



Critical Study About Necessity And Inclusion Of Sex Education In Secondary And Higher Secondary School In West Bengal

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Abstract:

In present situation in India some sex related major problems arise like early Pregnancy, unsafe abortions, STIS including HIV and sexual abuse and violence. But here sex education is one of the uncomfortable aspects of life that parents do not want to teach to their children but it is very important to present situation. When children grow up they need to learn and adapt to the psychological and biological changes. These changes are mostly occurred in the adolescence period. So, in this paper we want to know the view of teachers and adolescence students on implementation of Sex Education in their school curriculum. For this study we take 20 students and 15 teachers from each 2 rural and 1 urban govt. aided school as sample and we compare the knowledge, views, attitude about sex education of rural and urban area. . In this study, there are various suggestions about how sex education of women can help in social upliftment.

Key Word: Sex Education, Adolescence, Pregnancy, HIV, Sexual abuse.

Introduction

“Regarding Sex Education: no Secrets!” – Albert Einstein

Sex education is the instruction of issues relating to human sexuality, including emotional relations and responsibilities, human sexual anatomy, sexual activity, sexual reproduction, age of consent, reproductive health, reproduction, rights, safe sex, birth control and sexual abstinence. Sex Education that covers all of these aspects is known as comprehensive sex education refers to a broad range of topics:



Burt defined **sex education** as the study of characteristics of beings: a male and female. Such characteristics make up the persons sexuality.

Keraney (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 family as a social institution**”. Thus sex education may also be described as “**Sexuality education**”, which means that it encompasses education about all aspects of sexuality, including information about family planning, reproduction (fertilization conception), body image, decision making, communication, sexuality transmitted disease and birth control methods.

Statement of the Problem

Now a day with rapid growth of information about sex related is everywhere. Children are curious about sex. Therefore parents need to in still correct concepts of sex to their children as early as possible before misled by the media.

When children grow up they need to learn and adapt to the psychological and biological changes. These changes are mostly occurred in the adolescence period. Recent literature suggests that at this time they are highly like to experiment and engage in the types of risky behaviours that have the potential to influence the quality of health and probability of survival in both short and long term over their lifetime. Besides it, many other problems arise like that early Pregnancy, unsafe abortions, STIS including HIV and sexual abuse and violence. In our country these are overlooked or are not understood by the Indian healthcare system.

In our country, sex education is one of the uncomfortable aspects of life that adults do not want to teach to their children but it is very important to present situation. The sex education is included into the school curriculum otherwise HIV and AIDS are not decreased. Sex education is not a sign that country’s moral or social situation is low. It’s just a necessity to discourage inappropriate behaviours in kids.

In this study, I want to show that there is no space for sex education in the curriculum of secondary and higher secondary schools.

“I flip ahead in the text book, there’s an interesting chapter about acid rain. Nothing about sex. We aren’t scheduled to learn about that until eleventh grade.”

Laurie Halse Anderson

Objectives of the study

The objectives of the necessity of sex education in the schools are given below –

- To help the student to understand the body structure of men and women.
- Identify proper names of male and female reproductive anatomy and how they work.
- Increase their comfort discussing sexual development.
- Learn about reproductive health such as birth control and how to prevent pregnancy.
- To understand the process of human life cycle, including the physical and emotional changes that take place during human Puberty and adolescence.
- To prevent and how to fight against HIV and AIDS.
- To enhance the effectiveness of teachers to deliver human rights based comprehensive sexuality education (CSE).

Hypotheses

H₁ - There is no significant difference between the knowledge of sex education of students in rural and urban schools.

H₂ - There is no significant difference between the views about sex education of students in rural and urban schools.

H₃ - There is no significant difference between the views about sex education of teachers in rural and urban schools.

Operational definition of the terms

- **Sex education**- it indicates that anatomical and reproduction information, emotional relationship, responsibilities, birth control, sexual activity, reproductive health, scientific knowledge of changes of human body at the adolescence period.
- **Inclusion**- It prevails that those subject or matter are added to our education system or curriculum which is really significant our life.
- **Secondary school**- it indicates that class IX and X of secondary level of west Bengal board.
- **Higher secondary school**- it describes that class XI and XII of higher secondary level in the west Bengal board.

Delimitation

During the preparation of this report some limitations have to be faced. These are as follows:

- This study is totally encompassed in the schools of Howrah and Midnapure district.
- The limited time is the major obstruction.

Significance of the study

Sex education should be increased in the secondary and higher secondary level of the schools. There is a close relationship between the sex education and various problems of adolescence period. Nearly one million women under the age of twenty get pregnant each year. That means 2800 women get pregnant each day. The main reason of children has sex prematurely because they are curios. Students have lack knowledge about sex because they haven't been taught about it. Any discussion about this is compressed from the children in their family because some parents misunderstand the concept of sex education. In the opposite side students are taking risks as they are unconscious and inadequate knowledge about sex education and they get a miserable consequence from it. So, it is more significant that the inclusion of sex education in the curriculum of secondary and higher secondary level.

REVIEW OF RELATED LITERATURE

1. Monika. Silva, (2002) shows that the effectiveness of school based sex education programs in the promotion of abstinent behaviour implemented in the past 15 years in the US in the wake of the AIDS epidemic. The goals were (a) synthesize the effects of controlled school based sex education interventions on abstinent behaviour. (b) Examine the variability in effects among studies. (c) Explain the variability in effects between studies in term of selected moderator variables.
2. Juping. Yu,(2010) reflects that the negative consequences of teenage sexual behavior in western countries. The main problem is teenage pregnancy and UK govt policy is accepted to reduce this problem. To overcome this problem, a important role should take schools as well as family, religion etc.
3. Tami.Benzaken ,Asutosh. H, Palep. Paramjit,(2011) s grill describes that opinions towards sex education and identify the students perception of accessibility to sexual health advice and their preferences in implementing sex education.
4. Singh. Rajashri,(2012) reveals that in this study , the attitude towards sex education of parents and teachers of secondary and higher secondary of UP board. It investigates that the concern teacher and parent of sex education in the adolescence period.
5. Guha. Srimonti,(2013) describes that the attitude ,knowledge and behaviour about sexuality among adolescents. This article portrayed that parents should be more involved to make easy the discussion to their children about this topic .
6. Dr. Kumara. Vineeta,(2014) indicates the question about the readiness of inclusion of sex education in Indian curriculum. It reflects that the rapidly spread of HIV/AIDS, so well trained educators take a serious step to prevent this.
7. Mohammad koswarbhuiyan (2014) describes that the attitude of inclusion of sex education in school curriculum of Bangladesh. This study also assessed that the relationship between the parents demographic characteristics and their attitude towards sex education.
8. Michel j. Reiss (2016) describes that many countries are disagreed to inclusion the sex education in school curriculum. It should be covered in the biology and other subjects but not a specific subject to be accepted.
9. Kumar. Randhir ,Goyal. Anmol, Singh. Parmal, bharadwaj. Anu, Mittal. Anshu, Yadav. Sachin singh (2017)reflected their study that the knowledge ,attitude ,and perception of sex education among school going adolescents.
10. Lesile Kantor and Niucole Levitz (2017) shows that the parents view on sex education in schools. Maximum parents place high importance on sex education in both middle and high school.

Critical Review :

After the study of literature review many accents are peeped in my mind that are-

- Sex education should be an integral part of the learning process beginning in childhood and continues into adult life because it is a lifelong process
- We should not be any hesitation to teach about it.
- It should be clear discussion about this in their family.
- The teachers take significant role to provide their lessons.
- To break the misconception about sex education and school, family religion, peers and media have taken the momentous step.
- The gender bias about the discussion of sex education must be break down.

Thus the major problems around of sex education like HIV, AIDS , teenage pregnancy will be reduced.

In this study I want to shows that necessity of sex education in adolescence period and the inclusion of sex education as a subject in the curriculum of secondary and higher secondary level which is very significant to our life.

“Will sex education reduce or end AIDS , adolescent pregnancy ,prostitution ,sexual exploitation? Frankly, we do not know. but silence on sexual matters does not appear to be an option either ideologically, ignorance is no advantage when others have knowledge especially knowledge misused, and people who know nothing of sex can take risks unknowingly and be taken advantage of.”

-Martha Corong

METHODOLOGY

❖ VARIABLES

A variable is a concept – a noun that stands for variation within a class of objects. Variables are in the present study

a. MAJOR VARIABLE-

Knowledge of sex education

Views about sex education

b. CATEGORICAL VARIABLE

Locality- rural and urban

Gender – Girls

School category- govt aided

❖ POPULATION

A population is any complete group of entities sharing some common set of characteristics. The term population element refers to an individual member of the population. All the 10 and 11 th standard higher secondary students in Purba Medinipur and Howrah districts constitute the population of the study.

❖ SAMPLE

A sample is a subject of population. It is the representative part of the larger population. Simple random sampling technique is followed in selecting sample from the said population. 20 students and 15 teachers of each rural and urban area school is considered. Thereby, resulting in total of 70 sample covering the two districts.

Table I: Region wise sample distribution of students

<u>population</u> Purba Medinipur and Howrah district (class 10 and 12 th standard students)	<u>Rural</u> Purba Medinipur	Govt.Aided schools) (2	<u>Sample</u> 20 students
	<u>Urban</u> Howrah	Govt.Aided school) (1	20 students

Table II region wise sample distribution of teachers

<u>population</u> Purba Medinipur and Howrah district (class 10 and 12 th standard students)	<u>Rural</u> Purba Medinipur	Govt. Aided (2 schools)	<u>Sample</u> 15 teachers
	<u>Urban</u> Howrah	Govt. Aided (1 school)	15 teachers

❖ Tool

The research tool occupies a major position in any research study because it is useful in the collection of data to draw meaningful conclusions self made questionnaire is being developed after meaningful item adaptation, correction from different operational measure for the purpose of knowledge and views about sex education of students and teachers. Data for knowledge and views are collected from the school survey.

❖ PROCEDURE

The investigator approaches to the head of the school and took their permission for the test. The respondents were assured of the confidentiality of their responses and reminded that their responses would be used only for the purposes of research.

Students and teachers were instructed on how to respond to the items on a 3 point likert scale. Respondents were assured that they were free to seek the help of the researcher, coordinating staff in case of any quires by raising their hands up. The researcher supervised the entire class while the testing was in progress. Finally after completing they were thanked for their cooperation and best wishing to success in their future was conveyed.

DATA ANALYSIS AND INTERPRETATION

Best and Khan define statistics as “a body of mathematics techniques or process for gathering, organizing, analyzing and interpreting numerical data’. Thus statistics are a set of mathematical; techniques used to organize and manipulate data to answer questions and testing theories. If one does not understand the basics of a language, you will have problem conversing in it. Statistics is a language of researcher. Educational researcher use statistics as a means of communication (Mohan & Parameswaran 2011).

The term analysis refers to the computation of certain measures along with reaching for patterns of relationship that exist among data groups. ‘Thus in the process of analysis ,relationships or differences supporting or conflicting with original or new hypotheses should be subjected to statistical tests of significance to determine with what validity data can be said to indicate my conclusions’.(Giles,1974)

Table III STUDENT'S VIEW

Questions Respondents (%)	Rural			Urban		
	Yes	No	Partly	Yes	No	Partly
Knowledge about human body structure	10	20	70	15	25	60
knowledge about the human reproductive system	0	40	60	10	30	60
Knowledge about human life cycle	12	25	63	30	0	70
knowledge about the changes in adolescent period	0	21	79	55	13	32
knowledge about sex education	33	27	40	23	11	66
Teaching about sex education in school	8	34	58	22	0	78
comfortable in sex education class	39	61	0	73	27	0
opinion about effectiveness of sex education class in future	79	0	21	92	0	8
opinion about highly significant of sex education class in school	48	17	35	68	8	24
opinion about the benefits of sex education class	52	11	37	73	8	18
curious about sex related topics	31	33	36	36	12	52
comfortable to discussion sex related topics with others	0	36	63	11	23	66
preference to discuss about sex related topics	36	0	64	54	9	37
concept about reproductive health	0	13	87	10	10	80
concept about preventive process of reproduction	0	70	30	0	60	40
opinion about inclusion of sex education in curriculum	38	38	24	74	18	8

Source: School Survey

❖ Table IV TEACHER'S VIEW

Questions Respondents (%)	Rural			Urban		
	Yes	No	Partly	Yes	No	Partly
opinion about the necessity of sex education	98	2	0	99	1	0
opinion about my country's education system is unprepared for sex education	51	43	6	64	24	12
opinion about sex education is an important subject matter	69	28	3	78	8	14
opinion about parent's unwillingness	83	11	4	73	14	13
opinion about prevent teenage pregnancy	69	18	13	77	14	9
aware about new law	29	33	38	47	24	29
opinion about agree with new law	41	34	25	49	26	25
comfortable to take sex education class	57	22	21	86	0	14
opinion about inclusion to curriculum	90	10	0	98	2	0
challenges to teaching	84	9	7	72	4	24

Source: School Survey

Hypothesis testing with interpretation❖ **Table V Determination of t value of rural and urban students on knowledge about sex education**

Subject	Sample	Mean	SD	SE _D	df	t	Significant status
Rural students	20	12.8	1.36	0.43	38	1.63	Not significant
Urban students	20	13.5					

From the table, it is clear that t- value is not significant at 0.05 levels. So the null hypothesis $H_{0,1}$ is not rejected. Therefore, there is no significant group mean difference between knowledge of sex education of students in rural urban schools.

❖ **Table VI Determination of t value of rural and urban students on views about sex education**

Subject	Sample	Mean	SD	SE _D	df	t	Significant status
Rural students	20	11.45	1.78	0.56	38	16.43	Significant
Urban students	20	20.65					

From the table it is clear that t-value is significant at 0.05 level. So, the null hypothesis $H_{0,2}$ is rejected. Therefore, there is a significant group mean difference between the views about sex education of students in rural and urban schools.

❖ **Table VII Determination of t value of rural and urban teachers on views about sex education**

Subject	Sample	Mean	SD	SE _D	df	t	Significant status
Rural teachers	20	31.45	1.48	0.47	38	3.93	Significant
Urban teachers	20	33.30					

From the table it is clear that t-value is significant at 0.05 levels. So the null hypothesis $H_{0,3}$ is rejected. Therefore, there is a significant group mean difference between the views about sex education of teachers in rural and urban schools.

SUMMARY

Now a day with rapid growth of information about sex related topics are everywhere. Children are curious about sex. Therefore parents need to give correct concepts of sex to their children as early as possible before misled by media. In our country, sex education is one of the uncomfortable aspects of life that adults do not want to teach their children but it is very important to present situation. So sex education should include in the school curriculum. In this study, I want to show that there is no space for sex education in curriculum of secondary and higher secondary schools. The main objectives of this study are understand the body structure, reproductive system, process of human cycle, prevent sexual diseases etc. All the 9 to 12 standard secondary and higher secondary students district of Howrah and Medinipur. Here 20 students and 15 teachers both rural and urban schools are considered. A self made questionnaire is being developed after meaningful item adaptation, correction from different operational measure from the purpose of knowledge and views about sex education of students and teachers. 't' test is applied for data analysis, Other descriptive statistics mean, standard deviation is followed. For data analysis MS excel 2007 version is used.

FINDINGS

- There is no difference between the knowledge about sex education of rural and urban students.
- The views of sex education of urban students are more significant than rural students.
- The concepts, knowledge, view, attitudes about sex education of rural and urban teachers are almost same.

SUGGESTION

- ❖ The sex education must be included in curriculum at elementary, secondary and higher secondary level.
- ❖ The views, attitude, concept of sex education will be changed.
- ❖ Everybody will be understood the need, objectives, significance and future implication of sex education.
- ❖ A comfortable and healthy environment will be creating for sex education class.

- ❖ Parents, teacher will make easier to discuss about sex related topics to the child.
- ❖ Everybody must be aware of new law about sex education.
- ❖ Everybody should be changed their vision about sex education.

CONCLUSION

In the present scenario sex education is highly significant subject .Through this study I want to know that the knowledge, views and attitudes about sex education. After the study the scenario about sex education is clear to us. After data analysis it is understand that the knowledge of rural and urban students are same. The views of urban students are significantly high than rural students. It is notified that there is difference between the views of rural and urban students. Therefore it is stated that sex education must be included in school curriculum. Before sex education many things should keep in mind that understand the psychological development of child, build a good parent-child relationship, choose the right time, and understand your child and yourself. According to me, it should be include from the elementary level. Everyone should understand that the future implication, value and significance of sex education. The teachers and parents will take an important role to change the scenario. We must be aware and accept properly that as a subject of 'sex education'.

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