1. Introduction

Education is meant to be a lifelong process of renewal and regeneration of knowledge and skill. Education has been defined as preparation for life, i.e., “of acquiring knowledge, skills and attitude which assists one in maintaining good health, a reasonable amount of economic security and genuine happiness in life”. In order to prepare an individual for life, the scope and the structure of the educational system must be broad, flexible and multi-dimensional. An education that does not deal with fundamental problems of life is an inadequate type of education. It is important that the people of today are equipped intellectually, physically and emotionally to face and solve problems that they are bound to face tomorrow. The family occupies a vital position among the institutions that have shaped human civilization and is found in all societies. With this background, the present study highlights the attitude of a few secondary school teachers of Bangalore city in respect of family life education with eight hypotheses. A sample of 200 secondary school teachers were assessed based on the basis of sex, educational qualification, religion, marital status, age and teaching experience using stratified random sampling. The teachers with 10 years and less than 10 years of teaching experience and teachers with more than 10 years of teaching experience have favorable attitude towards family life education. This proves that secondary school teachers irrespective of the teaching experience, irrespective of age, their marital status, educational qualification, and the religion to which they belong have noticed the need and the willingness to deal and teach family life education in secondary schools

Key words: Environment, family, secondary school, students, teacher
discover their identity (Aloysius, 1974). With this background, the present study highlights the attitude of a few secondary school teachers of Bangalore city in respect of family life education.

2. Hypothesis and Sampling Design

Hypotheses: Based on the purpose and objectives of the study the following major hypotheses were formulated. All hypotheses were stated in null form to facilitate statistical testing of the hypotheses. The present study attempts to test the following hypotheses.

- Hypotheses 1: There is no significant difference in the attitude of male and female secondary school teachers of Bangalore city, in respect of family life education.
- Hypotheses 2: There is no significant difference in the attitude of secondary school teachers of Bangalore city with graduate and post graduate qualifications, in respect of family life education.
- Hypotheses 3: There is no significant difference in the attitude of Hindu and Muslim secondary school teachers of Bangalore city, in respect of family life education.
- Hypotheses 4: There is no significant difference in the attitude of Hindu and Christian secondary school teachers of Bangalore city, in respect of family life education.
- Hypotheses 5: There is no significant difference in the attitude of Muslim and Christian secondary school teachers of Bangalore city, in respect of family life education.
- Hypotheses 6: There is no significant difference in the attitude of married and unmarried secondary school teachers of Bangalore city, in respect of family life education.
- Hypotheses 7: There is no significant difference in the attitude of secondary school teachers of Bangalore city, in the age groups of 35 years and below and teachers in the age group of above 35 years in respect of family life education.
- Hypotheses 8: There is no significant difference in the attitude of secondary school teachers of Bangalore city with 10 years and less than 10 years of teaching experience and teachers with more than 10 years of teaching experience, in respect of family life education.

Simple Design: These hypotheses state in the null form were tested on a sample of 200 secondary school teachers stratified on the basis of sex, educational qualification, religion, marital status, age and teaching experience. Stratified random sampling was adopted. Researcher has used the tool constructed by Eva. B. Wilson as tool for this purpose. The tool was administrated to secondary school teachers and the data collected were scored and subjected to analysis using t-test. Out of 8 hypotheses, all hypotheses were accepted.

3. Major findings of the Study

Today, the value of education is rarely realized beyond its functions of the 3R’s. The new education policy says the following with regard to the role of education today. ‘Education can and must bring about the fine synthesis between change-oriented technologies and the country’s continuity of cultural traditions’ (National Policy of Education, 1986). Innumerable social changes that are taking place in the society are affecting the family and are unable to cope. This has resulted in a number of socio-cultural problems that we see in our society today.

4. Educational Implications

This study has pointed out that secondary school teachers of Bangalore city have recognized and realized the need for the family life education in the context of today’s changing society (Becj and Nanoy Conner, 1984). So teachers are favorable in introducing the study systematically in the school curricular.

- Though the present study shows that there was no significant difference in the statistical analysis in the attitude of male and female secondary school teachers, there was difference mean value of the teacher’s attitude, male teachers had a little higher mean value, and so female teachers must be provided with the environment to enhance their attitude towards family life education.
- Though statistically there was no significant difference between secondary school teachers with graduate and post graduate qualification still there was difference in mean values of the teachers attitude, i.e., teachers with post graduate qualification have higher mean value then teachers with graduate qualification. So graduate teachers must be provided with conducive atmosphere in relation to enhancing their attitude towards family life education.
- According to statistical analysis there was no significant difference in the attitude of Hindu, Muslim and Christian teachers, but there is difference in the mean values. Muslim teachers have less mean value compared to Hindi teachers. Change in the attitude is required in all the teachers irrespective of the religion as there is the arousal of the strong need demanded by the existing society. So they must be provided with the proper environment and opportunity to enhance their attitude towards the need for family life education.
- Though statistically there was no significant difference in the attitude of married and unmarried secondary school teachers, there is a difference in their mean values. Mean value of Unmarried teachers is more compared to married teachers so more favorable opportunities must be given to them to enhance their attitudes towards the need for family life education.
- Teachers with less teaching experience have higher mean value of their attitudes than teachers with more teaching experience, even though statistically there is no significant difference in their attitudes. So to enhance the attitudes of teachers with more
experience they must be provided with suitable opportunity to update themselves by recognizing the changing trends of the society.

- Introduction of family life education systematically in schools can relieve students from confusion and can create proper awareness in them regarding the roles and statuses, duties and responsibilities, privilege and obligations and the function of each individual member as member in the family and in the society.

Teachers being working especially female teachers are unable to give the required education in family living at home and favor a comprehensive introduction of family life education in schools. With the introduction of family life education in schools teachers can help and guide students for their hidden curiosities regarding various aspects related to family life, so that students who are free from curiosity can divert their potentials in creative and innovative work and can achieve progress, in other words can contribute to nation’s prosperity (Banu Khuranid, 1986).

Teachers of today have to handle problems related to sex and male-female relationships in schools more than before and therefore fell the need for a systematic course in family life education to be given through the school. This need for family life education has also been felt with experiments done in developed and other Asian countries and also promoted by world organizations like the UNESCO. It is also recognizes that population education in the third world countries must address itself to family issued and as such cannot avoid family life education if it has to achieve the desired goals. With the emergence of greater participation of women in all walks of life, family life education is a necessity for young adults of today to understand their roles and status in the present changing society, reveals the present study. With the introduction of mass media, teachers feel that children are much more exposed to the details of human relationships including the marital relationship and feel that the school should balance the one sided approach of the mass media.

In the present study, secondary school teachers with graduate and post-graduate qualification were found to have favorable attitude towards family life education and reveals the strong demand for the introduction of family life education in secondary schools as the responsibility of the family is getting shifted to schools due to various reasons. The experienced older secondary school teachers who were said to be have settled in the jobs and would not like to take risk and also have favorable attitude towards family life education compared with the less experienced younger secondary school teachers, who are able to take risks regarding educational innovations is the finding of the study, which reveals the concern what the experienced older teachers have towards the student population who are more and more becoming influenced by the mass media and losing the values in life. Not only in urban but rural secondary school teachers were also found to have favorable attitude towards the family life education and reveals that even unmarried teachers also have strong positive attitude in introducing family life education which is the felt need for the developing country like India.

5. Conclusion

The present study concludes that, the teachers with 10 years and less than 10 years of teaching experience and teachers with more than 10 years of teaching experience have favorable attitude towards family life education. This proves that secondary school teachers irrespective of the teaching experience, irrespective of age, their marital status, educational qualification, and the religion to which they belong have noticed the need and the willingness to deal and teach family life education in secondary schools.

6. References