
Comparative Study of Attitude towards Sex Education of Parents & Teachers Belonging to SC/ST Group

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ABSTRACT:

The aim of present study was to compare attitude of parents and teachers belonging to SC/ST group towards sex education included in school curriculum. The sample consisted of 40 teachers (teachers belonging to ST/SC group of different government schools and private schools of Almora and Nainital Districts) and 46 parents (mother and father from same family of students belonging to ST/SC group studying in Almora city and Nainital city) randomly selected. Mean difference analysis showed that significant difference existed between attitude of teachers and parents towards sex education. Teachers showed significantly more favourable attitude than the parents toward sex education. Among teachers male teachers showed more favourable attitude than the female teachers toward sex education. Among parents fathers showed more favourable attitude than the mothers toward sex education.

KEYWORDS: Attitude, Sex Education, SC/ST Group.

INTRODUCTION

The Scheduled Castes and Scheduled Tribes (STs) are two groups of historically disadvantaged people recognized in the Constitution of India. During the period of British rule in the Indian subcontinent, they were known as the Depressed Classes. The Scheduled Castes and Scheduled Tribes comprise about 16.6 percent and 8.6 percent, respectively, of India's population (according to the 2011 census). The Constitution (Scheduled Castes) Order, 1950 lists 1,108 castes across 25 states in its First Schedule, and the Constitution (Scheduled Tribes) Order, 1950 lists 744 tribes across 22 states in its First Schedule.

Attitude is positive or a negative feeling that's an individual holds about objects, persons or ideas. They are generally regarded as enduring though modified by experience and/or persuasion and as a predisposition to action.

Sex education as defined by SIECUS (Sex Information and Education Council of the U.S.) "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". The sex education is defined as education which provides the learner an opportunity to have an access to authentic information and knowledge about the growth, development and related physiological process of male and female sex organ separately. Yet what is done clearly falls short of what is needed (Lester, 1961). Sex education is necessary for students and it plays a very important role in the prevention of HIV/AIDS (Tilakvathi,

1997). Sex education influences contraceptive knowledge and behaviour (Dawson, 1986). It was also found that parents were generally uncomfortable in talking to their children about human sexuality and mothers were reluctant to talk about sex education to their daughter as they found it embarrassing to discuss these issues (Reis, 1989; Shetty, 1997; Mahajan, 2005). Studies have shown that parents, teachers involved in sex education should have some special personal characteristics as well as good training and the attitude towards sex education to be encouraging in their behaviour (Kakavoulis, 2001; Badhan et al. 2002). A majority of parents, teachers and students supported that sex education should be introduced in school curriculum that will help prevent unwanted pregnancies, enhance healthy relationship between opposite sex, parental transmission of HIV/AIDS infections and STDs and toward providing the knowledge of sex interactions, consequences and responsibilities (Orji and Esimai, 2003). School and College children are positively inclined to accept formal AIDS education as a part of classroom teaching (Bhargava 2003). Thamburj et al. (2000) found that sex education will not prompt students to have sex. The study also shows that, majority of the students in public and private schools felt that sex education should be included in the curriculum.

Need of sex education in schools curriculum is to give guidance to the students who don't get it at home and to prevent misguidance, wrong information, early pregnancy, unsafe abortion, maternal mortality, STDs and HIV.

OBJECTIVE:

1. To study the attitude of teachers and parents (belonging to SC/ST group) towards sex education.
2. To study the attitude of male and female teachers (belonging to SC/ST group) towards sex education.
3. To study the attitude of parents (belonging to SC/ST group) towards sex education.

HYPOTHESES:

The following null hypothesis were tested-

1. There is no significant difference between the attitude of teachers and parents towards sex education.
2. There is no significant difference between male and female teachers towards sex education.
3. There is no significant difference between mother and father of students towards sex education.

RESEARCH METHODOLOGY:

Research Design:

Survey method was used to study the attitude of teachers and parents towards sex education.

Sample of Study And Tools:

The sample of the present study comprised of 40 teachers (teachers belonging to ST/SC group of different government schools and private schools of Almora and Nainital Districts) and 46 parents (mother and father from same family of students belonging to ST/SC group studying in Almora city and Nainital city). A random sampling technique was used to select the samples. Sex-Education Attitude Scale (SEAS) constructed and standardized by Prof. Ravindra V. Patil (1988) was used to measure the attitude of selected sample. Descriptive statistical technique such as Mean, Standard Deviation (S.D) and “t” test was employed to compare the mean difference between different groups.

ANALYSIS AND INTERPRITATION OF DATA:

Having collected the data with the help of standardized Sex-Education Attitude Scale (SEAS), mean, standard deviation and critical-ratio were tabulated and analyzed and presented through the following tables.

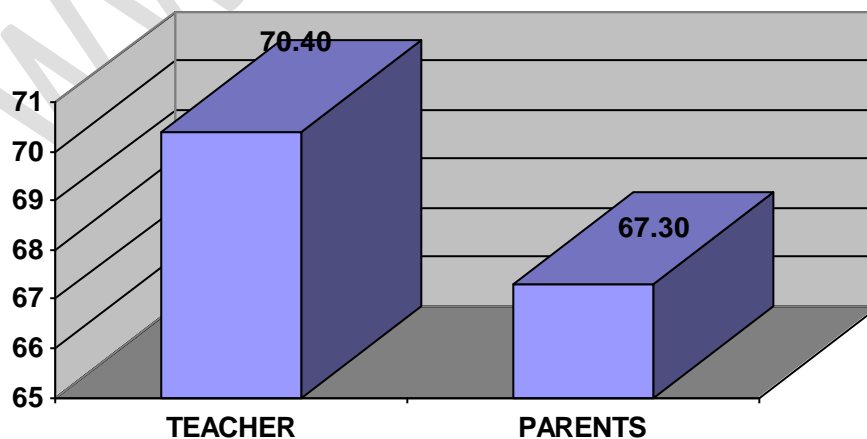
Table No 1 Attitude of Teacher and Parents toward sex education

GROUP	N	MEAN	S.D	C.R
TEACHER	40	70.40	1.23	6.99 > 1.99** df=84*
PARENTS	46	67.30	2.46	

**AT 0.05 LEVEL OF SIGNIFICANCE.

*df = (40-1) + (46-1) =84

In Table 1 the mean, standard deviation and critical-ratio is presented. The mean score and S.D. for attitude toward sex education of teachers belonging to SC/ST group is 70.40 and 1.23 respectively. Attitude toward sex education of parents belonging to SC/ST group has the mean and S.D. is 67.30 and 2.46 respectively.



It is obvious from the above table 1 that the calculated value of C.R. (6.99) is greater than table value of C.R. (1.99) at 0.05% significance level. It implies that there exists a significant difference between the attitude of teachers (belonging to SC/ST group) and parents (belonging to SC/ST group) towards sex education. Teachers showed significantly more favourable attitude than the parents toward sex education as the calculated mean value is higher than their counterparts. So the hypothesis 1-“There is no significant difference between the attitude of teachers and parents toward sex education” is rejected.

It means that the teachers understand the need for sex education among children thus, we can say that role of teachers i.e. sex education in school curriculum plays an important role in guiding the students regarding sex.

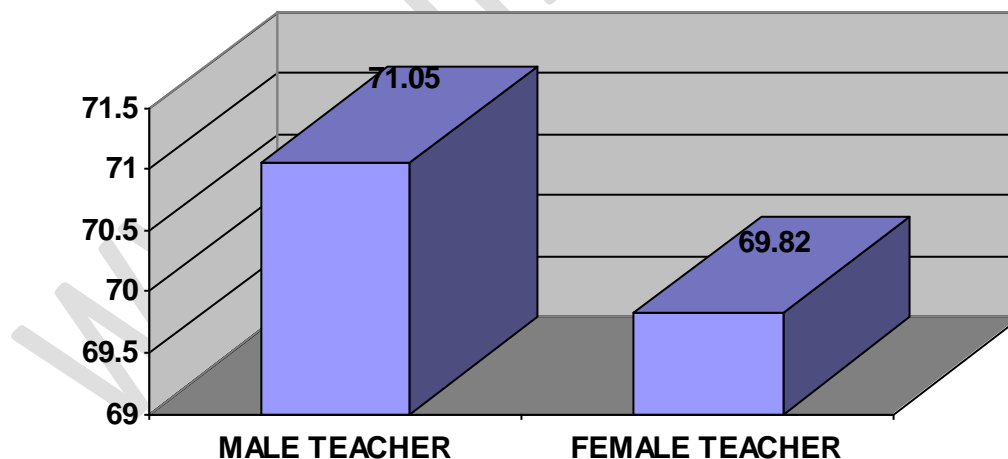
Table No. 2 Attitude of male and female teachers towards sex education

GENDER OF TEACHER	N	MEAN	S.D.	C.R.
MALE	18	71.05	1.30	3.44 > 2.02** df = 38*
FEMALE	22	69.82	0.888	

****AT 0.05 LEVEL OF SIGNIFICANCE.**

***df = (18-1) + (22-1) = 38**

In table 2 the mean, standard deviation and critical-ratio is presented. The mean score and S.D. for attitude toward sex education of male teachers belonging to SC/ST group is 71.05 and 1.30 respectively. Attitude toward sex education of female teacher belonging to SC/ST group has the mean and S.D. is 69.82 and 0.888 respectively.



It is obvious from the above table 2 that the calculated value of C.R. (3.44) is greater than table value of C.R. (2.02) at 0.05% significance level. It implies that there exists significant difference between the attitude of male teachers and female teacher towards sex education. Male teachers showed significantly more favourable attitude than the female teacher toward sex education as the calculated mean value is higher than their counterparts. So the

hypothesis 2-“There is no significant difference between male and female teachers toward sex education” is rejected.

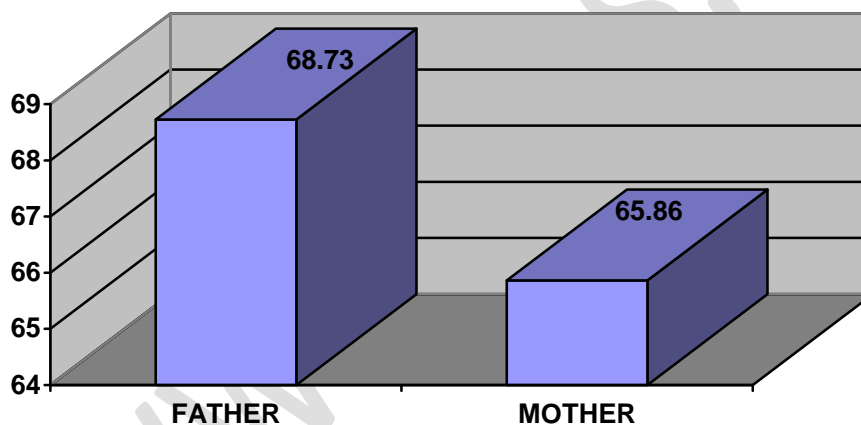
It means that it’s not a taboo to discuss about sex among male teachers, so they play an important role in imparting sex education to the students.

Table No. 3 Attitude of fathers and mothers towards sex education

GROUP OF PARENTS	N	MEAN	S.D.	C.R.
FATHER	23	68.73	2.15	4.71 > 2.01** df=44*
MOTHER	23	65.86	1.86	

**AT 0.05 LEVEL OF SIGNIFICANCE. *df = (23-1) + (23-1) = 98

In table 3 the mean, standard deviation and critical-ratio is presented. The mean score and S.D. for attitude toward sex education of father belonging to SC/ST group is 68.73 and 2.15 respectively. Attitude toward sex education of mother belonging to SC/ST group has the mean and S.D. is 65.86 and 1.86 respectively.



It is obvious from the above table 3 that the calculated value of C.R. (4.71) is greater than table value of C.R. (2.01) at 0.05% significance level. It implies that there exists significant difference between the attitude of father and mother towards sex education. Father showed significantly more favourable attitude than the mother towards sex education as the calculated mean value is higher than their counterparts. So the hypothesis 3-“There is no significant difference between father and mother of students toward sex education” is rejected.

As we had interpreted from table 2 that it’s not a taboo to discuss about sex among male teachers, similarly it’s not a taboo among fathers.

It is concluded from the results of the study that school teachers belonging to SC/ST group have a much positive attitude than parents belonging to SC/ST group towards sex education but they require special training in discussing sexuality with students. There is significant difference in the attitude of male school teachers and female school teachers. The results may be seen in the light of findings of Kumar (2007) who showed that there is significant difference among pupil teachers in relation to gender and academic stream regarding

HIV/AIDS awareness. The research also shows that the attitude of fathers and mothers towards sex education differs significantly, with fathers showing significantly favourable attitude towards sex education than mothers. The results of the present study go along with findings of Reis and Seidl (1989), which shows that mothers were reluctant to talk about sex education with their wards. Selven et al. (2005) revealed that there is significant difference between boys and girls in their comfort level talking about sex with their parents, friends and other family members. Mostly male and female Indian students do not communicate with their parents regarding these issues.

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INTERNET/URL LINKS:

- i. http://en.wikipedia.org/wiki/Sex_education
- ii. http://www.siecus.org/_data/global/images/research_says.pdf
- iii. <http://www.ncert.nic.in/programmes/aep/pdfs/MODULE%201%20ADOLESCENCE%20EDUCATION%20IN%20INDIA.pdf>
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