

Analysis of Teacher Trainees and Faculty Attitude and Perception of B.Ed. Inclusion of Sex Education in the Secondary School Curriculum of the Two Raipur and Ranchi Districts

Awadhesh Kumar^{1*} Dr. Nidhi Agarwal²

¹ Research Scholar, Kalinga University, Raipur

² PhD Supervisor, Kalinga University, Raipur

Abstract – The objective is to Analysis of teacher trainees and faculty attitude and perception of B.Ed. Inclusion of sex education in the secondary school curriculum of the two Raipur and Ranchi districts. Stratified random sampling method was used to select sample from the population. The data was used analyzed by Mean, S.D. and t- test. The finding of the study revealed that Teacher's Trainees and faculties of B.Ed. colleges teaching in senior secondary schools have favourable attitude towards sex education.

INTRODUCTION

Education gives us comfortable and dignified life. It is responsible for the all encompassing improvement of society and of people. Education implies drawing out a kid's shrouded abilities. It is a movement that empowers understudies to get the information, capacity, disposition, perception required (Mirunalini and Anandan, 2012). A nation's quality relies upon the nature of its residents. The nature of individuals relies upon the nature of the education framework and the nature of education relies upon the consolidated endeavors of organizers, instructors and administration, however the nature of educators is the main factor. It implies that astounding and powerful instructors can adjust the nation's destiny. The improvement of the mentalities and plans important for a reformist life in the public eye happens in schools, universities and colleges. Education is given by teachers. An instructor assists with drawing out the concealed capacities of a youngster.

The point of the examination is to recognize the mentality and perception of sex education among B.Ed. instructor learners and staff in secondary school. Universities and recognize the distinction in the mentality of instructor learners in secondary school and B.Ed. Staff at Raipur and Ranchi Colleges in sex education territories.

METHODOLOGY:

• Area of the study

Raipur and Ranchi District are the fields of current investigation. The capital city of the Indian province of Chhattisgarh is Raipur. Raipur is likewise the managerial seat of the Raipur area and the Raipur division, and is the state's biggest city. Before the province of Chhattisgarh was shaped on 1 November 2000, it was important for Madhya Pradesh. It has exponential modern growth, and in focal India it has become a significant business center point. It is positioned seventh by the Union Minister of Housing and Urban Affairs in the Ease of Living Index 2019 (MoHUA).

The capital of the Indian province of Jharkhand is Ranchi. The Jharkhand development, which required a different state for the ancestral regions of South Bihar, northern Orissa, western West Bengal and the eastern region of what is currently Chhattisgarh, was focused in Ranchi. By separating the Bihar divisions of Chota Nagpur and Santhal Parganas, the Jharkhand state was shaped on 15 November 2000. Under PM Narendra Modi's leader Smart Cities Mission, Ranchi was chosen as one of 100 Indian urban areas to be created as a keen city.

- Data collection**

The primary information source was therefore gathered from teacher trainees and B.Ed. staff Universities. It took 45 minutes to deal with the interview schedule for social work professionals. The secondary information sources were obtained from various institutions, for example Public Informatics Center, Newspapers, Journals, and other documents relating to the research subject that have been published and unpublished.

- Sample Size:**

For the research, selected government and private secondary schools were chosen.

- Sampling technique:**

Stratified random sampling method was used to select sample from the population. 300 teachers from the government and private secondary season schools of Raipur and Ranchi areas have been taken as the subject of the present study.

- Technique and Procedure:**

The data was used analyzed by Mean, S.D. and t-test.

- Tools for data collection:**

To obtain the subject's basic information such as District, Government or Private School, Co-Education or Exclusively Girls' School and Gender, the questionnaire was prepared as mentioned above. The questionnaire was commonly composed of questions related to "attitude and perception." Aspects related to I relationships, [ii] values, attitude and skills, [iii] culture, society and basic liberties, [iv] human turn of events and [v] sexual and regenerative wellbeing were covered by knowledge-related questions. Also included were attitude issues related to the introduction of sex education. There were 20 knowledge-related questions in all out and four questions related to attitude.

- Method of data analysis and interpretation:**

The researcher will use appropriate statistical technique for data analysis and present in the form of table, graphs and diagrams.

RESULT AND DISCUSSION:

- Attitude and perception of sex education among secondary school going Teacher's Trainees and faculties of B.Ed. colleges:**

An aggregate of 300 secondary schools go to B.Ed. Teacher Trainees and Schools. The study included

colleges in the chosen public and non-public schools located in various parts of the Ranchi and Raipur areas. The subjects of the present study were an aggregate of 300 students from the 25-40 age bunch who responded well without hiding any problems. [Table 1] shows that 294 (39.5%) of B.Ed. teacher trainees and staff Colleges had an age gathering of 30-35 years. The mean age of the subjects being studied was 15.958 ± 1.61 . 358 (48.2 percent) were female and 385 (51.8 percent) were male. 4466 There were more workforce from state schools (60%). More teacher trainees were in the tenth and eleventh classes for example 27.2 percent each and 204 (53.5 percent) belong to the family unit in Ranchi region and 198 (54.7 percent) belong to the joint family in Raipur zone. The greatest number of teacher trainees in SES class III is 211 (28.4 percent) and the lowest number in class I is 844 (11.3 percent). Whereas most of teacher trainees in the Raipur region belong to SES class V, most of teacher trainees in the Ranchi zone belong to class II. Statistically, it was incredibly significant ($p<0.001$).

Table 1: Perception of sex education according to their socio-demographic profile of Teacher's Trainees and faculties of B.Ed. colleges

variables	Yes	No	Total	2 (p-value)
Age group (years)				
25-30	138 (87.3%)	20 (12.7 %)	158 (100%)	
30-35	273 (92.9%)	21 (7.1 %)	294 (100%)	
35-40	251 (97.7 %)	6 (2.3%)	257 (100%)	18.206 ($p<0.001$)
>45	33 (97.1%)	1 (2.9%)	34 (100%)	
Sex				
Men	374 (97.1%)	11 (2.9%)	385 (100%)	18.1 ($p<0.001$)
Women	321 (89.7%)	37 (10.3%)	358 (100%)	
Type of school				
Government	406 (91.0%)	40 (9.0%)	446 (100%)	11.617 ($p=0.001$)
Private	289 (97.3%)	8 (2.7%)	297 (100%)	
Place of school				
Raipur	332 (91.7%)	30 (8.3 %)	362 (100%)	3.899 ($p=0.048$)
Ranchi	363 (95.3%)	18 (4.7%)	381(100%)	
Class				
9	121 (84.6%)	22 (15.4%)	143 (100%)	
10	184 (91.1%)	18 (8.9%)	202 (100%)	
11	198 (98.0%)	4 (2.0 %)	202 (100%)	33.899 ($p<0.001$)
12	192 (97.9%)	4(2.1%)	196 (100%)	
Type of family				
Joint	344 (91.7%)	31 (8.3%)	375 (100%)	4.088 ($p=0.043$)
Nuclear	351 (95.4%)	17 (4.6 %)	368 (100%)	
Socio-economic status				
I	83 (98.8%)	1 (1.2%)	84 (100%)	
II	153 (98.0%)	3 (2.0 %)	156 (100%)	
III	198 (93.8%)	13 (6.2%)	211 (100%)	
IV	96 (90.6%)	10 (9.4%)	106 (100%)	30.022 ($p<0.001$)
V	165 (88.7%)	21 (11.3%)	186 (100%)	

Table 2 Perception of the reasons of sex education among Teacher's Trainees and faculties of B.Ed. colleges (n=300).

Reason for sex education	Men	Women	Total*
Prevent the occurrence of AIDS	140(49.5%)	140(36.8%)	280(86.3%)
Protect from other disease	158(22.7%)	117(16.8%)	275(39.5%)
Knowledge of sex makes future life easy	104(30.1%)	144(23.6%)	260(53.7%)
Remove myth	136(44.0%)	160(23.0%)	296(57.0%)
Need of their age	156(22.4%)	119(17.1%)	275(39.5%)
Not stated	20(2.7%)	82(11.0%)	102(13.7%)

The reason for sex education among teacher trainees and B.Ed staff is shown in [Table 2]. Out of 300 teacher trainees and B.Ed. workforce, colleges, 280 (86.3 percent) said that sex education can forestall the event of AIDS in colleges that are agreeable to sex education, while 296 (57.0 percent) eliminate the legend, 260 (53.7 percent) believe that knowledge of sex makes future life easy, 275 (39.5 percent) felt that protects against other diseases and 102 (13.7 percent) don't give any reason for sex education.

[Table 3] shows most of teacher trainees and B.Ed. workforce. Colleges believed that 615 (86.9 percent) sex education and STDs, 281 (82.2 percent) menstruation and cleanliness, 212 (72.3 percent) adjustments during puberty, and 203 (71.0 percent) drug abuse were the most well-known subject to be addressed in the classroom. Nonetheless, 249 (49.4%) B.Ed. Ranchi Teacher's Trainees and Faculties Colleges considered menstrual and its subject of cleanliness and about 280 (39.5 percent) Raipur Teacher's Trainees and B.Ed. Sex education colleges and related STDs should discuss topics in the classroom.

Table 3 Perception of students about content of sex education

Topic should discuss in class	no. of responses		
	Raipur	Ranchi	total *
Changes occurring during puberty	178(25.1%)	134(47.2%)	212(72.3%)
Menstruation and its hygiene	132(32.8%)	149(49.4%)	281(82.2%)
Birth spacing and contraception	117(30.7%)	149(35.2%)	266(65.9%)
Maternal and child health	161(37.0%)	101(28.5%)	262(65.4%)
Sex education and STDs	180(39.5%)	135(47.3%)	215(86.9%)
Drug abuse	159(36.6%)	144(44.5%)	203(71.0%)

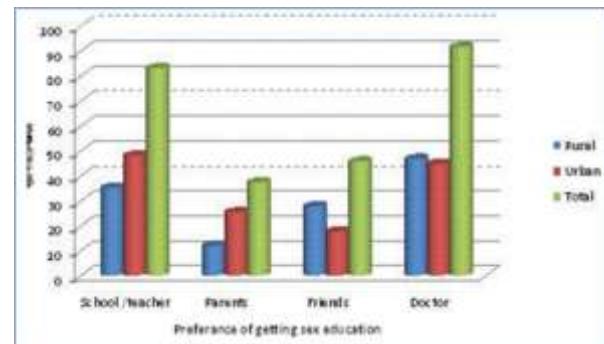


Figure 1 Distribution of respondents to get sex education according to their inclination

The region wise distribution of respondents according to their inclination for sex education is shown in [Fig-1]. 280 (91.5 percent) of teacher trainees and B.Ed. workforce were discovered to be the lion's share. Colleges lean toward physicians to give them sex education, followed by 280 (83.0 percent) school/teachers and parents were least preferred 2777 (37.3 percent). Nevertheless, in Ranchi Teacher's Practitioners and B.Ed. The most well-known inclination for sex education in colleges was school/teacher, i.e., 148 (48.0 percent) and the most widely recognized inclination for sex education in the Raipur zone was 149 (46.7 percent).

Regarding the need for sex education between teacher trainees and B.Ed. staff. It shows that most of teacher trainees and B.Ed. workforce are Colleges favor sex education (93.5 percent). Anyway as compared to girls, boys (97.1 percent) were bound to support sex education (89.7 percent). A comparable report was conducted by Jaideep K et al. in Chandigarh, which found that 95% of undergraduates upheld the mainstreaming of sex education. Another study by Benzaken T et al. shows that 90% kindness sex education and research by Thakur HG et al. shows that 90% and 97% kindness sex education, 82.9% among boys and 75.6% among girls, respectively. A study conducted by Dorle AS et al. from Karnataka found that lone 48 percent of students in higher and senior secondary school favored sex education and it was lower than our study because of provincial and social differences and the study was also conducted five years back.

86.3 percent of respondents said that sex education can forestall the event of AIDS to find out the reason for sex education, whereas 57.0 percent eliminate fantasy, 53.7 percent knowledge of sex makes future life easy, 39.5 percent ensure against other diseases, and 102 (13.7 percent) don't give any reason for sex education. A study conducted by Mueller TE et al. reported that most of B.Ed. teacher trainees and staff Sex education reduces the risks of possibly negative outcomes from sexual behavior, such as dread and menstrual stigma, unwanted and unplanned pregnancies, and

STI infection, including HIV. In request to understand the inclination for sex education, the present study found that 280 (91.5 percent) of teacher trainees and B.Ed. staff were the greater part. Colleges lean toward physicians, followed by 217 (83.0 percent) school/teacher, and parents were 277 (37.3 percent) respectively least preferred. A comparative report by Jaideep K et al. was conducted in Chandigarh, which found that 76.74% of understudies picked the instructor as the best hotspot for sex education. Comparable observations were found in Hong Kong by Wong WC et. al., and in China by Zhang L et al. Every one of these differences could be because of local and social differences. A study by Dorle AS et al., from Karnataka, discovered that girls favor parents and boys favor friends as a source of sex information. A viewpoint given by Datta SS et al. for school and school should give learners sex education.

- Difference in the attitude of secondary school teacher trainees and B.Ed. faculty in Raipur and Ranchi colleges in areas aimed at sex education**

To find out the difference in the attitude of senior secondary school Teacher's Trainees and faculties of B.Ed. colleges of Raipur and Ranchi areas towards sex education. To see whether there is a critical contrast in the disposition of senior secondary teacher learners and B.Ed. personnel. T-tests are determined for sex education at Raipur and Ranchi schools, and the consequences of the examination are appeared in Table 4.

Table 4: Difference in the attitude of senior secondary school Teacher's Trainees and faculties of B.Ed. colleges of Raipur and Ranchi areas towards sex education

Group	No. of Teacher's Trainees and faculties of B.Ed. colleges	Mean	S.D.	df	t. Value
Teacher's Trainees and faculties of B.Ed. colleges of Ranchi areas	150	61.38	7.11	298	5.84*
Teacher's Trainees and faculties of B.Ed. colleges of Raipur areas	150	58.12	9.87		

*significant at 0.01 level

Observation of the table shows that the attitude of senior secondary school Teacher's Trainees and faculties of B.Ed. colleges of Raipur and Ranchi areas towards sex education is 5.84 which is more than the required value (2.59) for significance at 0.01 levels. This indicates that there exists significant difference in attitude of senior secondary school Teacher's Trainees and faculties of B.Ed. colleges of Raipur and Ranchi areas towards sex education. Thus hypothesis is rejected. The probable reason may be Teacher's Trainees and faculties of B.Ed. colleges of Ranchi are must be facing more problems than Teacher's Trainees and faculties of B.Ed. colleges of Raipur areas. Sexual harassment, domestic violence, eve teasing, teen age pregnancy

and irresponsible parenthood are more in the Ranchi areas. Education is an important tool that can help to work towards eradicating this evil.

CONCLUSION:

Sex is a universal phenomenon that exists in all organisms. It is the greatest gift of nature. It is an instinct and inborn potential which gets maturity in environmental contact. The finding of the study revealed that Teacher's Trainees and faculties of B.Ed. colleges teaching in senior secondary schools have favourable attitude towards sex education. But if we closely observe the result we find there is significant difference in attitude of senior secondary school Teacher's Trainees and faculties of B.Ed. colleges of Raipur and Ranchi areas towards sex education in favour of Ranchi Teacher's Trainees and faculties of B.Ed. colleges.

REFERENCES:

Agarwal, J. C, (1985) 'Basic Ideas in Education', Shipra Publications, Delhi.

Breuner, C. C., Mattson, G., & Committee on Psychosocial Aspects of Child and Family Health. (2016). Sexuality education for children and adolescents. *Pediatrics*, 138(2), e20161348.

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

Allport, G. W. (1954). The Historical Background of Modern Social Psychology. Handbook of Social Psychology, Vol. 1, Cambridge, Mass Addison, Wesley, pp. 45.

Garet, M., Porter, A., Desimone, L., Birman, B., & Yoon, K. (2001). What makes professional development effective? Analysis of a national sample of teachers. *American Education Research Journal*, 38(4), pp. 915-945.

Garmston, R. (1991). Staff developers as social architects. *Educational Leadership*, 49(3), pp. 64-5.

Tyoke C. A. Onah H.E Onwasigwe C.N. (2006). Teachers attitude is not an impediment to adolescent sexuality education in Enugu, Nigeria., Afr. J. Reproductive Health, 2006 Apr 10(1): pp. 81-90

Ugoji, F. A. (2009). The attitude of parents towards sexuality education in secondary

school in Delta State. The counsellor, 26(2), pp. 71-83.

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>

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. National Centre for Biotechnology Information, pp. 191-215.

Campbell, D. T. (1950). The indirect assessment of social attitudes. Psychological Bulletin, 47(1), pp. 15-38.

Corresponding Author

Awadhesh Kumar*

Research Scholar, Kalinga University, Raipur