

Perception of Teachers to Sexuality Education in Secondary Schools

Awadhesh Kumar^{1*}, Dr. Usha Baxi²

¹ Research Scholar, Kalinga University

² Professor, Education Department, Kalinga University

Abstract - Schools have been seen as an important venue for advancing sexual health education. The vast majority of responders (80%) believed that sexuality education was necessary, and almost all (97%). While 72% of respondents said that condoms should be made accessible to students in secondary schools, 64% thought that condoms should not be included in sexuality education. All respondents agreed that sexuality education raises knowledge of HIV and AIDS, and 92% agreed that it delays sexual debut. Respondents were almost unanimous (96%) in their belief that introducing sexuality education into schools increases condom usage. Forty-four percent said they felt the present sexuality education lessons in schools were adequate. Sixty-eight percent of respondents said that knowledge about abortion and the ability to effectively communicate and negotiate are not formally taught in schools as means of reducing the spread of HIV and other STDs and the likelihood of unintended pregnancies. Sixty percent of respondents cited cultural norms and a lack of training as the primary obstacles to sexual education. Sixty-four percent of educators said they had never received sexuality education training. Secondary school teachers in Gaborone have a generally good attitude towards and understanding of sexuality education. The primary challenges to implementing sexuality education in secondary schools are cultural and pedagogical. Teachers' sexuality education knowledge and attitudes may both benefit from in-service education. There has to be a revision of the curriculum to incorporate comprehensive sexuality education.

Keywords - Sexuality education, Attitude, teachers, secondary schools

-----X-----

INTRODUCTION

It is generally agreed that education on sexuality is important for young people and should be included in the OUI curriculum (Goldman & Bradley, 200). According to Haffner (1992), the goal of sexual education is to empower all individuals to make healthy, informed decisions about their sexuality, regardless of their age, gender, socioeconomic background, or orientation. The general public has an erroneous impression that sexual activity is vital to our existence. We need sex not because it is a sex in and of itself but because it ensures the survival of the human race. Being human includes having sexual experiences and expressing those via one's beliefs, values, roles, rituals, practices, fantasies, and other mental constructs. With so much sexual content in the media, children and teens need supervision from teachers and parents to ensure they grow sexually and behave responsibly. The influence of Western civilization necessitates a school-based sex educational programme to augment parental and extended-family instruction in the finer points of family life. Sex education's primary objective is to improve students' sexual health by giving them a chance to form a positive, fact-based perspective

about sexuality. This has a role in the progression of HIV/AIDS throughout time.

When implemented, the high school sex education programme will help students learn more about how humans grow and reproduce. to teach young people to value and respect themselves, their families, and their communities, and to raise awareness of the negative effects of sexual activity of all kinds. Puberty, sexual health, and cleanliness are all crucial factors that may be addressed with this programme, and as a result, fewer teenagers would get pregnant. There will be an emphasis on the reproductive system, pregnancies, and methods of contraception. In this context, we'll be talking about ways to avoid substance use. using condoms. inclusivity, reproductive freedom, responsible sexuality, Teachers need to inform students about the risks of engaging in sexual activity too young or without protection, and then support them to make informed choices about their sexual behavior. as well as promoting interactions between men and women that are polite, safe, and healthy.

With the rapid progress of science and technology in the contemporary world, knowledge about sex is

widely available. Most individuals, even young ones, are interested in sex and sex issues. Since children might be misled by what they saw or read in the magazine and the media, parents should immediately teach a correct notion of sex to their children. In order for a kid to successfully go through the various developmental phases, they will need to fulfil certain conditions. Learning concepts for sex education vary by age group and cultural context. That's why it's so important to provide youngsters with consistent sexuality education and therapy.

Teaching children and students about healthy sexuality at a young age helps them form positive sexual identities while also helping their educators and carers feel more at ease with the topic. Parents' involvement in their children's sexual education is crucial. Daughters may learn from their fathers how to be trustworthy and respectful of others, and sons can learn what it means to be responsible members of their family and community. The ultimate beneficiaries are the youngsters who, as adults, will know how to interact with others.

LITERATURE REVIEW

Shah, P.S. (2014), More than half of the instructors in his survey said they felt it was very important for students to learn about sexual health in the classroom. Although students seldom brought up sexuality-related questions in class, instructors treated any such conversation as private. Most educators think that sexuality education should be integrated into existing health education curriculum rather than offered as a separate elective. The vast majority of educators have expressed a desire to participate in sexuality education training. According to the results of this survey of educators, most see the critical need of providing sexual health education to their pupils.

According to **Kumar, P. & Mittal, A.'s (2015)** research on college students' attitudes towards sex education in relation to their home environments, female and male students from rural areas and students from urban areas all had positive attitudes towards sex education, while female students from urban areas had a very positive attitude. Students' attitudes towards sex education were more positive among females in rural regions than among males. Similarly, studies of urban students have shown that females are more receptive to sex education than their male counterparts. Students in the countryside were more pessimistic than their urban counterparts. The mean values suggest that female urban students had the most positive attitude towards sex education, whereas male rural students had the least positive attitude. The results also showed that there were substantial differences in how college students in urban and rural locations, among urban female and male students, and among rural and urban female students, felt about sex education. The results indicated that urban women college students had a more favourable outlook on sex education than their

rural and urban male counterparts. Results indicated no significant gender or location differences in how rural and urban male students felt about sex education.

Ogbuinya, N.E., Agha, E.M., & Okechukwu, A.C. (2018) A survey of female teenage students' opinions on sexuality education was done in Ebonyi state, Nigeria. The study was conducted using a descriptive survey research approach. The study was driven by two research questions. We used ANOVA with a 0.5 significance threshold to evaluate two different null hypotheses. Female pupils in secondary schools in Ebonyi state were found to have a favorable outlook on sex education. Female students' socioeconomic status was shown to significantly affect their views on sexuality education, leading researchers to reject the initial null hypothesis. The second null hypothesis was likewise rejected on the basis that religious affiliation is highly predictive of how female students feel about sexuality education. The study concluded and recommended, among other things, that the government at all levels and non-governmental organizations (NGOs) implement an urgent and coherent sex education intervention in all state secondary schools to encourage the adoption of sexual health behaviours among in-school female adolescents.

DATA ANALYSIS

The analysis and interpretation of data are the backbones of every research project. Students and educators were given an attitude scale regarding sex education, and their responses were sorted into groups according to the scale's established criteria. Table 1 displays the total number and percentage of teachers who responded to the survey on their views on sexual education.

Table 1: Attitude of all Teachers towards Sex Education

	Attitude		Attitude		Attitude	
All Sample (60)	4	6.66%	33	55%	23	38.33%

Table 1 shows that among secondary school instructors, just 6.66 percent have a "very high" attitude towards sex education, while 55 percent have a "high" attitude and 38.33 percent have a "moderate" attitude.

Figure 1 below is a graphical depiction of the proportion of teachers who responded positively to our survey about sex education.

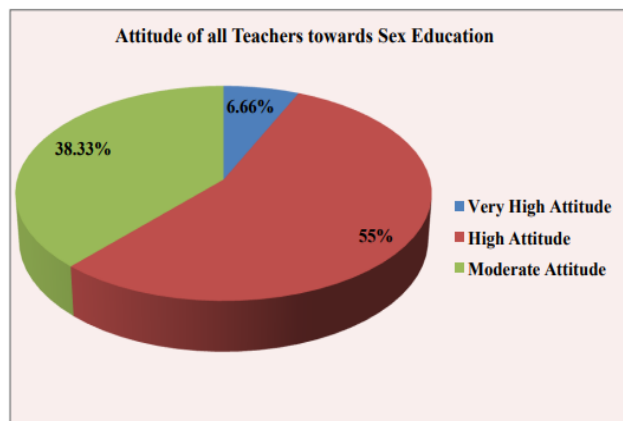


Figure 1: Diagrammatic representation of all teachers' attitude towards sex education in percentage

Perception and Attitude about some key sexuality issues

Teachers were polled on their thoughts and feelings on important sexuality problems by asking them to agree or disagree with a series of propositions. The majority of teachers (20 out of 30) believe that teaching their kids about sexuality is important. Ninety-two percent of those polled expressed a willingness to teach sexuality education if it were mandated in their schools (Table 2).

Table 2: Teachers' willingness to teach sexuality education

Items	Frequency	percentage
Very willing	22	88
Just willing	10	40
Not willing	2	8
Actively opposed	0	0
No response	0	0

Numerous replyers Sixteen people (64%) did not think condoms should be provided to students at their schools, whereas nine people (36% of the total) did. Seventy-two percent of those surveyed believed that contraception should be included in sexuality education, while 28 percent strongly opposed. Eighteen of the respondents (72%) thought that sexuality education did not increase promiscuity among students, while twenty-eight (28%) thought that it did. Figure 2 show that teachers most often mention cultural norms as an obstacle to sexuality education.

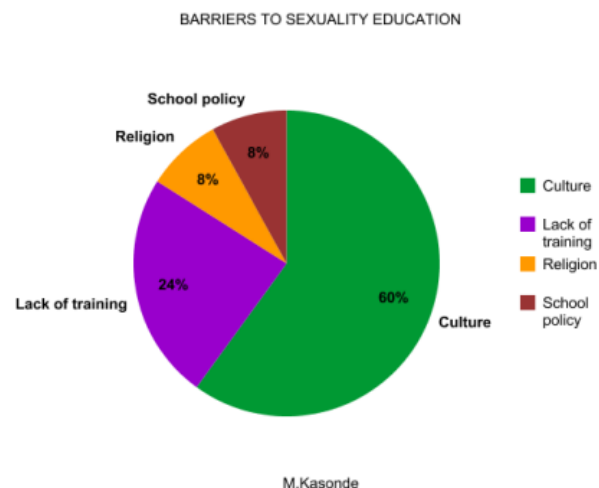


Figure 2: Barriers to sexuality education

Sixty percent of respondents cited cultural factors as a barrier to sexuality education, followed by lack of training (24%), school policy (4%), and religion (4%).

Table 3: Perceptions and Attitude of teachers to key sexuality issues

Variables	Perception/Attitude					
	Correct No (%)			Incorrect No (%)		
	Male	Female	Total	Male	Female	Total
Importance of sexuality education	14	11	25	0	0	0
Willingness to teach sexuality education	14	9	23	0	2	2
Condoms should be made available in secondary schools	7	2	9	4	12	16
Sex education should include contraceptives	12	8	20	2	3	5
Sex education should be incorporated in secondary schools.	13	11	24	1	0	1
Teachers should be at the forefront in teaching sexuality education	14	9	23	0	2	2

Providing condoms to secondary school kids was the one subject where men were more favourable than girls in their perceptions and attitudes.

Knowledge of teachers about sexuality education

What instructors know about sexuality education is summarized in Table 3. Most educators have a basic understanding of important sexuality topics. The vast majority of respondents (92% vs. 8%) believed that sexuality education delays sexual debut among school-aged kids. Twenty-five out of twenty-five respondents also believed that sex education in schools raises HIV/AIDS awareness. Twenty-one respondents (96%) agreed that sex education increases condom usage and that sex education decreases adolescent pregnancies.

Twenty-two respondents (88%) picked abstinence as effective prevention against STDs, whereas seventeen (68%) favored condoms. Abstaining from having children was the most popular form of birth

control, followed by using condoms and oral contraceptives (Table 4).

Table 4: Effective non-surgical birth control methods-Total number of responses for each method

		Count	%
Effective contraceptive	Abstinence	20	80
	Condoms	16	64
	Oral hormonal contraceptives	16	64
	Injectable contraceptives	15	60
	IUCD	15	60

Sixteen respondents (64%) said they weren't given any instruction in sexuality education throughout their teacher preparation, while 36 percent said they were.

Table 5: Knowledge about some key sexuality issues

variables	Correct knowledge			In-correct knowledge		
	males	females	total	males	females	total
Sex education delays sexual debut	13	10	23	1	1	2
Sex education increases HIV/AIDS awareness	14	11	25	0	0	0
‡ Sex education promotes condom use	14	7	21	0	4	4
Sex education prevents teenage pregnancy	13	9	21	1	3	4
Effective protection against STIs	12	9	20	2	3	5
‡ Effective birth control methods	8	10	18	6	1	7
Pregnancy can result from a girls first sexual intercourse	14	11	25	0	0	0

‡=Significant gender difference in knowledge

Knowledge is almost equal across sexes, with the exception of the topic of condoms, where men are more informed than females, and the topic of effective birth control techniques, where ladies are more knowledgeable than males.

Table 6: Appropriate age for receiving sexuality education according to respondents

Age (years)	number	percentage
<10	4	16
10-14	14	56
15-19	7	38
>20	0	0

Most respondents said that the ages 10–14 were best for beginning sexuality education.

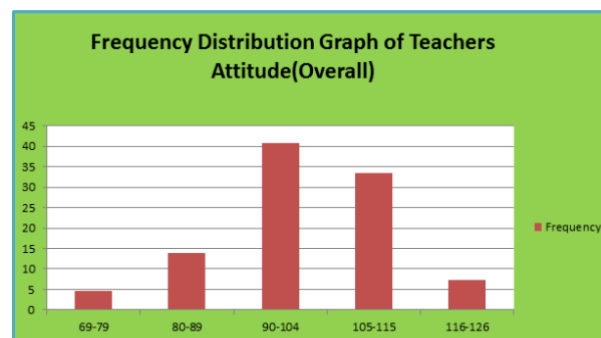


Figure 3 Frequency Distribution graph of Teachers Attitude (Overall)

Table 7: Teachers' Attitude across their Mode of Service (Pre-service and In-service Teachers)

Mode of Service	N	Mean	SD	SEM	t-value (calculated)	Sig. Value (two-tailed) or (p-value)	Table value of 't' at 0.05 level	DF	Sig
Pre-Service	52	103.35	11.525	1.598	2.455	0.016	1.98	106	#
In-Service	56	97.95	11.326	1.513					

#Significant

The estimated t-value of 2.45 is larger than the predicted value of 1.98 from the t-table (.05 threshold of significance), as seen in table 4. As a result, we may conclude that there is a substantial difference in the way that Pre-service teachers and In-service teachers feel about inclusive education and reject the null hypothesis. Pre-service teachers had a more positive and favourable attitude towards inclusive education than in-service teachers, as measured by the mean score, which was higher than that of in-service teachers.

DISCUSSION

The majority of respondents had a good understanding of important sexuality topics, however some had the wrong attitudes and had a negative impression of sexuality education. There was unanimous agreement that teaching young people about sexual health raises their awareness of HIV/AIDS. Sixty-four percent of respondents did not think condoms should be made accessible to students in schools, even though the vast majority (96 percent) believed that sexuality education encourages condom usage among teenagers in secondary school. In addition, Inyaniwura (2004) revealed that only 68% of Nigerians chose condoms as an effective preventative strategy against STIs. He found that in Sagamu State, Nigeria, most educators were against supplying condoms to students out of concern that it would lead to more sexual experimentation in the classroom.

Many educators feel they should take the lead in providing sexuality education in the classroom. The ease with which sexuality education may be implemented in Gaborone's secondary schools is promising. Education has a significant role in shaping the minds and actions of the world's youth between the ages of five and thirteen (UNESCO). This implies that schools are an efficient, scalable

option for reaching a wide range of youth from a variety of backgrounds.

CONCLUSION

The vast majority of educators see teaching on sexuality in the secondary school setting favourably. However, there is disagreement on the matter of contraception; although most people agree that it should be covered in classrooms, many educators are against giving condoms to high school students. More people are open to sharing their knowledge on sexuality education with others. Policymakers may take advantage of the public's favourable reception of sexuality education by introducing it in secondary schools. Sexuality education in the classroom has the potential to significantly impact students' understanding, beliefs, and actions. The inclusion of sex education in formal schooling has broad support. These results indicate that we and the government should work to get libraries and sex education literature written in the local language into all schools, but particularly those in remote areas. The time has come for schools to teach about sexuality.

REFERENCES

- 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>
- 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
- 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/>
- Kaur, Mandeep, and Khushwinder Kaur. "Attitude of Secondary School Teachers towards Inclusive Education." *International Journal of Behavioural Social and Movement Sciences*, vol. 4, no. 1, 2015, pp. 26-32.
- 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.ijeeedu.20140302.11.pdf>
- 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-IRJSS2013-134.pdf>
- 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>
- 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.ajssnet.com/journals/Vol_2_No_1_January_2013/3.pdf
- 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>
- 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>
- 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>
- 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>
- 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>

Corresponding Author

Awadhesh Kumar*

Research Scholar, Kalinga University