

A STUDY OF ATTITUDE OF COLLEGE GOING STUDENTS TOWARDS SEX EDUCATION IN RELATION TO THEIR MODERNIZATION

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ABSTRACT

Sex education is the need of hour. Sex education is required for children to provide them positive direction and right information, which would avoid unnecessary worries and tensions. Due to the importance of sex education in the present scenario, the present study has been taken in hand. Objectives: 1) to study the attitude towards sex education and modernization of college going students, 2) To compare the attitude of college going students towards sex education in relation to their modernization. Methods: In the present study normative survey method has been employed. 400 college going students were selected as sample through stratified random sampling technique from the rural and urban area of district Haridwar. The sample included Hindu and Muslim students. Attitude Scale towards Sex Education developed by Dr. (Smt.) Usha Mishra and Modernization Scale developed by R.S. Singh, A.N. Tripathi and Ramjee Lal were used to collect the data. The collected data was analyzed using Mean, S.D. and F-test. Results and Conclusions: Majority of the students had high attitude towards sex education. All the male students had high attitude towards sex education while female students had very high attitude towards sex education. It was found that all the college going students were moderately in socio-religious, marriage, position of women and education dimensions of modernization. Hindu and Muslim as well as male and female students differed in their attitude towards sex education. College going students of all the groups differed in their attitude towards sex education in relation to modernization.

Keywords : Attitude, Sex Education, Students, Modernization.

Introduction

The history, scriptures, monuments and other symbols denote that there were four Purushartha: dharma, artha, kama and moksha, which must be achieved by all the human beings. But with the passage of time, the above four purushartha have shifted to the materialistic achievements. As a result, some crucial aspects of life and their education have lag behind. Sex education is also one of them. Even talking about sex has become anti-idealistic and a taboo. A confluence of cultural and religious factors creates a very sensitive environment where issues of sexual and reproductive health have remained a taboo for all (Mack, J., 2011).

Adults in Indian society have usually refrained from discussing sexual matters with the young. Traditionally, children are brought up with strict discipline and fear and are punished for questioning their parents about sexual matters (Brocato, V. and Dwamena-Aboagye, A., 2007). The majority of adolescents do not have access to much information; they receive inaccurate information and these

myths and misconceptions are carried throughout their lifetime. There is a need to provide adolescents with information so as to enable them to cope better with the changes sex represents in their lives. To get rid of the above problems the one and only answer is sex education.

Sex education not only refers to the systematic attempt to promote the healthy awareness in the individuals on the matters of his or her physical, mental and sexual development but also provides the knowledge of functioning, behavior and attitude through direct teaching. *"Sex education is a broad term treated as a usual topic for health education and used to describe education about human sexual anatomy, reproduction, reproductive health, emotional relations, reproductive rights and responsibilities, abstinence, contraception and other aspects of human sexual behavior"* (Toor, K.K., 2012).

Sex education is required for children to provide them positive direction and right information, which would avoid unnecessary worries and tensions. Due to access to sex education children will have scientific knowledge and healthy attitude toward sexual issues. Review of related literature has shown that the importance of sex education has long been emphasized. Sex education is necessary for students and it plays a very important role in the prevention of HIV / AIDS (Tilakavathi et al., 1997). Sex education influences contraceptive knowledge and behavior (Dawson, D.A., 1986). Sex education aims to reduce risks of potentially negative outcomes from sexual behaviors, equips learners with life skills and reduces the high level of dropout and early pregnancies. It provides knowledge on how to prevent transmission of sexual diseases such as HIV/AIDS and other health related problems. Sex education influences thoughts, emotions and human behavior and plays an important role in the formation of an individual's character (Naqi, F.A.; Shokohi, Y.M. and Parand, A. 2008).

Sex education aims to provide the needed critical information for sexual health and life skills which in turn reduce problems and the negative consequences of sexual activity. Sex education makes adolescents aware of their sexual identity and protects them against abuse and sexual slavery (Azizzadeh, F.M. and Mohammad, A., 2007). Sex education programs in schools raise teenagers' sexual knowledge (Benzaken, T.; Palep, A.H. and Gill, P.S., 2011), as well as create a positive attitude towards sexual behavior. Sex education improves sexual behavior in developed and developing countries (Kirby, D.B.; Laris, B.A. and Roller, L.A., 2007). However, in some countries sex education is still a controversial and neglected issue and adolescents are constantly complaining that the training is inadequate, invalid, of low quality, and delayed (Pokharel, S.; Kulczycki, A. and Shakya, S., 2006; Kavoulis, A. and Forrest, J., 1999). In some countries teachers are not even educated sufficiently about sexual issues and they are not able to transfer the knowledge or they do not have the adequate facilities (Pokharel et al., 2006), while teenagers prefer to start learning about HIV / AIDS, pregnancy and intercourse early in their teens (Kavoulis, A. and Forrest, J., 1999).

India has undergone tremendous change in terms of social, political, economic and moral values. This change is marked due to industrialization, globalization modernization and electronic revolution. All these things have made this world a small family. Society has become modernized in the field of education, communication, travel, health, commerce, housing and in many other ways. The impact of modernization can be observed in every aspect of human life and it can possibly affect the attitude of the children towards sex education. Keeping this fact in the mind, the attempt has been made to study the attitude of college going students towards sex education in relation to modernization.

Statement of the Problem

"A study of attitude of college going students towards sex education in relation to their modernization"

Operational Definition of the Terms

➤ **Attitude towards Sex Education:** Attitude is a tendency of a person to respond to different things

either positively or negatively. According to *Allport, G.W. (1935)* "attitude is a mental and neural state of readiness to respond, organized through experiences, exerting a directive or dynamic influence upon the situation; with which it is related." Sex education is instruction on issues relating to human sexuality. According to *Forrester, S. (2009)*, "Sex education is a means by which people are helped to protect themselves against abuse, exploitation, unintended pregnancies and sexually transmitted diseases". Attitude towards sex education means the views of the people regarding the introduction of sex education in the school curriculum. In the present study, attitude towards sex education means the scores obtained by the college going students on 'Attitude Scale towards Sex Education' developed by *Dr. (Smt.) Usha Mishra*.

- **College going Students:** In the present study college going students mean those students who are studying in the first year of undergraduate courses in various disciplines in the degree colleges of district Haridwar.
- **Modernization:** Modernization refers to a deeper change in man's way of thinking and feeling; a change in his whole attitude to life's problem, the society and the universe. According to *Black, C.E. (1986)*, "Modernization is a process by which historically evolved institutions are adapted to the rapidly changing functions that reflect the unprecedented increase in man's knowledge permitting control over his environment that accompanied the scientific revolution". Modernization means the attitudinal changes in spheres of belief and behavior. In the present study, the change in the four dimensions i.e. (a) socio-religious, (b) marriage, (c) position of women, and (d) education is considered as the modernization of college going students. In this way, modernization means the scores obtained by college going students on 'Modernization Scale' developed by *Raghavendra S. Singh, Amar Nath Tripathi and Ramjee Lal*.

Objectives of the Study

Following objectives were framed to achieve the purpose of the study:

1. To study the attitude of college going students towards sex education.
2. To study the modernization of college going students.
3. To compare the attitude of college going Hindu and Muslim students towards sex education in relation to their modernization.
4. To compare the attitude of college going rural and urban students towards sex education in relation to their modernization.
5. To compare the attitude of college going male and female students towards sex education in relation to their modernization.

Hypotheses of the Study

Following hypotheses have been formulated in order to achieve the objectives of the study:

1. There is no significant difference in the attitude of college going Hindu and Muslim students towards sex education in relation to their modernization.
2. There is no significant difference in the attitude of college going rural and urban students towards sex education in relation to their modernization.
3. There is no significant difference in the attitude of college going male and female students towards sex education in relation to their modernization.

Delimitations of the Study

The present study has been delimited as follows:

1. The present study is delimited to district Haridwar of Uttarakhand.
2. The study is delimited to the students of first year undergraduate courses.
3. The present study is delimited to a sample of 400 college going students.

Method and Materials

➤ Method Used

The present study is dealing with the attitude towards sex education among college going students in relation to their modernization. This study is concerned with the description and interpretation of the present phenomenon, hence normative survey method is adopted for this study.

➤ Population of the Study

All individuals or objects within a certain population usually have a common, binding characteristics or traits. All the college going Hindu and Muslim students who are studying in undergraduate courses (first year) belonging to rural and urban area of district Haridwar constituted the population of the present study.

➤ Sample and Sampling Procedure

The investigator adopted stratified random sampling technique in the present study. Sample was selected in two stages. At the first stage, the investigator obtained the list of degree colleges from Department of Higher Education, Uttarakhand. Then the researcher made the list of degree colleges of district Haridwar from the state list. The researcher contacted the degree colleges to know the availability of Hindu and Muslim students, pursuing B.A., B.Sc. and B.Com (Part-I). Keeping the sample in mind, the investigator selected eight degree colleges randomly through <https://www.random.org/integers>. At the second stage, the investigator made the list of the Hindu and Muslim students of the selected eight degree colleges. After that, the required sample was selected randomly using <https://www.random.org/integers>. The researcher selected 400 college going students randomly from two strata: Hindu and Muslim. 200 Hindu students and 200 Muslim students were selected randomly from rural and urban area of district Haridwar. The sampling frame work is as follows:

Table No : 1
Sampling Framework

	Religion	Area	Gender	Students Agreed	Usable Returns	Final Sample	Total
College going Students	Hindu	Rural	Male	65	58	50	100
			Female	70	62	50	
		Urban	Male	65	61	50	100
			Female	60	56	50	
	Muslim	Rural	Male	62	57	50	100
			Female	68	63	50	
		Urban	Male	64	58	50	100
			Female	65	60	50	
Total				519	475	400	400

In this way, the investigator got 475 research instruments which could be used in the research. Because the researcher got more than 50 research booklets in each stratum of sample, he removed the extra research booklets randomly to get desired 50 research booklets in each stratum. Thus, the researcher used 400 research tools and in this way a sample of 400 students was selected.

Tool Used

Following tools have been used in the present study:

1. To know the attitude towards sex education of college going students "*Attitude Scale towards Sex Education*" developed by *Dr. (Smt.) Usha Mishra* has been used.
2. To measure the modernization the of college going students investigator used the "*Modernization Scale*" developed by *R.S. Singh, A.N. Tripathi and Ramjee Lal*.

Statistical Techniques Used

Mean, S.D. and F-test were used for the statistical analysis.

Analysis and Interpretation of Data

Table - 2
Attitude of College going Students towards Sex Education

Variable	Religion	Area	Gender	N	Mean	S.D.
Attitude of College going Students towards Sex Education	Hindu	Rural	Male	50	117.68	18.10
			Female	50	123.06	20.51
		Urban	Male	50	116.90	18.18
			Female	50	119.16	17.58
	Muslim	Rural	Male	50	105.32	13.38
			Female	50	121.42	13.32
		Urban	Male	50	113.81	18.49
			Female	50	124.42	11.62

The mean values in the table no 2 indicates that Hindu male students of rural area have high attitude towards sex education (M=117.68) while Hindu female students of rural area have very high attitude towards sex education (M=123.06). On the other hand, Hindu male and female students of urban area have high attitude towards sex education (M=116.90 & 119.16). The mean values show that Muslim male students of rural area have high attitude towards sex education (M=105.32) while Muslim female students of rural area have very high attitude towards sex education (M=121.42). Similarly, Muslim male students of urban area have high attitude towards sex education (M=113.81) while Muslim female students of urban area have very high attitude towards sex education (M=124.42). It is revealed from the above table that Muslim female students of urban area have shown least attitude towards sex education while Muslim male students of rural area have shown the highest attitude towards sex education.

Table - 3(a)
Socio-Religious dimension of Modernization of College going Students

Variable	Religion	Area	Gender	N	Mean	S.D.
Socio-Religious dimension of Modernization of College going Students	Hindu	Rural	Male	50	29.06	7.08
			Female	50	30.56	5.76
		Urban	Male	50	28.14	6.25
			Female	50	27.42	5.45
	Muslim	Rural	Male	50	26.12	4.89
			Female	50	26.58	4.60
		Urban	Male	50	28.14	5.44
			Female	50	26.66	5.34

The mean values in the table no 3(a) show that Hindu male and female students of rural area have shown average level of modernization on socio-religious dimension (M=29.06 & 30.56). Similarly, Hindu

male and female students of urban area have also exhibited average level of modernization on socio-religious dimension (M=28.14 & 27.42). The mean values indicate that Muslim male and female students of rural area have also shown average level of modernization on socio-religious dimension (M=26.12 & 26.58). Similarly, Muslim male and female students of urban area have also exhibited average level of modernization on socio-religious dimension (M=28.14 & 26.66). It is clear from the above table that Hindu female students of rural area have shown the highest level of modernization on socio-religious dimension while Muslim male students of rural area have shown the least level of modernization on socio-religious dimension.

Table - 3(b)
Marriage dimension of Modernization of College going Students

Variable	Religion	Area	Gender	N	Mean	S.D.
Marriage dimension of Modernization of College going Students	Hindu	Rural	Male	50	31.48	5.93
			Female	50	34.30	5.00
		Urban	Male	50	31.14	4.71
			Female	50	30.88	4.47
	Muslim	Rural	Male	50	28.98	5.60
			Female	50	29.74	4.62
		Urban	Male	50	30.62	5.49
			Female	50	31.16	4.99

The mean values in the table no 3(b) show that Hindu male and female students of rural area have shown average level of modernization on marriage dimension (M=31.48 & 34.30). Similarly, Hindu male and female students of urban area have also exhibited average level of modernization on marriage dimension (M=31.14 & 30.88). The mean values indicate that Muslim male and female students of rural area have also shown average level of modernization on marriage dimension (M=28.98 & 29.74). Similarly, Muslim male and female students of urban area have also exhibited average level of modernization on marriage dimension (M= 30.62 & 31.16). It is clear from the above table that Hindu female students of rural area have shown the highest level of modernization on marriage dimension while Muslim male students of rural area have shown the least level of modernization on marriage dimension.

Table - 3(c)
Position of Women dimension of Modernization of College going Students

Variable	Religion	Area	Gender	N	Mean	S.D.
Position of Women dimension of Modernization of College going Students	Hindu	Rural	Male	50	34.20	6.62
			Female	50	38.76	7.61
		Urban	Male	50	33.48	8.16
			Female	50	30.74	6.70
	Muslim	Rural	Male	50	32.34	7.22
			Female	50	31.62	6.01
		Urban	Male	50	31.78	6.43
			Female	50	31.06	7.26

The mean values in the table no 3(c) show that Hindu male and female students of rural area have shown average level of modernization on position of women dimension (M=34.20 & 38.76). Similarly, Hindu male and female students of urban area have also exhibited average level of modernization on position of women dimension (M=33.48 & 30.74). The mean values indicate that Muslim male and female students of rural area have also shown average level of modernization on position of women dimension (M=32.34 & 31.62). Similarly, Muslim male and female students of urban area have also exhibited average

level of modernization on position of women dimension (M= 31.78 & 31.06). It is clear from the above table that Hindu female students of rural area have shown the highest level of modernization on position of women dimension while Hindu female students of urban area have shown the least level of modernization on position of women dimension.

Table - 3(d)
Education dimension of Modernization of College going Students

Variable	Religion	Area	Gender	N	Mean	S.D.
Education dimension of Modernization of College going Students	Hindu	Rural	Male	50	31.00	6.72
			Female	50	33.66	7.69
		Urban	Male	50	29.96	7.52
			Female	50	28.22	7.44
	Muslim	Rural	Male	50	27.64	6.55
			Female	50	27.38	6.55
		Urban	Male	50	28.46	5.59
			Female	50	26.88	6.12

The mean values in the table no 3(d) show that Hindu male and female students of rural area have shown average level of modernization on education dimension (M=31.00 & 33.66). Similarly, Hindu male and female students of urban area have also exhibited average level of modernization on education dimension (M=29.96 & 28.22). The mean values indicate that Muslim male and female students of rural area have also shown average level of modernization on education dimension (M=27.64 & 27.38). Similarly, Muslim male and female students of urban area have also exhibited average level of modernization on education dimension (M= 28.46 & 26.88). It is clear from the above table that Hindu female students of rural area have shown the highest level of modernization on education dimension while Muslim female students of urban area have shown the least level of modernization on education dimension.

Table - 3(e)
Modernization of College going Students

Variable	Religion	Area	Gender	N	Mean	S.D.
Modernization of College going Students	Hindu	Rural	Male	50	125.74	19.69
			Female	50	137.28	21.73
		Urban	Male	50	122.72	21.41
			Female	50	117.26	18.92
	Muslim	Rural	Male	50	115.08	19.47
			Female	50	115.32	15.98
		Urban	Male	50	119.00	18.21
			Female	50	115.76	18.61

The mean values in the table no 3(e) show that Hindu male and female students of rural area have shown average level of modernization (M=125.74 & 137.28). Similarly, Hindu male and female students of urban area have also exhibited average level of modernization (M=122.72 & 117.26). The mean values indicate that Muslim male and female students of rural area have also shown average level of modernization (M=115.08 & 115.32). Similarly, Muslim male and female students of urban area have also exhibited average level of modernization (M= 119.00 & 115.76). It is clear from the above table that Hindu female students of rural area have shown the highest level of modernization while Muslim male students of rural area have shown the least level of modernization.

Table - 4 (a)
**Attitude of College going Hindu and Muslim Students towards Sex Education
in relation to their Modernization**

Variable	Religion	Level of Modernization	N	Mean	S.D.
Attitude towards Sex Education	Hindu	High	36	131.22	15.13
		Average	115	118.63	18.90
		Low	49	112.14	17.15
	Muslim	High	18	117.77	13.63
		Average	103	117.32	16.68
		Low	79	114.08	16.29

The table no 4(a) shows that college going Hindu students who are highly modernized have very high attitude towards sex education (M=131.22) while the Hindu students who are average and low modernized have high attitude towards sex education (M=118.63 & 112.14). On the other hand, college going Muslim students who are highly, average and low modernized have high attitude towards sex education (M=117.77, 117.32 & 114.08).

It is clear from the above table that college going Hindu students who are highly and average modernized have more favorable attitude towards sex education as compared to highly and average modernized Muslim students respectively. But college going Muslim students who are low modernized have more favorable attitude towards sex education as compared to low modernized Hindu students. It is evident that highly modernized Hindu students have shown the highest attitude towards sex education while the low modernized Hindu students have shown the least attitude towards sex education.

Table - 4 (b)
**Analysis of Variance to Compare the Attitude of College going Hindu and Muslim Students
towards Sex Education in relation to their Modernization**

Source	df	SS	MS	F-value	Results
Religion	1	313.156	313.156	1.071	Insignificant
Modernization	2	6137.287	3068.643	10.995**	Signific
Interaction	2	2064.247	1032.124	3.530*	Significant
Within Group	6	5550322.199	925053.700		
Between Group	394	115196.801	292.378		

** = significant at 0.01 level of significance * = significant at 0.05 level of significance

The table no 4(b) shows that at df 1,394 the first F-value is 1.071, which has been found insignificant. It means that there is no significant difference in the attitude towards sex education of college going Hindu and Muslim students.

At df 2,394 the second F-value is 10.995, which has been found significant at 0.01 level of significance. It means that there is a highly statistical significant difference in the attitude towards sex education of college going Hindu and Muslim students belonging to high, average and low modernization.

At df 2,394 the third F-value is 3.530, which has also been found significant at 0.05 level of significance. It means that joint effect of religion and modernization has created a significant effect on the attitude of college going Hindu and Muslim students towards sex education.

It may be concluded that second and third F-values are found significant while first F-values are found insignificant. Thus, the null hypothesis that "There is no significant difference in the attitude of college going Hindu and Muslim students towards sex education in relation to their modernization" is mostly rejected and partly accepted.

Table - 5 (a)
**Attitude of College going Rural and Urban Students towards Sex Education
in relation to their Modernization**

Variable	Area	Level of Modernization	N	Mean	S.D.
Attitude towards Sex Education	Rural	High	30	127.86	16.17
		Average	114	116.59	18.39
		Low	56	111.53	15.87
	Urban	High	24	125.33	15.70
		Average	104	119.56	17.21
		Low	72	114.75	17.10

The table no 5(a) shows that college going rural students who are highly modernized have very high attitude towards sex education (M=127.86) while rural students who are average and low modernized have high attitude towards sex education (M=116.59 & 111.53). Similarly, college going urban students who are highly modernized have very high attitude towards sex education (M=125.33) while urban students who are average and low modernized have high attitude towards sex education (M=119.56 & 114.75).

It is clear from the above table that college going rural students who are highly modernized have more favorable attitude towards sex education as compared to highly modernized urban students. But college going urban students who are average and low modernized have more favorable attitude towards sex education as compared to average and low modernized rural students. It is evident that highly modernized rural students have shown the highest attitude towards sex education while the low modernized rural students have shown the least attitude towards sex education.

Table - 5 (b)
Analysis of Variance to Compare the Attitude of College going Rural and Urban Students towards Sex Education in relation to their Modernization

Source	df	SS	MS	F-value	Results
Area	1	528.729	528.729	1.785	Insignificant
Modernization	2	7119.020	3559.510	12.019**	Signific
Interaction	2	362.279	181.139	0.612	Insignificant
Within Group	6	5548835.804	924805.967		
Between Group	394	116683.196	296.150		

** = significant at 0.01 level of significance

The table no 5(b) shows that at df 1,394 the first F-value is 1.785, which has been found insignificant. It means that there is no significant difference in the attitude towards sex education of college going rural and urban students.

At df 2,394 the second F-value is 12.019, which has been found significant at 0.01 level of significance. It means that there is a highly statistical significant difference in the attitude towards sex education of college going students belonging to high, average and low modernization.

At df 2,394 the third F-value is 0.612, which has been found insignificant. It means that joint effect of area and modernization has not created a significant effect on the attitude of college going rural and urban students towards sex education.

It may be concluded that second F-value is found significant while first and third F-values are found insignificant. Thus, the null hypothesis that "There is no significant difference in the attitude of college going rural and urban students towards sex education in relation to their modernization" is partly rejected and mostly accepted.

Table - 6 (a)
**Attitude of College going Male and Female Students towards Sex Education
in relation to their Modernization**

Variable	Gender	Level of Modernization	N	Mean	S.D.
Attitude towards Sex Education	Male	High	26	123.50	17.89
		Average	108	113.97	17.62
		Low	66	108.09	16.27
	Female	High	28	129.75	13.35
		Average	110	121.98	17.06
		Low	62	118.93	15.13

The table no 6(a) shows that college going male students who are highly modernized have very high attitude towards sex education (M=123.50) while male students who are average and low modernized have high attitude towards sex education (M=113.97 & 108.09). On the other hand, college going female students who are highly and average modernized have very high attitude towards sex education (M=129.75 & 121.98) while female students who are low modernized have high attitude towards sex education (M=118.93).

It is clear from the above table that college going female students who are highly, average and low modernized have more favorable attitude towards sex education as compared to highly, average and low modernized male students respectively. It is evident that highly modernized female students have shown the highest attitude towards sex education while the low modernized male students have shown the least attitude towards sex education.

Table - 6 (b)
Analysis of Variance to Compare the Attitude of College going Male and Female Students towards Sex Education in relation to their Modernization

Source	df	SS	MS	F-value	Results
Gender	1	7528.492	7528.492	27.017**	Significant
Modernization	2	6551.583	3275.792	11.756**	Signific
Interaction	2	253.885	126.943	0.456	Insignificant
Within Group	6	5555727.173	925954.529		
Between Group	394	109791.827	278.659		

** = significant at 0.01 level of significance

The table no 6(b) shows that at df 1,394 the first F-value is 27.017, which has been found significant at 0.01 level of significance. It means that there is a highly statistical significant difference in the attitude towards sex education of college going male and female students.

At df 2,394 the second F-value is 11.756, which has also been found significant at 0.01 level of

significance. It means that there is a highly statistical significant difference in the attitude towards sex education of college going students belonging to high, average and low modernization.

At df 2,394 the third F-value is 0.456, which has been found insignificant. It means that combined effect of gender and modernization has not created a significant effect on the attitude of college going male and female students towards sex education.

It may be concluded that first and second F-values are found significant while third F-value is found insignificant. Thus, the null hypothesis that *"There is no significant difference in the attitude of college going male and female students towards sex education in relation to their modernization"* is mostly rejected and partly accepted.

Discussion and Findings

The present study represents an important step to understand the attitude of college going students towards sex education. The results indicated that majority of the students had high attitude towards sex education. All the male students had high attitude towards sex education while female students had very high attitude towards sex education. Muslim female students of urban area showed least attitude towards sex education while Muslim male students of rural area had the highest attitude towards sex education.

As far as the modernization of the college going students is concerned, it was found that all the college going students had demonstrated an average level of modernization in socio-religious, marriage, position of women and education dimensions of modernization. The results indicated that Hindu female students of rural area had highest level of modernization in all the four dimensions of modernization while Muslim male students of rural area were least modernized in socio-religious and marriage dimension. But Hindu female students of urban area were least modernized in position of women and education dimension.

It was found that college going Hindu and Muslim students did not differ significantly in their attitude towards sex education. The researcher found a highly significant difference in the attitude towards sex education of college going Hindu and Muslim students belonging to high, average and low modernization. College going Hindu and Muslim students who were highly modernized had more favorable attitude towards sex education. Interaction of religion and modernization affected the attitude of college going Hindu and Muslim students towards sex education. College going Hindu students who were highly modernized had more favorable attitude towards sex education.

The researcher found no significant difference in the attitude towards sex education of college going rural and urban students. There was a highly significant difference in the attitude towards sex education of college going rural and urban students belonging to high, average and low modernization. College going rural and urban students who were highly modernized had more favorable attitude towards sex education. Interaction between area and modernization had not affected the attitude of college going rural and urban students towards sex education.

In this regard the researcher found a highly significant difference in the attitude towards sex education of college going male and female students. College going female students had more favorable attitude towards sex education as compared to their male counterparts. Further there was a highly significant difference in the attitude towards sex education of college going male and female students belonging to high, average and low modernization. College going male and female students who were highly modernized had more favorable attitude towards sex education. It was found that combined effect of gender and modernization did not affect the attitude of college going male and female students towards sex education.

Recommendations to inculcate Positive Attitude towards Sex Education

A positive attitude of the students towards sex education will enhance their physical, mental,

emotional, personal and sexual life. This study has attempted to discover the role of modernization on the attitude of college going students towards sex education. This topic of study is of vital concern to the teachers, administrators, policy makers and counselors. The findings of this study provide the platform for influencing policy directions and practical interventions in helping the children to have a positive and informed attitude and appreciation towards sex education. Some recommendations to inculcate positive attitude towards sex education are as follows:

1. There is a need for professionals like community and educational psychologists to carry out health promotion programs to empower and educate parents on the importance of timely sex education.
2. Age appropriate-sex information must be given to children from an early age.
3. Parents should try to understand the need, queries and confusion of their children. It is advisable for the parents to have good rapport with their children. They should give honest answers to their queries.
4. The parents and teachers must be involved in the curriculum formation of sex education of their children.
5. The teaching of sex education in school and colleges should be made compulsory and effective and teacher training curriculum designers should include sex education as a compulsory course in the teacher training curriculum.
6. School administration should bring awareness among teachers about the responsibilities towards students, society and nation at large.
7. There is a drastic need to create awareness among the people that sex education does not limit its boundary only to education about sex or sexual activities. Everybody should feel the necessity of sex education for the children. So before introducing the sex education in school curriculum campaign must begin initially to create awareness in the society.
8. The mass media must play a key role to bring about the awareness in the field of sex education. The message should be directed to all and not only to children.
9. Efforts should be made by the government to improve the knowledge of adolescent by establishing standard schools and preparing adequate teachers with requisite knowledge about sex education.
10. Proper guidance programs should be arranged for the adolescents and parents as well. The health workers, non-government agencies and religious leaders should also organize programs on sex education from time to time.

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