

**ATTITUDE OF SECONDARY SCHOOL STUDENTS AND
TEACHERS TOWARDS SEX EDUCATION IN
CHAMPHAI DISTRICT**

H. PETER LALREMRUATA

**DEPARTMENT OF EDUCATION
MIZORAM UNIVERSITY**

**ATTITUDE OF SECONDARY SCHOOL STUDENTS AND
TEACHERS TOWARDS SEX EDUCATION IN
CHAMPHAI DISTRICT**

BY

H. Peter Lalremruata

Department of Education

Submitted

In partial fulfillment of the requirement of the Degree of Master of Philosophy in

Department of Education of Mizoram University, Aizawl

MIZORAM UNIVERSITY

AIZAWL: MIZORAM – 796004

Post Box No - 190

CERTIFICATE

This is to certify that the work incorporated in this Dissertation entitled “**Attitude of Secondary School Students and Teachers towards Sex Education in Champhai District**” is a bonafied research work carried out by **H. Peter Lalremruata** under my supervision for his M.Phil Degree and the same have not been submitted previously for any degree.

Dated: Aizawl

The July, 2019

(Dr. Abha Shree)

Assistant Professor

Department of Education

Mizoram University: Aizawl

DECLARATION

Mizoram University

July 2019

I H. Peter Lalremruata, hereby declare that the subject matter of this dissertation **“Attitude of Secondary School Students and Teachers towards Sex Education in Champhai District”** is the record of work done by me, that the contents of this dissertation did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the dissertation has not been submitted by me for any research degree in any other University/Instituted.

This is being submitted to the Mizoram University for the degree of Master of Philosophy in Education.

(H. PETER LALREM RUATA)

Candidate

(Prof.B.B MISHRA)

Head of Department

(DR.ABHA SHREE)

Supervisor

ACKNOWLEDGEMENT

It gives me a great pleasure to express my sincere gratitude to Dr. Abha Shree, Assistant Professor, Department of Education, Mizoram University, who have been my constant support, encouragement and for rendering her valuable guidance throughout the course of my study.

My sincere thanks to Dr. Tushar Thridha, Department of Education, Mizoram University for his encouragement throughout my study and to Dr Donna Lalnunfeli, Assistance Professor, Institute of Advanced study in Education (IASE) for her valuable support and motivated for the present dissertation work. I give my sincere gratitude to Mr.R. Lalrintluanga, Principal, Govt. Khawzawl College for providing deep understanding in my time of need during the study. The present work is dedicated wholeheartedly to them.

I am indebted to the Headmasters, Teachers, Students and Staffs of all Secondary School for their assistance in making all the necessary information accessible to me and for cooperating and sacrificing their time. It would be incomplete on my part, not to mention the support and patience of my parents and friends throughout my study. Without them my work wouldn't have reached its present form.

In conclusion, I offer my special thanks to all those not specifically named, but who extended their time and support for me generously and unstintingly; I am beholden to them.

(H. PETER LALREMRUATA)

Department of Education
Mizoram University

CONTENTS

	Page no.
Certificate	i
Declaration	ii
Acknowledgement	iii
Contents	iv-vii
List of tables	viii
List of figures	ix
CHAPTER-I: CONCEPTUAL FRAMEWORK	1-28
1.1.0 Attitude	1-2
1.1.1 Definition of Attitude	3-4
1.1.2 Characteristics of Attitude	4-5
1.1.3 Measurement of Attitudes	5-7
1.1.4 Construction of Attitude Scale.....	7-9
1.1.5 Elements of Attitudes	10-11
1.2.0 Sex Education	11-12
1.2.1 Definition of Sex Education.....	13-15
1.2.2 Content of Sex Education.....	16-17
1.2.3 Types of Sex Education.....	17
1.2.4 Aims of Sex Education.....	17-18
1.2.5 Methods of Sex Education.....	19
1.2.6 Objectives of Sex Education.....	20
1.2.7 Role of Schools and Teachers.....	20-21

1.2.8	Need of Sex Education.....	21-22
1.2.9	Current National Programmes in India.....	22-24
1.2.10	Sex Education in Mizoram.....	24-25
1.3.0	Need and Importance of the Study.....	25-26
1.4.0	Research Question.....	26-27
1.5.0	Statement of the Problem.....	27
1.6.0	Operational Definitions of the terms.....	27
1.7.0	Objectives of the Study.....	28
1.8.0	Hypotheses of the Study.....	28
1.9.0	Delimitation.....	28
 CHAPTER – II: REVIEW OF RELATED LITERATURE		29-52
2.1.0	Studies conducted in India.....	30-42
2.2.0	Studies done Abroad.....	42-51
2.3.0	Conclusions.....	52
 CHAPTER-III: METHODOLOGY AND PROCEDURE		53-59
3.1.0	Research Design.....	53-54
3.2.0	Population, Sample and Sampling Design.....	54-55
3.3.0	Tool	55-58
3.4.0	Administration of tools and Collection of Data.....	58
3.5.0	Tabulation of Data.....	58-59
3.6.0	Statistical Technique for Analysis of Data.....	59

CHAPTER-IV: ANALYSIS AND INTERPRETATION OF DATA 60-73

4.1.0 Objective 1: To study the attitude of all secondary school students and teachers toward sex education..... 61-62

4.2.0 Objective 2: To compare the attitude of all secondary school students and teachers with special reference to their gender..... 62-65

4.3.0 Objective 3: To study the attitude of secondary school students toward sex education..... 65-66

4.4.0 Objective 4: To compare the attitude of the secondary school male and female students toward sex education..... 66-69

4.5.0 Objective 5: To study the attitude of secondary school teachers toward sex education..... 70

4.6.0 Objective 6: To compare the attitude of the secondary school male and female teachers towards sex education..... 71-73

CHAPTER –V: MAJOR FINDINGS, DISCUSSIONS, RECOMMENDATIONS, SUGGESTIONS FOR FURTHER RESEARCH AND SUMMARY 74-91

5.1.0 Major Findings..... 74

5.1.1 Nature and direction of Attitude..... 74-75

5.1.2 Significance of difference in Attitude towards Sex Education..... 75

5.2.0 Discussion on the findings of the present study..... 75

5.2.1 Discussion on the findings in Relation to nature and direction of Attitude towards Sex Education..... 75-77

5.2.2	Discussion on findings with regard to Significance of differences in Attitude towards Sex education.....	78-79
5.2.3	Discussion on the findings in relation to the objectives of the study.....	79-82
5.3.0	Recommendation.....	82
5.4.0	Suggestion for further Research.....	82-84
5.5.0	Summary.....	84-91

BIBLIOGRAPHY

APPENDIX - I: Attitude Scale towards Sex Education

BRIEF BIO-DATA OF THE CANDIDATE

PARTICULARS OF THE CANDIDATE

LIST OF TABLES

TABLE NO.	TITLE	PAGE NO
3.1:	Sample of the Study.....	55
3.2:	Serial Number of Positive and Negative Items.....	56
3.3:	Score Range, Stanine Grade and Interpretation of Attitude Scale towards Sex Education.....	57
4.1:	Table showing Attitude of all secondary school students and teachers towards Sex Education.....	61
4.2:	Attitude of all Male and Female secondary school students and teachers towards Sex Education.....	63
4.3:	Gender wise comparison of all Students and teachers attitude towards Sex Education.....	64
4.4:	Attitude of all Students towards Sex Education.....	65
4.5:	Attitude of all Students towards Sex Education.....	67
4.6:	Gender wise comparison of secondary school students attitude towards Sex Educations.....	69
4.7:	Attitude of all Teachers towards Sex Education.....	70
4.8:	Attitude of all Teachers' towards Sex Education.....	71
4.9:	Gender wise comparison of secondary school teachers attitude towards Sex Education.....	73

LIST OF FIGURES

FIGURE NO.	TITLE	PAGE NO
1	Attitude of all respondents towards sex education.....	62
2	Comparision of all male and female respondents attitude towards sex education.....	64
3	Attitude of all students' attitude towards sex education....	66
4	Comparision of all male and female secondary school students' attitude towards sex education.....	68
5	Attitude of all teachers' attitude towards sex education....	70
6	Comparision of all secondary school teachers attitude towards sex education.....	72

CHAPTER-I

CONCEPTUAL FRAMEWORK

The importance of sexual and reproductive health determines the productivity and progress of a nation. Up till today, the environment surrounding the topic of sex has continued to be an illicit matter among the Mizo people due to the influence of community, religion, culture, geographical factors, peer groups and social belief system of Mizoram. Adults are reluctant to discuss matters relating to sex and sexual organs with the young. Even the mere mention or statement about 'Sex' seemed to arouse the feeling of discomfort, awkwardness or humiliation to both adults and the young. Regardless of the hesitancy to discuss the topic, undesirable sexual related problems like -sexual abuse, teenage pregnancy and sexual exploitation, sexually transmitted infections (STIs) including HIV/AIDS etc. continue to persist and accelerate. Thus, these factors prompt the urgency to instruct and enlighten the issues of sexuality among our youths today even though the implementation of comprehensive sex education in the schools may continue to be a controversial issue. Hence, it would be vital to discover the attitude of the students and teachers towards sex education.

1.1.0 ATTITUDE

Attitude is an inclination or a tendency to behave in a specific and definite way to a particular situation. In simple term, it may be described as how one thinks or feel. It may be an opinion or an emotional reaction towards a specific behaviour of

a person, an object, an idea, a thing, a place or even an event. It is a personal response to a person or object developed through experiences which can be characterized as a favourable one. Attitude can be defined and recognized as "a positive or negative position towards a situation, an object or an action". It is connected with the efficiency of instruction and may be defined as "positive or negative feelings about an object, human or subjects" (Petty & Cacioppo, 1996). According to Zacharias and Barton (2004) attitude:

- Attitude can be learned or acquired.
- It is related to behaviour.
- Attitude may be changed according to personal beliefs.

Attitudes could be positive, negative, ambivalent or neutral based on the following

- A positive attitude could be a result of low negative and high positive.
- A negative attitude could be a result of high negative and low positive.
- An ambivalent attitude could be as a result of high negative and high positive.
- A neutral attitude can be as a result of low negative and low positive.

Attitude can also be classified as implicit, explicit and dual.

- Implicit attitude: These are the attitudes that individuals may not be conscious or aware of.
- Explicit attitude: These are the attitudes that individuals are aware of.
- Dual attitude: These are the attitudes that are inconsistently implicit or explicit. (Barrett, 2017)

1.1.1 DEFINITIONS OF ATTITUDE

According to Anastasi (1976) "Attitude is often defined as a tendency to react favourable or unfavourable towards a designated class of stimuli, such as a national or ethnic group, a custom or an institution".

Freeman (1976) says, "An attitude is a dispositional readiness to respond to certain situations, persons or objects in a consistent manner which has been learned and has become one's typical mode of response. For example, one's view regarding a class of food or drink, sports, mathematics or democrats are attitudes".

N.L. Munn (1962) quotes "Attitudes are learned predispositions towards aspects of our environment. They may be positively or negatively directed towards certain people, service or institution."

Allport (1935) quotes "An attitude is a mental and neural set of readiness exerting dynamic directive influence upon the individual's response to all objects and situations with which it is related".

Morgan (1936) "Attitude is mental postures, guides for conduct which each new experience is referred before a response is made".

According to Bogardus (1931) "attitude is a tendency to act toward or against something in the environment which becomes thereby positive or a negative value".

Kohler (1929) remarked, "An attitude involves the sensory field by processes originating in other parts of the nervous system".

Thurstone (1928) has defined "An attitude denotes the total of man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats and other any specific topic".

Attitude can be learned or acquired. It is twisted as a consequence of an individual's experiences. Attitude guides and stimulates individual behaviour in a particular situation. It may be positive or negative. It also includes interest, appreciations and social content aspect of the personality of an individual. Attitude can be defined as an effective feeling of liking and disliking towards an object or anything that influences behaviour. (Lalnunfeli, 2015)

1.1.2 CHARACTERISTICS OF ATTITUDE

1. Attitudes are the complex combination of things we tend to call personality, beliefs, values, behaviours, and motivations.
2. It can fall anywhere along a continuum from very favourable to very unfavourable.
3. All people, irrespective of their status or intelligence, hold attitudes.
4. An attitude exists in every person's mind. It helps to define our identity, guide our actions, and influence how we judge people.
5. Although the feeling and belief components of attitude are internal to a person, we can view a person's attitude from his or her resulting behaviour.
6. Attitude helps us define how we see situations, as well as define how we behave toward the situation or object.
7. It provides us with internal cognitions or beliefs and thoughts about people and objects.
8. It can also be explicit and implicit. Explicit attitude is those that we are consciously aware of and implicit attitude is unconscious, but still, affect our behaviours.

9. Attitudes cause us to behave in a particular way toward an object or person.
10. An attitude is a summary of a person's experience; thus, an attitude is grounded in direct experience predicts future behaviour more accurately.
11. It includes certain aspects of the personality as interests, appreciation and social conduct.
12. It indicates the total of a man's inclinations and feelings.
13. An attitude is a point of view, substantiated or otherwise, true or false which one holds towards an idea, object or person.
14. It has aspects such as direction, intensity, generality or specificity.
15. It refers to one's readiness for doing Work.
16. It may be positive or negative and may be affected by age, position, and education.

1.1.3 MEASUREMENT OF ATTITUDES

The following dimensions or properties of attitudes are vital to commutate the attitudes:

- (i) Direction: i.e., considering or opposed to the subject matter.
- (ii) Degree: i.e., number of appreciation or non appreciation on a continuum.
- (iii) Strength or Intensity: i.e., how secure an attitude is with power and confidence.
- (iv) Salience: i.e., liberation and apparent that it displays.
- (v) Contrivance or Consistency: i.e., on how a person keeps up with his attitudes with different conditions. (Asthana, 2009).

Attitude Scales: Attitude scales are the most commonly used technique for measuring attitudes that measures different characteristics about a thing or principle. These scales are means of measurement for finding out attitude and opinions of a person regarding various ideas, values, problems, persons or objects. These scales also reveal the reaction of a person towards particular thing which could be assumed as the outcome of his attitude. Attitude scale are designed to measure the extent of a person favourable or unfavourable responses towards some objects, institutions, persons or ideas.

The attitude scales can be successful only when the forthcoming answers contained in the statement have a psychological relationship with the attitude measured. The statement selection for measurement must be explicit and precise and in accordance with the person constructing the scale.

Characteristics of Attitude Scale:

Measurements of attitudes features are as follows:

- 1) Attitude scale renders a series of quantity measuring on a uni-dimensional at length of the range.
- 2) It applies an assertion of what is severe from a positive position to a negative position.
- 3) It issue application of a five-point scale.
- 4) Norms are worked out, and it could be standardized
- 5) Attitude scales does not ask the attitude on the direction rather its disguises.

Limitations of Attitude Scale:

Regardless of the number of advantages, some hindrance may happen in the attitude scale:

- 1) The subject may conceal his real emotions and express a socially acceptable opinion.
- 2) The subject may not realize what he feels or be a good judge of himself.
- 3) The individual may not have been confronted with a real situation towards a specific phenomenon to discover what his real attitude.
- 4) There is no foundation to assume that five positions indicated in the Likert's scale are equally spaced.
- 5) It is doubtful that the disclosures are of equal value 'for' or 'against' it. (Lalnunfeli, 2015).

1.1.4 CONSTRUCTION OF ATTITUDE SCALE

There are different forms of attitude scale for testing attitude. They differ according to the method of their construction and kind. The main attitude scales are as follows:

1. **Thurstone's Scale:** Louis L. Thurstone and E.J. Chave (1929) from the attitude concerning the study of attitudes with regard to the Church established interval scale by using the method of equal-appearing. To construct the Thurstone scales, to establish a possible opinion about the issue of object of study, a large number of statements are collected. These statements are handed to judges after editing for relevance and clarity. The judges separately classify them into eleven sets

along a continuum that are set by most unfavourable, through neutral, to most favourable. There is eleven specified explanation that must be placed in the continuum which will make the disposition at a similar interval, in other words, the difference between any two adjacent positions is the same as the one between any other two adjacent positions. For the final form of the scale, only those items are retained that have high judge agreement and fall at equal intervals.

The judges allocate disclosure on the scale in appropriate positions at best through the rational methods of how favourable or unfavourable an outlook is conveyed through every statement, and not on the way the determiner is in accord whether positive or negative to the statements. The scale value for that statement is the average determines ground on the eleven-point continuum. Thus, when a Thurstone scale is completed, each statement there is (normally around twenty statements) already have a numerical value determined. While distributed, the articles inspect by the respondent agree by them, and they determined that their attitude score is the mean value of the articles they inspect.

2. Likert's Scale: In the year 1932, Rensis Likert develops this scale as an improved version of the Thurstone scale. For the Likert scale, variety of explanations of views are gathered, checked then handed over to a group of subjects to rate the statements on a five-point continuum: 1=strongly agree; 2=agree; 3=undecided; 4=disagree; and 5=strongly disagree. The questions demonstrate the degree (one to five) of their agreement or disagreement in accordance with each of the statements. Only those items which in the analysis best differentiate the low scorers and the high scorers of the sample subjects are retained, and the scale is ready for use. To measure the attitude of a given group of respondents, each respondent is given the scale to

express whether they strongly agree, agrees, is undecided, disagrees, or strongly disagrees with each statement. The sum of the respondent's ratings of all the statements is concluded as the respondent's attitude score. For this reason, the Likert scale is also known as the scale of Summated Ratings. In the Thurstone scale, the respondent marks only that statement they agree, whereas, on the Likert scale, the respondent expresses the degree of agreement or disagreement for all the items in the scale. Moreover, the Likert scale does not require a panel of judges and does not assume equal intervals between the scale points. Since this scale is a series, the respondents' attitudes can be in the continuum, but the magnitude of difference between respondents is not indicated. The Likert technique is far more preferred to Thurstone's by the majority of researchers. In many research studies, seven-point scales are being used, which seemed to be similar in appearance of the Likert scale. It must be considered that the Likert technique requires an item analysis to establish that all the items in the scale measure the same attitude - whether the scale has five or more points.

3. The Semantic Differential: A scaling method developed by Osgood, Suci and Tannenbaum which is a flexible method of scaling of the attitude. It can measure attitudes from the interpretation which people give to a word or concept that is related to an attitude object, in which the investigator is interested. This mechanism is made up of various bipolar adjectives such as partial-impartial, fair-unfair, pleasant-unpleasant, good-bad, clean-dirty, worthy-unworthy, acceptable-inacceptable etc. Every kind comprises a continuum of seven points; the midpoint is the neutral position and the endpoints being the opposites of the adjective pairs. (Arul & Misra, 1977).

1.1.5 ELEMENTS OF ATTITUDES

Attitudes can be mostly express what one like or dislike in a series of objects. Attitudes constitute our preference, refusal or assessment according to what we experience.

There are three main components of attitude that are discussed as follows:

1. Cognitive Component: This denotes the thoughts of an individual with regard to a particular object. These thoughts could be related to facts, ideas, opinions and even beliefs with regard to the object. When an individual utilises the information available to him/her in forming an opinion about the object, whether favourable or unfavourable, that represents the cognitive element of the attitude. Naturally, what mentioned are radiance in custom and vagueness like ‘all dogs are cute’, ‘drinking alcohol is injurious to health’ etc.

2. Behavioural Component: This denotes the tendency of the individual to act with regard to the attitude object. The behaviour will thus be based on the attitude, whether negative or positive. The behavioural tendency or intention to behave in a particular manner is more in accord with the cognitive and effective component of mentality rather than the actual behaviour. Using an example as, a person may have possessed the attitude that they are very fond of foods which are suitable for health or dislike alcohol because it is injurious to health.

3. Affective Component: This is related to the emotions or feelings of the person towards the attitude object, for example, feelings people have towards their interest and so on. Further, these feelings may also vary in terms of their intensity. The three components of attitudes are a cognitive component, effective component and behavioural component. Substantially, the cognitive component positioned on

the knowledge as well as information, however, the affective component is established by the strength of sentiment, but a behavioural component, on the other hand, gives thought to how the attitude affects the way the person behave or act. It may be deemed considerate to comprehend the intricacy and probable association of an attitude and behaviour. Therefore the word attitudes mainly touch on the part of the three components.

1.2.0 SEX EDUCATION

Sex is the facts of life that exist in all wake of life. It is a natural and fixed pattern of behaviour that gets maturity when connecting with the environment. The word 'Sex' is divided into two body structure such as male and female, and represents myriads of emotions; additionally, sex denotes the mating of male and female which led to pregnancy and childbirth. The act of sex arrived when there exists an attraction between the male and the female being. The word sex and sexuality are often misunderstood and interpreted inappropriately when talking about the act of sex and the physical structure and functions of the sex organs. Sex is thus an expression of man's deepest desire or urges that man's possessed to connect both emotionally, mentally and physically with his so-called partner to realize his individuality. Sex education consequently emerged as an essential branch of general education in our country. But sex education is deemed a controversial issue that relates to the philosophy of life. During the time of puberty, the physical changes and surfacing of sexual feelings is an unavoidable trauma for the youngsters. Thus, sex education plays a pivotal role, and at this stage, it should be recognized primarily by the parents. Sex education is further an awareness to which the problems of sex is

laid out scientifically in which all the educational measures to help the growing youngsters to understand and how to face the difficulties of life is taught.

The idea of sex education is always looked from different viewpoints. Sex education moreover is wrongly defined as an education about the act of 'sex' This goes against the concept of which a child should be exposed to the natural, physical and psychological differences between a male and female child. The idea goes against the fundamental of education, which strives for good health through knowledge of family relationships and sexual behaviour. (Dubos, 1968).

“Sex education is the teaching about human development, including intimate relationships, human sexual anatomy, sexual reproduction, sexually transmitted infections, sexual activity, sexual orientation, gender identity, abstinence, contraception, and reproductive rights and responsibilities.” (Cora & Mattson, 2016).

The programme of sexuality education covers a wide range of topics related as follows

- 1) The human development like reproductive system, puberty, sexual orientation and gender identity etc.
- 2) It includes families, friendships, romantic relationship and dating.
- 3) Sex educations also cover personal skills like communication, negotiation and decision making.
- 4) It also covers sexual, which includes abstinence and sexuality throughout life.
- 5) Sexual education is concerned with sexual health like sexually transmitted diseases, contraception and pregnancy.
- 6) Sex education plays a significant role in society and culture like gender roles, diversity and media regarding sex.

1.2.1 DEFINITION OF SEX EDUCATION

UNESCO (2009) defines "sexuality education as an age-appropriate, culturally relevant approach to teaching about sex and relationships by providing scientifically accurate, realistic, non-judgmental information. UNESCO pointed out that sexuality education provides opportunities to explore one's values and attitudes and to build decision-making, communication and risk reduction skills about many aspects of sexuality".

According to Berger (2008) "sexuality education seeks both to reduce the risks of potentially negative outcomes from sexual behaviour like unwanted or unplanned pregnancies and infection with sexually transmitted diseases, and to enhance the quality of relationships. It is also about developing young people's ability to make decisions over their entire lifetime".

Collins (2008) states that "sexuality education encompasses education about all aspects of sexuality including information about family planning, reproduction, body image, sexual orientation, sexual pleasure, values, decision making, communication, dating, relationships, sexually transmitted infections and how to avoid them, and birth control methods".

Burt (2009) defined "sex education as the study of the characteristics of beings: a male and female. Such characteristics make up a person's sexuality. Sexuality is an important aspect of the life of a human being and almost all people, including children, want to know about it. Sex education includes all the educational measures which - regardless of the particular method used may centre on sex. He further said that sex education stands for protection, presentation extension, improvement and development of the family based on accepted ethical ideas".

Leepson (2002) said “sex education as instruction in various physiological, psychological and sociological aspects of sexual response and reproduction”.

Kearney (2008) also defined sex education as “involving a comprehensive course of action by the school, calculated to bring about the socially desirable attitudes, practices and personal conduct on the part of children and adults, that will best protect the individual as a human and the family as a social institution.”

Rubin and Kindendall (2001) expressed that “sex education is not merely a unit in reproduction and teaching how babies are conceived and born. It has a far richer scope and goal of helping the youngster incorporate sex most meaningfully into his present and future life, to provide him with some basic understanding on virtually every aspect of sex by the time he reaches full maturity”.

Sex-education, as defined by SIECUS (Sexuality Information and Education Council of the U.S.), is "a lifelong process of building a strong foundation for sexual health through acquiring information and forming attitudes, beliefs and values about identity, relationship and intimacy, body image, and gender roles." (SIECUS, 2006).

According to the International Planned Parenthood Federation (IPPF) "sexuality education is an education process designed to assist young people in their physical, social, emotional and moral development as they prepare for adulthood, marriage, parenthood and ageing, as well as their social relations in the socio-cultural context of family and society.” (IPPF, 1987).

In streak, Action Health Incorporation (AHI) defined sex education “as a planned process of education that fosters the acquisition of factual information, the formation of positive attitudes, beliefs and values as well as the development of skills

to cope with the biological, psychological, socio-cultural and spiritual aspects of human sexuality.” (AHI, 2003).

According to WHO (2006) “Sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, ethical, legal, historical, religious and spiritual factors”.

According to sexuality Information and Educational Council of the United States (SIECUS), the school-based sexuality education objective is to guide young people to develop a foundation as they grow up into a healthy adult. The school-based sexuality education also has a goal which includes providing correct information about human development and sexuality, and make opportunity for the youth to understand and develop their values, attitudes and imminent about sexuality and sex-related problems. The school-based sexuality education also to help the student to build relationships and interpersonal skills and help them act accordingly regarding sexual matters, which include sexual intercourse and the use of contraception and other health-related issues. (SIECUS, 2006).

1.2.2 CONTENT OF SEX – EDUCATION

The education system is unsure of the study of sex education. Even though since 1994 Population education has been introduced the concept of sexuality and reproductive education has still not been introduced in the formal education system. Sex Education programme initiated by National Council of Educational Research and Training (NCERT) is euphemistically referred to as "adolescent" education, and are imparted not as a separate subject but as part of existing population education activities. The content of the sexual education programme may be developed according to the age of learners. Sex education varied from region to region. It is essential to include topics like human growth and development, sexuality, healthy relationships, gender, life skills, contraception and pregnancy.

The content for sex education has to be developed to address these areas:

- 1) With age differences, the question of why boys and girls act differently and that too physically and emotionally.
- 2) Age-wise physiological changes as they occur in both sexes. Both youngsters of Male and female should have sufficient knowledge of the opposite gender's condition or difficulties. Boys should know about menstruation while girls should also strive to understand the changes of the boys, whether physically or mentally.
- 3) Who to talk to when there are changes in the mind of the youngsters, or who to approach when unusual things happen known as abnormality in the physical and emotion of the youngsters.
- 4) The features of sex education such as intercourse, conception and birth process must be explained and taught to both sexes. Both the Male and

female youngsters should be taught the knowledge about reproductive systems along with pregnancy, birth control etc.

1.2.3 TYPES OF SEX EDUCATION

The following are types of sexuality education that are offered in schools and communities.

1. **Constructive form:** Constructive form of education is promoting the idea of sex and its value in the structure of human relationships without any impropriety towards the concept of sex.
2. **Preventive Forms:** the preventive measures are the notion of preventing all kinds of physical, mental and social illness that surface due to sex and its activities along with its consequences.
3. **Informative and Value forms.** Information about sex education that is imparted honestly by the parents and experts to the youngsters about values and trust is best received this way. Moreover, this helps the youngsters in understanding their difficulties about sex.
4. **Comprehensive sexuality education:** the primary information about sex is recount in the educational system of the country.

1.2.4 AIMS OF SEX EDUCATION:

Massive societal change occurs due to industry and education, which, as a result, increase the popularity of sex education in all parts of the world. Some principal aims of sex education are discussed as follows:

1. Sex education aims to familiarize children with the knowledge of the human body physically and emotionally and to understand oneself sexually and also understand the feelings of other living beings in the society.
2. Sex education, while strengthening the moral value inculcates the concept of sex to youngsters in realizing the role of being a responsible human being scientifically.
3. Sex education aims to educate the part of male and female to co-exist together in society, and to strive for relationships as a man and woman.
4. Sex education determines love and marriage, and the suppression of the biological urges or desire is mainly due to societal restrictions. The main concern is to help the youngsters in deciding what is right or wrong in the problems that exist in all sphere of life.
5. Sex education stresses the physiological, psychological, ethical and social aspect of sexuality. It wanted to show that life is beautiful, but misunderstandings about sexual matters are a grave concern.
6. An individual has to know the importance of sex to gain the value of life science; it co-related with the prospect of a happy marriage. Sex should also be considered as a part of social consequences.
7. Mental health is an essential sphere in the concept of sex and its activities. It helps to establish a happy family life.
8. The central idea of sex education is to render problems related to sex through scientific explanations. (Rahman, 2004).

1.2.5 METHODS OF SEX EDUCATION

Sex education is a concern with all discipline of education. It reaches the working of law, religion and all other organizations and endeavours to reach out to youngsters socially.

1. The teaching of sex education is to be done with caution and care; all the teachers should be free from apprehension and discomfort and embarrassment about the topic of sex to freely teach the subject of sex education.
2. Trained people such as Sexologist and sex educators should thus inculcate the study of sex education as techniques of teaching are a primary concern to the youngsters.
3. A person should be mature and responsible human beings to impart the knowledge of sex education.
4. The educator or the trainer should be positive and assertive to talk about sex and its activities. It should be imparted without uneasiness and discomfort. The concept of sex is not a wrongful act; it should be discussed with ease without giving it a wrong impression.
5. Sex educators should realise the differences in attitudes and interests of the youngsters.
6. Parents play a pivotal role in teaching the knowledge of sex. Parents should not ignore the importance of talking about sex to their children with honesty and love (Rahman, 2004).

1.2.6 THE OBJECTIVES OF SEX EDUCATION

The objective of education is as follows:

1. The goals of sex education thus help children under the concept of male and female anatomy and also gain knowledge about reproductive systems.
2. It teaches children the differences between male and female gender and the role and responsibility of each gender, and also the relationship of a male and female towards society.
3. Sex education teaches one about being an individual and to value oneself, also helps an individual to cultivate a sense of responsibility toward others.
(SHDH, 2010).

1.2.7 ROLE OF SCHOOLS AND TEACHERS

Teachers' role: Teachers are essential elements in the development of students during their school years, especially for their future progress and growth. Teachers have deemed the road to the next accomplishment in the sphere of education programmes; they also practice full caution in imparting the sensitive topic of sex education to the children. Since students interact more with teachers than the parent they have more significant amounts of time to be educated in sex education by the teachers; as a result, teachers need to be open to teaching children on the idea of sex. They further need to build an environment where the children can feel safe and at ease to be them, which will thus affect the performance of the children on sex education. Teachers should also be unbiased and be objective while tackling the topic of sex, keeping the question box is also another useful technique to get students to talk about 'sex'. The principal is a significant figure in educational institutions as

they have to make a necessary period of timeframes for the studying of sex education. Books that are related to studying sex education should be provided for the students to read and understand.

Role of school: Education is considered an essential instrument for human beings in every sphere of life. Education helps man to have broader views; only through education can there be change and upliftment in the society. An educated person knows what is right or wrong; education further takes a man to different areas on which one have no knowledge to gain countless of expertise. Thus, education is very vital in educating the society about what 'sex' is; similarly school will be considered an extremely significant element regarding the study of sex education. (Lalnunfeli, 2015).

1.2.8 NEED OF SEX EDUCATION

In the modern world, currently, speedy development with regard to Science and technology, information regarding sex is prevalent. Most of the peoples, including children, are curious about sex and sex-related problems. Hence, parents should introduce a proper motion of sex to their children without delay since children can be misguided by the things they saw or read in the magazine and the media. There exist the requirements for a child to adjust and change to the physiological and psychological reforms in different stages of growth. With the differences in age and environment, the learning concept of sex educations differs. Thus, children need proper and constant counselling and assistance regarding sex education. (SHDH, 2010).

Sex education should be given as early as possible at home, school etc., the children as well as the student can initiate the correct ideas of sex, and the teachers and parents need to grasp the situation much more comfortable. The participation of the mother and father is equally essential in imparting sex education. Both a son and a daughter may acquire from their father how to be an amicable person and a daughter can be trained from her father what a man should do for his family and society, and further comprehend the trust or assumptions other have on a woman. Those who eventually reaps benefits are children who when they mature will understand how to act around people.

In a country like India, where the numbers of sexually transmitted diseases, rape, crimes, teen pregnancies and abuse are consistently high, the need for sex education should be obligatory. Even though we see a rise in the number of infected diseases through sex and sexuality, there has been a lot of issue regarding the fact of whether students must be taught sex education or not. Whether it should be added to their curriculum or not has always been a matter of distress as some people believe that it is against the values and customs of the Indian tradition. Meanwhile, another section of people suggests that sex education must be made compulsory to control the threat of sexual abuse amongst teenagers. At the age of maturity, students must be bared to such matters for their safety. Sex education inculcates the feeling of respect and perceptive for the opposite gender.

1.1.9 CURRENT NATIONAL PROGRAMMES IN INDIA

Indian society has made sex education a taboo, a stigma. Even most of the teachers don't teach the lesson of science, which has an explanation of human body

parts. As time is changing the mindset of the people rapidly should be changed. Therefore, it is the responsibility of Government including parents, teachers and community to teach sex education to the youth for the development of the Nation.

The Ministry of Human Resources and Development (HRD) and National AIDS Control Organisation launched Adolescent Family life/sex Education (FLE) that occur as a recurring program of the study of sexual education is thus embody in the curriculum Indian school system.

The significant goals of family life/sex education (FLE) can be generally described as follows.

To strengthen mental health among young individuals who possessed an abundant amount of insecurities and insufficient to make decisions regarding their problems without their emotions leading them astray. To provide sound knowledge about physical psychological and sociological aspects of sexual behaviour, as sexuality and expertise will be considered an extension of a person's character.

To develop standards of behaviours and attitude to be cultivated to safeguard individuals either young or an adult to establish their behaviour sexually or otherwise by bearing in mind the long-range effects on their own characters' growth, the good of other individuals, also the quality of other and societal well being all together.

The family life/sex education program includes the following subject such as reproductive health, reproductive rights and responsibilities, psychological affinity, human sexual anatomy, contraception, and other spheres of individual behaviour.

Uniform education in the area of sex is not available in India. It varies from state to state and school curriculum. Some State follows adolescent Education programme while some states have expelled it. Some schools teach sex education,

which caters to basic anatomy classes at the school level. There have been petitions in quest of Comprehensive Sexuality Education in schools, but, the Government of India has no proper status for a while.

1.2.10 SEX EDUCATION IN MIZORAM

In Mizoram, The State Council on Education Research and Training (SCERT) in collaboration with State AIDS Control Society (MSACS) introduced State AIDS Education Programme among High secondary and higher secondary students in the year 2001 to protect them from HIV/AIDS and to train life skills as school co-curricular activities. But, the programme was not successfully implemented due to protest from the public as the textbooks used in this programme were not proper for the students. But, the need of sex education amongst the youth and adolescence, the Ministry of Human Resource and Development (MHRD) in connection with National AIDS Control Organisation (NACO) launched Adolescence Education Programme (AEP) in 2005. The new programme for Adolescence Education Programme (AEP) was adopted in 2008 by the Mizoram State AIDS Control Society (MSACS) from National AIDS Control Organisation (NACO). In 19th August 2008; the programme was approved by the State and then translated into Mizo according to the need and requirements of the Mizo society. The Mizoram State AIDS Control Society worked together with the Education Department of Mizoram in 2012 for the implementation of the programme. Setting up of Red Ribbon Clubs and selection of one Nodal Officer in every institution is an obligation and under these officers various co-curricular activities such as awareness, workshop, competition etc. should be organized to teach the student about

HIV/AIDS to avoid the problems. The students must also take an active part in this programme. (Lalnunfeli, 2015).

1.3.0 NEED AND IMPORTANCE OF THE STUDY

Humans perceive sex-related interest from the very early stages of life. Adolescence is regarded as the period of intense sex consciousness since sexual development reaches its peak during adolescence. It has been observed that many adolescents approach adulthood faced with conflicting and confusing messages about sexuality and gender. Teenagers are becoming sexually active at an early age, which may be a result of the early entry of puberty; they are confronted with many challenges and opportunities on sexuality-related issues. The environment where a child develops in this present day is preoccupied with sex-related perceptions that are projected everywhere through different mass media like cinema, magazines, newspapers, radio, mobile phones and advertisements, where they gather improper or misleading information that creates unhealthy attitude which further magnifies sex-related curiosity. The necessity to access the right information and guidance towards sex education is strongly felt by the youths themselves since their queries and interest are usually ignored or refused to be discussed by adults, including parents or teachers when needed most.

In Mizoram, despite the progress in education and development in socio-economic status, our society is still backward and incapable of comprehending the essence and importance of imparting sex education at homes and school levels. People usually refrain from commenting or discussing topics on sex education within their family as well as in public, which creates unnecessary secrecy or embarrassment surrounding the topic of sex. Consequently, the region of the study,

i.e. Champhai district also continues to facade challenges sexual related problem such as early sexual entrance, teenage pregnancy, increased rates of sexually transmitted infections/ diseases like HIV/AIDS etc. and child and adolescent sexual abuse. According to the record of Mizoram State AIDS Control Society (MSACS), several persons who got infected with HIV/AIDS during the year 2012-2017 in Champhai district are 833. Out of which 43% are infected from sexual contact. Moreover, 85% are below the age of 35 years. This record clearly shows the negative outcome of sexual behaviour among adolescents and the urgency to impart effective sexuality education in the area.

There is a dire need for imparting sex education in our society among the students, both male and female, even teachers and parents, particularly in Champhai town. Since the majority of the problems faces like early marriage, teenage pregnancies increased the number of abortions leading to several physiological and psychological dangers with the denial of proper access to sex information and education. Therefore, this study will intend to inculcate the importance of sexuality education programmes in High Schools. In view of all these considerations, the researcher is interested in planning a study on the Attitude of secondary school students and teachers towards Sex Education in Champhai district.

1.4.0 RESEARCH QUESTION

In light of the above facts, the following research questions arise:

1. What is the attitude of secondary school students towards sex education?
2. Is there any significant difference in the attitude of male and female secondary school students towards sex education?
3. What is the attitude of secondary school teachers towards sex education?

4. Is there any significant difference in the attitude of male and female secondary school teachers towards sex education?

1.5.0 STATEMENT OF THE PROBLEM

The problem under investigation reads as “Attitude of Secondary School Students and Teachers towards Sex Education in Champhai District.”

1.6.0 OPERATIONAL DEFINITIONS OF THE TERMS

The following are the operational definition of the term used:-

1. Attitude: In this study, an attitude refers to the way of feeling of Students and teachers towards sex education which is represented by the score obtained from the attitude scale towards developed by the investigator.
2. Student: In this study, student refers to a boy or girl studying in class IX and X of the secondary school in Champhai district.
3. Teacher: Teacher can be explained as a person whose occupation is teaching others, especially children. The term ‘Teacher’, in the present study, refers to the teachers of different secondary schools of Champhai district.
4. Sex Education: Sex education is education about all aspects of sexuality, including information about human reproductive system reproduction. And instruction on the physiology of the human reproductive system, sexual relationships, marriage, contraception, childbirth, sexually transmitted disease (STD), sexual abuse and emotional changes at puberty.
5. Champhai district: Champhai here refers to the third largest district in Mizoram, India.

1.7.0 OBJECTIVES OF THE STUDY

1. To study the attitude of all secondary school students and teachers toward sex education.
2. To compare the attitude of all secondary school students and teachers with special reference to their genders.
3. To study the attitude of secondary school students toward sex education.
4. To compare the attitude of the secondary school male and female students toward sex education.
5. To study the attitude of secondary school teachers toward sex education.
6. To compare the attitude of the secondary school male and female teachers towards sex education.

1.8.0 HYPOTHESES OF THE STUDY

In relation to objective no. 2, 4 & 6, the following hypotheses are formulated:

1. There is no significant difference in the attitude of the secondary school male and female respondents toward sex education.
2. There is no significant difference in the attitude of the secondary school male and female students towards sex education.
3. There is no significant difference in the attitude of the secondary school male and female teachers towards sex education.

1.9.0 DELIMITATION OF THE SUDY

The study was delimited to Champhai town.

CHAPTER – II

REVIEW OF RELATED LITERATURE

The Review of related literature is an essential pre-requisite tactical planning and execution of any research work. Review of the related literature, when done correctly, serves many purposes. It allows the researcher to acquaint himself with current knowledge in the area as to where the research has to be conducted thereby selecting a suitable problem. It helps the researcher to define his/her problem, delimit the area, and state the objectives and hypotheses of the study clearly and precisely. The Review of related literature gives the researcher an understanding of the research methodology, which refers to the way the study has to be conducted. It helps the researcher to know about the tools and techniques, which proved to be useful in previous studies. Moreover, it provides an insight into the data analysis procedures through which the validity of results has to be established. According to Cooper (1989), the Review of related literature may compare findings of research on similar topics, or they may assess the theoretical contributions of comparable articles.

An exhaustive survey of the literature was conducted to find out the knowledge gap and to understand the relevance of the present research problem. Various national and international, psychology, and social science books, journals, periodicals, research abstracts, theses, dissertations, reference materials, encyclopedias, annotated bibliographies, websites and power-point presentations have been consulted to establish the need for the present study.

This chapter presents the Review of related literature for the present study. The Review was undertaken to provide empirical support to the conceptual framework of the study. It works as a guidepost to perceive the gaps in the concerned field of research. It is an evaluative and assessment report of studies found in the literature related to the selected area. The researcher collected as many literatures as possible. They are related to different aspects of the problem under the study.

The researcher has divided the review work into two aspects as follows:

2.10 Studies conducted in India.

2.1.1 Studies conducted in Abroad.

2.1.0 STUDIES CONDUCTED IN INDIA

Moore (2012) conducted a study on the attitude of youths towards Sex Education and concluded that the attitude of youths towards sex education was very high and the attitude of both male and female youths was similar towards sex education. The finding also revealed the difference in the attitude of male youths in the rural and urban area. The mean of attitude towards sex education was very high among urban areas male youth and moderated among the rural areas of male youths. The study also found the difference in those attitudes of female youths of rural and urban areas. The mean of attitude towards sex education was very high among urban areas female youth and moderate among the rural areas of female youths. According to these finding, it could be concluded that there are significant differences in the attitude of rural and urban areas male and female towards sex education.

Nair et al. (2012) carried out a study on attitude of parents and teachers towards adolescent reproductive and sexual health education, the sample of the study

consisted of a random sample of 795 parents and 115 teachers from three schools in urban areas. The findings of the study revealed that 40.9% of teachers and 65.2% of parents had not discussed issues concerning growth and development with their adolescents. And 1.1% of parents and 5.2% of teachers have discussed sexual aspects with their adolescents. It was found that 44% of parents agreed to provide information on HIV/AIDS/STD. But more than 50% of parents were uncertain whether information regarding topics like masturbation, dating, safe sex, contraceptives, pregnancy, abortion and childcare should be imparted to their adolescents.

Toor (2012), through his research work on teachers, concluded that teachers need specialized training to discuss sexuality with the students. The study sample consisted of 50 teachers, 50 parents and 100 adolescents from Ludhiana a district in Punjab. Convenient sampling method was used for collecting data, and descriptive survey method was used for the study. His findings revealed that the attitude of boys towards sex education was significantly more favourable as compared to girls; male teachers had a significantly more favourable attitude towards sex education in comparison to female teachers; fathers showed significantly more favourable attitude towards sex education than mothers and highly educated parents had extraordinarily more positive attitude towards sex education than less educated parents. But the economic status of parents did not effect on their attitude towards sex education.

Singh (2012) conducted a study on attitude of teachers and parents towards sex-education, in his study, a sample of 50 teacher and 50 parents of secondary and higher secondary students were considered. Selection of teachers and parents were made on the basis of double stage random sampling, using a self-constructed

questionnaire. The conclusion was drawn from interpretation and analysis that parents attitude towards sex education was higher than teachers. Teacher's attitude showed favour of primary sex education for adolescents to start in the family, while parent's attitude showed favour towards sex education to begin in school. Attitude of secondary teachers and higher secondary teachers was the same towards sex education of adolescent. Educational qualification of parents did not affect their attitude towards sex-education but other factors like environment and socio-economic status may influence attitude of parents towards sex education.

Vashishtha & Rajshree (2012) carried out a study on attitude towards sex education as perceived by parents and teachers and found that attitude of parents was higher than teachers towards sex education. Parents favour imparting sex education to the adolescents at school level while teachers favour introduction of primary sexual education to adolescents within their family. Attitude of secondary teachers and higher secondary teachers towards sex education to adolescents was similar. Parental education did not affect the attitude of parents towards sex education to adolescents, but the attitude of parents towards sex education was found to be impacted by factors like socio-economic status, environment and family etc.

Biswas & Samanta (2013) conducted a study on the attitude of students towards the inclusion of lifestyle education in the secondary school curriculum, which concluded that students have a high attitude towards the addition of lifestyle education in the curriculum of secondary school. The study revealed that there were no significant differences between secondary school male and female students in their attitude towards the addition of lifestyle education in the secondary school curriculum, but there existed a significant difference between urban students and

rural student's attitude towards the acquisition of lifestyle education in the school curriculum.

Ruikar (2013), in his study on attitude, practices and knowledge about sexually transmitted infections (STI), information from a cross-section of 279 undergraduates from Mumbai was gathered to schedule an interview. Findings of the Study revealed that the apprehension of undergraduates on HIV related matter was moderate, and their understanding of STI was low. Female students showed negative towards acceptance for individuals with STI while males showed moderate acceptance. The performance of science students was comparatively better but showed a negative attitude on STI. More than 50% of students admitted to having multiple sexual partners and sexual activity before the age of 15 years. But most of them were ignorant of ICT Center.

Venkat & Navya (2013) conducted a study on attitude of Parents towards imparting sex education to mild and moderately lesser intellectual children. For the selection of sample, a purposive sample technique was utilized, and for collecting data from parents a self-structured tool was employed. Pre-test of parent's both experimental and control groups had negative attitudes on sex education. However in post-test, the attitude of experimental group of parents differs and showed mild and moderate attitude among both mothers and fathers.

Bordhan (2014) carried out a study on the attitude of adolescents, parents and teachers towards sex education from Nagaon, Assam. Using a descriptive survey method, a sample of 100 adolescents, 50 parents and 50 teachers were considered. To collect data, convenient sampling method was used. The study showed that attitude of male adolescents is more positive than female adolescents. More than 50% of

these adolescents' parents' attitude favoured introduction of sex education. But attitude of mother and father differed significantly; father's attitude towards sex education was more favourable than mothers. Parental education have favourable impact on attitude towards sex education for their adolescents since lesser educated parents showed more negative attitude while highly educated parents had more positive attitude towards sex education. However, socio-economic statuses of parents did not affect their attitude towards sex education, since both high and low socio-economic status of parent's attitude was found to be similar. The study also revealed that school teachers had positive attitude towards sex education but admitted that they required special training to discuss sexuality with their students. Male teachers had more favourable attitudes towards sex education than female teachers.

Chinte et al. (2014), on his study on attitude and knowledge of school going adolescent girls towards HIV and STDs, observed that 34.28% had awareness on HIV and STDs, but the remaining 26.57% were ignorant. 10.85% of girls completely unlearned awareness on prevention of HIV related diseases. 21.71% showed a positive attitude on the need for pre-marital HIV testing when studied and asked about the necessity of pre-marital HIV testing. On the study of adolescent school girls towards sex education, it was observed that only 25.14% favours on having sexuality education while 47.72% insist on having taught among the age group of 13-15 years and 46.59% favours imparting sex education between the age group of 16-18 yrs. His study concluded that the introduction of a culturally accepted; appropriately gender-based sex education curriculum in schools was essential in India to combat with the rise of unfortified young girls on the issues of STI/HIV. For improvement on awareness among adolescent girls, an extensive supportive

education programme must be implemented, which will have a further impact on their reproductive health and maintenance of healthy sexuality. These programmes, when applied across all secondary schools, will bestow young girls in making the right decision for protection against HIV and STI when they become sexually active.

Hamza et al. (2014) conducted a study on 'behaviour, knowledge and attitude on adolescence sexuality among postgraduate social work students: a gender-based analysis'. He concluded that a gender-sensitive training manual on adolescent sexuality must be initiated among the social work student since gender has an impact on the behaviour, knowledge and attitude on adolescence sexuality. The study also reveals that in specific issues, a gender difference thus exists which could be due to various social, economic and cultural reasons. With the comprehension of these differences, each gender group must be the target to be observed, considered and studied relating this matter, which may be immensely helpful. His studies suggested that for future intervention study gender of the trainee and the trainer must be considered and also point out that the content of the interventional study must be gender specific, a separate intervention for boys and girls may be required to ensure maximum benefits for all.

Mutha et al. (2014), in his study on attitudes, practices and knowledge, a survey regarding sex, contraception and sexually transmitted diseases was conducted among commerce college students in Mumbai. The findings revealed that 72% of female students and 84% of male students disagree on maintaining and preserving virginity till marriage. 18% females and 48% males admit to having sex before marriage, out of which 68% of males had more than one sex partner while females report having only one sexual partner. 12% of females and 21% of males had

protected sexual intercourse or contraception whereas 82% of females and 87% of males did not agree that with the introduction of sex education in secondary schools will increase pre-marital sex. 13% of females and 40% of males admit that birth control was more of a female's responsibility. 21% of females and 14% of males also confessed that they are being forced to have sex on their first encounter. It has been observed in this study that pre-marital sex is preferably higher than one may perceived, but necessary information about sexuality and its related issues were inadequate to both male and female, especially females. Male participants showed favourable attitude towards sexual intercourse with multiple partners.

Shah (2014), in his study on sexual health education perceived by school teachers, revealed that more than 50% of the teachers strongly indicated the need and importance of sexuality education in the school. Questions regarding sexuality issues were considerably uncommonly asked teachers by students in their classes; however, on their encounter, such matter was taken confidentially. Most of the teachers agree that sexual education must be amalgamated in regular classes with general health education class rather than as a separate class. Majority of the teacher expressed their enthusiasm to undertake a training class to impart sexuality education in their respective schools. This study of the school teachers showed that majority of them perceive the utmost essential need for giving sexual health education to students of their school.

Lalnunfeli & Malsawmi (2015) conducted a study of Attitude towards Introduction of Sex Education at the School Level among IASE Teacher Trainees using attitude towards sex education scale' prepared by Dr. Usha Mishra (2008) for collection of their data. The study sample consisted of 84 teacher's trainees with an

equal number of 42 females and 42 males. Their findings revealed that female teacher trainees had a higher attitude towards sex education in comparison with male teacher trainees; there were no significant differences between urban and rural teacher trainees in their attitude towards sex education; it was also concluded that the attitude of postgraduate teacher trainees was more positive than the under-graduate teacher trainees towards sex education.

Khadijah & Khadijah (2015) carried out a study on "Attitudes of teachers regarding Sex Education to Adolescent" among high school and secondary school teachers in Haryana using a cross-sectional study. Using a cluster sampling method, the teachers were selected randomly. A self-reported questionnaire was used for collecting data of survey on teachers' view on sex education. This revealed that the teachers view on the educational context of sex education was mainly focused on specific moral values like pre-marital sexual abstinence, sexual hygiene such as menstruation and maturity. Sex education concept mostly accepted by teachers was that it made the decision for marriage easier. They also believed that sex education must be impacted by health education teachers from high school onwards through self-explanatory pamphlets. The teachers also highlighted the importance of sex education as one of the fundamental rights of young adults and concluded that teachings on sexual education in schools must be regarding moral values of pre-marital sex abstinence, maturity, menstruation, hygiene and ablution.

Kumar & Mittal (2015) in their study of attitude towards sex education of college-going students concerning their home environment showed that rural female and male college students, as well as urban male students, demonstrated high attitude towards sex education while urban female students exhibited very high attitude

towards sex education. The attitude of rural female students showed a more favourable attitude towards sex education as compared to male students of rural areas. In the case of urban students, similar results had been observed where the attitude of urban female students is higher towards sex education as compared to male students in urban. Students in a rural area showed a more negative attitude than students in an urban area. Mean values show that male students of rural had the least attitude towards sex education and female students from urban had the highest attitude towards sex education. The findings also revealed that there was a highly significant difference between college students from urban and rural areas, urban female and urban male students as well as female students from urban and rural in their attitude towards sex education. The findings revealed that female college students from urban areas showed a more favourable and positive attitude towards sex education than college-going students from rural and urban male students. This concluded that male and female students from rural as well as male students of urban area did not differ significantly in their attitude towards sex education.

Menzies and Shastri (2015) conducted a study on adolescents' attitude towards sex from a focus group discussion with adolescents from Bangalore, India. The findings showed that the focus group discussion revealed fascinating insight towards adolescents view on sex and the subjective norms that may affect their sexual behaviours. The participants were all in agreement about the existence of a generation gap between every generation and between parents and children. Adolescents hesitated to communicate with their parents, especially on sex-related matters since they fear disagreement and disapproval. They were furthermore being burdened with more problems. The young generation was continued to surprise the

older generation in behaviour as they continued to push their limits with the opposite sex, which led to a generational gap. Moreover, the generation gap was believed to be found within this generation itself. It was also observed that modern-day kids initiated dating and getting physical at an early age.

Nagpal & Fernandes (2015), in their study of attitude of parents towards sex education, they discovered that the parents of today's teenagers had a high and positive attitude towards sex education which contradicted earlier studies and supports their hypothesis. In their observation, it was found that the mean difference between mothers and fathers regarding sex education was not noted to be very high, and the t-ratio obtained comes to 0.448, which was not statistically significant. This revealed that gender variation in their attitude towards sex education did not exist much. The results also showed that since parents' attitude were positive; authorities must make use of this change in parents' attitudes and started initiatives to include sex education in the school curriculum.

Pandey (2015) conducted a study on 'sex education in relation to parent's education among secondary level students' of Allahabad using a sample of 150 students and observed that the attitude of parents' education towards sex education of adolescents had no significant relationship. It was also observed that both illiterate parents and literate parents did not have a positive and productive influence on their children's education regarding sexuality. They considered it insignificant and embarrassing to discuss sex education topics to their children. Parents and other family members and relatives usually discussed sexual topics before marriage when one was considered mature enough to handle the issue since it was firmly believed to be an utmost important for married life and maintain a stable relationship; otherwise,

sex topics were considered a taboo subject which is too illicit for open discussion. His study also indicated that depending upon the age group of students, certain aspects of sex education must be imparted in school according to the extent of comprehension by the students.

Reddy & Babaiah (2015) carried out a study on "Attitudes of Teachers towards the introduction of Sex Education in Schools" of Chittoor and Nellore Districts of Andhra Pradesh among 240 secondary school teachers who were evenly divided into eight subgroups by sex, marital status and teaching of science or non-science subjects. An attitude scale containing 36 statements was utilized for the test and was observed that teachers have a positive attitude in general and are enthusiastic about initiating the study of sexuality education in the secondary school curriculum. Male teachers showed more positive and more significant support in this matter. Although sex was considered to be connected to marital status, the findings revealed no significant difference between the attitude of the subject taught and marital conditions towards sex education. Married female teachers showed a more negative attitude than married male teachers since they tend to have a slightly negative attitude mindset. Married male teachers showed a significantly more positive attitude towards sex education as compared to single male teachers, whereas single female teachers showed more favour towards the introduction of sex education than married female teachers. 70% of the male teachers are determined to the start and initiate the introduction of sex education in secondary schools.

Joshi & Beura(2016) carried out a in study using a sample of 372 students from 62 schools from Hilly District in Uttarakhand, to determine the of attitude of adolescence towards sex education observe that majority of the adolescents show

moderate attitude toward sex education and also found that both male and female adolescents favours open discussion regarding sex and sex-related problems. However, the finding also indicated that both male and female showed different attitude towards sex education and also revealed that there exists a generation gap between parents and children which was the main barrier to talk about sex-related problems between the two. Both Parents and children are reluctant to freely talk about their opinions on sex education and sexual related problems; this situation is worse among girls since they were protected towards many things which are deemed to be inappropriate and illicit even though this matter is of equal importance to both girls and boys.

Kumar (2017) carried out a study of Attitude of School Teachers towards Sex Education in Srirangam Taluka, Trichy District among male teachers and female teachers from government higher secondary school. The study consisted of 25 male and 25 female higher secondary teaching staff and was selected using random sampling technique. For assessing the attitude of school teachers and the various areas teachers towards sex education descriptive research design and a self-prepared questionnaire were utilized. The findings revealed that a greater number of the respondents (52%) have a great and positive attitude towards sex education. But there was no significant difference between the genders of the respondent's attitude towards sex education and there exists no significant relationship between attitude of the respondents and their age towards sex education.

Sunder (2018) conducted a study of attitude of parents and teachers towards sex education among children between the age group of 14 to 18 years. The study was composed of a sample of 25 parents from rural areas, 25 parents from urban

areas and teachers from three government senior secondary schools where two schools were girl's school and four private senior secondary schools teachers. Incidental sampling method was used to select teachers and parents. His findings concluded that there exists a notable difference in the attitude of parents from urban and rural regarding sex education. This supports the findings of Smith (2000) which conclude that people in rural areas are not in favour of sex education and they are reluctant and uncomfortable in discussing the topic of sex to their children as they have a lesser encounter with this matter as compared to people living in urban areas. His finding also reveals that females and males have different opinions about imparting sex education to children. The study concludes that there is no significant difference between teachers from the government sector and the private sector towards their attitude on sex education.

2.2.0 STUDIES CONDUCTED IN ABROAD

Baliton (2012) in his study on attitudes of high school students towards sex: implications to sex and guidance, found that boys and girls have different outlooks on the subject of sex and sexual relationships. On the conduct of sexual relationships, particularly on courtship, petting, pre-marital sex, and trial marriage or live in, it was established that male and female have different reactions to this characteristic of sexual relationships.

Fentahun et al. (2012), in their study on parents' perception, students' and teachers' attitude towards school sex education, indicated that all participants feel that sex education was crucial and they agreed that on sex education school should include the prospect of abstinence, also with regard to the maturity of the students

concern. In primary school, the subject of abstinence-only and in secondary school abstinence-plus should be added. According to the teachers and students, the minimum and maximum introducing time of sex education in school were 5 years and 25 years respectively, with a mean of 10.97(SD±4.3) and 12.36(SD±3.7).

Madkour et al. (2012), in their study on parents' support and knowledge of their daughters' lives, and females' early sexual initiation in nine European countries found that prevalence of early sexual initiation ranged from 7% (in Romania) to 35% (in Iceland). In bivariate analyses, the female adolescent early sexual initiation got no support and encouragement is low concerning their parents, especially by their mother (odds ratio, 0.8 for maternal and 0.7 for paternal). After parental knowledge was added, early sexual initiation was no longer associated with parental support but was 96 negatively related to maternal and paternal knowledge (0.7 for each). These patterns were the result of most countries in which parent's knowledge and their support were negative on early initiation. The implication is that education is essential that support or that knowledge acted as a mediator between support and early sex.

Mkumbo (2012) in his study on teachers' attitudes towards and comfort about teaching school-based sexuality education in urban and rural Tanzania, found that teacher' attitudes and approaches towards sex education is essential to estimate their reactions whether they wanted to teach the subject in school. Fortunately, there was a high level of support to explain the concept of sex by teachers in both the rural and urban districts; hence, sex education is a much-appreciated curriculum in school education programs. However, the teachers' willingness to teach the subject did not mean that they were comfortable with it; they had a positive attitude did not mean

there was no discomfort. Thus, the need to equip the teachers with knowledge, skills and confidence to teach various subjects on sex education was highly recommended.

Talpur& Khowaja (2012) conducted their study awareness and attitude towards sex health education and sexual health services among youngsters in rural and urban settings of Sindh, Pakistan and found that there exists a rather Low level of knowledge among youngsters and they were very dissatisfied with the available sexual health services and observed that this was a significant factor that weakens current reproductive health services in Pakistan. Even though they perceive most knowledge from the internet or the media, there was a huge recommendation to put sex education as part of school programs. In this survey, it was found that of the 150 participants, 94 (63%) were males, and 56 (37%) were females. A quarter of them (n=38; 25.3%) said sexual health services were available too far away from their area. Besides, they also found the staff to be 'not competent.' As maybe they are unqualified workers. Almost one-third (n=49; 32.7%) reported not having matching gender choice (male or female) of professionals with whom they could feel comfortable sharing their sexual health concerns. Majority of the participants (n=101; 67.3%) considered trained health professionals as the primary source of sexual health education, whereas, 90 (60%), 75 (50%), and 59 (39.3%) also reported to have secondary sources, including internet, parents and telephone helpline respectively.

Akpama (2013) in his study on parental perception of the teaching of sex education to adolescent in secondary school in cross river state, Nigeria, found that parents whether literate or illiterate formed negative opinions on the subject of sex education in the secondary school, their viewpoint was negative and uncooperative

towards the study of the topic of sex education. It was concluded that parental perception of the teaching of sex education to adolescents in secondary schools was generally negative in Cross River State.

Eko Jimmy et al. (2013), in their study on perception of students' teachers' and parents' towards sexuality education in Calabar, South local government area of Cross River State, Nigeria, found that participants shared similar opinion that sex education should cover areas such as abstinence, HIV/AIDS, sexually transmitted diseases, basis of reproduction etc. But the act of masturbation, abortion and contraceptives were unanimously decided not to be included in the study of sex education. A large number of respondents agreed that abstinence-plus should be the critical subject of sex education in schools.

Li et al. (2013), in their study on sexual knowledge, attitudes and practices of female Undergraduate Students in Wuhan, China: The Only-Child versus Students with Siblings; found that only-child students have wider knowledge on the topic of sex, they even participate in pre-marital sex, multiple sex partners, one-night stands, extramarital lovers and homosexuality, and were more likely to have a boyfriend and indulged in sexual intercourse with them compared to students with siblings. Only-child was less likely to experience coercion at first sex and have first sexual intercourse with men, not their "boyfriends" than children with siblings. However, in the case of risky behaviour like multiple sex partners and inconsistently use of condoms, there was no difference between only child students and students with siblings.

Majova (2013), conducted a study on secondary school learner's attitude towards sex education, found that majority of the learners (55%) had a positive

attitude towards sex education and 45% of learners had a negative attitude. It was also found that learners felt that sharing sexual matters with their friends was more comfortable, and they were furthermore sympathetic towards their question about sex issues. On the other hand parents and teachers showed suppressing tendencies in their dealings with students about sex education; therefore they were the last resort when choosing a person to talk about sex education which in a way was quite unsettling.

Miyakado (2013) in his study on attitudes and views of teachers towards students' in secondary school in Tanzania, it was found that even though many teachers approved the idea of teaching sex education they were not familiar with the topic, also they neither didn't want to educate nor want to help the students with their sex-related matters. Some teachers moreover inflicted punishment to those who were involved in the act of sex thus indicating their negative attitudes toward student's sexual relationships. But, few teachers possessed a positive attitude and even helped the students who were involved in a sexual relationship.

Shrestha et al. (2013), in their study on better learning in schools to improve attitudes toward abstinence and intentions for safer sex among adolescents in urban Nepal, found that many students received less amount of information regarding the subject of sex education especially on HIV counselling and testing centers by their respective their schools. There was immensely low participation of parents on the subject of sex education, even though audiotapes were listed teaching aid; it was reported least used for sexual health education.

Stephens (2013) carried out a study on the attitude of parents in the metropolis of lagos towards inclusion of sexuality education in the school curriculum

and found that there was no significant difference in the attitude of parents towards the inclusion of sexuality education in the school curriculum on the basis of gender and educational qualifications.

Ugoji (2013) conducted a study on an examination of university students' attitude to contraceptive use, found that according to gender there seem to be no differences in opinions on the use of contraceptive use, students have a healthy amount of knowledge about contraception.

Adebayo & Exilder (2014), in their study on attitudes of stakeholders towards the inclusion and teaching of sexuality education in ndola urban secondary schools of copperbelt province, Zambia, found that the topic of sexual pleasure and enjoyment, homosexuality and pre-marital sex as a curriculum to study sex education seemed to had a negative reaction on parents, teachers as well as students. However, stakeholders (parents, teachers, students) had a profoundly different attitude towards the subject; there was a difference between teachers and parents as well as parents and students. But overall viewpoint was that the inclusion of sex education in the curriculum of school programs to benefit adolescent sexual problems and issues to be compulsory.

Igbaji Chinwendu (2014), had a study on attitude of students and parents towards the teaching of sex education in secondary schools in Ezza north local government area of Ebonyi state found that sex education should be taught in secondary schools and at home; that christians reactions to teaching of sex education was uncooperative as it seems to cause moral laxity, pre-marital sex and unwanted pregnancy. Eventually, it was concluded that parents should have the knowledge of sex education to teach at home through conferences, mass media, parents/teacher

association etc. The church especially should be aware and not avoid the teaching of sex during seminars, symposium and other related gatherings. The government should thus make sex education as a compulsory curriculum in school.

Ime et al. (2014) carried a study on sex education and counselling: Insights from a survey of the influence of university students' attitudes toward sexually transmitted infections on their attitudes toward sex and realized that attitude is a basic formation of human behaviour and thus be regarded to predict and understand the human behaviour. Students who possessed a negative feeling towards sex education thus show negative attitudes towards sexually transmitted infections; on the other hand, students with a positive attitude towards sex may be seemed to maintain a more positive attitude towards sexually transmitted infections. Hence, it was found that positive approaches to sexuality should be utilized and make it mandatory.

Nyarko et al. (2014), in their study on parental attitude towards sex education at the Lower Primary in Ghana, found that about 58% of parents had an unfavourable attitude towards sex education in lower primary schools. Not surprisingly, all the parents who held an unfavourable attitude towards sex education said that children were too young for sex education at the lower primary school level. However, of the parents who held favourable attitude; 81% indicated that children were exposed a lot these days. 17% admitted that sex education was helpful to the children, and 2% said children ask questions about sex anyway and needed to be provided with answers. Consequently, from the results shown, there was no gender difference in the attitude of the parents concerning sex education, as well as no

residency difference about sex education. However, there was a difference in parental attitude in connection to their educational level.

Puharić et al. (2014) conducted a study on attitudes of adolescents towards sexual health in three cities from Croatia, Bosnia and Herzegovina found that Adolescents from these countries have experienced war and are still undergoing post-communist socio-economic transition, all these led to their immense inexperience with the knowledge of sex with all its attributes whether positive or negative. They even had no awareness of sexually transmitted infections, not only these they completely lack the knowledge about contraception.

Ray & Afflerbach (2014), in their study on sexual education and attitude toward Masturbation, of all the 103 participants it was found that concerning Masturbation if a student was taught with positive attitude by guardian or parents in high school, they were more likely to possess positive approaches towards Masturbation. The two positive lessons of "how to obtain and use birth control/contraception" and "the name and functions of the reproductive organs of only my sex" taught by parents and guardians during high school were the strongest predictors of college students having current positive attitudes toward Masturbation. This may be because more conservative sex education programmes, such as abstinence-only programs, often did not include as much concrete and comprehensive knowledge about sex, such as human anatomy and other methods of birth control, rather than strictly abstinence.

MinChen et al. (2016) conducted a study on comparison of sexual knowledge, attitude, and behavior between female chinese college students from urban areas and rural areas: A Hidden challenge for HIV/AIDS control in China

found that sexual attitudes and behaviours have become increasingly open and active among FCCSs from both urban and rural areas. However, HIV/AIDS knowledge is insufficient in this population, particularly in those from rural areas. A considerable proportion of the students engaged in high-risk sexual behaviors, such as unprotected commercial sex (particularly those from rural areas), which presents a hidden challenge for HIV/AIDS control in China. The Chinese government should establish more specific HIV/AIDS prevention policies for young Chinese women and continue strengthening safe sex education in the future.

Linah et al. (2017) carried a study on perceptions of high school students on the need for sex education in secondary schools, Eldoret municipality, Kenya and found that secondary school students in Eldoret Municipality were not adequately exposed to an organized school-based sex education. Student's information on sex education seems to be other sources rather than from what they learned in school subject such as biology, CRE and home science. Similarly, students felt that sex education should be provided through the school curriculum. It is true that the Kenya primary and secondary CRE, home science, biology and recently introduced life skill syllabi does try to address some issues of sex education but this is not actually sex education as per curriculum requirements. The nervousness of most religious groups about sex education could be addressed by sensitization programs for example Ministry of Education- Religious groups meetings as well as radio and TV programs.

Monday et al. (2018) conducted a study on the state of adolescent student attitude towards sex/sexuality education in today's contemporary society found that adolescent students held generally positive attitudes towards sexuality education, with female holding more positive attitudes than male. Learners specify that with

regard to the information of their own bodies and self- respects indicated that the sexuality programme provide valuable information especially with regards to their own bodies and self-respect the sex education programs provided valuable knowledge, in addition presenting values and morals that the adolescents can emulate as a guide regarding sexuality issues.

Ogbuinya et al. (2018) conducted a study among school female adolescents' on attitude towards sexuality education in Ebonyi state, Nigeria. Descriptive survey research design was used for the study. Two research questions guided the study. Two null hypotheses were formulated and were tested using ANOVA at 0.5 level of significance. The result of the study revealed that female students in Ebonyi state secondary schools showed positive attitude towards sex education. The result of the first null hypothesis was rejected as education class level of the female students had significant influence on their attitude towards sex education. Likewise, the result of the second null hypothesis was also rejected as religion plays a pivotal role in the affiliation of the female students with a significant influence on their attitude towards sex education. The study concluded and recommended amongst others that by the positive attitude displayed by the respondents, the need for an urgent and coherent sex education intervention in all the state secondary schools by the government at all levels, and NGOs in order to promote the adoption of sexual health behaviours among the In-school female adolescents should be a mandatory.

2.3.0 CONCLUSIONS

A comprehensive assessment of various books, journals, research papers and educational reviews from different libraries and the internet have resulted in the accretion of a certain amount of literature in connection with the topic being researched. The above reviews revealed that a number of researches have been conducted on studies related to sex education in other states of India as well as throughout the world. However, very few studies on sex education have been found to be conducted within the state of Mizoram.

The present research is undertaken while keeping the above consideration in view. The research assumes significance as the present study is directed to investigate the attitude of students and teachers towards sex education in one of the remotest state of India which is Mizoram, especially Champhai district.

To study their attitude, the researcher has used an attitude scale towards sex education developed by Dr. Usha Mishra. It is envisaged that the study will throw light on whether the Mizo people, in general, are ready to include sex education at the secondary level of education since this issue is an ongoing debate in other states of the country. It is hoped that the present findings will help the policy makers and Government officials in deciding on the inclusion of sex education in the secondary schools of Mizoram.

CHAPTER-III

METHODOLOGY AND PROCEDURE

In any kind of research, methodology occupies an important place, after deciding the objectives; one has to plan the structure of the study. It reveals the outlines the investigator must follow during the research period. The methodology has to describe the procedure followed by the investigator with regard to the research design, population and the size of the sample of the study, the tool and technique used for data collection, administration of tools, tabulation of data and statistical techniques applied for data analysis. Hence, the present chapter on methodology and procedure deal with the following:

3.1.0 Research Design.

3.2.0 Population, Sample and Sampling Design.

3.3.0 Tool

3.4.0 Administration of tools and Collection of Data.

3.5.0 Tabulation of Data.

3.6.0 Statistical Technique for Analysis of Data

3.1.0 RESEAERCH DESIGN

The present study is descriptive in nature. Descriptive studies are more than just a collection of data. These studies involve measurement, Classification, analysis,

comparison and interpretation. The descriptive research attempts to describe, explain and interpret the condition of the present study and is concerned with practices, structure, differences or relationship that exist, opinion held, process that are going on or trends that are evident. The present study falls within the category of descriptive research with a composite characteristic of inter group comparison, as it involves survey and fact finding enquiry relating to attitudes of students and teachers towards sex education in Champhai district in relation to gender.

3.2.0 POPULATION, SAMPLE AND SAMPLING DESIGN

The population of the present study consisted of all Secondary school students and all secondary school teachers of Champhai district, since the present study is concerned with the attitude of students and teachers towards sex education.

For the present study, the sample selected consists of 200 students and 60 teachers of secondary school from Champhai districts. The samples were selected following Stratified Random Sampling. Out of these 260 selected samples, there are 130 males, (100 from students and 30 from teachers) and 130 females (100 from students and 30 from teachers).

The sample distribution of students and teachers from all the districts of Champhai is presented in the following Table no. 3.1

Table: 3.1: Sample of the Study

Champhai District		STUDENTS			TEACHERS		
Sn	College	Male	Fe- male	Total	Male	Fe- male	Total
1	Govt. GM H/S	10	10	20	3	3	6
2	Govt. Champhai H/S	10	10	20	3	3	6
3	Govt. R. Hrang H/S	10	10	20	3	3	6
4	Govt. T. M. H/S	10	10	20	3	3	6
5	Venglai H/S	10	10	20	3	3	6
6	Govt. Ruantlang H/S	10	10	20	3	3	6
7	Bethel H/S	10	10	20	3	3	6
8	Holy Cross H/S	10	10	20	3	3	6
9	Tlangsam H/S	10	10	20	3	3	6
10	Vengsang H/S	10	10	20	3	3	6
Total		100	100	200	30	30	60

3.3.0 TOOL

In order to find out the attitude of students and teachers towards sex education, the investigator used the standardized Attitude Scale towards Sex Education developed by Dr Usha Mishra. The scale consists of 32 items in which 16 items were positive and 16 items were negative. Norms of the scale are presented in the form of Stanine grade. An Attitude scale is attached in APPENDIX-I.

Scoring Procedure and Serial Number of Positive and Negative Items

For scoring of the attitude scale, the investigator followed the pattern suggested by Likert. Each statement in the attitude scale is followed by responses viz. strongly agree, agree, indefinite, disagree and strongly disagree. Scoring for each item of the Attitude Scale was done by giving a score of 5, 4, 3, 2 and 1 for positive statements, and 1, 2, 3, 4 and 5 for negative statements. This means the highest possible score for the scale is 160 (32x5) and 32 (32x1) is the lowest possible score. The final draft of the scale consisted of 32 items in which 16 items were related to positive attitude and 16 items were related with negative attitude towards sex education. The serial number of positive and negative items in the scale is shown in the following table no. 3.2

Table 3.2: Serial Number of Positive and Negative Items

Sl.no	Types of items	Serial number of items
1	Positive items	1,2,6,7,8,11,15,16,20,21,22,26,27,28,31,32
2	Negative items	3,4,5,9,10,12,13,14,17,18,19,23,24,25,29,30

Norms and Interpretation of Attitude Scale

For the purpose of collecting data, the attitude scale was administered to 260 respondents. The raw scores of all 260 respondents are transformed into the Stanine scale by organizing them in frequency distribution and then giving the percentage of each stanine score points according to the normal distribution curve. This way, norms for interpreting the raw scores are prepared with the help of stanine grade.

Accordingly, stanine 1 indicated Very low Attitude towards sex education 2 and 3 indicates Low Attitude towards sex education 4, 5, and 6 indicates Moderate Attitude towards sex education, stanine 7 and 8 indicates High Attitude towards sex education, and stanine 9 indicates Very High attitude towards sex education.

The score range, stanine grade and interpretation of the score are given in the following table no. 3.3

Table 3.3: Score Range, Stanine Grade and Interpretation of Attitude Scale towards Sex Education

Sl. No	Score Range	Stanine Grade	Interpretation
1	Above 129	9	Very High Attitude towards Sex Education
	120-129		
2	110-119	8	High Attitude towards Sex Education
	100-109	7	
3	90-99	6	Moderate Attitude towards Sex Education
	80-89	5	
	70-79	4	
4	60-69	3	Low Attitude towards Sex Education
	50-59	2	
5	40-49	1	Very low Attitude towards Sex Education
	Below 40		

In order to find out the attitude of students and teachers towards sex education, an attitude scale towards sex education, developed by Dr. Usha Mishra (2008) was given to them and all the respondents were categorized into three groups in accordance with the norms of the scale.

3.4.0 ADMINISTRATION OF TOOLS AND PROCEDURE OF DATA COLLECTION

The Attitude Scale which consists of 32 statements was personally administered to all 200 students and 60 teachers' respondents by visiting schools in Champhai district. The purposes of the study as well as instructions for ticking the responses of their choice were clearly explained to them. The respondents were also told that there is no right or wrong response. They were given adequate time to ponder over all the statements to ensure a truthful response from them. They were assured that their responses shall be kept strictly confidential, and shall be used only for research purpose. While collecting back the filled in responses from the respondents, it was ensured that all questions and statements were responded and that the required personal information was provided by them.

3.5.0 TABULATION OF DATA

The data collected from the 260 students and teachers were scrutinized, classified and scored according to standard procedure. After scoring the responses of attitude scale, they were tabulated. Each respondent was assigned a serial number in order of the variable being studied. The scores were then entered in the tabulation

sheet in Excel and were subject to statistical treatment by employing the following statistical techniques for the analysis.

3.6.0 STATISTICAL TECHNIQUES FOR ANALYSIS OF DATA

Keeping in view the nature of the data and objectives of the study, the investigator employed the following statistical techniques for analyzing the data:

- 1. Descriptive Statistics Measures:** Measures of Central tendency, Percentages and Stanine were employed to find out the nature of score distribution as well as for the purpose of categorizing the respondents into different groups.
- 2. Test of significance for mean difference:** The difference between the mean scores of the groups based upon the variable such as attitude and gender were tested for significance by applying the t-test.

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

Data analysis and interpretation of the data are most crucial and essential supporting pillars of any research work. The present chapter deals with results, interpretations and discussions based upon different objectives and hypotheses of the current research. This chapter unfolds itself according to objectives of the study and the null hypotheses were framed in consistent with objectives. This chapter gives the systematic account of the analysis and interpretation of the data to arrive at certain conclusions. As mentioned in chapter 1, the objective of the present study includes finding out the attitude of students and teachers towards sex education with respect to their gender at the secondary school level in Champhai district.

Statistical Analysis of Data

The data for the present study were collected from the sample by administering a questionnaire developed by Dr. Usha Mishra (2008). The responses obtained from the subjects were classified, tabulated and analyzed. The analysis of the data was carried out with the help of appropriate statistical techniques, and the findings were also interpreted keeping in mind the objectives of the study.

Hypotheses Testing

All null hypotheses have been tested at 0.05 level of significance. The results have been reported, interpreted and discussed in this chapter according to the objectives of the study, under the following headings:

4.1.0 OBJECTIVE 1: To study the attitude of all secondary school students and teachers toward sex education.

In order to find out the attitude of students and teachers towards sex education, an attitude scale towards sex education was given to them and all the respondents were categorized in groups in accordance with the norms of the scale.

The following table no. 4.1 shows the number and percentages of all respondents' attitude towards sex education.

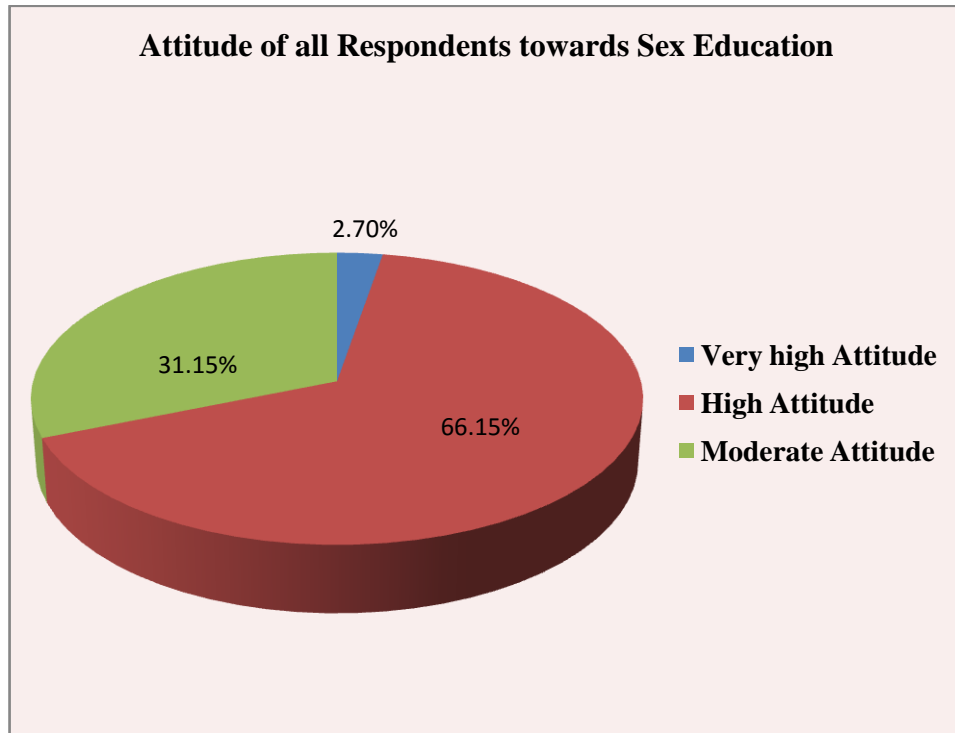
Table No. 4.1: Attitude of all Respondents towards Sex Education

Respondents	Very high Attitude	%	High Attitude	%	Moderate Attitude	%
All Sample (260)	7	2.70%	172	66.15%	81	31.15%

The above table shows that out of total 260 respondents, 2.70% showed very high attitude, 66.15% showed high attitude and the rest 31.15% showed moderate attitude towards sex education at the secondary school level. This implies that the majority of the respondents have positive attitude towards sex education, therefore, we can conclude that the attitude of teachers and students in Champhai district towards sex education at the secondary school level is mostly positive.

The following Figure 1 shows the diagrammatic representation of all respondents attitude towards sex education in percentage.

Figure 1: Diagrammatic representation of all respondents attitude towards sex education in percentage.



4.2.0 OBJECTIVE 2: To compare the attitude of all secondary school students and teachers with special reference to their gender.

Result and discussion are being presented as per framed null hypothesis in conjunction with this objective.

Hypothesis no. 2 (H02) states that there is no significant difference in the attitude of the secondary school students and teachers toward sex education with reference to their gender.

The following table no. 4.2 shows the number and percentages of all male and female respondents' attitude towards sex education.

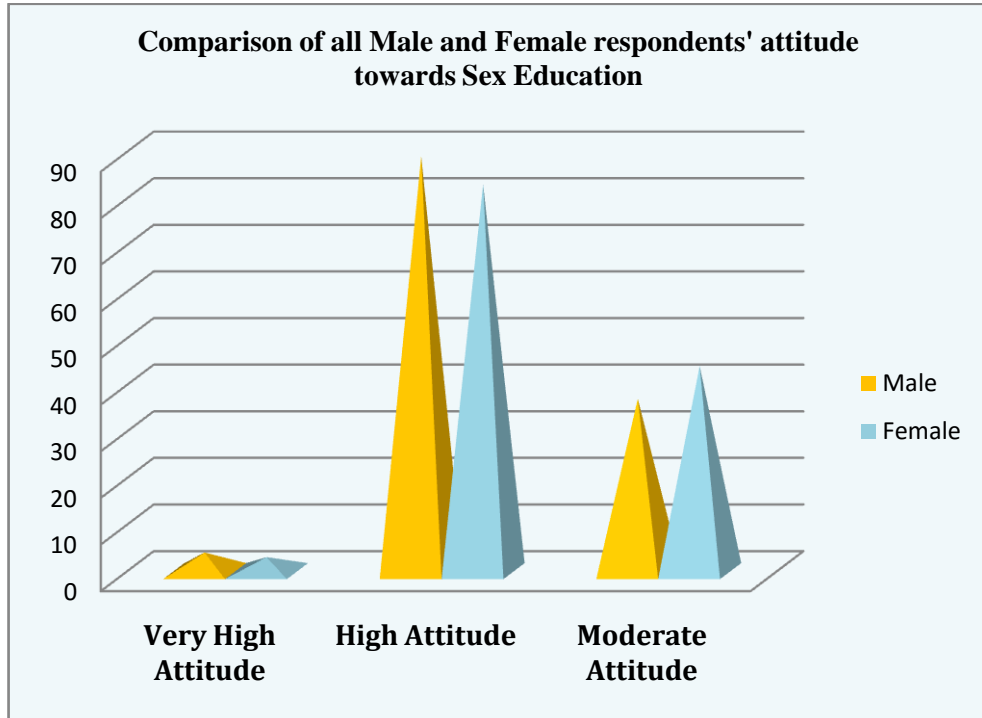
**Table 4.2: Attitude of all Male and Female respondents towards
Sex Education**

Respondents	Very high Attitude	%	High Attitude	%	Moderate Attitude	%
Male (130)	4	3.07%	89	68.46%	37	28.46%
Female (130)	3	2.3%	83	63.84%	44	33.84%

As per Table 4.2, it reveals that out of total 130 male respondents, 3.07% have very high attitude towards sex education, 68.46% have high attitude and 28.46% have moderate attitude towards sex education at the secondary school level. Among the female respondents, 2.3% have very high attitude, 63.84% have high attitude and 33.84% have moderate attitude towards sex education at the secondary school level. If both genders are compared in terms of their attitude towards sex education, then males exhibited more positive attitude towards sex education than that of the female counterparts.

The following Figure 2 shows the diagrammatic comparison of all male and female respondents attitude towards sex education.

Figure 2: Diagrammatic comparison of all male and female respondents' attitude towards sex education.



The attitude of students and teachers towards sex education was compared. For this, the mean and standard deviation of the scores were obtained. The mean differences were tested by applying 't' test and the details are presented in the following table no. 4.3.

Table 4.3: Gender wise comparison of all Students and Teachers attitude towards Sex Educations

Category	Number	Mean	S.D	Mean Diff	Standard Error of the mean	t-value	
Male	130	103.738	9.4717	1.51	1.07	1.41	NS
Female	130	102.223	7.7622				

Not significant.

The following analysis is derived from the comparative statistics.

A perusal of the result vide Table no. 4.3 reveals that the calculated 't' value is less than the criterion 't' value, therefore, the null hypothesis (H02) which assumes there is no significant difference in the attitude of the secondary school students and teachers toward sex education with reference to their gender is accepted. So, it can be concluded that there is no significant gender difference between the male and female respondents towards sex education among the secondary school students and teachers of Champhai district.

4.3.0 OBJECTIVE 3: To study the attitude of secondary school students toward sex education.

The following table no. 4.4 shows the number and percentage of all student respondents' attitude towards sex education.

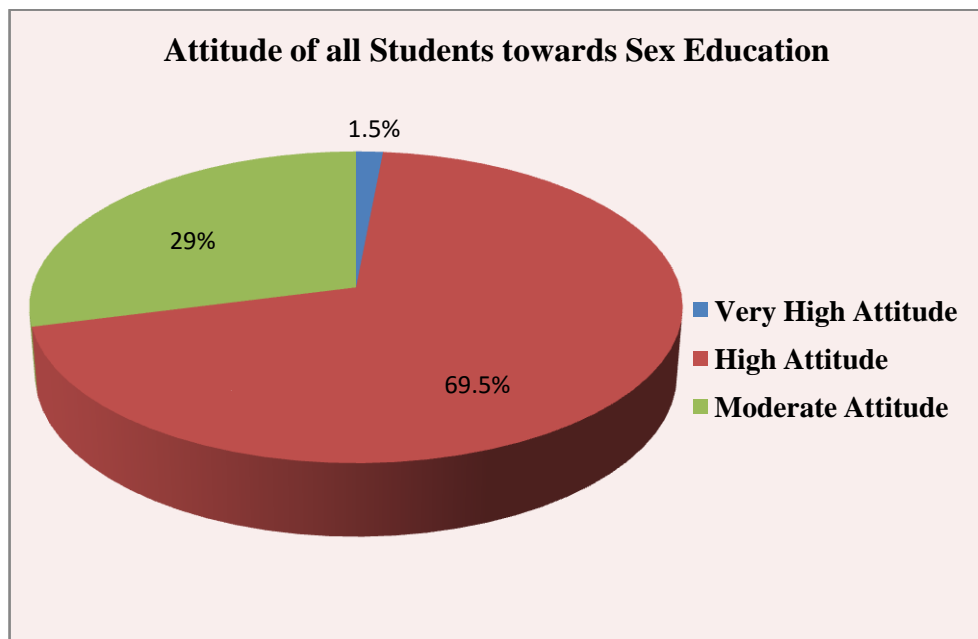
Table 4.4: Attitude of all Students towards Sex Education

Student Respondents	Very high Attitude	%	High Attitude	%	Moderate Attitude	%
All Samples (200)	3	1.5%	139	69.5%	58	29%

Table 4.4 reveals that among all the student respondents, 1.5% shows very high attitude, 69.5% shows high attitude and 29% shows moderate attitude towards sex education. Therefore, it can be concluded that the attitude of all student respondents' towards sex education at the secondary school level is mostly positive in Champhai district.

The following Figure 3 shows the diagrammatic representation of all students' respondent attitude towards sex education in percentage.

Figure 3: Diagrammatic representation of all students' attitude towards sex education



4.4.0 OBJECTIVE 4: To compare the attitude of the secondary school male and female students toward sex education.

Result and discussion are being presented as per framed null hypothesis in conjunction with this objective.

Hypothesis no. 4 (H04) states that there is no significant difference in the attitude of the secondary school male and female students towards sex education.

The following table no. 4.5 shows the number and percentages of all male and female respondents' attitude towards sex education.

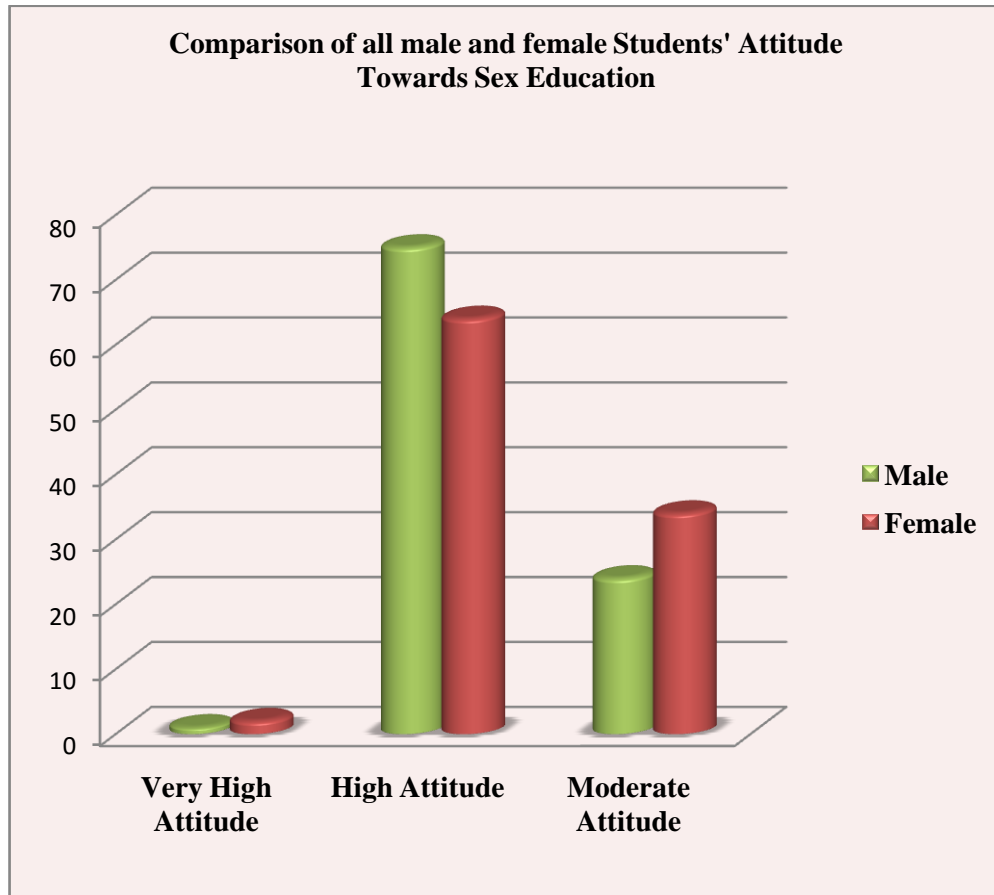
Table 4.5: Attitude of all Students towards Sex Education

Students	Very high Attitude	%	High Attitude	%	Moderate Attitude	%
Male Students (100)	1	1%	75	75%	24	24%
Female Students (100)	2	2%	64	64%	34	34%

Table 4.5 highlights the male and female student's attitude towards sex education which shows that among 100 male students 1% have very high attitude, 75% have high attitude and 24% have moderate attitude towards sex education whereas among 100 female students, 2% have very high attitude, 64% have high attitude and the rest 34% have moderate attitude towards sex education at the secondary school level in Champhai district. This indicates that majority of the student respondents have high attitude towards sex education. However, comparison of their attitude reveals that male students have higher attitude toward sex education than that of their female counterparts.

The following Figure 4 shows the diagrammatic comparison of all male and female secondary school students' attitude towards sex education.

Figure 4: Diagrammatic comparison of all male and female secondary school students' attitude towards sex education



The attitude of all male and female secondary students towards sex education was compared. For this, the mean and standard deviation of the scores were obtained. The mean differences were tested by applying 't' test and the details are presented in the following table no. 4.6 showing the comparison in the attitude towards sex education showing t-value between all male and all female secondary school students' towards sex education.

**Table 4.6: Gender wise Comparison of Secondary School Students’
attitude towards Sex Education**

Category	Number	Mean	S.D	Mean Diff	Standard Error Diff	t-value	NS
Male	100	103.53	8.47033	1.43	1.1327	1.2624	
Female	100	102.1	7.52034				

Not Significant

The following analysis is derived from the comparative statistic.

A look at the result vide Table 4.6 reveals that the ‘t’ value for the significance of difference male and female students towards sex education at the secondary school level is 1.2624, whereas the required ‘t’ value with $df=198$, to declare the difference as significant is 1.97 at 0.05 level of confidence. Since the calculated ‘t’ value is lower than the criterion ‘t’ value, it can be concluded that there is no significant difference in the attitude of the secondary school male and female students towards sex education. Therefore, the null hypothesis (H_0) which assumes that there is no significant gender difference in the attitude of students towards sex education is accepted. However a comparison of their mean score shows that this difference is in favour of male students.

This indicates that although the finding is not significant the male students have higher mean score in their attitude than their female counterparts towards sex education at the secondary school level in Champhai district.

4.5.0 OBJECTIVE 5: To study the attitude of secondary school teachers toward sex education.

The following table no. 4.7 shows the number and percentages of all teacher respondents' attitude towards sex education.

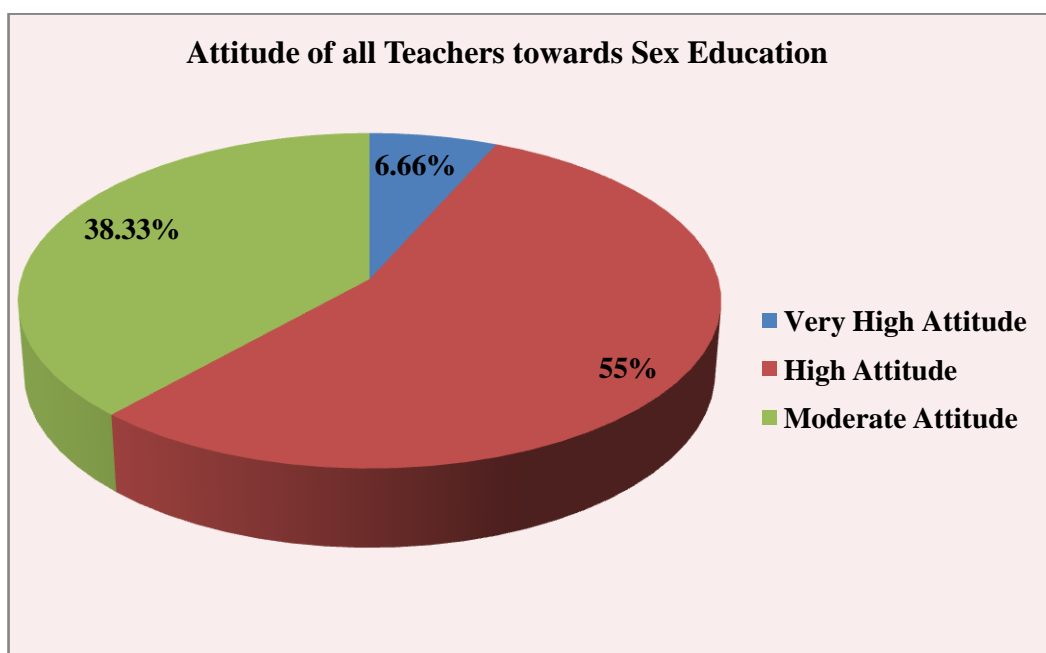
Table 4.7: Attitude of all Teachers towards Sex Education

Teachers Respondents	Very high Attitude	%	High Attitude	%	Moderate Attitude	%
All Samples (60)	4	6.66%	33	55%	23	38.33%

A glance at the Table 4.7 reveals that out of 60 teachers 6.66% have very high attitude towards sex education, 55% have high attitude and 38.33% have moderate attitude towards sex education at the secondary school level in Champhai district.

The following Figure 3 shows the diagrammatic representation of all teacher respondents' attitude towards sex education in percentage.

Figure 5: Diagrammatic representation of all teachers' attitude towards sex education



4.6.0 OBJECTIVE 6: To compare the attitude of the secondary school male and female teachers towards sex education.

Result and discussion are being presented as per framed null hypothesis in conjunction with this objective.

Hypothesis no. 6 (H06) states that there is no significant difference in the attitude of the secondary school male and female respondents toward sex education.

The following table no. 4.8 shows the number and percentages of all male and female teachers' attitude towards sex education.

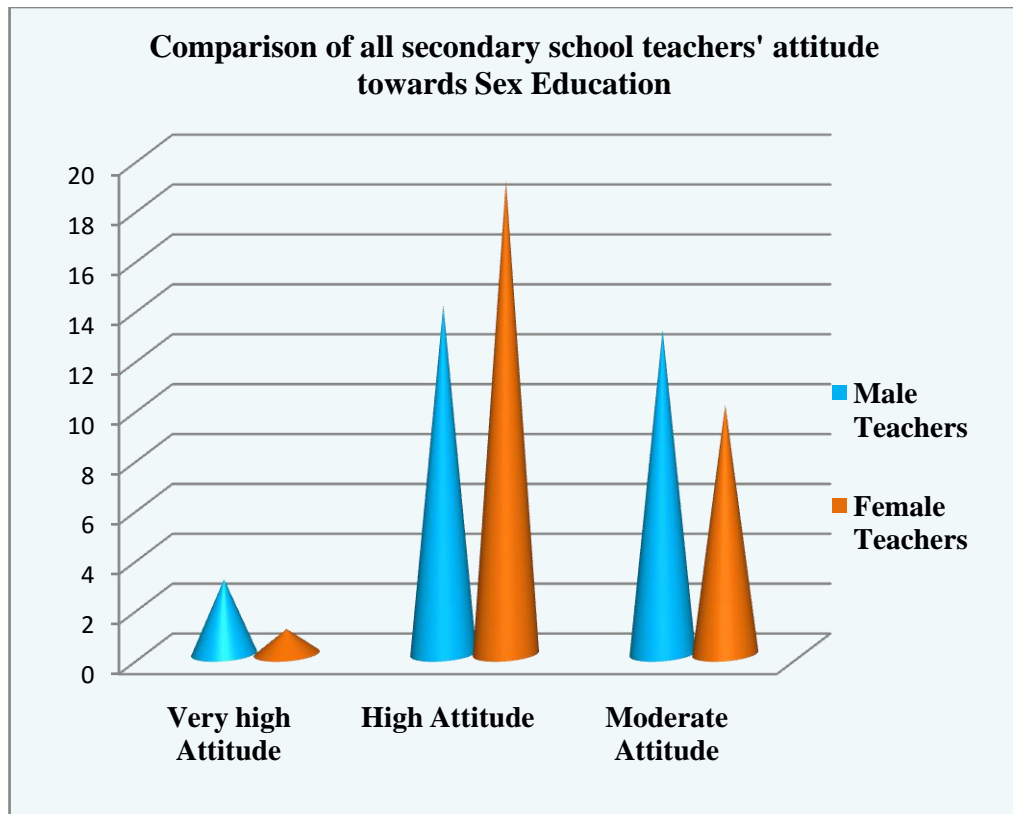
Table 4.8: Table showing Attitude of all Teachers' towards Sex Education

Teachers Respondents	Very high Attitude	%	High Attitude	%	Moderate Attitude	%
Male teachers(30)	3	10%	14	46.66%	13	43.33%
Female teachers(30)	1	3.33%	19	63.33%	10	33.33%

Table 4.8 highlights the attitude of male and female teachers towards sex education. Out of the 30 male teacher respondents, 10% have very high attitude, 44% have high attitude and the rest 43% have moderate attitude towards sex education whereas out of 30 female teachers, 3.33% have very high attitude, 63.33% have high attitude and 33.33% have moderate attitude towards sex education at the secondary school level. This indicates that the general trends of attitude towards sex education among the teachers are mainly positive with high index value.

The following Figure 6 shows the diagrammatic comparison of all secondary school teachers' attitude towards sex education

Figure 6: Diagrammatic comparison of all secondary school teachers' attitude towards sex education



The attitude of male and female teachers towards sex education was compared by obtaining the score of the mean and standard deviation. The mean differences were tested using 't' test and the details are shown in the following table no. 4.9. This table presents the comparison of the attitude of all male and all female secondary school teachers towards sex education showing t-value between

Table 4.9: Gender wise Comparison of Secondary School Teachers' attitude towards Sex Education

Category	Number	Mean	S.D	Mean Diff	Standard Error Diff	t-value	
Male	30	104.43	12.38933	1.8	2.75813	0.652	NS
Female	30	102.63	8.64424				

Not Significant

The following analysis is derived from the comparative statistic.

Table 4.9 reveals that the 't' the calculated 't' value is lesser than the criterion 't' value, it can be concluded that there is no significant difference between the male and female teachers in Champhai district with regard to their attitude towards sex education at the secondary school level. Therefore, the null hypothesis (H06) that assumes that there is no significant gender difference in the attitude of male and female teachers towards sex education at the secondary school level in Champhai district is accepted.

CHAPTER-V

MAJOR FINDINGS, DISCUSSIONS, RECOMMENDATIONS, SUGGESTIONS FOR FURTHER RESEARCH AND SUMMARY

The present chapter is composed of the major findings, discussions, recommendations, suggestions for further research and summary.

5.1.0 MAJOR FINDINGS

The following are the major findings of the present study:

5.1.1 Nature and direction of Attitude

(a) *Overall Attitude of the Respondents towards Sex Education*

- (i) Majority of respondents have positive attitude.
- (ii) There are more male respondents with positive attitude than the females. Majority of the male respondents have positive attitude whereas majority of the female respondents have moderate attitude towards sex education.

(b) *Attitude of student's Respondents towards Sex Education*

- (i) Majority of student's respondents have positive attitude towards sex education.
- (ii) Both male and female student's respondents have positive attitude towards sex education.

(c) *Attitude of the teacher respondents towards Sex Education.*

- (i) Majority of teacher respondents have positive attitude towards sex education.
- (ii) Both male and female teacher respondents have positive attitude towards sex education.

5.1.2 Significance of Difference in Attitude towards Sex Education

In Relation to Gender

- (i) There exist no significant differences between the male and female respondents with regard to their attitude towards sex education.
- (ii) There exists no significant difference between the male and female teachers with regard to their attitude towards sex education.
- (iii) There exists no significant difference between male and female students with regard to their attitude towards sex education.

5.2.0 DISCUSSION ON THE FINDINGS OF THE PRESENT STUDY

5.2.1 Discussion on the findings in Relation to nature and direction of Attitude towards Sex Education

(i) *Among All Respondents.*

The findings of the present study reveals that majority of all respondents have positive attitude towards sex education.

Discussion: This finding is also supported by other findings conducted by Fentahun et al. (2012) who also found that majority of all respondents (parents, teachers and students) have positive attitude towards inclusion of sexuality education in the school starting from primary level. Findings of Bordhan (2014) also concluded that greater number among all respondents (adolescents, parents and teachers) held a positive attitude towards sex education in general.

The finding in the present study reveals that majority of the respondents have positive attitude than negative attitude towards sex education which indicates that Champhai community in general are quite responsive and open minded in matters related to sex education. Champhai district being the third largest district in Mizoram have progressive development in education and socio-economic status and with increase in cultural and social influence by westerners. These factors could be the underlying result of their overall positive attitude towards sex education.

(ii) *Among all students*

The present finding reveal that majority of students' respondents have positive attitude towards sex education.

Discussion: Several other research findings also support this finding. Monday et al. (2018) who also found that majority of the respondents (male and female adolescence) attitude towards sex education was mostly positive attitude. Biswas & Samanta (2013) also found that students have a high attitude towards the addition of lifestyle education in the curriculum of secondary school. The study also revealed that there were no significant differences between secondary school male and female students in their attitude towards the addition of lifestyle education in the secondary school curriculum.

Students in this generation perceive sexual related matters at an early age. The age of a student is a time of intense curiosity and consciousness. In the present study it has been observed that many students of Champhai district like any other students approach adulthood with inadequate information and awareness about

sexuality and gender. Hence, the necessity to access the right information and guidance towards sex education is strongly felt by the Students themselves. Due to this factor, perhaps majority of students' respondents have positive towards sexuality education and feel it is time to introduce sex education in the schools.

(iii) *Among all teachers*

The present findings uncover that greater number of teacher respondents have positive attitude towards sex education.

Discussion: Many other research findings are in line with the present findings. Reddy & Babaiah (2015) also found that teachers have a positive attitude in general and are enthusiastic about initiating the study of sexuality education in the secondary school curriculum. Nagpal & Fernandes (2015) also observed that majority of all respondents i.e. parents have high and positive attitude towards sex education with no gender variation. Ogbuinya et al. (2018) conclude that majority of respondents possess positive attitude towards sex education and the need for intervention in all secondary schools by the government.

In Mizoram, the teachers are considered responsible in imparting sex education; therefore, teachers at the secondary schools are mostly well informed about the essence of sex education and its importance for the adolescent students. Most teachers recognize the importance and urgency to educate the students in sexuality related matters, therefore it is without doubt that the present study reveals that majority of teachers in Champhai district have positive attitude toward sex education.

5.2.2 Discussion on findings with regard to Significance of differences in Attitude towards Sex education.

With respect to Gender:

The current finding indicates that among all male and female teachers' respondents and male and female student respondents, no significant gender difference is found in the attitude towards sex education.

Discussion: This finding is in accordance with other findings such as Biswas & Samanta (2013) who revealed that there was no significant difference between secondary school male and female students in their attitude towards the addition of lifestyle education in the secondary school curriculum. Kumar (2017) also found that there was no significant difference between the genders of the respondent's attitude towards sex education. Contradictory to the present findings, Lalnunfeli & Malsawmi (2015) found that female teacher trainees had a higher attitude towards introduction of sex education at the school level education in comparison with male teacher trainees which opposes present study. Findings of Joshi & Beura (2016) indicated that both male and female showed different attitude towards sex education. reveals that Sunder (2018) also opposes the present finding and found that females and males have different opinions about imparting sex education to children.

Mizo communities in general are open minded and receptive in matters related to sex education. Even though the social set up of Mizo society was based on a patriarchal social set up, modern society encourage gender equality and there exist minimal gender discrimination within the society as compared with other society of the country. This may be due to progress in social development and increasing

literacy rate in the state which results in lesser distinction between male and female in the aspects of social structure. Consequently, this could be the reasons why there exist no gender difference in the attitude of male and female teachers respondents and male and female student respondents towards sex education in Champhai district.

5.2.3 Discussion on the findings in Relation to the objectives of the study

This section presents objective wise summary of findings derived after analysis and interpretation of data.

(i) Findings related to objective 1

Out of total 260 respondents, 2.70% have very high attitude, 66.15% have high attitude and the rest 31.15% have moderate attitude towards sex education at the secondary school level. This indicates that majority all respondents have positive attitude towards sex education.

Discussion: This finding is also supported by Moore (2012) who also found that the attitude of youths towards sex education was very high and the attitude of both male and female youths was similar towards sex education. Kumar (2017) also found that a greater number of the respondents (52%) have a great and positive attitude towards sex education.

(ii) Findings related to major objective 2

Out of 130 male respondents, 3.07% showed very high attitude towards sex education, 68.46% showed high attitude and 28.46% showed moderate attitude towards sex education. Whereas among the female respondents, 2.3% exhibited very

high attitude, 63.84% exhibited high attitude and 33.84% exhibited moderate attitude towards sex education at the secondary school level.

Discussion: Toor (2012) also have the similar findings which revealed that the attitude of boys towards sex education was significantly more favourable as compared to girls; male teachers had a significantly more favourable attitude towards sex education in comparison to female teachers. Bordhan's (2014) findings showed that attitude of male adolescents is more positive than female adolescents supported the findings of present study.

(iii) *Findings related to major objective 3*

Among all the student respondents, 1.5% showed very high attitude, 69.5% showed high attitude and 29% showed moderate attitude towards sex education at secondary school level in Champhai district.

Discussion: Similar to the findings of this objective, Kumar & Mittal (2015) in their study of attitude towards sex education of college-going students concerning their home environment found that rural female and male college students, as well as urban male students, demonstrated high attitude towards sex education while urban female students exhibited very high attitude towards sex education. In both the studies majority of students exhibited high attitude towards sex education.

(iv) *Findings related to major objective 4*

Among male students 1% showed very high attitude, 75% showed high attitude and 24% showed moderate attitude towards sex education whereas among their female counterparts, 2% showed very high attitude, 64% showed high attitude and the rest 34% showed moderate attitude towards sex education at the secondary school level in Champhai district.

Discussion: Contradictory to the present findings, Baliton (2012) found that boys and girls have different outlooks on the subject of sex and sexual relationships. On the conduct of sexual relationships, particularly on courtship, petting, pre-marital sex, and trial marriage or live in, it was established that Male and female have different reactions to this characteristic of sexual relationships.

(v) *Findings related to major objective 5*

Out of the 60 teacher respondents 6.66% showed very high attitude, 16.5% showed high attitude and 38.33% showed moderate attitude towards sex education at the secondary school level in Champhai district.

Discussion: Contradictory to the present findings, Nair et al. (2012) found that 40.9% of teachers and 65.2% of parents had not discussed issues concerning growth and development with their adolescents.

(vi) *Findings related to major objective 6*

Out of the 30 male teacher respondents, 10% showed very high attitude, 44% showed high attitude and the rest 43% showed moderate attitude towards sex education at the secondary school level whereas among their female teacher counterparts, 3.33% showed very high attitude, 63.33% showed high attitude and 33.33% showed moderate attitude towards sex education at the secondary school level in Champhai district.

Discussion: Findings of the study of Reddy & Babaiah (2015) support the findings of this objective. Male teachers showed more positive and more significant support in this matter. They also found that married male teachers showed more positive attitude than married female teachers. Contradictory to the present finding, findings of

Lalnunfeli & Malsawmi(2015) revealed that female teacher trainees had a higher attitude towards sex education in comparison with male teacher trainees.

5.3.0 RECOMMENDATIONS

- (i) Government should ensure the availability of sex educators or instructors for the students and should also be imparted as a separate school subject in curriculum.
- (ii) Concerned authority should introduce more comprehensive sex education content in the school syllabus starting from upper primary school level.
- (iii) Government should more vigorously organize sensitization and awareness programme to the students and teachers in form of seminar, symposia, conference and workshop etc. about the importance and needs of sex education.
- (iv) Sex education in Mizoram should focus on issues like HIV/AIDS education, sex abuse, pre-marital sex, etc. as these are areas where the incidence of it is most widespread among the Mizo society.

5.4.0 SUGGESTIONS FOR FURTHER RESEARCH

To encourage further research the investigator of the present study, has provided some interesting suggestions, which may act as clues for future researchers in selecting appropriate yet unexplored research areas. Building on the present study, further studies are suggested to be conducted:

- (i) Similar studies can be framed to see the attitude of stakeholders towards sex education from different districts of Mizoram because results of study in one district may not be generalized to other districts.
- (ii) A study can be administered to investigate the attitude of different stakeholders towards sex education at different levels of education.
- (iii) Attitude towards sex education tools should be employed in rural areas institutions to get acquainted about their opinions. Because social economic status and background knowledge of the students and teachers constitute significant difference in Rural and Urban areas.
- (iv) The present study could be extended to know about the perception of sex education on various disadvantaged groups, handicapped, the disabled, the gifted and the other exceptional groups.
- (v) Further research on larger samples can be taken to enhance the validity of findings of the study.
- (vi) A study of the attitude of students, teachers, parents and communities etc. towards sex education in all districts of Mizoram.
- (vii) A study on sex related problems faced by secondary school students in Champhai district must be carried out.
- (viii) A Study of Attitude towards sex education in secondary school, higher secondary school or college going students in relation to their home environment could be conducted.
- (ix) Parents' and community involvement in imparting sex education
- (x) A study of the knowledge and awareness about sex related problems among sexual workers, and public drivers in Mizoram.

- (xi) Contribution of department of education in collaboration with Mizoram State Aids Control Society (MSACS) towards sex education in Mizoram: An analytical study.

5.5.0 SUMMARY

Introduction

This study is mainly aimed at finding out the Attitude of secondary school students and teachers towards Sex Education in Champhai district in relation to their gender. The main reason for selecting this area is related to the fact that no such relationship study has been done in this area in Mizoram.

Attitude is an inclination or a tendency to behave in a specific and definite way to a particular situation. In simple term, it may be described as how one thinks or feel. It may be an opinion or an emotional reaction towards a specific behaviour of a person, an object, an idea, a thing, a place or even an event. It is a personal response to a person or object developed through experiences which can be characterized as a favourable one. Attitude can be defined and recognized as "a positive or negative position towards a situation, an object or an action". It is connected with the efficiency of instruction and may be defined as "positive or negative feelings about an object, human or subjects"

Attitude scales are the most commonly used technique for measuring attitudes which measure different characteristics about a thing or principle. These scales are means of measurement for finding out attitude and opinions of a person regarding various ideas, values, problems, persons or objects. These scales also reveal the reaction of a person towards particular things which could be assumed as the

outcome of his attitude. To measure the extent of a person favourable or unfavourable responses towards some objects, institutions, persons or ideas attitude scale are designed.

Sex is the biological need of human beings. It is a natural and fixed pattern of behaviour that gets maturity when connecting with the environment. The word 'Sex' is divided into two body structure such as Male and female, and represents myriads of emotions; additionally, sex denotes the mating of Male and female which led to pregnancy and childbirth. The word sex and sexuality are often misunderstood and interpreted inappropriately when talking about the act of sex and the physical structure and functions of the sex organs. Sex is thus an expression of man's deepest desire or urges that man's possessed to connect both emotionally, mentally and physically with his so-called partner to realize his individuality.

Need and importance of the study:

In Mizoram, despite the progress in education and development in socio-economic status, our society is still backward and incapable of comprehending the essence and importance of imparting sex education at homes and school levels. Consequently, the region of the study, i.e. Champhai district also continues to facade challenges sexual related problem such as early sexual entrance, teenage pregnancy, increased rates of sexually transmitted infections/ diseases like HIV/AIDS etc. and child and adolescent sexual abuse.

There is a dire need for imparting sex education in our society among the students, both male and female, even teachers and parents, particularly in Champhai town. Therefore, this study will intend to inculcate the importance of sexuality education programmes in High Schools. In view of all these considerations, the

researcher is interested in planning to a study on the Attitude of secondary school students and teachers towards Sex Education in Champhai district.

Statement of the problem:

The problem under investigation reads as “Attitude of Secondary School Students and Teachers towards Sex Education in Champhai District.”

Operational definitions of the terms:

The following are the operational definition of the term used:-

Attitude: In this study, an attitude refers to the way of feeling of Students and teachers towards sex education which is represented by the score obtained from the attitude scale towards developed by the investigator.

Student: In this study, student refers to a boy or girl studying in class IX and X of the secondary school in Champhai district.

Teacher: Teacher can be explained as a person whose occupation is teaching others, especially children. The term ‘Teacher’, in the present study, refers to the teachers of different secondary schools of Champhai district.

Sex Education: Sex education is education about all aspects of sexuality, including information about human reproductive system reproduction. And instruction on the physiology of the human reproductive system, sexual relationships, marriage, contraception, childbirth, sexually transmitted disease (STD), sexual abuse and emotional changes at puberty.

Champhai District: Champhai here refers to the third largest district in Mizoram, India.

Objectives of the study:

1. To study the attitude of all respondents of secondary school toward sex education.
2. To compare the attitude of all male and female respondents of secondary school toward sex education.
3. To study the attitude of secondary school students toward sex education.
4. To compare the attitude of the secondary school male and female students toward sex education.
5. To study the attitude of secondary school teachers toward sex education.
6. To compare the attitude of the secondary school male and female teachers towards sex education.

Hypotheses of the study:

In relation to objective no. 2, 4 & 6, the following hypotheses are formulated:

1. There is no significant difference in the attitude of the secondary school male and female respondents toward sex education.
2. There is no significant difference in the attitude of the secondary school male and female students towards sex education.
3. There is no significant difference in the attitude of the secondary school male and female teachers towards sex education.

Delimitation of the study

The study was delimited to Champhai town and only in Government secondary schools.

Methodology

The methodology and procedure followed by the investigator in the present study is discussed in the following manners

Method of study: The present study falls within the category of descriptive research with a composite characteristic of inter group comparison, as it involves survey and fact finding enquiry relating to attitudes of students and teachers towards sex education in Champhai district in relation to gender.

Population and Sample of the study: The population of the present study consisted of all Secondary school students and all Secondary school teachers of Champhai District, since the present study is concerned with the attitude of students and teachers towards sex education.

For the present study, the sample selected consists of 200 students and 60 teachers of secondary school from Champhai districts. The samples were selected following Stratified Random Sampling. Out of these 260 selected samples, there are 130 males, (100 from students and 30 from teachers) and 130 females (100 from students and 30 from teachers).

Tool used: In order to find out the attitude of students and teachers towards sex education, the investigator used the standardized Attitude Scale towards Sex Education developed by Dr Usha Mishra. The scale consists of 32 items in which 16 items were positive and 16 items were negative. Norms of the scale are presented in the form of Stanine grade.

Norms and interpretation of attitude scale

Interpretation of Attitude towards sex education was done as per the norms of the manual booklet. Norms for interpreting the raw scores are prepared with the help of stanine grade. Accordingly, stanine 1 indicated very low attitude towards Sex Education 2 and 3 indicated low attitude towards sex education 4, 5, and 6 indicated moderate attitude towards sex education, stanine 7 and 8 indicated high attitude towards sex education, and stanine 9 indicated very high attitude towards sex education. The score range, stanine grade and interpretation of the score are given in the following table:

Score Range, Stanine Grade and Interpretation of Attitude Scale

Sl. No	Score Range	Stanine Grade	Interpretation
1	Above 129	9	Very High Attitude towards Sex Education
	120-129		
2	110-119	8	High Attitude towards Sex Education
	100-109	7	
3	90-99	6	Moderate Attitude towards sex education
	80-89	5	
	70-79	4	
4	60-69	3	Low Attitude towards Sex Education
	50-59	2	
5	40-49	1	Very low Attitude towards Sex Education
	Below 40		

Administration of tools and procedure of data collection:

The investigator personally visits each Secondary School and administers the Attitude Scale to all 200 students and 60 teachers' respondents by visiting schools in Champhai District. The researcher explains clearly the purpose of the visit and rapport was established to clear about the test. They were told that the result would be kept confidential. The investigators read out the instructions written in the test booklet and the students are requested to respond all the questions in the attitude toward sex education scale. After that, the investigator collected all the questionnaires for analysis. The scores of the test were calculated and tabulated.

Statistical techniques for analysis of data

Descriptive statistics such as Measures of Central tendency, Percentages and stanine were employed to find out the nature of score distribution. The difference between the mean scores of the groups based upon the variable such as Attitude and gender were tested for significance by applying the t-test.

Discussion and conclusion:

The finding in the present study reveals that majority of the respondents have positive attitude than negative attitude towards sex education which indicates that Champhai community in general are quite responsive and open minded in matters related to sex education. Champhai district being the third largest district in Mizoram has progressive development in education and socio-economic status and also rise in cultural and social influences by westerners. These factors could be the underlying result of their overall positive attitude towards Sex Education. The present finding

reveal that majority of students' respondents have positive attitude towards sex education. Students in this generation perceive sexual related matters at an early age. Since sexual development reaches its peak during adolescence, the age of a student is a time of intense curiosity and consciousness. In the present study it has been observed that many students in Champhai district like any other students approach adulthood with conflicting and confusing messages about sexuality and gender. The present findings uncover that greater number of teacher respondents have positive attitude towards sex education.

In Mizoram, it is mostly the teachers who take responsibility in imparting sex education; therefore, teachers at the secondary schools are mostly well informed about the true characteristics of sex education and its importance for the adolescent students. They could easily comprehend that sex education would prevent unwanted pregnancies, enhance healthy relationship between opposite sex, and prevent transmission of HIV and other sexually transmitted infections which is still prevalent and rising in Champhai town. Most teachers recognize the importance and urgency to educate their students on sexuality related issues and basic processes of human reproduction, therefore as anticipated the present study has also found that majority of teachers in Champhai district have positive attitude toward sex education.

APPENDIX – I

ATTITUDE SCALE TOWARDS SEX EDUCATION



T.M. Regd No 564848

Copyright Regd No A – 73256/2005 Dt. 13. 5. 05

Dr. (Smt.) Usha Mishra (Allahabad)

Consumable Booklet Of

A S T S E
(English Version)

Please fill up the following details-

Name _____

Education _____

Designation _____

INSTRUCTIONS

In the present profprma, some statements related to sex education are given. Five alternative responses : (**Strongly Agree, Agree, Indefinite, Disagree, and Strongly Disagree**) are given in front of each statement to know your opinion about sex education. You are requested to read each statement carefully and decide how far do you agree or disagree with the statement. You are further requested to put a right mark () against the relevant alternative to record your responses. The responses given given by you would be kept confidential.

SCORING TABLE

Obtained Total Score	=	Pages (2 + 3 + 4) = ()
Stanine grade	=	
Interpretation	=	

BIBLIOGRAPHY

- Action Health Inc. (2003). Comprehensive sexuality education, trainers' resource manual: *Lagos: Action Health Incorporated, Nigeria*. 1-8 Retrieved from https://hivhealthclearinghouse.unesco.org/sites/default/files/resources/bie_comprehensive_sexuality_education.pdf
- Adebayo, A.S., & Exilder, C.C. (2014). Attitudes of stakeholders towards the inclusion and teaching of sexuality education in Ndola urban secondary schools of Copperbelt Province, Zambia. *European Scientific*, 10(4), 412-424. Retrieved from <https://eujournal.org/index.php/esj/article/view/2705>
- Adiaha, M. S., Abolarin, E.E., Johnson, B. K., Ndifon, M. A., Anabe, M.I., David U. Ocheje, D.U. & Auwalu, S. (2018). The state of adolescent student attitude towards sex/sexuality education in today's contemporary society. *WSN, World Scientific News*, 101, 205-216 Retrieved from <http://www.worldscientificnews.com/wp-content/uploads/2018/04/WSN-101-2018-205-216-1.pdf>
- Akpama. (2013). Parental Perception of the Teaching of sex education to adolescent in secondary school in cross river state, Nigeria. *Journal of research & method in education*, 1(3), 31-36. Retrieved from: <http://www.iosrjournals.org/iosr-jrme/papers/Vol-1%20Issue-3/E0133136.pdf?id=1674>

- AlJoharah M., Maha A., & Hafsa R. M. (2012). Knowledge, attitudes, and resources of sex education among female adolescents in public and private schools in Central Saudi Arabia. *Saudi Med J*, 33(9), 1001-1009. Retrieved from: <https://www.researchgate.net/publication/236183735>
- Allport, G.W. (1935). 'Attitudes' in a handbook of social psychology, ed. C. Murchison. Worcester, MA: Clark university press, 789-844. Retrieved from: <https://www.scribd.com/document/333120405/>
- Anastasi, A. (1976). Psychological Testing. 4th Edition. New York: MacMillan Publishing Co, Inc. *The British Journal of Psychiatry* October 129 (4):33-394 Retrieved from: <https://doi.org/10.1192/S000712500028793X>
- Annual publication of (2017-2018). of Directorate of school education, Mizoram. Retrieved from: <https://schooleducation.mizoram.gov.in/page/annual-publications>
- Arul, M. J., & Misra, S. B. (1977). Measurement of Attitudes. Indian Institute of Management Ahmedabad, *Research and Publication Department*, Retrieved from: http://vslir.iima.ac.in:8080/jspui/bitstream/11718/1288/1/WP%201977_158.pdf
- Asthana, B. (2009). *Measurement & Evaluation in Psychology and Education*. Aggarwal Publications. 406- 420
- Attitude: Definition, Nature & Characteristics (2019). – Retrieved from: <https://iedunote.com/attitude-definition-characteristics-types>

- Baliton, F.C (2012). Attitudes of high school students towards sex: Implication to sex education and guidance. *Philippine Association of Institutions for Research Inc.* 7(1), Retrieved from <https://doi.org/10.7719/jpair.v7i1.157>
- Barrett, L.F. (2017). The theory of constructed emotion: an active inference account of interception and categorization. *Social Cognitive and Affective Neuroscience*, 12(1), 1-23. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5390700/>
- Biswas, S.K. & Samanta, T.K. (2013). Student's attitude towards the inclusion of lifestyle education in the secondary school curriculum. *Journal of Education*, Journal of Education ISSN 2320-9305 1(2): 2-5. Retrieved from <https://www.scribd.com/document/151058127/>
- Boraiah, J. & Yeliyur, S. (2013). Comprehensive and age appropriate sexuality education: the need to address sexuality in schools. *International Monthly Referred Journal of Research in Management & Technology*, 2, 154-166. Retrieved from: <https://www.abhinavjournal.com/images/Management & Technology/Mar13/20.pdf>
- Bordhan, S. (2014). A study of the attitude of teachers, parents and adolescents towards sex education. *International Journal of Education and Psychological Research*, 3 (3): 29-34. Retrieved from: <http://ijepr.org/volume.php?v=3&i=3>
- Chen, M., Liao, Y., Liu, J., Fang, W., Hong, N., Ye, X., JLi, J., Tang, Q., Pan, W., &Liao, W. (2016). Comparison of sexual knowledge, attitude, and behavior between female Chinese college students from urban areas and

rural areas: A hidden challenge for hiv/aids control in china. *Hindawi publishing corporation bio med research international*, 1-10 Retrieved from <https://www.hindawi.com/journals/bmri/2016/8175921/>

Chinte, L. T., Kendre, V.V. & Godale L. B. (2014). Knowledge and attitude of school going adolescent girls towards hiv and stds. *International Journal of Recent Trends in Science And Technology*, 10 (3): 409-411. Retrieved from: https://statperson.com/Journal/ScienceAndTechnology/Article/Volume10Issue3/10_3_1.pdf

Collins, L. (2008). *A model middle school sex Education programme*. Retrieved on 17 March 2018 from <http://economics.txstate.edu/arp/285>.

Breuner, C.C. & Mattson, G. (2016). Sexuality education for children and adolescents. *The American academy of pediatrics clinical report*, 138 (2), 2nd August, 2016. 1-13. Retrieved from: <https://pediatrics.aappublications.org/content/pediatrics/138/2/e20161348.full.pdf>

Dubos, R. (1968). *Human Nature. So Human an animal*. Chapter III. Retrieved from: <https://www.popline.org/node/367473>

Eko, J.E., Osuchukwu, N.C., Osonwa, O.K., & Offiong, D.A. (2013). Perception of students' teachers' and parents' towards sexuality education in Calabar south local government area of cross river state, Nigeria. *Journal of Sociological Research*, 4(2): 225-240. Retrieved from: <https://pdfs.semanticscholar.org/a61a/0f3d4a5d1bea7e1b387de86dc7cd2254cf0b.pdf>

- Fentahun, N., Assefa, T., Alemseged, F., & Ambaw, F. (2012). Parents' perception, students' and teachers' attitude towards school sex education. *Ethiopian Journal of Health Science*, 22(2), 99–106. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3407832/>
- Freeman, F. (1976). *An Introduction to Statistical methods in the Behavioural Sciences* Fifth Indian, Reprint (F). Oxford & IBA Publishing Co.
- Gallagher, J. & Gallagher, A. (1996). *A Young Women's Guide To Teenage Sexuality*. New York: Harper Collins.
- Hamza, A., Mishra, S., Reddy, D. & Janardhana. (2014) Knowledge, attitude and behaviour on adolescence sexuality among post graduate social work students. A gender-based analysis. *International Journal of Research and Scientific Innovation*, 1(4), 28-33 Retrieved from www.rsisinternational.org/IJRSI.html/
- Igbaji Chinwendu B.Y (2014). Project topic-attitude of students and parents towards the teaching of sex education in secondary schools in Ezza North Local Government area of Ebonyi state. Retrieved on 17 September, 2018 from <https://www.projectwriters.ng/attitude-students-parents-towards-teaching-sex-education-secondary-schools-ezza-north-local-government-area-ebonyi-state/>
- Ime N. George, Nsiong A. Udoh (2014). Sex education and counseling: Insights from a survey of the influence of university students' attitudes toward sexually transmitted infections on their attitudes toward sex. *American Journal of Social Sciences*, 2(6), 115 - 119 Retrieved from <https://www.academia.edu/9729777/>

- IPPF. (2017). International Planned Parenthood Federation. Annual performance report. *International Planned Parenthood Federation*, 1-32. Retrieved from https://www.ippf.org/sites/default/files/2018-07/APR2017_WEB.pdf
- Joy, A. (2018). Sex Education among high school students- A need analysis. *International Journal of Social Sciences*, 4(1), 611-618. Retrieved from <https://grdspublishing.org/index.php/people/article/view/1308/1128>
- Kearney, C. A. (2008). School absenteeism and school refusal behavior in youth: A contemporary review. *Clinical Psychology Review*, 28(3), 451-471
Retrieved from <https://www.sciencedirect.com/science/article/pii/S027273580700133X>
- Krech, D., & Crutchfield, R.S. (1948). *Theory and Problems of Social Psychology*. New York: MacGrawHill.
- Kumar, P. & Mittal, A. (2015). A Study of Attitude towards Sex education of college going Students in relation to their home environment. *IJCRR, International Journal of Current Research and Review*, 7 (14), 7-20
Retrieved from http://www.ijcrr.com/uploads/666_pdf.pdf
- Kumar, R., Goyal, A., Singh, P. Bhardwaj, A., Mittal, A., Yadav, S.S.(2017). Knowledge attitude and perception of sex education among school going adolescents in Ambala district, Haryana, India: a cross-sectional study. *Journal of clinical and diagnostic research*, 11(3), 1-4 Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5427339/>
- Kumar, V. S. M. (2017). Attitude of school teachers towards sex education in Srirangam Taluka, Trichy district. *Special issue – Organized by*

Department of Social Work, Bishop Heber College, 7 (17), 93-97.

Retrieved from

<https://www.iiste.org/Journals/index.php/RHSS/article/view/38513/39597>

Lalnunfeli, D. (2015). *Attitude of students, teachers and community towards sex education at secondary school level in Mizoram*. Unpublished Ph.D, Mizoram University.

Lalnunfeli, D. & Malsawmi, H. (2015). Attitude towards introduction of sex education at the school level among IASE teacher trainees. *Mizoram Educational Journal*, 1(2), 37-45 Retrieved from <https://www.medufoundation.org/wp-content/uploads/2017/05/Vol-I-issue-2-June-2015-1.pdf>

Li, S., Chen, R., Cao, Y., Li, J., Zuo, D. & Mail, H.Y. (2013). Sexual knowledge, attitudes and practices of female undergraduate students in Wuhan, China: The only-child versus students with siblings. *Public Library of Science : PLOS ONE*, 8(9), 1-8. Retrieved from <https://journals.plos.org/plosone/article/file?id=10.1371/journal.pone.0073797&type=printable>

Kamuren, L. J., Kamara E., & Ntabo M. (2017). Perceptions of high school students on the need for sex education in secondary schools, Eldoret municipality, Kenya. *European Journal of Education Studies*, 3(1), 165-180 Retrieved from <https://oapub.org/edu/index.php/ejes/article/view/421/1130>

Madkour, A.S., Farhat, T., Tucker, C., Gabhainn, S. & Godeau, E. (2012). Parents' support and knowledge of their daughters' lives, and females' early sexual initiation in nine European countries. *Perspect Sex Report Health*,

44(3) 167–175 Retrieved from

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3751400/>

Majova, C.N. (2013). Secondary school learners' attitudes towards sex education.

Unpublished dissertation submitted to University of Zululand for the fulfillment of Master of Education. South Africa. Retrieved from

<https://www.researchgate.net/publication/46150377/>

Mamta Joshi, M & Beura, T. (2016), Study of attitude of adolescence towards sex

education in hilly Districts of Uttarakhand. *IJARET, International*

Journal of Advanced Research in Education & Technology, 3(1), 119-

120. Retrieved from

<http://ijaret.com/wpcontent/themes/felicity/issues/vol3issue1/mamta.pdf>

Mangal, S. K (2010) *Advanced Educational Psychology*, New Delhi: PHI Learning private Limited.

Mangal, S. K (2016) *Essentials of Educational Psychology*. New Delhi: PHI Learning private Limited.

Menzies N & Shastri S (2015) Adolescent attitudes towards sex: findings from a

focus group discussion with adolescents from Bangalore, India. *IJRSI*

International Journal of Recent Scientific Research, 6 (8), 5961-5964

Retrieved from <http://recentscientific.com/sites/default/files/3251.pdf>

Mishra, U. (2008). *Attitude Scale towards Sex Education*. Agra: National Psychological Corporation.

Mizoram State Aids Control Society. (MSACS). Annual Record. 2012-2013, Mizoram.

- Mkumbo, K.A. (2012). Teachers' attitudes towards and comfort about teaching school based sexuality education in urban and rural Tanzania. *Global Journal of Health Science*, 4(4), 149-158 Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4776935/>
- Mlyakado, B.P. (2013). Attitudes and views of teachers towards students' sexual relationship in secondary schools in Tanzania. *Academic Research International*, 4 (1), 232-241 Retrieved from [http://www.savap.org.pk/journals/ARInt./Vol.4\(1\)/2013\(4.1-24\).pdf](http://www.savap.org.pk/journals/ARInt./Vol.4(1)/2013(4.1-24).pdf)
- More, C.B. (2012). Study the attitude of youths towards sex education, *Indian Streams Research Journal*, 2 (7), Retrieved from <http://oldisrj.lbp.world/ViewPDF.aspx?ArticleID=1213>
- Mutha, A.S., Mutha, S.A., Baghel, J.P., Bhagat, S.B., Patil,R.J., Patel, S.B. & Watsa, M.C. (2014). A knowledge, attitudes and practices survey regarding sex, contraception and sexually transmitted diseases among Commerce College students in Mumbai. *Journal of Clinical and Diagnostic Research*, 8 (8), 14-18 Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/25302214>
- Nagpal A.N & Fernandes S.C (2015) Attitude of Parents towards Sex Education. *The International Journal of Indian Psychology*, 2(4), 39-43 Retrieved from <http://oaji.net/articles/2015/1170-1439725930.pdf>
- Nair, M.K., Leena, M.L., Paul, M.K., Pillai, H.V., Babu, G., Ruseell, P.S. & Thankachi, Y. (2012). Attitude of parents and teachers towards adolescent reproductive and sexual health education. *Indian journal of*

- Pediatrics*, 79(1), 60–63 Retrieved from <https://link.springer.com/article/10.1007%2Fs12098-011-0436-7>
- Necessity of Sex Education in India. Retrived from <https://www.mapsofindia.com/my-india/education/taking-a-fresh-approach-to-sex-education-in-india#>
- Omale, A. (2015) A survey of the perception of students on the study of sex education in secondary school social studies in Dekina Local Government Area of Kogi State, *International Journal of Education Learning and Development*, 3(1), 67-74 Retrieved from <http://www.eajournals.org/wp-content/uploads/>
- Orji, E.O. & Esimai, O.A. (2003). Introduction of Sex Education into Nigerian Schools: The Parents', Teachers'andStudents'Perspectives. *Journal of Obstetrics and Gynaecology*, 23(2), 185-188 Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/12745568>
- Ogbuinya, N.E., Agha, E.M., & Okechukwu, A.C. (2018). In—school female adolescents’ attitude towards sexuality education in Ebonyi state, Nigeria. *IJAR, International Journal of Advanced Research*, 6(5), 266-276 Retrieved from <http://www.journalijar.com/article/23602/>
- Pandey, C. (2016) Study of sex education in relation to parent’s education among secondary level students. *IJRESS, International Journal of Research in Economics and Social Sciences*, 6(12), 86-89 Retrieved from <http://euroasiapub.org/wp-content/uploads/2016/12/9ESSDec-4230-1.pdf>
- Petty, R. E. & Cacioppo, J. T. (1996). *Attitudes and persuasion: Classic and contemporary approaches*. Colorado: West view Press.

Rahman, A. (2004). *Fundamentals of Sex Education*. New Delhi: Neha Publishers.

Ray, J. & Afflerbach, S. (2014). *Sexual education and attitude towards masturbation*. Journal of August 22, Undergraduate Research, 14(8), 1-18 Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.685.4465&rep=rep1&type=pdf>

Ruikar, H.A. (2013). Knowledge, attitude and practices about sexually transmitted infections - A study on undergraduate college students of Mumbai. *Webmed Central Reproduction*, 4 (3), 1-18 Retrieved from https://www.webmedcentral.com/wmcpdf/Article_WMC004166.pdf

Shajahan Ismail, Ashika Shajahan, T. S. Sathyanarayana Rao, &Kevan Wylie (2015) Adolescent sex education in India: Current perspectives. *Indian Journal of Psychiatry*, 57(4), 333–337 Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4711229/>

Shah, P.S. (2014). Perception of School Teachers about Sexual Health Education. *Indian Journal of Applied Research*, 4(1):415-417 Retrieved from <https://www.worldwidejournals.com/1388584932/128.pdf>

Shetgovekar, S. (2018). *An Introduction to Social Psychology*. New Delhi: Sage Publication Inc.

Shrestha, R.M., Otsuka, K., Poudel, K.C., Yasuoka, J. & Lamichhane, M. (2013). Better learning in schools to improve attitudes toward abstinence and intentions for safer sex among adolescents in urban Nepal. *BMC Public*

Health, 13(244):1-10 Retrieved from

<https://bmcpublihealth.biomedcentral.com/articles/10.1186/1471-2458-13-244>

SIECUS Report Supplement (2001). Issues and Answers – Fact Sheet on Sexuality Education, August/September. 24 (6): 1-4 Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/12348715>

Stephens (2013). Attitude of Parents in the Metropolis of Lagos towards Inclusion of Sexuality Education in the School Curriculum. *Journal of Studies in Social Sciences*, 3(2), 129-137 Retrieved from <https://infinitypress.info/index.php/jsss/article/download/82/113>

Sunder, P. (2018) Attitude of parents and teachers towards sex education to the children between the age group of 14 to 18. *International Journal of Academic Research and Development*, 3(1), 1117-1119 Retrieved from <http://www.academicjournal.in/download/1459/3-1-246-872.pdf>

Talpur, A.A & Khowaja, A.R. (2012). Awareness and attitude towards sex health education and sexual health services among youngsters in rural and urban settings of Sindh, Pakistan. *Journal of Pakistan Medical Association*, July 2012 62(7): 708-712. Retrieved from <https://www.researchgate.net/publication/250918301>

Toor, K.K. (2012). A study of the attitude of teachers, parents and adolescents towards sex education. *MIER, Journal of Educational Studies, Trends & Practices*, November 2(2): 177-189 Retrieved from <https://pdfs.semanticscholar.org/e2cc/63d199c0fac688b141b1a659b628c97cbd40.pdf>

- Ugoji, F.N. (2013). An examination of University students' attitude to contraceptive use. *American international journal of social science*, 2 (1), 18-22
Retrieved from https://www.aijssnet.com/journals/Vol_2_No_1_January_2013/3.pdf
- UNESCO. (2006 & 2009). International technical guidance on sex education: An evidence informed approach for schools, teacher and health educators: the rationale for sex education. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000183281>
- Vashishtha, K.C. & Rajshree (2012) a study on attitude towards sex education as perceived by parents and teachers. Retrieved on 30 April 2014 from *Samwaad: e-journal*, 1 (2): 63-67 Retrieved from <https://www.researchgate.net/publication/232175312>
- Venkat, L.H. & Navya S. (2013). Attitude of Parents of Mild and Moderate Intellectually Challenged Children towards Imparting Sexual Health Education. *International Research Journal of Social Science*, 2(12): 1-5
Retrieved from <http://www.isca.in/IJSS/Archive/v2/i12/1.ISCA-IRJSS-2013-134.pdf>
- World Health Organization (2006). Defining sexual health. Report of a technical consultation on sexual health, 28–31 January 2002. Geneva. *Sexual Health Document Series*. Retrieved on 05.09.2018 from https://www.who.int/reproductivehealth/publications/sexual_health/defining_sexual_health.pdf?ua=1
- Yarko, K., Adentwi, K.I., Asumeng, M. & Ahulu, L.D. (2014). Parental Attitude towards Sex Education at the Lower Primary in Ghana. *International*

Journal of Elementary Education, (3) 2, 21-29 Retrieved from <http://article.sciencepublishinggroup.com/pdf/10.11648.j.jeedu.20140302.11.pdf>

Zacharias, Z., & Barton, A. C. (2004). Urban middle-school students' attitudes toward a defined science. *Science Education, Wiley Periodicals, Inc*, 1(88), 197-222. Retrieved from <https://www.academia.edu/3381671/>

BIO DATA OF THE CANDIDATE

NAME : *H. Peter Lalremruata*

FATHER'S NAME : *Philip Laithanga*

SEX : *Male*

NATIONALITY : *Indian*

CATEGORY : *Schedule Tribe*

PERMANENT ADDRESS : *Y-22, Chaltlang, Aizawl, Mizoram*

PHONE NUMBER : *8575330431*

EMAIL : *pete5lhmar@gmail.com*

EDUCATIONAL QUALIFICATIONS

Sl. No	Name of Examination	Year of passing	Name of Board/University
1.	HSLC	2004	MBSE
2.	HSSLC	2006	MBSE
3.	B.A	2009	MZU
4.	M.A	2011	MZU
5.	B.Ed	2012	IASE/MZU
6.	M.Ed	2014	IASE/MZU
7.	NET	2013	UGC

PARTICULARS OF THE CANDIDATE

NAME OF CANDIDATE	: H. PETER LALREMRUATA
DEGREE	: M.Phil
DEPARTMENT	: EDUCATION
TITLE OF DISSERTATION	: Attitude of Secondary School Students and Teachers towards Sex Education in Champhai district
DATE OF PAYMENT OF ADMISSION	: 17/08/2017
COMMENCEMENT OF SECOND SEM/ DISSERTATION	: January 2018
APPROVAL OF RESEARCH PROPOSAL	
1. BOS	: 23 rd April, 2018
2. SCHOOL BOARD	: 26 th April, 2018
REGISTRATION NO. & DATE	:MZU/M.Phil./481of 26.04.2018
DUE DATE OF SUBMISSION	: 31 st December, 2018
EXTENTION (IF ANY)	: Upto 31 st , July 2019

(Prof.B.B MISHRA)

Head

Department of Education