

# SELF APPRAISAL REPORT OF TEACHERS

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Educational Problems of Adolescent Girls

Dr. M. N. Sultanpur

Abstract:

Families play a critical role in influencing numerous features of adolescent development, particularly in addressing educational challenges. In developing countries, various agencies have implemented diverse programs to tackle issues faced by adolescent girls, including education, health, nutrition, child labor, and sexual harassment. The aim is to comprehend the educational challenges faced by adolescent girls. Both primary and secondary data sources were used by the researcher through conducted in person interviews with 500 respondents to acquire primary data. All things considered, 69.2% of teenage girls said they had no trouble keeping up with their usual studies.

**Keywords:** Adolescent, Teenage Girls, Influencing, Education, Challenges Principal, HKES Smt.C.B Patil Arts and Commerce Degree College Chincholi, Kalaburagi

Introduction:

Adolescent girls have access to education in societies where, health services, and recreation, along with opportunities for participation in decision-making, their empowerment is facilitated. Emerging nations have realized miscellaneous activities and programs to address adolescent girls' issues related to education, healthiness, nourishment, child labor, and sexual harassment. Families performance a crucial part in maintaining adolescent disorders like eating, conduct, and anxiety disorders. Maternal appreciation of children's emotions, stress, and attitudes significantly impacts the socialization of teenage girls. Overprotectiveness can hinder a child's autonomy and make them vulnerable, as they may lack the skills to navigate challenges and approach the world negatively.

Families should recognize each individual's specializations and encourage and respect differences. They should avoid rigid norms, adapt to change, and foster an atmosphere of statement, indulgent, admiration, and credit. Self-control, a learned trait, is crucial in preventing conduct complications among youths. Parents should teach problem-solving techniques and critically assess information accessed over broadcasting and the internet with their children, addressing any misconceptions or misunderstandings.

Review of Literature

**Raghavendra Bhemappa Nayak (2019)** the purpose of the study was to evaluate the factors that predict educational stress in young girls in Dharwad, India. It involved 314 randomly selected girls aged 16-19 from ten colleges, approved by the institutional ethics committee. Data collection included self-administered questionnaires covering

socio-demographic details, personality, IQ assessment, and educational stress scale. Educational stress averaged  $50.04 \pm 10.82$  (range 16-80). There are strong associations between stress and religion, father's education, number of siblings, subject combination, personality type, and IQ. Regression analysis identified number of siblings and extrovert neuroticism personality as protective factors, negatively predicting stress ( $\beta = -0.115$ ,  $P = 0.037$ ;  $\beta = -0.242$ ,  $P = 0.001$ ).

**Ishaq Anis Rumi (2023)** To mark International Women's Day, UNESCO released a new factsheet highlighting increased inequalities in girls' education due to COVID-19. The aim is to accelerate action for girls' and women's education by leveraging political and financial commitment and leadership for women and girls. The pandemic has affected investments in education, with two-thirds of low- and lower-middle-income countries surveyed across all regions cutting their education budgets. At its peak in April 2020, schooling was disrupted for over 1.5 billion learners in more than 190 countries.

**Sanjukt Sahoo (2016)** The paper aims to assess the current status and challenges of girls' education in India and propose solutions. It draws from various sources like articles, reports, and research papers. The third section discusses government initiatives and challenges in girls' education, while the final part offers suggestions to overcome these barriers. It concludes that while higher education enrollment for girls has increased, the elementary and secondary levels face challenges like parental attitudes, lack of infrastructure, and socio-economic conditions. The paper emphasizes collective responsibility among authorities, communities, NGOs, and citizens to address these barriers to girls' education in India.

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