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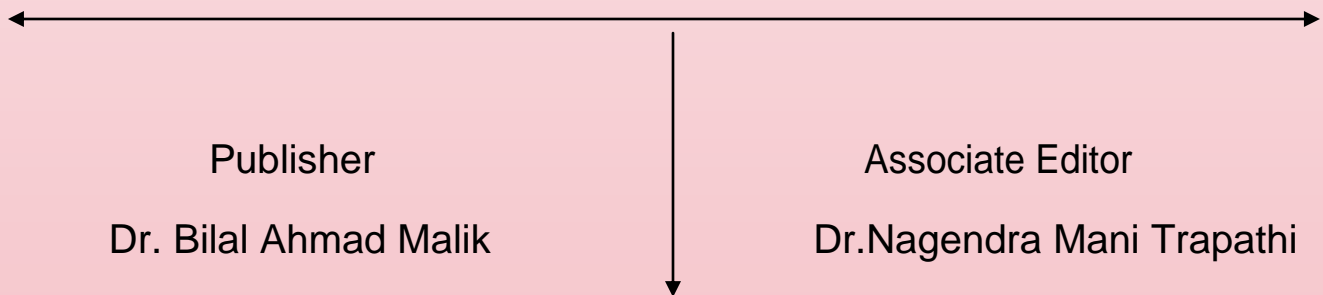
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NAIRJC JOURNAL PUBLICATION

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Research Journal Consortium



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ISSN NO: 2454 - 2326

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## A STUDY ON ATTITUDE TOWARDS SEX EDUCATION AMONG PRE-SERVICE TEACHERS

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### **ABSTRACT**

*Sex education refers to the systematic effort to promote health awareness in the individual about their physical development, functioning, behaviour and attitude through direct teaching. Teachers are the catalyst to impart the knowledge about sexuality to the students. The present study aimed to investigate the attitude towards sex education among pre-service teachers. The study was conducted in Trichy district in Tamil Nadu and survey method was employed. From six B.Ed colleges 200 samples were selected by random sampling technique. Sex-education attitude scale constructed and standardized by Ravindra V. patil (1988) was used for the present study, to measure pre-service teachers' attitude towards sex education. The results of the study revealed that the pre-service teachers have positive attitude towards sex education. However gender and their parental education play a significant role in their attitude. Also it was confirmed that pre-service teachers' religion and their family type is not a determinant factor in their attitude towards sex education.*

**Key words:** *Sexual health, sexual behaviours, HIV/AIDS, pre-service teachers.*

### **INTRODUCTION**

Sex education means the preparation for personal relationships between the sexes by providing appropriate educational opportunities designed to help a person develop understanding, acceptance, respect and trust for himself or herself and others. Sex education includes the knowledge of physical, emotional and social growth and maturation and understanding of the individual needs. It involves an examination of men and women role in society, how they relate and react to supplement each other and the responsibilities towards the life.

The main purpose of sex education is the promotion of sexual health by providing learners with opportunities to develop a positive and factual view of sexuality and indeed sexual health (Onwuezobe, and Ekanem, 2009).

Sex education includes all educational opportunities which help individuals understand and prepare for those experiences in life that deal with social, physical, emotional and mental aspects of human sexuality. Sex education prepares individuals to be responsible regarding their sexual behaviours.

Most adolescents do not receive direct formal lessons or talks about sexuality and sex education from their parents or teachers (Vergnani and Frank, 1998). Rather, what they know about sexuality and sex comes from what they see and hear from their siblings, peers and media. This has led to the opinion expressed by researchers and educationalists to make sex education as a part of the curriculum to be taught in schools (Myeza, N.P. 2008).

Sex is a topic, and essential for healthy life, which most of the people or parents would not like to talk about (Joshi and Beura, 2016; Shetty, Patil, and Kowli, 1999). Nowadays still in Indian society and homes consider discussion of sexual issues as a taboo. Today the youth and the society faced a lot of sex related problems are undoubtedly linked with lack of sex education. Curiosity and experimentation of sex, which sometimes leads to teenage pregnancy and contraction of sexually transmitted diseases, are prevalent at adolescent stage (Ramadugu, et.al, 2011; Nagpal, and Fernandes, 2015). Adolescents are high at risk in increasing rate of HIV/AIDS. Statistics confirmed that the proportion of AIDS prevalence increased from 33.18% to 36.92% during 2008-2014 in 15-29 year age groups (Kalyani and Vasanthi, 2015).

It is usual to expect parents to be primary sexuality educators of their children. However many adolescents do not feel comfortable to discuss issues pertaining to their sexual thoughts with their parents or other family members. Therefore they need a place where they will obtain accurate information and able to discuss their feelings. The school based sex education programmes can offer them these opportunities and teachers are in the position to handle these. Pre-service teachers are the teachers who are taking training to teach in Education colleges. They should know the importance of imparting sex education to the students. Hence the investigator felt to investigate the attitude towards sex education among pre-service teachers.

## OBJECTIVES OF THE STUDY

1. To find out the attitude towards sex education among pre-service teachers.
2. To find out whether there is any significant difference in attitude towards sex education among pre-service teachers belonging to different sub samples:

- a) Gender (male/female)
- b) Family type (nuclear/joint)
- c) Religion (Hindu/Islam/Christian)
- d) Parental education (illiterate/school education/ college education)

## **HYPOTHESES OF THE STUDY**

1. Attitude towards sex education among pre-service teachers is positive.
2. There is no significant difference in attitude towards sex education among pre-service teachers belonging to different sub samples:
  - a) Gender (male/female)
  - b) Family type (nuclear/joint)
  - c) Religion (Hindu/Islam/Christian)
  - d) Parental education (illiterate/school education/ college education)

## **METHODOLOGY**

### **Sample**

The study was conducted in Trichy district in Tamil Nadu and survey method was employed. The sample was divided into different categories on the basis of gender, family type, religion and parental education. From six B.Ed colleges 200 samples were selected. Out of these 200, 96 were male and 104 were female, 130 from nuclear family and 70 teachers from joint family, 85 pre-service teachers belonging to illiterate parental education, 51 were belonging to school parental education and 64 were belonging to college parental education, were selected by random sampling technique.

### **Tool**

Sex-education attitude scale constructed and standardized by Ravindra V. patil (1988) was used for the present study, to measure pre-service teachers' attitude towards sex education. The scale contains 25 statements with three point scale. For each statement, agree response -3, undecided – 2 and disagree – 1 mark is given. The score ranges from 25 to 75. High score indicates positive attitude.

**STATISTICAL TECHNIQUE**

For analysing data, mean and standard deviation, ‘t’ test, and ‘F’ test were computed.

**ANALYSIS AND INTERPRETATIONS**

**DESCRIPTIVE ANALYSIS**

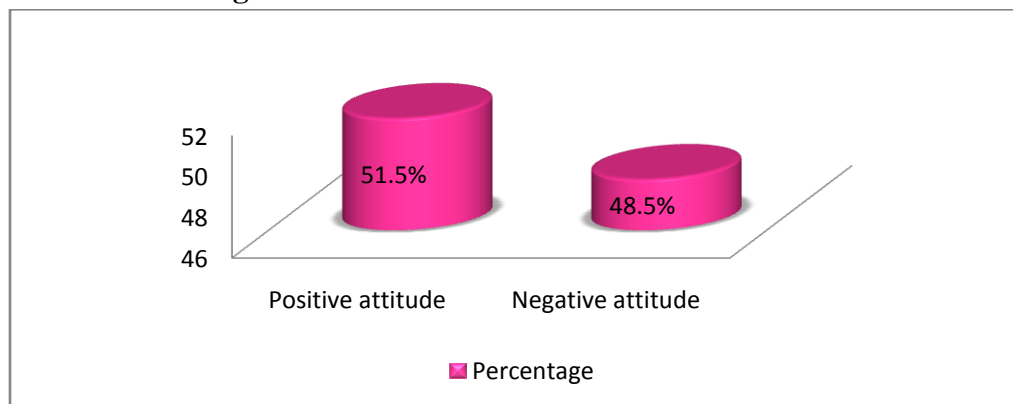
Attitude towards sex education among pre-service teachers was categorized by using norms based on procedures given in manual and it is presented in Table-1

**Table -1**  
**Attitude towards sex education among pre-service teachers (whole sample)**

S.No	Score range	N	Percentage	Level
1.	Below 65	97	48.5	Negative attitude
2.	65 and above	103	51.5	Positive attitude

It is clear from Table-1 that among the total 200 pre-service teachers 97 (48.5 percent) have expressed negative attitude, 103 (51.5 percent) have expressed positive attitude. It is concluded that the maximum number of pre-service teachers have expressed positive attitude towards sex education. Percentage of level of attitude towards sex education is shown in Figure-1.

**Figure-1**  
**Percentage of level of attitude towards sex education**



**DIFFERENTIAL ANALYSIS**

In order to find out the significant difference between attitude towards sex education scores of male and female and nuclear and joint family were analysed and the details are given in Table 2

**Table 2**

**'t' value for attitude towards sex education scores of male and female and nuclear and joint family**

Variables		N	Mean	S.D	't' value	Level of significance
Gender	Male	96	65.88	6.64	2.020	Significant at 0.05 level
	Female	104	63.91	7.05		
Family type	Nuclear	130	64.47	7.18	1.076	Not Significant at 0.05 level
	Joint	70	65.57	6.35		

It is revealed from the Table 2 that the obtained 't' value, 2.020 is found to be higher than the table value of 1.97. Based on this it may be inferred that male and female differ significantly in their sex education attitude scores.

Also it is clear from Table 2 that the obtained 't' value, 1.076 is found to be less than the table value of 1.97. Based on this it may be inferred that nuclear and joint family pre-service teachers do not differ significantly in their sex education attitude scores.

One way analysis of variance was computed to find out whether there are significant differences among the Hindu, Islam and Christian religion teachers and details are presented in Table 3

**Table 3**

**Analysis of Variance for Hindu, Islam and Christian Religion on Sex Education Attitude Scores**

Sex Education Attitude scores	Sum of Squares	Df	Mean Square	F-Value	Level of significance
Between Groups	207.560	2	103.780	2.198	NS at 0.05
Within Groups	9301.235	197	47.214		

It is evident from the Table 3 that the ‘F’ value obtained is 2.198 and it is found to be lower than the table value of 3.04. It may be inferred that the students belonging to different religion do not differ significantly among themselves in respect of their sex education attitude scores.

One way analysis of variance was computed to find out whether there are significant differences among the teachers whose parental education is illiterate, school and college and details are presented in Table 4

**Table 4**

**Analysis of Variance for teachers whose parental education is illiterate, school and college on Sex Education Attitude Scores**

Sex Education Attitude scores	Sum of Squares	Df	Mean Square	F-Value	Level of significance
Between Groups	535.351	2	267.675	5.876	S at 0.01
Within Groups	8973.444	197	45.550		

It is evident from the Table 4 that the obtained ‘F’ value is 5.876 and it is found to be higher than the table value of 4.71. It may be inferred that the pre-service teachers belonging to different parental education differ significantly among themselves in respect of their sex education attitude scores.



As the obtained 'F' value was significant, 't' – test has been applied to find out the significant difference between the mean values of illiterate, school and college parental education of pre-service teachers and the results are presented in Table 5

**Table 5**  
**'t' value for the sex education attitude mean scores of pre-service teachers belong to different parental education**

S.No	Parental Education	N	Mean	S.D	't' value	Level of significance
1.	Illiterate	85	64.81	6.75	1.869	NS at 0.05
	School	51	62.47	7.57		
2.	Illiterate	85	64.81	6.75	1.976	S at 0.05
	College	64	66.81	6.00		
3.	School	51	62.47	7.57	3.430	S at 0.01
	College	64	66.81	6.00		

It is evident from Table 5 that the obtained 't' values for illiterate and school, illiterate and college, school and college are 1.869, 1.976 and 3.430 respectively. The 't' value of students belonging to illiterate and college is higher than the table value of 1.97. The 't' value of students belonging to school and college parental education is higher than the table value of 2.60. The 't' value of students belonging to illiterate and school parental education is less than the table value of 1.97. It may therefore, be inferred that the pre-service teachers belonging to different parental education differ significantly in their sex education attitude.

## MAJOR FINDINGS

- Pre-service teachers have positive attitude towards sex education.
- Male and female differ significantly in their attitude towards sex education scores. Male have higher mean score than female.

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- Nuclear and joint family pre-service teachers do not differ significantly in their attitude towards sex education scores.
- Pre-service teachers belonging to different religion do not differ significantly among themselves in respect of their attitude towards sex education scores.
- Pre-service teachers belonging to different parental education differ significantly among themselves in respect of their attitude towards sex education scores.

## RECOMMENDATIONS

- In schools and colleges before introduction of sex education programmes, an orientation course may be arranging for teachers particularly women teachers.
- The alternative names for sex education may be 'health education' or 'relationship education' would be given.
- Academician should deliberate and suggest curriculum for proper sex education.
- The teachers and parents should come front to teach sex education to their child without any hesitation.

## CONCLUSION

In the present study it was revealed that the pre-service teachers have positive attitude towards sex education. However gender and their parental education play a significant role in their attitude. Also it was confirmed that pre-service teachers' religion and their family type is not a determinant factor in their attitude towards sex education.

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