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Relationship between Modernization and Attitude towards Sex Education of Students



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Abstract

This paper investigates the relationship between modernization and attitude towards sex education. In this study survey method under descriptive research was employed. Random sampling technique was used to select the sample of the study. 200 college going students were selected as sample from the secondary schools of district Dehradun. The sample comprised of 100 male students and 100 female students. Attitude Scale towards Sex Education developed by Dr. (Smt.) Usha Mishra was administered to collect the raw data. Mean, S.D. and Pearson coefficient of correlation were used for the statistical analysis. The findings revealed that all the four dimensions of modernization i.e. socio-religious, marriage, position of women and education as well as modernization affected the attitude towards sex education of college going students, rural students and male students positively and significantly. Three dimensions of modernization i.e. marriage, position of women and education as well as modernization affected the attitude towards sex education of college going urban students and female students positively and significantly but the first dimension of modernization i.e. socio-religious did not influence their attitude towards sex education significantly.

Keywords: Modernization, Attitude, Sex Education, Attitude towards Sex Education.

Introduction

Modernization is that process which brings positive changes in attitudes, beliefs and values, incorporates rational outlook, openness to innovation and changes, secular attitudes, belief in human efficacy and expression of personal opinion on the public issues, acceptance of democratic norms rather than past and exposure to new experience. Thus, change in ways of perceiving, expressing and behaving. In the words of *Inkeles and Smith (1974)*, "The modern is defined as a mode of individual functioning, a set of dispositions to act in a certain way". The term modernization does not denote any philosophy or movement, but only symbolizes a process of change. Modernization is that process which indicates modern ways of life and values. It presents a new social, political, economic, religious and intellectual system which differs from the traditional one. Modernization is a comprehensive concept which aims at capturing and describing the transition of a society from medical to modern.

Sex education is an important part of educational realms and consists of moral, social and psychological aspects (*Kavoulis, A. and Forrest, J. 1999*). Sex education is instruction on issues relating to human sexuality. Today, the term usually refers to classroom lessons about sex taught in schools. It aims at contributing to young people's positive experience of their sexuality by enhancing the quality of their relationships. According to *Forrester, S. (2009)*, "Sex education is a means by which they are helped to protect themselves against abuse, exploitation, unintended pregnancies and sexually transmitted diseases". Sex education is a broad term treated as a usual topic for health education. Attitude towards sex education means the views of the people regarding the introduction of sex education in the school curriculum.

The researcher has observed that attitude towards sex education has been affected by many socio-psychological variables. But in the present study the researcher attempted to determine the relationship between modernization and attitude towards sex education of the students.

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Objectives of the Study

1. To find out the relationship between modernization and attitude towards sex education of college going students.
2. To find out the relationship between modernization and attitude towards sex education of college going rural students.
3. To find out the relationship between modernization and attitude towards sex education of college going urban students.
4. To find out the relationship between modernization and attitude towards sex education of college going male students.
5. To find out the relationship between modernization and attitude towards sex education of college going female students.

Hypotheses of the Study

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

1. There is no significant relationship between modernization and attitude towards sex education of college going students.
2. No significant relationship exists between modernization and attitude towards sex education of college going rural students.

Analysis and Interpretation of Data

Table – 1
Coefficients of Correlation between Attitude towards Sex Education and Modernization of College going Students (N=400)

Variables	Mean	S.D.	df	r-value	Results
Attitude towards Sex Education	117.69	17.63	398	0.191**	Significant
Socio-religious	27.83	5.82			
Attitude towards Sex Education	117.69	17.63	398	0.255**	Significant
Marriage	31.04	5.33			
Attitude towards Sex Education	117.69	17.63	398	0.248**	Significant
Position of Women	32.99	7.44			
Attitude towards Sex Education	117.69	17.63	398	0.278**	Significant
Education	29.15	7.13			
Attitude towards Sex Education	117.69	17.63	398	0.306**	Significant
Modernization	121.02	48.45			

** = significant at 0.01 level of significance

The table no 1 shows that at df398, the first r value is 0.191 which has been found significant at 0.01 level of significance. It means that there is a significant negligible positive relationship between attitude towards sex education and socio-religious dimension of modernization of college going students.

At df 398, the second r value is 0.255 which has been found significant at 0.01 level of significance. It also reveals a significant low positive relationship between attitude towards sex education and marriage dimension of modernization of college going students. Similarly, the third r value, at df 398, is 0.248 which has also been found significant at 0.01 level of significance. It means that there is a significant low positive relationship between attitude towards sex education and position of women dimension of modernization of college going student.

The fourth r value, at df 398, is 0.278 which has been found significant at 0.01 level of

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3. Significant relationship does not exist between modernization and attitude towards sex education of college going urban students.
4. There is no significant relationship between modernization and attitude towards sex education of college going male students.
5. No significant relationship exists between modernization and attitude towards sex education of college going female students.

Research Method

The researcher adopted survey method under descriptive research for this study.

Sample and Sampling Procedure

The investigator adopted random sampling technique to select 200 college students from 10 degree colleges of district Dehradun. The sample comprised of 100 male students and 100 female students. This sample was further divided into rural and urban students.

Research Tool

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.

Statistical Techniques

For the statistical analysis Mean, S.D. and Pearson coefficient of correlation have been used.

significance. It shows a significant low positive correlation between attitude towards sex education and education dimension of modernization of college going students. Similarly, the fifth r value, at df 398, is 0.306 which has also been found significant at 0.01 level of significance. It also indicates a significant low positive correlation between attitude towards sex education and modernization of college going students.

It means that all the four dimensions of modernization i.e. socio-religious, marriage, position of women and education as well as modernization affect the attitude towards sex education of college going students positively. It may be concluded that all the five r values are found significant. Thus, the null hypothesis that “*There is no significant relationship between modernization and attitude towards sex education of college going students*” is altogether rejected.

Table – 2
Coefficients of Correlation between Attitude towards Sex Education and Modernization of College going Rural Students (N=200)

Variables	Mean	S.D.	df	r-value	Results
Attitude towards Sex Education	116.87	18.01	198	0.253**	Significant
Socio-religious	28.08	5.95			
Attitude towards Sex Education	116.87	18.01	198	0.269**	Significant
Marriage	31.12	5.69			
Attitude towards Sex Education	116.87	18.01	198	0.317**	Significant
Position of Women	34.23	7.43			
Attitude towards Sex Education	116.87	18.01	198	0.367**	Significant
Education	29.92	7.36			
Attitude towards Sex Education	116.87	18.01	198	0.379**	Significant
Modernization	123.35	21.37			

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

The table no 2 shows that at df198, the first r value is 0.253 which has been found significant at 0.01 level of significance. It indicates a significant low positive relationship between attitude towards sex education and socio-religious dimension of modernization of college going rural students. Similarly, at df 198, the second r value is 0.269 which has also been found significant at 0.01 level of significance. It also reveals a significant low positive relationship between attitude towards sex education and marriage dimension of modernization of college going rural students.

The third r value, at df 198, is 0.317 which has been found significant at 0.01 level of significance. It shows a significant low positive relationship between attitude towards sex education and position of women dimension of modernization of college going rural student. The fourth r value, at df 198, is 0.367 which has also been found significant at

0.01 level of significance. It means that there is a significant low positive correlation between attitude towards sex education and education dimension of modernization of college going rural students. Similarly, the fifth r value, at df 198, is 0.379 which has also been found significant at 0.01 level of significance. It also indicates a significant low positive correlation between attitude towards sex education and modernization of college going rural students.

It means that all the four dimensions of modernization i.e. socio-religious, marriage, position of women and education as well as modernization affect the attitude towards sex education of college going rural students positively. It may be concluded that all the five r values are found significant. Thus, the null hypothesis that "No significant relationship exists between modernization and attitude towards sex education of college going rural students" is altogether rejected.

Table – 3
Coefficients of Correlation between Attitude towards Sex Education and Modernization of College going Urban Students (N=200)

Variables	Mean	S.D.	df	r-value	Results
Attitude towards Sex Education	118.52	17.20	198	0.127	Insignificant
Socio-religious	27.59	5.66			
Attitude towards Sex Education	118.52	17.20	198	0.240**	Significant
Marriage	30.95	4.94			
Attitude towards Sex Education	118.52	17.20	198	0.197**	Significant
Position of Women	31.76	7.25			
Attitude towards Sex Education	118.52	17.20	198	0.192**	Significant
Education	28.38	6.81			
Attitude towards Sex Education	118.52	17.20	198	0.238**	Significant
Modernization	118.68	19.50			

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

The table no 3 shows that at df198, the first r value is 0.127 which has not been found significant. It means that there is no significant relationship between attitude towards sex education and socio-religious dimension of modernization of college going urban students.

At df 198, the second r value is 0.240 which has been found significant at 0.01 level of significance. It shows a significant low positive relationship between attitude towards sex education and marriage dimension of modernization of college going urban students.

The third r value, at df 198, is 0.197 which has been found significant at 0.01 level of significance. It indicates a significant negligible positive relationship between attitude towards sex education and position of women dimension of modernization of college going urban student. Similarly, the fourth r value, at df 198, is 0.192 which has also been found significant at 0.01 level of significance. It means that there is a significant negligible positive correlation between attitude towards sex education and education dimension of modernization of college going urban students.

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At df 198, the fifth r value is 0.238 which has been found significant at 0.01 level of significance. It indicates a significant low positive correlation between attitude towards sex education and modernization of college going urban students.

It means that three dimensions of modernization i.e. marriage, position of women and education as well as modernization affect the attitude towards sex education of college going urban students positively but the first dimension of

modernization i.e. socio-religious does not put significant influence on the attitude towards sex education of college going urban students. It may be concluded that four r values are found significant while first r value is found insignificant. Thus, the null hypothesis that "Significant relationship does not exist between modernization and attitude towards sex education of college going urban students" is mostly rejected and partly accepted.

Table – 4
Coefficients of Correlation between Attitude towards Sex Education and Modernization of College going Male Students (N=200)

Variables	Mean	S.D.	df	r-value	Results
Attitude towards Sex Education	113.27	17.85	198	0.231**	Significant
Socio-religious	27.86	6.07			
Attitude towards Sex Education	113.27	17.85	198	0.288**	Significant
Marriage	30.55	5.54			
Attitude towards Sex Education	113.27	17.85	198	0.245**	Significant
Position of Women	32.95	7.20			
Attitude towards Sex Education	113.27	17.85	198	0.298**	Significant
Education	29.26	6.76			
Attitude towards Sex Education	113.27	17.85	198	0.337**	Significant
Modernization	120.63	20.13			

** = significant at 0.01 level of significance

The table no 4 shows that at df198, the first r value is 0.231 which has been found significant at 0.01 level of significance. It means that there is a significant low positive relationship between attitude towards sex education and socio-religious dimension of modernization of college going male students. Similarly, at df 198, the second r value is 0.288 which has also been found significant at 0.01 level of significance. It also indicates a significant low positive relationship between attitude towards sex education and marriage dimension of modernization of college going male students.

At df 198, the third r value is 0.245 which has been found significant at 0.01 level of significance. It reveals a significant low positive relationship between attitude towards sex education and position of women dimension of modernization of college going male students. Similarly, the fourth r value, at df 198, 0.367 has also been found significant at 0.01 level of

significance. It means that there is a significant low positive correlation between attitude towards sex education and education dimension of modernization of college going male students. The fifth r value, at df 198, is 0.337 which has been found significant at 0.01 level of significance. It also indicates a significant low positive correlation between attitude towards sex education and modernization of college going male students.

It means that all the four dimensions of modernization i.e. socio-religious, marriage, position of women and education as well as modernization affect the attitude towards sex education of college going male students positively. It may be concluded that all the five r values are found significant. Thus, the null hypothesis that "There is no significant relationship between modernization and attitude towards sex education of college going male students" is altogether rejected.

Table – 5
Coefficients of Correlation between Attitude towards Sex Education and Modernization of College going Female Students (N=200)

Variables	Mean	S.D.	df	r-value	Results
Attitude towards Sex Education	122.12	16.24	198	0.159	Insignificant
Socio-religious	27.80	5.55			
Attitude towards Sex Education	122.12	16.24	198	0.183**	Significant
Marriage	31.52	5.07			
Attitude towards Sex Education	122.12	16.24	198	0.266**	Significant
Position of Women	33.05	7.67			
Attitude towards Sex Education	122.12	16.24	198	0.287**	Significant
Education	29.04	7.49			
Attitude towards Sex Education	122.12	16.24	198	0.285**	Significant
Modernization	121.40	21.03			

** = significant at 0.01 level of significance

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The table no 5 shows that at df198, the first r value is 0.159 which has been found insignificant. It indicates an insignificant relationship between attitude towards sex education and socio-religious dimension of modernization of college going female students.

On the other hand, at df 198, the second r value is 0.183 which has been found significant at 0.01 level of significance. It reveals a significant negligible positive relationship between attitude towards sex education and marriage dimension of modernization of college going female students. While, the third r value, at df 198, is 0.266 which has been found significant at 0.01 level of significance. It means that there is a significant low positive relationship between attitude towards sex education and position of women dimension of modernization of college going female students.

Similarly, the fourth r value, at df 198, is 0.287 which has also been found significant at 0.01 level of significance. It indicates a significant low positive correlation between attitude towards sex education and education dimension of modernization of college going female students. At df 198, the fifth r value is 0.285 which has also been found significant at 0.01 level of significance. It also indicates a significant low positive correlation between attitude towards sex education and modernization of college going female students.

It means that three dimensions of modernization i.e. marriage, position of women and education as well as modernization affect the attitude towards sex education of college going female students positively but the first dimension of modernization i.e. socio-religious does not put significant influence on the attitude towards sex education of college going female students. It may be concluded that four r values are found significant while first r value is found insignificant. Thus, the null hypothesis that "No significant relationship exists between modernization and attitude towards sex education of college going female students" is mostly rejected and partly accepted.

Results

Following results can be drawn from the above interpretation:

1. The researcher found that all the four dimensions of modernization i.e. socio-religious, marriage, position of women and education as well as modernization affected the attitude towards sex education of college going students positively and significantly.
2. It was found that that all the four dimensions of modernization i.e. socio-religious, marriage, position of women and education as well as modernization affected the attitude towards sex education of college going rural students positively and significantly.
3. The findings revealed that three dimensions of modernization i.e. marriage, position of women and education as well as modernization affected the attitude towards sex education of college going urban students positively and significantly but the first dimension of modernization i.e. socio-religious did not influence their attitude towards sex education significantly.

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4. The results indicated that all the four dimensions of modernization i.e. socio-religious, marriage, position of women and education as well as modernization affected the attitude towards sex education of college going male students positively and significantly.
5. The findings suggested that three dimensions of modernization i.e. marriage, position of women and education as well as modernization affected the attitude towards sex education of college going female students positively and significantly but the first dimension of modernization i.e. socio-religious did not influence their attitude towards sex education significantly.

Implications of the Research Findings

This study has attempted to discover the role of modernization on the attitude of college going students towards sex education. 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. Age appropriate-sex information must be given to children from an early age. The parents and teachers must be involved in the curriculum formation of sex education of their children.

The teaching of sex education in school and colleges should be made compulsory and effective without further delay and teacher training curriculum designers should include sex education as a compulsory course in the teacher training curriculum to qualify teachers to impart sex education, especially topics that consisted of biological facts. Before introducing the sex education in school curriculum campaign must begin initially to create awareness in the society. The mass media must play a key role here. Proper guidance programs should be arranged for the adolescents and parents as well.

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