

Analytical Studies on Attitude of Teachers Trainees for Inclusion of Sex Education

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Abstract - Respect for the rights of each and every child to life, safety, growth, and educational opportunity permeates every facet of the school and the larger educational community. Studying how B.Ed. students and professors feel about sex education being taught in secondary schools in the Raipur and Ranchi areas is the major goal of this research. The study's goals are to (1) identify the attitude and perception of sex education among secondary school Teacher's Trainees and faculties of B.Ed. colleges; (2) determine the difference in the attitude of secondary school teacher trainees and B.Ed. faculty in areas aimed at sex education between colleges in Raipur and Ranchi; and (3) assess the difference in the attitude of secondary school Teacher's Trainees and faculties of B.Ed. colleges between government and private schools. The purpose of this research is to examine the perspectives of secondary school male and female Teacher's Trainees and faculty members from B.Ed. institutions on the topic of sex education in the classroom, as well as to draw comparisons between these groups.

Keywords - Sex Education, Teacher 's Trainees, B.Ed. college, government

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INTRODUCTION

This commitment is reflected in India's approach to teacher education, which has developed through time and is based on the recommendations of several education reporting committees/commissions, such as the National Education Policy (NPE, 1986). Despite the quantitative growth in teacher training facilities, subjective changes to India's teacher education system were the primary focus of the arrangement planners, as shown by an examination of the recommendations of India's many commissions, committees, and education strategy. Both the transition from childhood to adulthood and the establishment of a solid foundation in lifelong learning should include explicit instruction on sexuality. All kids, young and old, should be able to participate, even those who have passionate or physical learning difficulties. Values and virtues, sexuality and personal relationships, communication and decision-making abilities, and they should all be encouraged. It's important to foster positive traits like self-respect, self-awareness, a strong feeling of responsibility, and a need for freedom from sexual experience and resistance.

In all walks of life, sex is an inevitable reality. It's a habitual way of acting that develops fully via interaction with the surrounding world. For starters, it's a noun that refers to the act of mating between a male and a female, which results in offspring, and a whole host of feelings. When sexual desire develops between a man and a woman, we have sex. When

discussing the act of sex and the physical anatomy and functioning of the sex organs, the words sex and sexuality are commonly misused and construed wrongly. In this way, sex is an expression of man's greatest desire or needs, which are to fulfill his uniqueness via a profound emotional, mental, and physical connection with his so-called partner. Therefore, sex education has become a vital part of our country's mandatory curriculum.

LITERATURE REVIEW

Priyadarshini Swain et.al (2022) The nation's development is based on its education. The Teacher Educators train the student teachers to ensure quality in school education by raising the learning levels of the students. The 2-Year Bachelor of Education (B. Ed) is essential to fulfill the said purpose. In the present study it has been found that this Programme is providing sufficient time to acquire proper content knowledge for the development of student teachers. It has been reported that the Teacher Educators of Science stream perceived the programme better in comparison to their Arts counterparts. Like this, the Teacher Educators of higher qualification have perceived the programme better in comparison to their counterparts having inferior qualification. In totto, it has been observed in the present study that the teacher educators are in favour of the 2-Year B. Ed Programme.

T. Muthuprasad et.al (2021) The global spread of the COVID-19 epidemic has caused the cancellation of

classes at educational institutions everywhere. In order to maintain their academic programs, most universities and colleges have begun using online learning platforms. For a developing nation like India, where technological restrictions like suitable devices and bandwidth availability presents a severe barrier, the concerns surrounding the readiness, designing, and efficacy of e-learning are still not completely understood. Through an online survey, we sought to gain insight into the attitudes and preferences of 307 agricultural students about distance education. We also looked at what students value most in an online course, which will aid in creating a productive virtual classroom. Most responders (70%) expressed willingness to use online courses as a means of managing curricula during the epidemic. The vast majority of students surveyed expressed a strong preference for using their smart phones to access educational resources online. Through content analysis, we determined that students learn more by watching recorded lessons that include a quiz at the conclusion of each session. Online courses are seen as appealing by students because to their adaptability and the ease with which they may be taken, however students in rural regions have challenges accessing the internet, making it more difficult for them to take advantage of online learning opportunities. While a full transition to online mode may not be feasible in an agricultural education system because many courses are practice-based, the ideas from this article might be useful in developing the curriculum for the new normal.

Jacqueline Ullman et.al (2021) There is a lack of actual evidence to support the assumptions that educators, curriculum designers, and policy makers make regarding parents' dis/approval of gender and sexuality diversity in general, particularly in regards to the topic's suitability for K-12 classes. There is less evidence on this topic, but what there is implies that parents want sexuality education to be a joint effort between their children's schools and their own. This study aimed to add to previous findings by investigating the nuances of parents' perspectives on gender and sexuality diversity and its role within relationships and sexual health education through a survey of Australian parents of children attending a government (public) school (N = 2093), with responses weighted to produce nationally representative estimates. This study gives a comprehensive summary of parental perspectives on the value of teaching children about healthy relationships and sexuality, as well as their thoughts on the need of adding information that is sensitive to gender and sexuality diversity in relevant subject areas. Parents of elementary, middle, and high school students in at least eighteen states gave overwhelming approval to include discussions of gender and sexuality diversity into existing curriculum for relationship and sexual health education.

Anaadumba Helen-zilfah (2017) Most young individuals don't know much about sexuality (Alter, 2002). Most research aimed at helping young people better understand their sexuality has focused on the

youth population. The purpose of this research was to examine the relationship between teacher preparation and sex education for young people in public elementary and secondary schools. Questions addressed in the research included whether or not instructors had gotten enough training on sexuality education, where students might get information on such topics, and what barriers exist for such instruction in elementary schools. This study, which utilized a descriptive survey research methodology, primarily relied on questionnaires to gather both quantitative and qualitative information. Eighty-three (83) participants were selected from ten (10) of the fifteen (15) elementary schools in the Gumani / Nyanshegu circuit. Poor initial training in sexuality education, inadequate continuous professional training, and the socio-cultural and religious attitudes and practices of a population were shown to impair teachers' abilities to teach sex education in schools. The research calls for the supply of Teaching and Learning Materials (TLMs) for including sex education at the basic school level, as well as frequent in-service training for teachers, and the inclusion of sex education in the curriculum for the initial training of teachers.

Syed Hasan Qasim et.al (2013) In Indian culture, the issue of sexuality is still frowned upon and should not be brought up in casual conversation. However, there is a rising awareness of the need to teach teens to make healthy decisions when it comes to reproduction. Knowing how individuals, teachers, and students feel about sex education is crucial before presenting it officially in order to head off any potential negative outcomes. The purpose of this research is to investigate how educators feel about delivering sexuality education in the classroom. It's important to see sex education as a multi-pronged effort to effect change in people's worldviews and behaviors. Teachers and school administrators are in a prime position to effect change when it comes to sex education, and they must be willing and motivated to do so. Professional educators must have a proactive and optimistic stance toward sex education. Therefore, the purpose of this research was to assess the perspective of high school educators on sexuality education. The results showed that secondary school educators see sex education positively. However, if one looks more carefully at the data, one can see that urban instructors have a far more positive outlook on sex education than their rural counterparts do in the classroom. Researchers also found that public and private school educators had similar perspectives on sexuality education. Teachers, whether in cities and the countryside, need to become more self-aware, as they hold a sacred trust in shaping the destiny of their communities and countries. It is the nation's future that rests on the shoulders of its educators. To improve rural students' attitudes, a public relations and awareness campaign targeting remote schools should be launched. Sexuality education in the classroom has the potential to significantly impact students' understanding, beliefs, and actions. Sex education is something that most people feel should

be taught in a classroom setting. In light of these results, we and the government should work to get libraries and sex education literature written in the local language into every school, but particularly those in remote areas. The time has come for sex education in our classrooms.

METHODOLOGY

Research Design

- The descriptive data collected during a research may be applicable in areas of everyday life outside the scope of the study.
- Descriptive studies are helpful because they provide data that may be used to develop effective community service initiatives.

Objective

- To compare how government and private school teacher-in-training programs approach sexuality education; and how their graduates do in the classroom.
- To investigate how B.Ed. college professors and aspiring teachers feel about bringing sexuality classes to high schools.
- To investigate how pre-service teachers and their professors feel about sexuality education in B.Ed. programs.
- To examine the differences in views on sex education between male and female secondary school teacher trainees and faculty members at B.Ed. institutions.

Area of the study

The current research focuses on the district that includes both Raipur and Ranchi. The city of Raipur serves as the state capital of Chhattisgarh in India. In addition to being the state capital, Raipur also serves as the administrative center for the state's biggest district and division. Until the state of Chhattisgarh was officially established on November 1, 2000, it was included in Madhya Pradesh. Its industrial expansion has been exponential, and it has become a significant economic centre in central India.

DATA COLLECTION

Primary Data

Universities with a Bachelor of Education program were the primary source of data. Interview arrangements for social workers took up 45 minutes of time.

Secondary Data

Public Informatics Center, Newspapers, Journals, and Other Published and Unpublished Documents Relating to the Research Subject were some examples of the secondary information sources used in this study.

Sample Size

A mix of public and private secondary institutions was used for the study.

Tools for data collection

The above-mentioned characteristics of the questionnaire were designed to elicit the subject's most fundamental characteristics, including District, Government or Private School, Co-Education or Exclusively Girls' School, and Gender. The aforementioned characteristics of the topic informed the development of the questionnaire, which also sought information on the respondent's district, school type (public vs. private, co-ed vs. girls-only), and gender. Problems with mindsets brought on by the dissemination of sex education were also addressed. Twenty questions tested general knowledge, while four probed participants' attitudes.

RESULTS

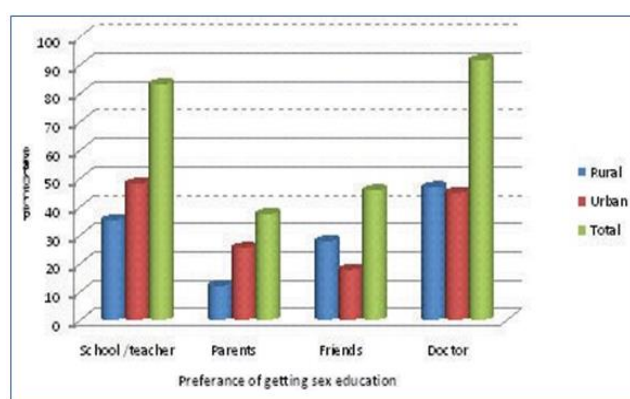
Attitude and perception of sex education among secondary school going Teacher's Trainees and faculties of B.Ed. colleges

B.Ed. teacher candidates and schools serve 300 secondary institutions in total. There were both public and private colleges in the Ranchi and Raipur districts that participated in the research. Three hundred college students, all between the ages of 25 and 40, participated in the current research, and all of them gave honest answers and didn't try to hide anything. As can be seen in [Table 1], the median age range for B.Ed. teacher trainees and college faculty members is between 30 and 35 years old for 294 of the 628 total B.Ed. teacher trainees and faculty members. There were a total of 15,958 individuals, with a mean age of 15.9581. We counted 61,358, of whom 358 (48.2%) were women and 385 (51.8%). 4466 Sixty percent of the workforce was comprised of graduates of public universities. In the Ranchi area, 53.5% of the teacher-in-training population is from nuclear families, whereas in the Raipur region, 54.7% of the population is from such households. Teacher-in-training enrollment is highest (213) in socioeconomic class III (28.4 percent), and lowest (844) in class I (7.6 percent) (11.3 percent). Most teacher candidates in the Ranchi area are from social class II, while those in the Raipur area are from social class V. The significance level was through the roof (p0.001).

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	(p-value)
Age group (years)				
25-30	138 (87.3%)	20 (12.7 %)	158 (100%)	18.206 (p≤0.001)
30-35	273 (92.9%)	21 (7.1 %)	294 (100%)	
35-40	251 (97.7 %)	6 (2.3%)	257 (100%)	
>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%)	33.899 (p<0.001)
10	184 (91.1%)	18 (8.9%)	202 (100%)	
11	198 (98.0%)	4 (2.0 %)	202 (100%)	
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%)	

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

The percentage of responders from each location who are interested in sexuality classes is shown in [Fig-1]. Overall, there were 280 (91.5%) B.Ed. and teacher-in-training students who were found to comprise the majority of the teaching workforce. Schools prefer doctors to educate their students about sexual health, followed by 280 (83%), schools and educators, and finally, parents (2777). (37.3 percent). However, among Ranchi Teacher's Practitioners and B.Ed (46.7 percent).

Concerning the importance of sex education for pre-service and in-service teachers. It demonstrates that a majority of colleges and universities support sexual education for their student body and future B.Ed (93.5 percent). Regardless, guys were more likely to be in favor of sex education (97.1%) than girls (89.7 percent). In a similar survey done in Chandigarh, Jaideep K et al. found that 95% of students favored including sex education into the curriculum. Benzaken T. et al. and Thakur HG. et al. also found that 82.9% of boys and 75.6% of girls had received some kind of sex education. Despite our findings, a research by Dorle AS et al. from Karnataka revealed that only 48% of students in upper and senior secondary school preferred sex education; this figure was lower than ours due to regional and socioeconomic disparities as well as the fact that their survey was performed 5 years ago.

Attitude of Teacher's Trainees and faculties of B.Ed. colleges about introducing sex education in secondary schools

While some B.Ed. faculty members and aspiring teachers may be open to teaching sexuality classes, many others feel unprepared, uneasy, or even fearful about doing so. Teachers play a crucial role in providing high-quality sex education but only if they are well-prepared, well-supported, and highly motivated. Teachers are helped in this area by having clear sectoral and school policies and curriculum. Putting more of a focus on sex education in the curriculum and providing more resources for teachers who want to focus on the topic would help more educators become experts in the field (UNESCO, 2009). This section's second half features instructors' feedback on potential course material.

Table 2: Overview of Teacher's Trainees and faculties of B.Ed. colleges

Sl. No.	Broad Classification	Sub-Classification
1	Baseline Information	Based on Districts
		Private/Government School
		Co-Education/Exclusively Girls' School
		Gender
2	Knowledge Questionnaire	Relationships
		Values, Attitude and Skills
		Culture, Society and Human Rights
		Human Development
3	Attitude Questionnaire	Sexual and Reproductive Health
		Opinion about Sex Education
		Relationships
4	Summary	Values, Attitude and Skills
		Knowledge and Attitude Questionnaire Results
		Knowledge and attitude based on Districts
		Knowledge and attitude based on Private/ Government School
		Knowledge and attitude based on Co-Education or Exclusively Girls' School
		Knowledge and attitude based on Gender

Table 3: Distribution of baseline information of Teacher's Trainees and faculties of B.Ed. colleges studied - Districts

Baseline information	Number of teachers (n=300)	%
District		
• Raipur	150	50.0
• Ranchi	150	50.0
Respondents		
• Teachers	300	100.0

Fifty percent (150) of all District educators were included in the analysis. Three hundred educators were included in the research.

RELATIONSHIPS

Under the umbrella term "Relationships," the following three topics have been elaborated upon in terms of one's point of view:

- Friendship, Love and Romantic Relationships
- Tolerance and Respect

Long-Term Commitment, Marriage and Parenting

Table 4: Distribution of knowledge questionnaire among Teacher's Trainees and faculties of B.Ed.: Relationships – Love, Friendship, and Romantic Relationships

Knowledge: Statement	Total (n=300)		Male (n=150)		Female (n=150)		Significance
	No	%	No	%	No	%	
Friendship, Love and Romantic Relationships must be part of curriculum							
• No	130	38.2	48	33.3	62	43.1	$\chi^2=3.00(1)$
• Yes	170	61.8	96	66.7	82	56.9	$p=0.090+$

Sixty-one percent of the trainees and employees surveyed (n=300) agreed that lessons on romantic and platonic relationships should be a mandatory part of the training program. Of the educators polled, 66.7 percent were males and 56.3 percent were women. However, there has been a large gender gap in response rates between male and female educators (P=0.090+). In this case, it is clear that educators are not very eager to include discussions of this issue in

their lesson plans. It was a sentiment shared by the parents. Teachers have voiced their opinions in this vein because of the topic's sensitivity to youngsters of that age.

DISTRIBUTION OF ATTITUDE QUESTIONNAIRE AMONG TEACHERS

In addition to gauging teachers' familiarity with the topic, this research also sought to gauge their sentiments towards include sexuality education in the classroom. The following are some of the broad topics that the questionnaire touched on:

- Values, Attitude and Skills
- Opinion about Sex Education
- Relationships

Table 5: Distribution of attitude questionnaire among Teacher's Trainees and faculties of B.Ed.: Opinion about Sex Education – There is a need to teach Sex Education in Schools

Attitude: Statement	Total (n=300)		Male (n=150)		Female (n=150)		Significance
	No	%	No	%	No	%	
There is a need to teach sex education in Schools							
• No	80	29.2	35	24.3	49	34.0	$\chi^2=3.29(1)$
• Yes	220	70.8	109	75.7	95	66.0	$p=0.070+$

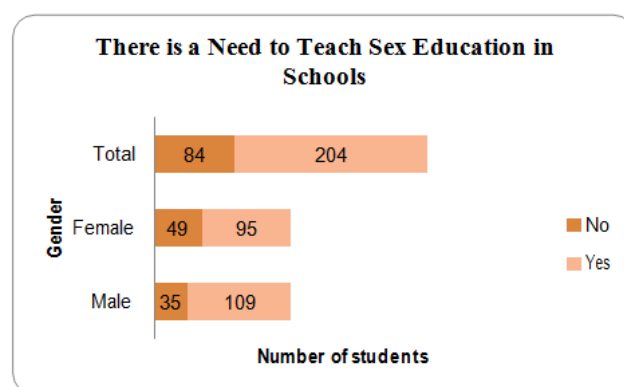


Figure 2: Sex education needs to be instructed in schools

The vast majority of teachers (n=300) agreed that students should be taught about sexuality in school. Meanwhile, 29.2% of educators said they don't see a need to educate students about sexuality in the classroom.

Attitude of Teacher's Trainees and faculties of B.Ed. colleges toward sex education

Students and professors from B.Ed. programs are represented in Table 6 below, along with their opinions on the importance of sexual education.

Table 6: Attitude of all Teacher's Trainees and faculties of B.Ed. colleges towards Sex Education

Student Respondents	Very high Attitude	%	High Attitude	%	Moderate Attitude	%
All Samples (300)	3	1.5%	239	69.5%	58	29%

According to Table 6, just 1.5% of Teacher's Trainees and faculty of B.Ed. institutions have a very high attitude toward sex education, while 69.5% have a high attitude and 29.0% have a moderate attitude. Thus, it seems that the majority of secondary school students in the Raipur district have a favorable outlook on sex education.

Figure 3 below is a graphical depiction of the proportion of Teacher's Trainees and faculty members at B.Ed. institutions that have a positive or neutral outlook on sex education.

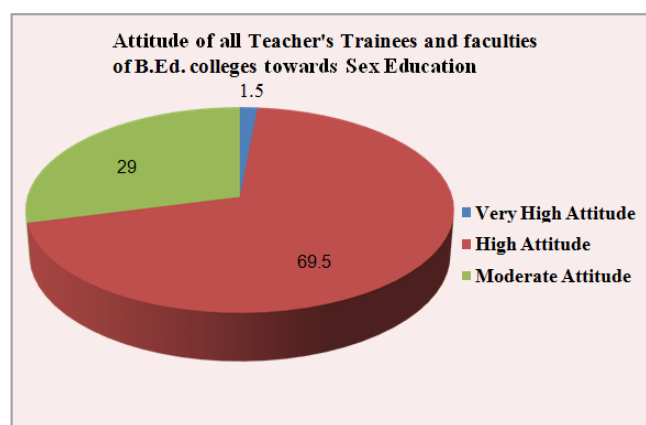


Figure 3: Diagrammatic representation of all Teacher's Trainees and faculties of B.Ed. colleges attitude towards sex education

CONCLUSION

Some students, particularly female students, may be hesitant to react to sex education because of the stigma that surrounds sex education and sexuality in many societies. The results also showed that public and private schools had similar attitudes about the same issues. Students and professors in B.Ed. programs in the field of education's perspective on sexuality instruction. As the sacred trust of the future community and country, the Teacher's Trainees and faculty of B.Ed. institutions in both Ranchi and Raipur need to be made aware of their important role. The future of the country rests on the shoulders of the trainees and faculty at B.Ed. institutions who are the nation's most precious human resource. An awareness and public relations campaign in the Raipur

region would do much to change the mindset of aspiring teachers and the faculty at B.Ed. institutions in the city. Sexuality education in the classroom has the potential to significantly impact students' understanding, beliefs, and actions. Sex education is something that most people feel should be taught in a classroom setting. It is clear from these results that libraries and literature on sexuality education in the local language are desperately needed in schools throughout India, and particularly in the city of Raipur. The time has come for sex education in our classrooms.

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