribe pupils towards education. Pupils of both the groups had interest in school education. Pupils of both the groups experienced difficulty in learning in schools. Both the groups appreciated the value and social benefits of education. Both the groups did not experience freedom in school.

Y.F. Patel (1959) studied that the attitude of secondary school teachers of Gujarat state towards the teaching profession and concluded that it appeared that the degree of favorable attitude towards the teaching profession increased with the increase in experience.

Rizvi, S.A.H. (1986) studied the attitudes towards religious education in relation to certain orientations and found that a majority of students held moderate attitudes towards religious education, but the students of the Hindu and Muslim religious groups were found to hold different attitudes towards religious education.

Favorable attitudes towards education were found to be associated with such values as helpfulness, preserving traditions and adaption to nature.
Haleem, N. (1984) studied the Attitude of teachers towards non-creative students of high intelligence versus high creative students of average intelligence and found that thirty five teachers had a favorable attitude towards high IQ students while only 18 teachers favored high creativity students. Teachers favoring high IQ students ranked highly intelligent students much higher on intelligence-oriented personality characteristics than the teachers favoring creativity-oriented personality characteristics.

Desai, J.J. (1986) studied that study that the attitude of the school going adolescent towards physical education programme in the school with reference to personality characteristics and found that to the sex of the students did not influence significantly their attitude towards physical education. The students of classes VIII, IX and X did not differ significantly in their attitude towards physical education.

Sinha, S.K. (1977) studied the attitudes towards the present system of Examination. The existing examination system had both merits and demerits. According to students, teachers and guardians, it had more demerits than merits. A very high percentage of them had agreed with various suggestions for improvement academic, administrative and evaluative aspects of the existing examination system.

Gupta S. (1986) studied the attitudes of teachers towards environmental education and found that the mean attitude score for all the groups of teachers showed a favorable attitude towards environmental education. The order of favorableness was junior college, secondary college and primary teachers. The mean attitude score of teachers at college level was found to be less than the mean attitude score at junior college and secondary levels an slightly higher than the mean attitude score at primary level as the college teachers opined differently to the other groups.

Satuniya N. Pinal (2008) studied the higher secondary teachers Attitude towards
Education Technology, School Of Education and found that teachers of science, commerce and arts stream have similar attitude towards Educational Technology. Teachers belonging to granted and non-granted school have similar attitude towards Educational Technology. Male and female teachers have similar attitude towards Education Technology. Type of school and stream does not make a difference in teacher’s view about education technology.

Mohini Acharya, Studied the attitude of secondary teachers and parents of Gujarat towards introducing English as a compulsory subject in standard X and found that the teachers and parents have positive attitude towards introducing English as a compulsory subject in Std.-X. The teachers have positive attitude towards introducing English as a compulsory subject in Std.-X. The parents have positive attitude towards introducing English as a compulsory subject in Std.-X.

Jari-Erik Nurmi (2010) studied that student characteristics and teacher–child relationships instruction: A meta-analysis found that, the teachers reported more conflicts and child dependency, and less closeness in the teacher–child relationship when interacting with students who exhibited a high level of external problem behavior. Students with high levels of external problem behavior also exhibited less anxious attachment to their teacher than other children.

Brenda K. Bryant (2005) studied the Parenting in relation to child and adolescent vocational development and found Vocational outcomes include informed work choices, satisfaction with work choices, work self and work attainment. The literature on the vocational outcomes is not well developed but to proceed at this time. Prospective longitudinal studies are urgently needed that begin in childhood, continue in adolescence, and proceed to adulthood, as well as research designs that allow for the analysis of what we have called family culture.
Kathleen Moritz Rudasill a, Thomas G. Reio Jr. b (2010), studied the longitudinal study of student–teacher relationship quality, difficult temperament, and risky behavior from childhood to early adolescence found that students from lower income families were likely to have more conflict and less closeness with teachers in grades 4 to 6 is consistent with studies of younger students, and our finding that lower income students were more likely to engage in risky behavior is similar to other work.

Denise H. Danielsa, Lee Shumow (2002), studied the Child development and classroom literature and implications for educating teachers and found that adults who were unfamiliar with children’s thinking became providing parents with a simplified version of developmental trajectories together with joint problem-solving activities to do with the children for homework became more sophisticated at guiding children’s problem-solving.

Xiao Zhang , Jari-Erik Nurmi (2010), studied the Teacher–child relationships and social competence: A two-year longitudinal study of Chinese preschoolers and our suggest that children’s social competence at school mediates the associations between early teacher child relationships and later social competence at home, the enhancement of social skills should be emphasized in preschool education and intervention programs.

Isaac Mc Farlin Jr. (2006), studied do school teacher parents make a difference? and found that the initial motivation for this analysis comes from repeated criticisms by educators that specific parenting practices are associated with negative outcomes for children. However, the true understanding we seek is to better appreciate the ability of parents to impact the well-being of children.

Sokcheng Nguon (2010), studied the parental involvement and students’ achievement in Cambodia: Focusing on parental resourcing of public schooling and found that statistically significant relationship between school-based involvement and students’ achievement. The relatively high level of school-based involvement by parents may reflect the
interests that parents have in school to which they provide support, suggesting that parents have a great sense of ownership of the school in which their children are enrolled.

**Julia Karbach*, Juliana Gottschling, Marion Spengler, Katrin Hegewald, Frank M. Spinathols (Nguon, 2011b),** studied that Parental involvement and general cognitive ability as predictors of domain-specific academic achievement in early adolescence and found no influence of autonomy and responsibility on academic success after cognitive ability had been accounted for. There were only very small or insignificant manifest correlations between autonomy support or emotional responsibility and either one of the achievement variables.

**Daniela Porumbu*, Daniela Veronica Nec (2012),** studied the relationship between Parental Involvement/ Attitude and Children’s School Achievements and found that parental involvement (in terms of overall construct but also in terms of specific dimensions) is positively associated with school achievement. An authoritative parenting style, parental high and clear expectations and aspirations educational strategy that leads to the multiplication and diversification of interpersonal interactions between families and school’s members, a strategy in which family and teachers assume mutual responsibility for children’s outcomes. In order to understand and to answer to family need teachers may need to rethink their professional.

**Agbaria Qutaiba (2010),** studied the relationship between the level of school-involvement and found “Learned helplessness among special-education Arab-Palestinian teachers in Israel and found the greater the level of teachers’ seniority the greater their school involvement will be, teachers with 15+ years of seniority have a higher school involvement score. Teachers with 1-7 years of seniority show a moderate degree of school involvement.

**Janice Kroeger*, Martha Lash (2009),** studied asking, listening, and learning: Toward a more thorough method of inquiry in home school relations and found how preservice teachers take the
issue of parent interviews, family perspectives, and deliberative interaction with children professionally and seriously against a backdrop of demographic change.

Rebecca B. Silver, Jeffrey R. Measelle a, Jeffrey M. Armstrong b, Marilyn J. Essexb(2010) Studied the impact of parents, child care providers, teachers, and peers on early externalize trajectories non-familial relationships were relatively more important than the parent–child relationship for predicting which children exhibit risky patterns of classroom externalizing behavior. Although previous research examining the joint contributions of familial and non-familial relationships is scarce and mixed, these results are consistent with past findings that the teacher–child relationship but not parenting, was predictive of behavioral adjustment in the classroom.

**IMPORTANCE OF STUDY**

The sign of adolescence can be around twelve years of age in our country. The adolescent make choices of different kind in adolescence. Many adolescents have to decide about their future at this age. In schools, education being taught in the school, systems to teenagers is a subject which has repeatedly come under fire by many. The attitude of Adolescents toward their parents and teachers is going to change as day to day activity. Some times parents and teachers not able to understand the behavior, demands of the child so it creates gap between them, That’s why through study of attitude of adolescence develop awareness to the developing youth. So people feel it is a necessary part of curriculum and role of teacher are paramount to a developing teen

**DEFINING OF KEY WORDS**

Study
“A Study is a written document describing the finding of some individual of group this accord with the recent.”

Study refers a careful attention to critical examination and investigation of any subject, event etc. In the present study, Study means to investigate or to gather information or to acquire some knowledge regarding something or objective of a study of parental and teacher involvement in child sex education at adolescence stage of education in each and every aspect associated.

**Adolescent**

Adolescence is that life span of years during which boys and girls move easily from childhood to adulthood mentally, socially and physically”. The concept of “adolescence has both a biological connation and physical connation. Biologically this period is associated with physical maturation. In case of girls, puberty occurs sometimes between ages of twelve and seventeen. In case of boys, puberty occurs between the ages of fourteen to seventeen. But individual differences among boys and girls.

**Attitude**

“An attitude is predisposition or readiness to response in a pre determined manner to relevant stimuli”

“A way of thinking or feeling about someone or something is attitude”³

“Attitude is based upon our expectations and perceptions –our definition of reality.”⁴

In the present study, attitude means the tendency of adolescents to behave in a particular way about the educational problems and their approach and views about education with regard to their gender, area, education level of parents and socio-economic status.

**Parents**
“One who begets, gives birth to, or nurtures and raises a child: a father or a mother”

A parent is a caretaker of the offspring in their own species. In humans, a parent is the mother or the father figure of the child. Children can have one or more parents, but they must have two biological parents.

In the present study the parents refers to parents whose children are studying in the high secondary school of the Ahmadabad.

**Teacher**

Teacher can help easily adolescence to improve their academically and socially by recognizing whether they need more guidance or independence. “Expert Teachers” even know how to ‘counteract’ the negative effect of the parents. The teacher can help students learn how to do the things on their own rather than obey orders by letting him choose assignments and can boost their esteem by praising them when they do thing right.

In the present study the teachers refers to those who teaches children are studying in the high secondary school of the Ahmadabad.

**VARIABLES**

“Variables are a logical set of attributes”

In the present study, the variables such as gender, age, area and annual income are the independent variables whereas the attitude of parents is the dependent variables.