

TEACHERS' EXPECTATIONS REGARDING THE FAMILY, THE SCHOOL, THE CHURCH AND THE MASS MEDIA VIS-À-VIS THE PREVENTION OF TEEN MOTHERHOOD

OCZEKIWANIA NAUCZYCIELI DOTYCZĄCE ROLI RODZINY, SZKOŁY, KOŚCIOŁA I ŚRODKÓW MASOWEGO PRZEKAZU W PROFILAKTYCE MACIERZYŃSTWA NASTOLETNIICH UCZENNIC

Maria Łukaszek^{1(A,B,C,D,E,F)}, Krzysztof Wąż^{2(A, C, D, E, F)}

¹University of Rzeszów, Poland

²University of Zielona Góra, Poland

Authors' contribution

Wkład autorów:

- A. Study design/planning
zaplanowanie badań
- B. Data collection/entry
zebranie danych
- C. Data analysis/statistics
dane – analiza i statystyki
- D. Data interpretation
interpretacja danych
- E. Preparation of manuscript
przygotowanie artykułu
- F. Literature analysis/search
wyszukiwanie i analiza literatury
- G. Funds collection
zebranie funduszy

Summary

Background. In the recent years, the birth rate among teenage girls has decreased. Although more and more teenagers, especially girls, begin their sexual lives earlier, their knowledge on contraception is usually unsatisfactory and a significant number of adolescents either do not use contraception or use unreliable contraception methods. The lack of sex education at schools leads to teenage students' lacking knowledge and support in this matter.

Material and methods. The tool applied in the research was a previously prepared survey questionnaire entitled *Teachers' and class tutors' opinions on teen motherhood* serving as the research tool.

Results. The interviewees are convinced that in order to prevent pregnancies among adolescent girls, teenagers should be treated individually and provided with reliable knowledge and support. On the other hand, the respondents deem recommendable to warn teenagers of negative consequences that having sex brings and of stigmatisation the sexually active and pregnant girls face. Moreover, the interviewed teachers find it appropriate to promote only sympto-thermal contraception methods.

Conclusions. The inconsistency and high restrictiveness in teachers' opinions affect their involvement in teenagers' sex education and their support towards pregnant students and underage mothers.

Keywords: adolescent, prevention, early motherhood, teacher, sex education

Streszczenie

Wprowadzenie. W ostatnich kilkunastu latach w Polsce obniża się skala urodzeń dzieci przez nastoletnie dziewczęta. Dzieje się tak pomimo tego, że nastąpił wzrost częstości wczesnego rozpoczynania życia seksualnego przez młodzież, zwłaszcza dziewczęta, niezadowolający jest poziom wiedzy młodzieży na temat antykoncepcji oraz występuje znacząca skala nastolatków niekorzystających z antykoncepcji, bądź stosujących zawodne metody. Ze względu na abstynencyjny model edukacji seksualnej w szkole, uczniowie nie otrzymują dostatecznego wsparcia w omawianym zakresie.

Materiał i metody. Narzędziem zastosowanym w badaniu był wcześniej przygotowany kwestionariusz ankiety pt. *Opinie nauczycieli i wychowawców na temat macierzyństwa nastolatek*.

Wyniki. Stwierdzono, że badani z jednej strony są przekonani, iż w celu zapobiegania wczesnym ciążom należy traktować nastolatków w sposób podmiotowy, dostarczać im rzetelnej wiedzy oraz udzielać wsparcia. Z drugiej strony uznają za pożądane straszenie nastolatków negatywnymi konsekwencjami współżycia i piętnowanie osób aktywnych seksualnie oraz ciężarnych dziewcząt. Uznają przy tym za właściwe promowanie jedynie objawowo-termicznych metod antykoncepcji.

Wnioski. Ta niespójność i duża skala restrykcyjności poglądów nie pozwala na optymizm w ocenie udziału nauczycieli w edukacji seksualnej młodzieży, ani ich roli w realnym wsparciu uczennic w sytuacji ciąży i macierzyństwa.

Słowa kluczowe: adolescenci, profilaktyka, wczesne macierzyństwo, nauczyciel, edukacja seksualna

Tables: 7

Figures: 0

References: 31

Submitted: 2018 Feb 17

Accepted: 2018 Jul 11

Łukaszek M, Wąż K. Teachers' expectations regarding the family, the school, the Church and the mass media vis-à-vis the prevention of teen motherhood. Health Prob Civil. 2019; 13(1): 67-75. <https://doi.org/10.5114/hpc.2018.80598>

Address for correspondence / Adres korespondencyjny: Maria Łukaszek, University of Rzeszów, Ks. Jałowego 24, 35-010 Rzeszów, Poland, e-mail: maria.lukaszek@op.pl, phone: +48 603 411 444; ORCID: Maria Łukaszek <https://orcid.org/0000-0001-8637-3171>, Krzysztof Wąż <https://orcid.org/0000-0002-3072-4793>

Copyright: © Pope John Paul II State School of Higher Education in Biała Podlaska, Maria Łukaszek, Krzysztof Wąż. This is an Open Access journal, all articles are distributed under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0) License (<http://creativecommons.org/licenses/by-nc-sa/4.0/>), allowing third parties to copy and redistribute the material in any medium or format and to remix, transform, and build upon the material, provided the original work is properly cited and states its license.

Introduction

In the recent years, like in the majority of the EU countries [1, 2, 3¹] and in the United States [4], the birth rate among teenage girls in Poland has decreased. The phenomenon occurs although more and more teenagers, particularly girls, begin their sexual lives earlier than in the past and the age median for having the first sexual intercourse is decreasing [5, 6]. It proves that teenagers use more efficient contraception. Teenage motherhood with its health and social consequences [cf. 7] constitute the problems which should be considered to be the most important challenges for sex education and prevention at schools. Hence, not only are the attitudes of teachers essential, but also their view on the extent of measures to be taken by schools and on the expected involvement of parents, the Church and the media.

Early sexual initiation. Teen motherhood phenomenon

The subject-related literature describes a lot of procreation and teen motherhood preconditions (teenagers' promiscuous attitude to sex, family disfunctions, ineffective sex education promoting sexual abstinence and the depraving influence of the media). The key reason for the phenomenon is the precipitous sexual initiation of teenage girls. Moreover, they or their partners either do not use contraception at all or use inefficient contraception methods.

On the basis on the analyses of Polish studies from the years 1957-2011, it may be stated that:

- the sexual initiation age of teenagers keeps decreasing / tends to decrease;
- the difference between the sexual initiation age of boys and girls has been also decreasing for the last years;
- since the 90's, the percentage of persons undertaking sexual activity before the age of 16 and especially before the age of 15 (the boundary age of legal protection) has increased.

In 1990, the research of HBSC (*Health Behaviour in School-aged Children*) revealed that in a sample of 18-year-olds, 36% of boys and 18% of girls declared having experienced sexual initiation [8]; in 2010, the percentages were 45% and 38% respectively [9], and the research conducted by IBE [*Educational Research Institute*] in 2015 showed 53% and 48% respectively [10]. The data show another tendency – the percentage of girls undertaking sexual activity is increasing much quicker. It is proved by the research done by IBE in 2014, which revealed that 17.4% of the interviewed 15-year-olds had already begun sexual initiation, the number of girls was slightly higher than the one of boys (18.5% and 16% respectively) [11].

When it comes to contraception used by adolescents, little has changed in the last ten years. Zbigniew Izdebski's research conducted in 2004 revealed that, during the last sexual intercourse, the teenagers most often used condoms (56%), much more rarely contraceptive pills (16%); spermicidal suppositories, gels, foams, creams (5%), contraceptive diaphragms (3%) and intrauterine spirals (2.3%). A high percentage of the adolescents admitted having used very unreliable methods such as coitus interruptus (so called *withdrawal method*) (22%) and natural methods, including calendar and sympto-thermal methods (13%) [12]. The research done by IBE 11 years later showed similar results. Adolescents at the age of 18, during the last sexual intercourse, used condoms (65%), hormonal contraceptives (17%) and natural methods (11%). The study revealed a positive change, too. A smaller percentage of respondents (12%) used withdrawal method [10].

It is impossible to state how many teenage girls decide to have an abortion. Its partial penalisation in Poland does not allow together reliable statistical data.

Hence, the research results on the knowledge about fertility and contraception are very alarming. The study done by the Educational Research Institute showed that the majority of the adolescents knew how condoms work; however, a half of them knew how hormonal contraceptives work and one third knew the functioning of intrauterine spirals. Only 41% of young women and 22% of men were aware that the sentence 'the majority of women are the most likely to get pregnant just after the menstruation' is false. Over one third of the interviewees believe withdrawal method to be reliable [10].

Despite the insufficient knowledge about fertility and contraception, in the years 1989-2000, the number of teenage girls getting pregnant lowered about 45%. The tendency has continued in the recent years. In 2004, there were 20,606 cases when girls under 19 became mothers and they constituted 4.96% of all live births this year, whereas in 2013 there were 14,492 such cases and the percentage of live births among mothers under 19 was 3.92% [13].

¹ In the European Union, approximately 6% of young women become mothers before the age of 18; however, the percentage varies from 3% in Italy, the Netherlands, Spain and Sweden up to 12% in Hungary, Slovakia and 13% in Great Britain.

Material and methods

In the presented article, the author has tried to answer the following questions:

1. What are the opinions of teachers on the role of the principal socialisation institutions: school, the Church and the mass media in the teen motherhood prevention?
2. Do the chosen sociodemographic qualities of the interviewed teachers, their professional status and family background influence their opinions on the role of the principal socialisation institutions in the teen motherhood prevention?

The tool applied in the research was a previously prepared survey questionnaire entitled *Teachers' and class tutors' opinions on teen motherhood* serving as the research tool.

In the process of research conceptualisation, 6 dependent variables were distinguished and they were opinions on the following: the role of school in the prevention of teen motherhood, the evaluation system of pregnant students, the role of the family, the Church, and the mass media in the prevention of early motherhood, and the desired actions of the Church with regard to underage mothers and pregnant girls. The variables were subject to operationalisation using the competent expert method (13 educationalists participated in the research). At the operationalisation stage, values of variables and the final number of indicators were determined – from 9 up to 28 indicators per each variable. Each value of a particular variable was assigned with the same number of indicators.

The respondents answered the questions by choosing multiple answers from the list of variables. Additionally, in one of the questions, they were asked to evaluate (using a four-point scale) 12 school situations presenting ways of categorising pregnant girls who previously received good notes and behaved in an exemplary way and the ones who obtained bad notes and behaved reprehensively.

The project also included three global independent variables and 13 detailed variables within them:

1. sociodemographic qualities (sex, age, place of residence, evaluation of one's economic status),
2. professional status (professional development degree, level of satisfaction with the executed profession, experience in work with pregnant students or underage mothers, the group of the subjects taught),
3. family conditions (having siblings, a regular partner, children, daughters).

The research was conducted at lower and higher secondary schools of the Jarosław district in 2014. Since the issue of gender and sexuality are subject to firm political and ideological pressure in Poland, it should be underlined that the inhabitants of the region are characterised by conservative attitudes to family and sexual life, strong attachment to religious traditions and strongly right-wing political beliefs. According to the statistics, in the years 2011-2015, the ratio of marriages registered (per 1,000 inhabitants) in the Jarosław district was 5.42. It was higher than the country average – 5.04. The ratio of divorces was 1.16 (per 1000 inhabitants) and it was much lower than the country average – 1.72 [14]. The inhabitants of the district are very religious in comparison with Poles in general. The Catholic Church statistical data reveal that 60.2% of the faithful of the Przemyśl diocese, encompassing the Jarosław district, participate in masses (the country average is 40%) [15]. The district inhabitants strongly identify with the right-wing political party Law and Justice. In the parliamentary elections in 2015, the party received there over 50% of the votes (the average in Poland was 38%) [16].

The analyses were done based on the answers of 408 teachers from 36 lower secondary schools and 11 higher secondary schools. The sample constituted 29.3% of all teachers working at such schools in the Jarosław district (1,391 teachers). 48% of the respondents declared having experienced work with pregnant students or underage mothers; 40% of the interviewees taught such students and 8% worked in a school which the pregnant girls attended.

Results

Opinions on the role of the family in the prevention of teen motherhood

The most important sexual socialisation institution is family. The research of HBSC on a sample of 15-year-olds conducted in 5 countries (Finland, Scotland, France, Poland and the USA) proved a relation between a low socioeconomic status of a family and early initiation age in all the countries [17]. Early sexual initiation is often connected with the lack of bonds and unity in a family [18]. The studies showed a statistically relevant relation between the sexual initiation age of parents and their children [19]. According to Miller, family may be at the same time a peril and a protection against early pregnancy. The risk factors mentioned include: living with one parent, a low social status, having an older and sexually active sibling or a pregnant sibling, motherhood of a teenage sister, being a victim of sexual violence, living in dangerous neighbourhoods. The protecting factors

include a close parent-child relation and efficient parent control; clearly precised negative attitudes of parents regarding risky sexual behaviours of teenagers [20].

One of the research questions concerned the ways of preventing underage students' pregnancies. The respondents could choose answers from 28 sentences (they could choose max. 5 of them) regarding 7 action types.

Table 1. Teachers' opinions on the role of the family in the early motherhood prevention; the sample of 408 respondents; the total number of the responses – 1,686 (it was possible to choose up to 5 answers)

Areas of family actions relating to the early motherhood prevention among students	Number of answers given in every category – 1,686 answers in total
giving reasonable freedom	652 (38.7%)
good sex education within the family	516 (30.6%)
warning of negative consequences	174 (10.3%)
full management of a teenager's free time	146 (8.7%)
religious activation of a teenager	96 (5.7%)
stricter educational control in the family	76 (4.5%)
destroying child's relationships with a partner	26 (1.5%)

Teachers believe that the most efficient way in which parents can prevent teen motherhood is giving reasonable freedom (38.6%) and providing adolescents with good sex education (30.5%). Over 10% of the respondents reckon that parents should warn adolescent children of negative consequences teen motherhood brings, particularly by trying to convince them that boys cannot and do not want to engage in parental responsibilities and hence, they could not be counted on in case of a pregnancy.

The analysis of the interconnections between the variables proved that there is a statistically important link between gender ($p=0.023$; Cramer's V 0.093; Pearson's C 0.114), place of residence ($p=0.029$; Cramer's V 0.091; Pearson's C 0.112), professional satisfaction level ($p=0.009$; Cramer's V 0.080; Pearson's C 0.173), having children ($p=0.026$; Cramer's V 0.092; Pearson's C 0.112) and the teachers' opinions on the role of the family in the prevention of teen motherhood among students.

The research revealed that men, more often than women, think that an efficient approach to early motherhood prevention is religious activation of teenagers. Women, on the other hand, more often opt for warning adolescents of an unplanned pregnancy's negative consequences and putting greater emphasis on sex education within the family. Teachers who live in the countryside, more often than others, recommend an increased parental control and intensification of students' religious activities. Teachers who are not very satisfied with their professional job are more often in favour of religious activation of students but they are also for doing all their best to destroy newly developed relationships of their students. Teachers satisfied with their job more often opt for giving students reasonable freedom and treating them individually. Teachers who do not have their own children believe, more often than the others, that the best prevention is increased religious practice of students. Teachers who are parents opt for giving teenagers reasonable freedom.

The research analysis reveals that teachers' opinions are discrepant. On the one hand, almost 70% of the respondents are convinced that the most efficient action to be taken is openness in conversations on sex supported by the belief that teenagers should be treated as individuals and partners. On the other hand, over 60% of the teachers think that tight control of adolescents, e.g. sending them to Catholic schools, limiting their contacts with others (14.7%) or even a cyclical control of a hymen at a gynaecologist (40.7%), is reasonable. It is astonishing that although everyone would like girls to trust their future life partners, teachers depreciate boys trying to highlight their weak points (51.7%) and prove that they would be completely irresponsible as parents (17.6%).

Teachers' opinions on the role of the school in the teen motherhood prevention

As a part of educational programmes, Polish schools undertake activities aiming at the prevention of teen motherhood. The current form of sex education, its status, organisation, the form of the curriculum, the choice of teachers and, particularly, the subjects discussed in coursebooks do not allow for positive assessment of the lessons' efficiency [21].

Sex education in Polish schools is not common and takes different forms. According to the official data of the Ministry of National Education, in the school year 2012/2013, 73% of the students in primary schools and 75% in lower secondary schools took part in the classes of family life education. In secondary schools, the number

was significantly lower as it was 37% for general upper-secondary schools, 42% for profiled upper-secondary schools, 51% for technical upper-secondary schools and 48% for basic vocational schools [22].

When it comes to preventional activities, Polish schools usually implement programmes on addictions, whereas risky behaviours are a rarely discussed subject and it usually concerns HIV/AIDS. Programmes such as *Archipelago of Treasures*, *PION* (the Polish version of the American programme *Sexuality Teaching in the context of Adult Responsibility*) have a very limited scope and they are usually organised by NGO organisations. They are based on the persuasion method and they treat the problem holistically (they also concern alcohol and drugs) and promote abstinence. In this context, the prevention programme called *Be responsible. Responsibility and partnership education within the family* which has been carried out in over 100 schools since 2004 may be considered as unique. It is the Polish version of the American programme *The Baby Think it Over*, developed by researchers of the University of Zielona Góra, which used an innovative idea of taking care of a baby [23]. The fact that in Poland there are so few prevention programmes regarding teenagers' sexual activity is unfavourable taking into account their positive impact on adolescents' behaviour and the fact that adolescents get pregnant 3 years later [24].

According to the data revealed, 58.8% of teachers prefer the permissive teen motherhood prevention model, 29.9% - the happy medium model, and only 11.3% - the restrictive one. Detailed data show that the majority of respondents think that the following factors are important in the teen motherhood prevention: sex education provided by parents (62%), family life education classes taught by sexologists and gynaecologists (52%), obligatory classes on risky sexual behaviour prevention (41%). The promotion of sexual abstinence till marriage is chosen by 27%. Only 20% of the teachers asked reckon that in order to prevent unwanted pregnancies, teachers should teach about contraception methods.

It was proved that having a husband/wife or a regular life partner may influence the opinion on the efficient model of early motherhood prevention at schools ($p=0.014$; Cramer's V 0.124; Pearson's C 0.211). Persons that have never been in a stable relationship (15.4%) much more often preferred the restrictive model than the others (10.8%). Persons who used to be in a stable relationship prefer more often than the others the permissive model (73% vs. 57.4%).

The Polish law states that 'the school has an obligation to grant a leave to a pregnant student and provide her with all the necessary help needed to graduate' (the law from 1993, art. 2) [25]. As a result, one of the most interesting questions concerned teachers' opinion on evaluating pregnant students. Teachers were asked if the social role fulfilment of a student, her behaviour and notes should be taken into account in the assessment or not.

The research showed that only 46.3% of the teachers think that pregnant students should be treated and evaluated equally as other students. The remaining part believe that requirements and evaluation criteria should be adjusted not because of the pregnancy of a student, but based on her notes and behaviour from before she got pregnant.

Table 2. Teachers' opinions on the liberal assessment of the learning progress and the behaviour of pregnant students, the sample of 383 respondents

Teachers' opinions on the liberal assessment of pregnant students	Number of teachers assessing pregnant students who, so far, have fulfilled their school obligations	
	in a good way	in a bad way
acceptance of liberal assessment	146 (38.1%)	79 (20.6%)
inconsistent opinions	168 (43.9%)	191 (49.9%)
no acceptance of liberal assessment	69 (18.0%)	113 (29.5%)

Table 3. Teachers' opinions on the strict assessment of the learning progress and the behaviour of pregnant students, the sample of 383 respondents

Teachers' opinions on the strict assessment of pregnant students	Number of teachers assessing pregnant students who, so far, have fulfilled their school obligations	
	in a good way	in a bad way
acceptance of strict assessment	10 (2.6%)	22 (5.7%)
inconsistent opinions	143 (37.2%)	199 (51.8%)
no acceptance of strict assessment	213 (60.2%)	163 (42.4%)

As the data in Tables 2 and 3 show, a part of the respondents reckon that pregnant students should be assessed taking into account their attitude to school obligations from before they got pregnant. 38.1% of the teachers are convinced that pregnant girls who, so far, have exemplarily fulfilled their school obligations should be treated

more liberally than the ones who, so far, have not been good students (20.6%). Some teachers also believe that pregnant students who have so far behaved reprehensibly and got bad notes (5.7%) should be assessed stricter than the ones that have received good notes and behaved correctly (2.6%).

The analysis of the opinion background revealed that women more often opt for the liberal treatment of pregnant students (both good – women 37.2%, men 30.1%, and bad behaving ones – women 22.5%, men 7.2%) ($p=0.048$; Cramer's V 0.132; Pearson's C 0.185).

Teachers' opinions on the role of the Church in the teen motherhood prevention

Although religious traditions are not the only determinant in shaping the human world of values, they are a very significant factor regarding sexuality. The position of the Catholic Church against teenagers' sexual activity is accurately described by the following citation of a priest:

Although the majority of young people in fact accept sexual intercourses before getting married, it should be underlined that such a behavior is morally bad. In such cases, partners have sexual intercourses without taking into account its possible consequences, a possibility that a child may be born (...) using contraception is morally bad, as it deprives a sexual intercourse of its basic objective: procreation [26].

In Poland, especially in its South-East part, religious devotion is very common. Moreover, religious institutions are a great authority, also in adolescent sex socialisation (e.g. after turning 17 years old, they commonly participate in so called premarital education classes organised by their parishes). Hence, it is reasonable to find out what teachers' opinions on the role of the Church in the teen motherhood prevention are. The respondents chose their answers from 20 sentences (they could choose max. 4 of them) that referred to 5 types of actions.

Table 4. Teachers' opinions on the role of the Church in the teen motherhood prevention, the sample of 408 respondents, the total number of answers – 1,397 (it was possible to choose up to 5 answers)

Expected actions to be taken by the Church in the teen motherhood prevention	Number of answers given in every category – 1,397 answers in total
providing teenagers with support and advice from priests	528 (37.8%)
organising teenagers' free time in a constructive way	521 (37.3%)
providing sexual education with the respect of religious beliefs	243 (17.4%)
stigmatising teenagers' sexual activity	88 (6.3%)
stigmatising persons who violated the purity norm as a lesson for other persons	17 (1.2%)

As it was shown in Table 4, in order to prevent teen motherhood, teachers think that priests should provide teenagers with spiritual support (37.8% of the answers) and manage their free time (37.3%). Over 17% of the respondents are convinced that the role of the Church also includes delivering sex education to adolescents. Numerous answers (7.5%) expressed an expectation that the Church ought to stigmatise teenagers (particularly girls) for undertaking sexual activities. The interviewees also added that the Church should preach sermons stigmatising teenagers who have sex and pregnant girls, warn immorally behaving girls against social stigmatisation and visit couples living together without marriage in order to preach them.

The analysis revealed that the more siblings the teachers interviewed had, the more often they thought that clergymen should stigmatise teenage girls who have violated purity norms (as a lesson for others) and criticise teenagers' sexual activity ($p=0.042$; Cramer's V 0.069; Pearson's C 0.154).

Table 5. Teachers' opinions on the most expected actions to be taken by the Church in the prevention of teen motherhood, the sample of 408 respondents (the table includes only the answers that were given by at least 10% of the interviewees)

Expected actions to be taken by the Church in the prevention of teen motherhood	N=408
offering advisory services for the youth at parishes where clergymen would be willing to speak with young people	270 (66.2%)
organising church groups, e.g. associations, the Light-Life Movement meetings	155 (38.0%)
meetings, film screenings on moral dilemmas concerning sexuality	155 (38.0%)
organising feasts, dancing meetings, bonfires for teenagers (without alcohol)	154 (37.8%)
organising premarital education classes	139 (34.1%)
offering a possibility to speak with clergymen anonymously on the Internet	122 (29.9%)

hosting a website by a clergyman on broadly understood human sexuality which is compliant with religious values	82 (20.1%)
organising individual confessions for the young in parishes	54 (13.2%)
discussing in detail advantages of natural contraception and disadvantages of chemical contraception	52 (12.8%)

The analysis of the answers showed that teachers expect from priests supportive conversations with the young, also on the Internet; sex education and good adolescents' free time management.

Table 6. Teachers' opinions on the expected reactions of the Church to pregnant adolescents and underage mothers, the sample of 408 respondents, based on a multiple choice question (it was possible to choose 2 reaction models)

Expected reactions of clergymen to pregnant adolescents and underage mothers	N=408
direct and indirect stigmatising attitudes	97 (23.8%)
no actions taken at all	12 (2.9%)
tolerant attitudes without getting involved in direct help	236 (57.8%)
tolerant attitudes with deep involvement in direct help	311 (76.2%)

It was stated that 23.8% of the interviewees consider that, in order to deter adolescents from sexual activity and simultaneously prevent teen motherhood, clergymen should stigmatise all pregnant students. According to the research participants, the actions can be direct or indirect and mainly based on: criticising adolescents' lack of responsibility in the sexual sphere, exposing the impurity sin during lessons, presenting premarital impurity as a reason of further failures in marriages but also as a reason of social stigmatisation and exclusion. It seems that the respondents believe that the strong reaction of the Church to an adolescent's pregnancy (no matter what consequences it will bring to her) can be an efficient method discouraging young people from having sex.

Nevertheless, the analysis did not show any statistically important connections between the examined variables.

Teachers's opinions on the role of the mass media in the teen motherhood prevention

In the last 25 years, popular culture and especially the electronic media have significantly influenced the sexual socialisation process. *Sexing the Media* [27] causes many worrying phenomena that endanger appropriate psychosexual development. The relation between the media and sex is visible in so called *striptease culture* (what was private in the past, now it has become public), 'democratisation of desire' (common availability of means for expressing sexuality) and 'pornchic' (pornography appearing in the world of pop culture) [28, 29]. Research reports from all over the world prove that the teenage sexualisation phenomenon is very common. It particularly refers to 'girl sexualisation' [30, 31].

Table 7. Teachers' opinions on the role of the mass media in the prevention of teen motherhood, the sample of 408 respondents, the total number of answers - 1,612 (it was possible to choose up to 5 answers)

Exemplary areas of actions taken by the mass media	Number of answers given in every category - 1,612 answers in total
promoting sexual responsibility	503 (31.2%)
promoting sexual abstinence	326 (20.2%)
warning of promiscuous lifestyle's social consequences	309 (19.2%)
promoting natural family planning methods	298 (18.5%)
warning of an unplanned pregnancy's consequences	127 (7.9%)
promoting contraception	40 (2.5%)
promoting life without children as comfortable and modern	9 (0.6%)

When it comes to the opinions on the role of the mass media in the prevention of teen motherhood, the researchers could choose up to 4 from 28 statements which related to 7 areas of actions.

According to the data in Table 7, teachers expect that the mass media will promote sexual responsibility (31.2%), sexual abstinence (20.2%) and warn of promiscuous lifestyle's consequences (19.2%). 18.5% of the experts asked want to promote natural family planning methods.

The analysis of teachers' opinions revealed that none of the qualities (sociodemographic qualities, professional status or family background) differentiates the opinions in a statistically important way.

The analysis also showed that 14 sentences out of 28 possible answers were chosen by at least 10% of the respondents. On one hand, teachers expect that the mass media will show health and social risks that result from having numerous sexual partners (42.9%) or abortion (18.4%). But on the other hand, the mass media are expected to recommend only sympto-thermical contraception methods (the Catholic approach – 30.9%). Moreover, the respondents would like the media to promote sexual abstinence before marriage as the condition of future family happiness (15.2%) and remaining a virgin until getting married (12.3%). It is crucial that the interviewees expect from the media (39.7%) a promotion of conscious and planned parenthood.

Conclusions

In the preparation of the present research project, the authors assumed teachers to be the most competent persons to assess the influence of different socialisation institutions in the teen motherhood prevention due to the character of their job, appropriate qualifications and experience in work with pregnant students.

The research results analysis revealed that teachers:

- expect parents to give children reasonable freedom, to provide them with sex education, to control children (in an extreme way), to involve them more in housework, to activate them religiously and to depreciate boys as potential fathers and life partners in the eyes of girls;
- believe it reasonable to implement the permissive sex education model and to promote sexual abstinence among students. Only one fifth of them support teaching students about contraception methods. Teachers generally think that the evaluation system of pregnant students should be diversified taking into account their involvement in school obligations from before they got pregnant;
- expect that clergymen and the Church take a number of actions, such as e.g. providing adolescents with moral support, organising teenagers' free time, offering sex education. The teachers would also like the Church to react more restrictively to pregnant adolescents which will deter other teenagers from sexual activity;
- have also high expectations with regard to the media and believe that their actions should be concentrated on promoting sexual responsibility but particularly on sexual abstinence, advocating sympto-thermical contraception methods, warning against very negative consequences of having sex: sexually transmitted diseases, an unwanted pregnancy and a risk of being abandoned by a partner.

It was stated that teachers who work in the Jarosław district have inconsistent opinions on the role of different educational environments in the teen motherhood prevention. The results show that the interviewees are, on the one hand, convinced that in order to prevent early pregnancies of students, adolescents should be treated individually and provided with support and reliable sex education. On the other hand, they deem it necessary to warn students of tragic consequences having sex brings and of stigmatisation of the young who undertake sexual activity. The inconsistency and a wide scale of restrictiveness visible in the respondents' opinions do not allow for optimism about teachers' participation in the creation and realisation of educational and preventive programmes on risky sexual behaviors of the youth or about real support given to pregnant students and underage mothers.

References:

1. Berthoud R, Robson K. The outcomes of teenage motherhood in Europe. Innocenti Working Paper No. 86. Florence: UNICEF Innocenti Research Centre; 2001.
2. Robinson H. My generation: the changing penalty of teenage motherhood (paper). Cardiff: Cardiff Business School; 2002.
3. [Opinion of the European Economic and Social Committee on poverty among women in Europe. Official Journal of the European Union 2006/C 24/18. 2006 Jan 31] [Internet]. [cited 2016 Dec 21]. Available from: <http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2006:024:0095:0101:PL:PDF> (in Polish).
4. National Campaign to Prevent Teen Pregnancy. Teenage motherhood and marriage [Internet]. Washington DC; 2003 [cited 2016 Dec 15]. Available from: <https://www.teenpregnancy.org>
5. Szymańska M, Woynarowska B, Mazur J. [Sexual behaviour of the Polish youth and its changes in 1990-1998]. *Problemy Rodziny*. 2000; 6: 234 (in Polish).
6. Bozon M. At what age do women and men have their first intercourse? World comparisons and recent trends. *Population&Societies*. 2003; 391: 1-4.
7. Bidzan M. [Teenage mothers. Psychological aspects of pregnancy, childbirth and postpartum]. Kraków: Oficyna wydawnicza „Impuls”; 2007 (in Polish).

8. Woynarowska B, Szymańska MM, Mazur J. [Knowledge and beliefs about HIV/AIDS. Sexual behaviours. Research report from 1998]. Warszawa: Katedra Biomedycznych Podstaw Rozwoju i Wychowania Wydział Pedagogiczny UW; 1999 (in Polish).
9. Mazur J, Małkowska-Szcutnik A., editors. [HBSC research results 2010. Technical Report]. Warszawa: Instytut Matki i Dziecka; 2011 (in Polish).
10. Instytut Badań Edukacyjnych. [Opinions and expectations of young adults (18-year-olds) and parents of school-age children on education regarding psychosexual development and sexuality. Research report]. Warszawa: Instytut Badań Edukacyjnych; 2015 (in Polish).
11. Mazur J., editor. [Health and health behaviour of the youth attending schools in Poland in the context of chosen socio-demographic conditions. HBSC research results 2014]. Warszawa: Instytut Matki i Dziecka; 2015 (in Polish).
12. Izdebski Z. [Sexuality of Poles at the beginning of 21st century. Research study]. Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego; 2012 (in Polish).
13. Główny Urząd Statystyczny [Internet]. Warszawa: Główny Urząd Statystyczny. [Demographic data 2014] [cited 2015 Aug 27]. Available from: <http://demografia.stat.gov.pl/bazademografia/CustomSelectData.aspx?s=uro&y=2013&t=00> (in Polish).
14. Polska w liczbach [Internet]. [Jarosław County in numbers] [cited 2016 Dec 20]. Available from: www.polskawliczbach.pl/powiat_jaroslawski#przyrost-naturalny (in Polish).
15. Gudaszewski G. [Dominicantes and communicantes - Sunday religious practices]. In: Ciecieląg P, Łysoń P, Sadłoń W, Zdaniewicz W., editors. [Catholic Church in Poland in 1991-2011]. Warszawa: Zakład Wydawnictw Statystycznych; 2014. p. 183-207 (in Polish).
16. Wybory na mapie [Internet]. [cited 2016 Dec 20]. Available from: www.wyborynamapie.pl (in Polish).
17. Madkour AS, Farhat T, Halpern CT, Godeau E, Gabhainn S. Early adolescent sexual initiation as a problem behavior: a comparative study of five nations. *J Adolesc Health*. 2010; 47(4): 389-398. <https://doi.org/10.1016/j.jadohealth.2010.02.008>
18. Kogan SM, Yu T, Allen KA, Pocock AM, Brody GH. Pathways from racial discrimination to multiple sexual partners among male African American adolescents. *Psychol Men Masc*. 2015; 16(2): 218-228. <https://doi.org/10.1037/a0037453>
19. Harden PK. Genetic influences on adolescent sexual behavior: why genes matter for environmentally oriented researchers?. *Psychol Bull*. 2014; 140(2): 434-465. <https://doi.org/10.1037/a0033564>
20. Miller BC. Family influences on adolescent sexual and contraceptive behaviour. *The Journal of Sex Research*. 2002; 39(1): 22-26. <https://doi.org/10.1080/002244902209552115>
21. Izdebski Z, Wąż K. [Sexual education. Needs, social expectations, implementation]. *Edukacja. Studia. Badania. Innowacje*. 2011; 1: 47-60 (in Polish).
22. Wychowanie do życia w rodzinie. Portal dla nauczycieli i rodziców [Internet]. Kraków: Wydawnictwo Rubikon; 2014. [Percentage share of students. Participation of students in family life education classes in 2012-2013] [cited on 2015 Oct 29]. Available from: http://www.wdz.edu.pl/index.php?s=realizacje_w_szkolach&id=3 (in Polish).
23. Wąż K., editor. [Be responsible: upbringing to responsibility and partnership in the family]. Zielona Góra: Oficyna Wydawnicza Uniwersytetu Zielonogórskiego; 2008 (in Polish).
24. Kirby D. Emerging answers: research findings on programs to reduce teen pregnancy (Summary). *Am J Health Educ*. 2002; 32(6): 348-355. <https://doi.org/10.1080/19325037.2001.10603497>
25. [Act of 7 January 1993 on family planning, protection of human embryo and conditions of termination of pregnancy. *Journal of Laws* 1993 no. 17, item 78 with further modifications] (in Polish).
26. Skrzydlewski W. [Concrete recommendations of sexual ethics]. In: Rzepka J., editor. [Issues of pro-family sexual education]. Mysłowice: WSP; 2003 (in Polish).
27. Merskin DL. Sexing the media: how and why we do it. New York: Peter Lang; 2014. <https://doi.org/10.3726/978-1-4539-1229-4>
28. Mc Nair B. [Sex, democratization of desire and media, or striptease culture]. Warszawa: Warszawskie Wydawnictwo Literackie MUZA; 2004 (in Polish).
29. Giddens A. [Changes in intimacy. Sexuality, love and eroticism in modern societies]. Warszawa: PWN; 2007 (in Polish).
30. Zurbriggen EL, Collins RL, Lamb S, Roberts TA, Tolman DL, Ward M, et al. Report of the APA Task Force on the sexualization of girls. Washington, DC: American Psychological Association; 2007. <https://doi.org/10.1037/e582702010-001>
31. Durham MG. [The effect of Lolita]. Warszawa: Wydawnictwo Prószyński; 2010 (in Polish).