

**ATTITUDE OF COLLEGE STUDENTS OF  
MAMIT DISTRICT TOWARDS SEX EDUCATION  
: A CRITICAL STUDY**

**Submitted by**

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## TABLE OF CONTENT

	<b>TITLE</b>	<b>Page NO.</b>
<b>CHAPTER-I</b>		<b>1-23</b>
1.01	MEANING OF SEX EDUCATION	1
1.02	CHARACTERISTICS OF SEX EDUCATION	3
1.03	TYPES OF SEX EDUCATION	4
1.04	NATURE OF SEX EDUCATION	5
1.05	IMPORTANCE OF SEX EDUCATION	7
1.06	NEED FOR SEX EDUCATION IN SCHOOLS	8
1.07	NEED TO GIVE SEX EDUCATION BY THE PARENTS	9
1.08	PROBLEMS RELATED TO SEX EDUCATION	10
1.09	WAYS TO PROVIDE SEX EDUCATION	10
1.10	IMPLEMENTING SEX EDUCATION	12
1.11	BRIEF PROFILE OF MAMIT DISTRICT	14
1.12	GOVT. MAMIT COLLEGE	15
1.13	GOVT. ZAWLNUAM COLLEGE	15
1.14	LITERATURE REVIEW	16
1.15	RATIONALE OF THE PROJECT	22
1.16	STATEMENT OF THE PROJECT	22
1.17	OBJECTIVES OF THE PROJECT	23
1.18	HYPOTHESES OF THE PROJECT	23
1.19	DELIMITATION OF THE PROJECT	23
<b>CHAPTER-II</b>		<b>24-27</b>
2.01	POPULATION AND SAMPLE	24
2.02	SOURCES OF DATA	24
2.03	TOOLS USED	25
2.04	SHORT DESCRIPTION OF THE TOOL	25
2.05	COLLECTION OF DATA	27
2.06	ORGANIZATION OF DATA	27
2.07	ANALYSIS OF DATA	27
<b>CHAPTER-III</b>		<b>28-40</b>
3.01	ANALYSIS OF DATA	28

3.02	INTERPRETATION OF DATA	28
<b>CHAPTER- IV</b>		<b>41-45</b>
4.01	RESULTS	41
4.02	DISCUSSION OF RESULTS	42
4.03	EDUCATIONAL IMPLICATIONS	44
4.04	SUGGESTIONS FOR IMPROVEMENT	44
4.05	LIMITATIONS OF THE PROJECT	45
	SUMMARY	45
	REFERENCES	46

## LIST OF TABLES

TABLE NO.	TITLE	PAGE NO.
2.01	Sample distribution	24
2.02	Scoring System	25
2.03	Reliability of the test	26
2.04	Norms for interpretation	26
3.01	Level of attitude of college students of Mamit District towards sex education.	29
3.02	Level of attitude of college students of Govt. Zawlnuam College towards sex education.	31
3.03	Level of attitude of college students of Govt. Mamit College towards sex education.	33
3.04	Level of attitude of attitude of Male college students in Mamit District towards sex education	35
3.05	Level of attitude of Female college students in Mamit District towards sex education.	37
3.06	Comparison of level of attitude of college students in Mamit District towards sex education.	39
3.07	Comparison of attitude of Male and Female college students of Mamit district towards sex education.	40

## LIST OF FIGURES

<b>FIG. NO.</b>	<b>TITLE</b>	<b>PAGE NO.</b>
3.01	Level of attitude of college students of Mamit District towards sex education.	30
3.02	Level of attitude of college students of Govt. Zawnuam College towards sex education.	32
3.03	Level of attitude of college students of Govt. Mamit College towards sex education.	34
3.04	Level of attitude of attitude of Male college students in Mamit District towards sex education	36
3.05	Level of attitude of Female college students in Mamit District towards sex education.	38

# CHAPTER-I

## **CONCEPTUAL FRAMEWORK**

### **1.01 MEANING OF SEX EDUCATION**

Sex education is the instruction of issues relating to human sexuality, including emotional relations and responsibilities, human sexual anatomy, sexual activity, sexual reproduction, age of consent, reproductive health, reproductive rights, safe sex, birth control and sexual abstinence. Sex education that covers all of these aspects is known as comprehensive sex education. Common avenues for sex education are parents or caregivers, formal school programs, and public health campaigns.

Sex is a universal phenomenon that is present in all organisms. In essence, the word 'Sex' means being male or female, differences in body structure between the two and a strong basic human drive with its emotion of love and tenderness. It is an instinct and inborn potential which gets maturity in environmental contact. It also applies to mating, pregnancy and childbirth. It deals with the attraction between the male and the female which initiates human beings to the sex act. Sex is an expression, secret expression of man's deepest desire to communicate both spiritually and emotionally, mentally and physically with his partner in order to complete or fulfill his personality.

According to WHO (2006), Sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviors, practices, and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, ethical, legal, historical, religious and spiritual factors.

Sex education is emerging as an important branch of general education in our country. Sex education is a controversial issue in the Indian society where sex and its related topics are still taboo subjects. Sex education is an awareness to understand the sex problems scientifically. It conveys all educational measures, which help the growing children to understand and face the problems of life. At the time of puberty, physical changes and emergence of sexual feelings cause a lot of problem among adolescents. Sex education in this context plays an important role and parents have to be acquainted with this.

The concept of sex education differs according to different perspectives. The concept is wrongly interpreted by some people to mean the education given to a child about the act of “sex”. But the primary goal of sex education is promotion of sexual and reproductive health. It also aims to expose the child to the natural, psychological as well as physical differences between a male and a female child or the physical sound relationship that may exist between male and female children. Provision of opportunity for young people to develop and understand their values, attitudes, and insights about sexuality and developing relationship and interpersonal skills is another goal of sex education.

John J. Burt defined sex education as the study of the characteristics of beings: a male and female. Such characteristics make up the person's sexuality. Sexuality is an important aspect of the life of a human being and almost all people, including children, want to know about it. Sex education includes all the educational measures which - regardless of the particular method used - may center on sex. He further said that sex education stands for protection, presentation extension, improvement and development of the family based on accepted ethical ideas.



## 1.02 CHARACTERISTICS OF SEX EDUCATION

The curricula of the most effective programs share characteristics. These programs:

- Focus on reducing one or more sexual behaviors that lead to unintended pregnancy or sexually transmitted infections, including HIV.
- Deliver and consistently reinforce a clear message about abstaining from sexual activity and/or using condoms or other forms of contraception. This appears to be one of the more important characteristics distinguishing effective from ineffective programs.
- Provide basic, accurate information about the risks of teen sexual activity and about ways to avoid intercourse or to use methods of protection against pregnancy and sexually transmitted infections.
- Include activities that address social pressures that influence sexual behavior.
- Provide examples of and practice with communication, negotiation, and refusal skills.
- Incorporate behavioral goals, teaching methods, and materials that are appropriate to the age, sexual experience, and culture of the students.
- Employ teaching methods designed to involve participants and have participants personalize the information.
- Are based on theoretical approaches that have been demonstrated to influence other health-related behaviors and identify specific important sexual antecedents to be targeted.
- Select teachers or peer leaders who believe in the program and then provide them with adequate training.
- Last a sufficient length of time (i.e., more than a few hours).

### 1.03 TYPES OF SEX EDUCATION

Sex education can generally be broken down into three categories:

1. **Abstinence-only sex education** teaches children to wait until they are either married or adults to engage in sexual relationships. Students learn the basic mechanics of sex, but do not typically get information on birth control or disease prevention; instead, the psychological and physical risks of sex are emphasized, and teachers may discuss ways for students to say no to sex and avoid temptation to have sex. Several studies have demonstrated that abstinence-only education may not be effective and could even increase sexual risk-taking behavior because kids who take abstinence-only education do not know how to use condoms and other forms of sexual protection.
2. **Health and safety-oriented sex education** is sex education that teaches students the mechanics of sex as well as basics of birth control and sexual consent. Students may receive lessons in choosing and using different forms of birth control. This form of sex education focuses primarily on physical well-being, and students who receive this type of education are generally better-equipped to protect themselves, but still might not be prepared for the emotional implications of having sex.
3. **Comprehensive sex education** attempts to address both safety and emotional concerns regarding sex. Students might learn the basics of sexual negotiation and learning how to please a partner and might learn, for example, that many women require clitoral stimulation to orgasm. Comprehensive sex education may also address diverse sexual orientations. Comprehensive sex education is highly controversial, but generally shows the lowest rates of teen pregnancy and STDs, and students who receive it report that they are better-prepared for sex, whether they are waiting until marriage or not.

## **1.04 NATURE OF SEX EDUCATION**

The nature of sex education has always been very conservative with strong ties to religious orthodoxy. Not only do teachers avoid issues relating to body changes, safe sex and termination of pregnancies, they also avoid veering from heteronormative conventions. Little research, time and effort is put into trying to understand learners' sexuality and the challenges they might face.

Biology teachers would teach the reproductive system in a detached way, as if we weren't talking about our own body parts and life orientation teachers, while mandated to give a "holistic approach to the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners" held on to their conservative views that often leave learners uninformed and vulnerable to abuse or disease.

What potential consequences could this lead to:

Many young people are unaware of how their bodies work during puberty and after puberty heading into adulthood. Knowing their own body and knowing what is healthy and harmful gives pupils a sense of independence. Meaning that when body changes happen, they would be more aware if this is a healthy or a harmful response. This could be vital in preventing the growth of disease and infections. For example, women who are encouraged to do self-examinations on their breasts, are able to detect anything out the ordinary.

Teenagers and young adults who have no reliable source of reference for what sex is, tend to rely on distorted sources of information such as the media, unrealistic movie "rules" and even pornography, the latest of which is considered extreme and convey toxic messaging. Sources like these are focused on harmful sexual ideals that prioritize the dominance of men and the submission of women for their pleasure. With imagery of male aggression, women are seen to be devoid of autonomy. This could lead to women having uncomfortable and unpleasurable sexual encounters, where their own needs are placed secondary to their male partners. Ignorance around how pregnancy and reproduction work contribute to alarming rate of teenage pregnancies. Pregnancy affects

learners differently depending on their age. The older the student, the less likely the student will return to complete formal schooling.

Some of the consequences affect women and young girls disproportionately. Young girls who leave school, even for a short period, are at risk of poor school performance, failing a year or even dropping out of school completely. These statistics are made worse by the inaccessibility to protection against unsafe sex practices. This protection could prevent pregnancy and disease such as contraceptive pills, IUDs and condoms. Pregnant teenage women who are uninformed and pregnant are unaware of the options available to them, such as adoption and the right to termination of pregnancy.

Young men and women are especially vulnerable to rape and other sexual violence when they feel ignorant about their own bodies and are oblivious to their rights. Having open and honest discussions about your body, sex and consent can give young adults the power to call out violations and report them. It is a common assumption that to speak about processes relating to sex education encourages young people to be sexually active. Comprehensive sex education makes sure that young people are informed to make safe decisions and are capable of knowing when their rights or human dignity has been infringed. A greater understanding of issues related to sex education not only make the classroom more relevant and engaging, but it also works at shifting community attitudes. This creates an environment where fellow community members are brave enough to set aside their own beliefs.

## **1.05 IMPORTANCE OF SEX EDUCATION**

The importance of sex education:

1. It is important for a person to realize the health, well-being and dignity of not only themselves but also of others. It simply means honoring and having empathy with the range of experiences and identities that exist in the world that every human goes through.
2. Developing respectful social and sexual relationships will enhance life quality. Some people choose to be in a relationship, some people don't. Some people will have feelings of attraction not restricted to one gender. But that's okay. Every individual's like and dislike vary. Relationships can be dramatic but all of these need to be acknowledged as human experiences, even, when they are different from one's own. The past few decades have seen a drastic changes towards the equality and the rights of LGBTQ+ individuals yet they face discrimination and harassment at some of their life because of sexual orientation and gender identity.
3. Sexual health can affect the academic success of students. The Centers for Disease Control and Prevention (CDC) has reported that students who choose to not engage in sexual activity tend to have higher academic grades than the students who choose to engage. Health-related problems and teenage unintended pregnancy can lead to absenteeism and dropping out.
4. Good Sex Education teaches the young generation what constitutes sexual violence. Sometimes kids are unaware of the sexual exploitation they are experiencing, they hesitate to tell their parents about it because they are not aware of it. Sexual violence is wrong and kids have the right to know about their body and ask for help if they have been assaulted.
5. Good Sex education instills an understanding of how the choices affect their well-being and that of others. Having mutual respect results in reliable relationships, how we interact with other people possess a powerful and long-lasting impact on the people involved.

## 1.06 NEED FOR SEX EDUCATION IN SCHOOLS

Every child should know that they can decide who can touch them. Puberty brings out dramatic physical and mental change to an unprepared child. Sex education should be mandatory in school. Parents should not be allowed to opt-in or opt-out of something they are going to need in their life. Sex education doesn't increase the engagement of a child to sex but actually does the opposite. Here are some reasons to support sex education in school:

- 1. Teenagers need to know safer options:** Studies have shown that sexually aware students are most likely to say no to unprotected sex. Through sex education, teenagers can be taught the positive and negative sides of sex. They can learn about sexually transmitted disease, teenage unintended pregnancy, and emotional effects of sex. It teaches the students how to reduce the risk by using various methods such as condoms, the pill, and hormonal contraceptives. Teens are alarmed about these things and engage in responsible sexual behaviors.
- 2. Teenagers have better understanding values and autonomy over their bodies:** Sex education teaches the child not only the basics of puberty, body changes and development but also gives a comprehensive understanding of their bodies and how to say no to unwanted sexual activities.
- 3. Sex education works:** From time to time, research has shown that sex education taught with accurate and appropriate information about human sexuality, including steps to reduce the risks, has been beneficial to the students.
- 4. Exemption from the feeling of being broken or being distressed:** Often, a child who is unaware of his/her bodily developments find it completely annoying to feel changes in the body. They feel different and broken. Sex education prepares the child mentally and emotionally about the changes a human body goes through in the span of life.

- 5. Sex education instills in young mind to be more respectful towards each other:** When a young kid is taught about the changes and how everybody has different struggles in their life, they grow up to be more responsible. They don't make fun of their peers if they are going through some bodily changes or girls having periods. They learn to adapt to the concept and how it is important to be there for each other instead of making fun of each other.

### **1.07 NEED TO GIVE SEX EDUCATION BY THE PARENTS**

Sex is already taught over the internet in a poorly manner. Children are curious, they gather information about sex before the parents can even imagine. Therefore, parents should take the initiative to teach their children sex education from a young age and continuing the education as the child grows, this also creates a sense of security between the child and the parents. Having open and free communication about sex, can make children openly talk about the other trials of adolescence such as anxiety, depression, use of drugs, alcohol as well as sexual issues with their parents. Parents should not be relied on school for sex education as depending on where you live, there can be a possibility that education is not given priority or even is considered a taboo to even talk about it. Parents need to ensure that the right information is given to their kids. Parents keeping silence about sex education can be dangerous as the child will eventually learn about it from its peers and over the internet. Parents are the core people who accompany the child as he/she grows up. They need continuous guidance and counselling.

Sex Education helps the kids understand their bodies and feel optimistic about the body. Many parents prepare their daughter for menstrual periods and son for his first nocturnal emission. But some don't which later on instill a feeling of fear and distress in the mind of a teenager. Unexpected onset of blood immediately creates connectivity to a disease. Mothers need to change their wrong attitudes towards menstruation. Boys need to be taught something about menstruation too. This helps later when a man has to cope up with his wife's pain, mood swings and premenstrual tension. Parents should be the first source of information to their child.

## 1.08 PROBLEMS RELATED TO SEX EDUCATION

1. **Knowledge from Misinformed Sources:** Peer knowledge often guides youth about sex which most commonly is improper. Such youth, therefore, do not care about sex education as they think they are already informed.
2. **Lack of Guidance by Parents:** Sadly, some kids have parents who fail to understand what it means to give their children the right amount of attention.
3. **Taboo:** A lot of parents actually feel very uncomfortable in doing so. It is essential to remember that part of your child's future depends on a good sex education coming from their own parents.
4. **The absence of Parents:** Unfortunately, not all parents are there for their kid's inquiries. Some kids may have only one parent. Some have none at all.
5. **Traditionalist View:** Certain societies do not believe in Sex Education or restrict the full knowledge. Attempts to introduce sex education as a compulsory part of the curriculum have often been met with harsh criticism by political parties, who claim that sex education their culture and would mislead children.
6. **Improper or Lack of Sex Education in Educational Institutes:** Lack of school curriculum in schools and other educational institutes adds to the problem of Sex Education.
7. **Illiteracy:** Many countries have a large number of people who are illiterate as they cannot afford or there are no schools available to teach them.

## 1.09 WAYS TO PROVIDE SEX EDUCATION

1. **Education from Home:** It is a must that sex education starts at home. Parents should take it upon themselves to inform their children in a subtle and low-key manner what sex and sexuality are all about. This is quite fitting, as almost all children tend to be very curious about themselves and the world they live in. And surely at one point in their life, they are going to ask a lot of questions about themselves and the things around them. As parents, you should take that as an opportunity to introduce sex education to your kids.



- 2. Education from Schools:** Schools should adopt sex education to become part of their curriculum. Today, all schools need to take it as part of their duty to provide every student with the right information about sex and to inculcate in them the right beliefs, attitudes, and ideas about their identity, sexuality, and intimacy. In school, the interaction between the teacher and young people provides organized blocks of lessons. The involvement of young people themselves in developing and providing sex education has increased young people's levels of knowledge about sex and sexuality. School-based sex education can be an important and effective way of enhancing young people's knowledge, attitudes and behavior.
- 3. Education from Media:** Young adults use either the television or the internet on a daily basis. And these types of media are jointly considered as two of the most used sources of sexual health facts and data of young adults. And if these are used properly, then they could be very powerful tools in disseminating information that pertains to sex education. Responsible media campaigns about sex and sexuality could definitely produce positive results as far as guiding and teaching a teenager's mind is concerned as not everything that children see on TV, more especially the Internet is right.
- 4. Education at the Right Time:** The right time to talk to children about sex is during their young and tender ages. Even at the onset of puberty is a perfect time. These are the years when children are at their most curious stages. They tend to ask about anything and everything under the sun. Children could even ask where they came from before they came to be babies. And if you don't take the opportunity to tell your kids about it, chances are, they would believe anything else they hear around them. Always choose to answer your children's questions very simply. There is actually no need to exaggerate. Just give them the facts using the closest ideas that they can easily grasp. Young children usually are fine with that. Sex education does not necessarily have to be taught in one go. It should be a gradual and evolving process, mostly to impart highly accurate information.

## **1.10 IMPLEMENTING SEX EDUCATION**

### **I. Train Teachers to Provide Sex Education**

Teachers receive sex education instruction and can access ongoing training, resources, and/or professional development. Teacher trainings will assist teachers in preparing to teach sex education, including increasing their content/curriculum knowledge, skills, and comfort level. Financial resources should be allocated, as needed, to provide trainings and to facilitate teachers' attendance and to cover related costs such as transportation and substitute teachers. Training offerings should be ongoing and accessible to new and existing teachers. Teacher training should review relevant state and district policies and emphasize teacher comfort and skills in delivering the curriculum.

- **Demonstrate school district leadership support.**

Principals and teachers must see and feel that their administrators (e.g., superintendents and assistant superintendents) support sex education implementation. This high-level administrative support can assuage any concerns and increase teachers' confidence in sex education delivery. One way to demonstrate this support is to have a school district leader make a guest appearance at a training to emphasize the importance of the work; another way to demonstrate the support is to have an email from an administrator that shows their support for sex education teacher training and classroom implementation.

- **Engage teachers as partners.**

Teacher trainings are most successful when they are designed using adult learning theory and attend to the comfort, knowledge and skills of the group. Trainings that are highly interactive and increase teachers' abilities to implement sexuality education by acknowledging the importance of comfort, knowledge and skill will help implementation be more successful which in turn fosters sustainability. Trainers should also keep in mind that teachers bring a rich skillset with them – they're accustomed to adopting and implementing new curriculum and getting up to speed on new content. They often need

the most support in the development of core skills (how to answer difficult questions; how to comfortably discuss sex education; how to teach lessons in a way that is inclusive of diverse students; etc.)

## **II. Implement Sex Education in Classrooms**

Teachers must be comfortable with and confident in the curriculum they implement to ensure that sex education continues to be taught in future years. Providing an opportunity to revisit the curriculum and/or provide additional training supports teachers' ongoing support for sex education. Create a mechanism to monitor sex education implementation. Determine who will oversee implementation. Having a sex education accountability point person will help the school district maintain compliance with state and school district policy. Do not sever ties with teachers after training.

## **III. Monitor and Review Sex Education Implementation**

There is a systematic approach to ensuring sex education is being implemented and that the sex education curriculum is a strong fit for students' needs.

Once a sex education program is in place, efforts to monitor implementation can provide accountability and ensure program continuity and quality. Monitoring could take a variety of forms including a simple worksheet teachers complete and submit to document sex education lessons taught; regular assessments of student learning related to the standards/objectives; teacher or principal evaluations; and/or structured department meetings of sex education teachers to facilitate sharing lesson plans, challenges, strategies, etc. The level of monitoring will depend on the context, capacity, and compliance measures of each site. Teachers must be comfortable with and confident in the curriculum they implement to ensure that sex education continues to be taught in future years. Providing an opportunity to revisit the curriculum and/or provide additional training supports teachers' ongoing buy-in and support for CSE. Create a mechanism to monitor sex education implementation. Determine who will oversee sex education implementation. Having an accountability point person will help the school district maintain compliance with state and school district policy.

## **1.11 BRIEF PROFILE OF MAMIT DISTRICT**

MAMIT is one of the districts of Mizoram in India, the population of MAMIT in 2023 is 120,046 (estimates as per AADHAR uidai.gov.in Dec 2023 data). Literate people are 60,191 out of 32,977 are male and 27,214 are female. People living in MAMIT depend on multiple skills, total workers are 39,339 out of which men are 24,016 and women are 15,323. Total 26,937 Cultivators are dependent on agriculture farming out of 16,765 are cultivated by men and 10,172 are women. 1,963 people works in agricultural land as labor, men are 1,111 and 852 are women. MAMIT sex ratio is 927 females per 1000 of males. The district has a total area of 3,025 sq km., 41 sq km is urban and 2984 sq km is rural.

MAMIT is the least urbanized Districts of Mizoram with 17.25 % of Total Population i.e. out of 86364 only 14,899 people are living in urban areas. Against the State level Sex Ratio of 976, MAMIT district comprises of 927 sex ratio which is the lowest among all eight District in the State. In terms of Literacy rate Mamit District is the second least Literacy Rate with 84.9 out of all eight District of the State. West Phaileng village is the most populated Village with population of 2,1,309 while Saitlaw with a population of Only 59 persons is the smallest village in the District. Against a total Population of 94.4 % Scheduled Tribes in the State , The Scheduled Tribes Population of MAMIT is 95.0 % .

Rural areas are lacking proper health facilities. One-tenth of the villages of district MAMIT have a PHC and only 1.2 per cent have MCW center. Health facilities are very inadequate and none of the sample village has a PHC, hospital/dispensary, maternal and child care center, and family planning clinic. Accessibility to health facilities is not satisfactory. Development and welfare orientation organizations are lacking in most of the villages.

There are two colleges in MAMIT District.

### **1.12 GOVT. MAMIT COLLEGE**

The Govt. MAMIT College was established under the patronage of local enthusiasts including local leaders, Village Council members and local educated persons longing for higher education. It was opened with a few students on 1st April 1983 by the then SDO (Civil) Pu R.Selthuama.

In the beginning, the College was known as Kaichhunga College, christened after Kaichhunga, an enthusiast in higher education from Aizawl who generously donated a sum of Rs. 40000/-(Rupees forty thousand), then a big amount, to run the college. Later it was renamed as MAMIT College in March 1987. The College was run solely on the financial contributions made by the local people, eminent persons and Village Council leaders till the College was upgraded to Deficit Status in April 1993.

At present, the college has 158 students and was recently accredited B+ Grade by NAAC.

### **1.13 GOVT. ZAWLNUAM COLLEGE**

Govt. Zawlnuam College is a college in Zawlnuam, MAMIT DISTRICT of Mizoram. The college is affiliated to Mizoram University. The College has 84 students at present Zawlnuam College was established in the year 1986, provincialized in 2007. It got NAAC accreditation "B" Grade in 2022.

Govt. Zawlnuam College is the only institution of higher education in the North West corner of Mizoram bordering Tripura and Assam. Located in the tranquil area surrounded by lush green landscape, the College was established in January 14, 1986. A place far distant from the state capital Aizawl, the founder of this college felt the necessity of an institution of higher education in this part of the state. Since then, this institution has remained a center of quality learning and academic exchange and already gained a reputation of academic excellence by gaining higher positions in academic matters among the colleges of Mizoram. The motto of the college is "Ever Progressing".

## 1.14 LITERATURE REVIEW

**Strnadová, I.; et.al. (2022)** conducted a scoping review to determine parents', teachers' and students' perspectives, attitudes and experiences related to sex education for high school-aged students with intellectual disability and/or on the autism spectrum. Findings revealed that only a few studies consulted students themselves, while most sought only parents' and teachers' perspectives. Teachers and parents had generally positive attitudes towards sex education for students with intellectual disability and/or on the autism spectrum. However, teachers' beliefs may prevent them from delivering sex education as intended. Furthermore, parents reported a lack of confidence in discussing sexuality with their children. Well-designed, disability-inclusive education programmes that prioritize safety, assertiveness and self-determination can support positive outcomes. Removing barriers to sex education in schools, and learning from students with intellectual disability and/or on the autism spectrum what they think could improve things for themselves and peers, is key to supporting them with their needs.

**Lam, A.; et.al. (2022)** conducted semi-structured interviews with seven professionals (social worker, nurse, life skills trainer and manager) to explore their experiences of and attitudes towards the sexual needs of people with intellectual disabilities by applying interpretative phenomenological analysis. Results: The study identified two major themes, each with two sub-themes: 1. Professional handling of the sexual needs of people with intellectual disabilities (sex education and intervention); 2. Barriers (incompatible approaches and parental resistance). Participants also experienced feelings of resignation facing the barriers they encountered. Collectivism and cultural view about sex are potentially the influencing factors. Conclusion: This study highlights the need to adopt an evidence-based sex education programme whose content and delivery should take account of cultural factors.

**Iraklis, G. (2021)** conducted a study to explore Greek early childhood educators' attitudes towards same-sex marriage and same-sex parenting. It was hypothesized that participants with more negative attitudes towards same-sex parenting will have more negative attitudes towards same-sex marriage as well. The associations between these attitudes and demographic, psychological and personality variables were also examined. Two standardized scales, attitudes towards same-sex marriage scale (ATSSM) and children's adjustment in same-sex families (SBCASSF) were used to assess the educators' beliefs. Two hundred (200) early childhood educators participated in the study ( $M_{\text{age}} = 46.78, SD = 8.87$ ). Results indicated that early childhood educators with more negative attitudes towards same-sex marriage were older, more experienced, highly religious, without any contact with lesbian, gay, bisexual, transgender, queer (LGBTQ+) individuals and had negative attitudes towards same-sex parenting. Multiple regression analysis showed that normative opposition (NO -- subscale of SBCASSF) and contact with LGBTQ+ individuals were significant predictors of educators' attitudes towards same-sex marriage. The results of this study could have an impact on reducing prejudice towards same-sex parented families in the education systems and contribute to their social inclusivity.

**Uçar, K.; et.al. (2021)** conducted a study to examine the effect of the Sex Education Program for Families of Adults with Intellectual Disabilities (ZACEP) on the knowledge level of families of adults with intellectual disabilities and their attitudes towards their children's sexual development and sex education. The research adopted a single group pre-test and post-test model, one of the experimental research models. The sample consisted of nine mothers. The effectiveness data of the study were collected through the Parental Sex Education Attitude Scale. SPSS packet program was used for data analysis. The pretest and posttest items were first analyzed with descriptive statistics, then frequency, percentage, and maximum-minimum values were calculated. The t-test analysis for dependent samples is required to compare the pretest and posttest scores of a single group. However, due to the number of participants ( $N=9$ ), the Wilcoxon Signed Rank Test, which is the nonparametric equivalent of t-test, was used. Research findings

showed that the ZACEP did not affect the mothers' attitudes towards the sexuality of adults with intellectual disabilities. Besides, the ZACEP did not affect parents' attitudes towards sexuality at item level.

**Remigio, M. et.al. (2021)** conducted a study aimed to assess the students' general attitude towards Gender-Inclusive. It likewise determined difference on attitude when grouped according to sex. The study utilized quantitative research design. Survey questionnaire using the IASNL was the instrument used which assesses beliefs, recognition of sexist language and willingness to use gender-inclusive language. Respondents utilized were randomly selected students of the College of Teacher Education. Results revealed that most of the students were female, displaying a positive attitude towards gender-inclusive language which indicates the students' openness to gender-inclusive language use. It was found that women and men did not seem to care strongly one way or another about gender-inclusive language. The result is reflective of the potential positive feedback to the Gender and Development (GAD) mainstreaming programs of the campus on the use of the said language.

**King, C. N.; et.al. (2021)** conducted a study to evaluate safe sex attitudes and intentions from a comprehensive, peer-led sexual health program for teenage students enrolled in three rural colleges in Mississippi. The methods consisted of pretest and posttest survey items regarding attitudes and intentions toward safe sex from 149 participants and a peer educator focus group on curriculum delivery and participation. Intentions and motivations for contraception and sexual risk awareness significantly improved at posttest for all participants. The focus group suggested that peer-led approaches are critical for engaging students, fostering participation, and addressing students' sexual health needs in culturally sensitive ways.



**Richmond, K. P. & Peterson, Z. D. (2020)** conducted a study to explore the role of quality and quantity of perceived sex education in relation to sexual consent attitudes, intentions, and behavior. Greater perceived sex education was associated with positive attitudes toward consent for all participants and with intentions to obtain consent only for those with fewer years of general education. Interestingly, perceived sex education was unrelated to a test of sexual knowledge. However, objective sexual knowledge was associated with consent attitudes and behaviors.

**Miškolci, J. et.al. (2020)** conducted a study to ascertain (1) how young people in Slovakia perceive sex education in terms of their human right to information, and (2) which areas sex education should cover to fulfil their right to information. To address these two research questions, they conducted a quantitative study whose design was informed by the Standards for Sexuality Education in Europe. A representative sample of 1,015 secondary school students in Slovakia completed a questionnaire between September and October 2017. The results showed that young people generally held positive attitudes towards sex education. Nonetheless, respondents who had experienced sexual intercourse, those who had attended sex education classes, and those who had attended Ethics rather than Religious Education classes had significantly more positive attitudes towards sex education than others. Young people were most interested in the bodily, psychological and relational aspects of sexuality, while they were least interested in the social and cultural dimensions. These findings have important implications for educational policy and practice with respect to the provision of school-based sex education in Slovakia.

**Hack, D. et.al. (2019)** conducted a study to investigate factors predicting the intention to use sexually explicit material among 52 sex educators. The online survey was based on the theory of planned behavior and measured attitudes towards sexually explicit material, subjective norms, perceived behavioral control and the intention to use sexually explicit material when teaching. Multiple linear regression analyses revealed that descriptive norms and absolute obstacles predicted the intention to use sexually explicit material. Multivariate analyses of variance showed that sex educators were more likely to use

sexually explicit material in a special education setting than as part of general education. Sex educators who had viewed and discussed sexually explicit material during their professional training had a higher intention to use sexually explicit material than those who had not. These findings may be important elements to consider in the training of sex educators and organizing sex education classes.

**Salami et al. (2017)** conducted a study on sex education and teenage pregnancy in Niger delta; implication for Secondary school Biology Curriculum in Nigeria. This study investigated the extents of teenager involvement in sex pre- disposition of females to pregnancy in the Niger delta of Nigeria, using questionnaire to elicit responses from students, parents, secondary school teenagers and biology teachers. The results of the analysis using frequency counts, percentages and analysis of variance revealed that teenager's pregnancy is on increasing in the Niger Delta, sex education is not given priority in the national policy and teachers shy away from teaching in the schools.

**Sule et.al. (2015)** conducted a study on the impact of family sex education in secondary school on students of Kogi state, Nigeria. The descriptive survey design was used for the study. A total of 1960 secondary school were drawn by stratified random sampling from 40 schools within Kogi state, Nigeria. Data collected using a researcher's structured questionnaire were subjected to statistics of frequency counts and percentage. The results found that students have sexual problems, misuse of sex, high teenage pregnancy and abortion and adequate information on sex.

**Kapinga et al. (2015)** conducted a study on perceptions of sex and reproductive health education in primary schools in Tanzania. Purposive and stratified simple random sampling techniques were employed to obtain 132 respondents amongst science teacher and pupils in standard five, six and seven. Data were collected through interviews and focused group discussion. The results showed that majority of teachers and pupils perceive sex and reproductive health education is important for a good health of the pupils.

**Nyarko et al. (2014)** conducted a study on parental attitude towards Sex Education at the Lower Primary in Ghana, found that about 58% of parents have an unfavorable attitude towards sex education in lower primary schools. Not surprisingly, all the parents who held unfavorable attitude towards sex education said that children are too young for sex education at the lower primary school level. However, of the parents who held favorable attitude; 81% indicated that children are exposed a lot these days. 17% admitted that sex education will be helpful to the children and 2% said children ask questions about sex anyway and needed to be provided with answers. Finally, the results showed that there is no gender difference in parental attitude towards sex education, as well as no residency difference about sex education. However, there was a difference in parental attitude in connection to their educational level.

**Mkumbo & A.K Kitia (2014)** Conducted a study on students' attitudes towards school-based sex and relationships education in Tanzania. This study featured a cross-sectional survey design. A sample of 715 students from two districts in Tanzania by using questionnaire assessing various aspect related to their attitudes towards sex and relation education. The results showed that majority of students supports the provision of sex and relation education in school and the inclusion of a wide range of sex and relationship education topics in curriculum.

**Shrestha et al. (2013)** in their study on better learning in schools to improve attitudes toward abstinence and intentions for safer sex among adolescents in urban Nepal, found that many students received less amount of information on HIV counseling and testing centers through their schools. Parents participation in sex education is low and audiotapes were reported as the least used among the listed teaching aids for sexual health education.

### **1.15 RATIONALE OF THE PROJECT**

Sex education has always been a taboo topic in India and especially in the state of Mizoram. As Mizoram is a state with almost the whole population being Christians, talking about sex or learning about sex is still considered an unnecessary evil in the society. The youth are thus forced to learn about sex and its related topics through the internet and through their peer groups. This leads to a lot of misinformation as some of the information received are wrong and not trust worthy. The importance of sex education is that it can help reduce such kind of misinformation given to the youth. It helps in spreading the right information as well. The present study of finding out the level of attitude of college students of MAMIT District was taken up due to the fact that MAMIT District is the district with the highest number of HIV+ cases in Mizoram. Zawlnuam town within MAMIT District has a large number of HIV+ cases according to MSACS (Mizoram State Aids Control Society) statistics. The need was felt to conduct a study among the college students because they belong to the age group whose sex drive is at a high. Although there can be no substantial proof for this theory, however, due to the rising number of teen pregnancy in Zawlnuam Town, it can be assumed that students are not aware of sex education. Thus, the present study was undertaken to find out more details about this assumption.

### **1.16 STATEMENT OF THE PROJECT**

The present study was taken up to find out the level of attitude of college students of two colleges within MAMIT District i.e., Govt. Zawlnuam College and Govt. MAMIT College towards sex education. A comparison of level of attitude between the two colleges will also be analyzed. The problem under investigation is stated as:

“Attitude of College students of MAMIT District towards Sex Education: A critical study.”

### **1.17 OBJECTIVES OF THE PROJECT**

1. To find out the level of attitude of college students in MAMIT District towards sex education.
2. To find out the level of attitude of college students in Govt. Zawlnuam College towards sex education.
3. To find out the level of attitude of college students in Govt. MAMIT College towards sex education.
4. To find out the level of attitude of Female college students in MAMIT District towards sex education.
5. To find out the level of attitude of Male college students in MAMIT District towards sex education.
6. To compare the level of attitude of college students in MAMIT District towards sex education.
7. To compare the level of attitude of college students in MAMIT District towards sex education w.r.t gender.

### **1.18 HYPOTHESES OF THE PROJECT**

1. There is no significant difference in the level of attitude of college students of MAMIT District towards sex education.
2. There is no significant difference in the level of attitude of college students of MAMIT District towards sex education w.r.t gender

### **1.19 DELIMITATION OF THE PROJECT**

1. The present study is delimited to only college students of MAMIT district.
2. The present study is subjected to only descriptive studies.

# CHAPTER-II

## 2.01 POPULATION AND SAMPLE

A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristics or traits.

The population of the present study consist of all College Students of Govt. Zawlnuam College and Govt. MAMIT College.

Total No. of students at Govt. Zawlnuam College – 85

Total No. of students at Govt. Mamit College – 158

Simple Random sampling method was used to collect samples.

**Table 2.01: Sample distribution**

Govt. Zawlnuam College		Govt. Mamit College	
Male	Female	Male	Female
15	15	15	15
Total- 30		Total- 30	
Grand Total- 60			

## 2.02 SOURCES OF DATA

Primary data was collected by the researcher by visiting the colleges in the population and asking the respondents to answer the questionnaire from the tool used

Secondary data was collected from reference book and the internet.

### 2.03 TOOLS USED

The tools are the techniques used for data collection. In the current study questionnaire will be collected by the researcher.

**Name of the tool:** Attitude scale towards sex education.

**Name of the author:** Dr. (Smt.) Usha Mishra (Department of Education University of Allahabad)

**Name of publisher:** National Psychological Corporation.

### 2.04 SHORT DESCRIPTION OF THE TEST

The tool or scale is intended to measure the attitudes level of college students towards sex education. The items of the scale were constructed on the basis of the review of literature in the field as well as on the basis of the three opinions such as:

- Opinion of teachers
- Opinion of parents
- Opinion of pupils

Based on the study of relevant literature and discussion with experts, 60 items (30 positive and 30 negative) were framed. It was given to randomly selected from different institution. Five points scale was used to judge the stability and statements regarding sex education i.e., strongly agree, agree, indefinite, disagree, strongly disagree. The scores were ranged in the descending order, i.e., 5 to 1 respectively.

**Table 2.02:** Scoring system.

Sr.No.	Response Category	Positive Item	Negative Item
1.	Strongly agree	5	1
2.	Agree	4	2
3.	Indefinite	3	3
4.	Disagree	2	4
5.	Strongly Disagree	1	5



**Reliability:** Reliability of the test was computed by split – half method using spearman Brown Prophecy Formula and by test-retest method after an interval of one and six month. The values are reported.

**Table 2.03: Reliability of the test**

Method	N	Reliability
Split half	370	.86
Test retest (1 month)	50	.82
Test retest (6 month)	50	.80

**Validity:** The items of the scale has been critically examined by 25 experts in the field of education. The opinion of the judge with respect to the relevancy of terms confined that the scale has content and face validity.

**Norms:** Norms of the scale were developed on the sample of 400 undergraduate students of Allahabad city. Mean, S.D and Stanine Scores were calculated to facilitate the interpretation of raw scores. The norms are given in the following table:

**Table 2.04:** Norms for interpretation.

Sr.No..	Score Range	Stanine Grade	Interpretation
1.	Above 129	9	Very High Attitude towards sex education
	120 - 129		
2.	110 - 119	8	High Attitude towards sex education
	100 - 109	7	
3.	90 - 99	6	Moderate Attitude towards Sex Education
	80 - 89	5	
	70 - 79	4	
4.	60 - 69	3	Low Attitude towards Sex Education
	50 - 59	2	
5.	40 - 49	1	Very Low Attitude towards Sex Education
	Below 40		

## **2.05 COLLECTION OF DATA**

Data collection is essentially an important part of research process. For the present study, data were collected through personal visits to the selected colleges and through personal approach to the different students. They were handed over with the questionnaire and were requested to give honest answers after they were made aware that the results of the questionnaire would be kept confidential.

## **2.06 ORGANIZATION OF DATA**

Keeping the objectives of the project in view data was collected and organized accordingly. Data organization was done with the help of tables and pie charts.

## **2.07 ANALYSIS OF DATA**

The data collected by the researcher was analyzed quantitatively using descriptive statistics like t- test, frequency, mean and percentage.

# CHAPTER -III

### **3.01 ANALYSIS OF DATA**

Data collected was analyzed with the help of tables and pie charts. Data was organized based on the objectives of the project and different tables were constructed for each objective. Data analysis was done with the help of percentages and comparison of data was done with the help of t-test.

### **3.02 INTERPRETATION OF DATA**

There are five levels of Attitude towards Sex Education given in the scale. The highest level is “Very High Attitude Towards Sex Education” which indicates that the student has a very high level of appreciation for Sex Education, “High Attitude Towards Sex Education” indicates that the students has a relatively high appreciation for Sex Education, “Moderate Attitude Towards Sex Education” indicates that the students has a typical appreciation, “Low Attitude Towards Sex Education” means having a low appreciation for Sex Education and “Very Low Attitude Towards Sex Education” means having a high level of rejection of Sex Education.

A positive attitude indicates that students are aware of the importance of sex education and are in support of implementing sex education. A negative attitude implies that students are not aware of sex education and unaware of its importance and need.

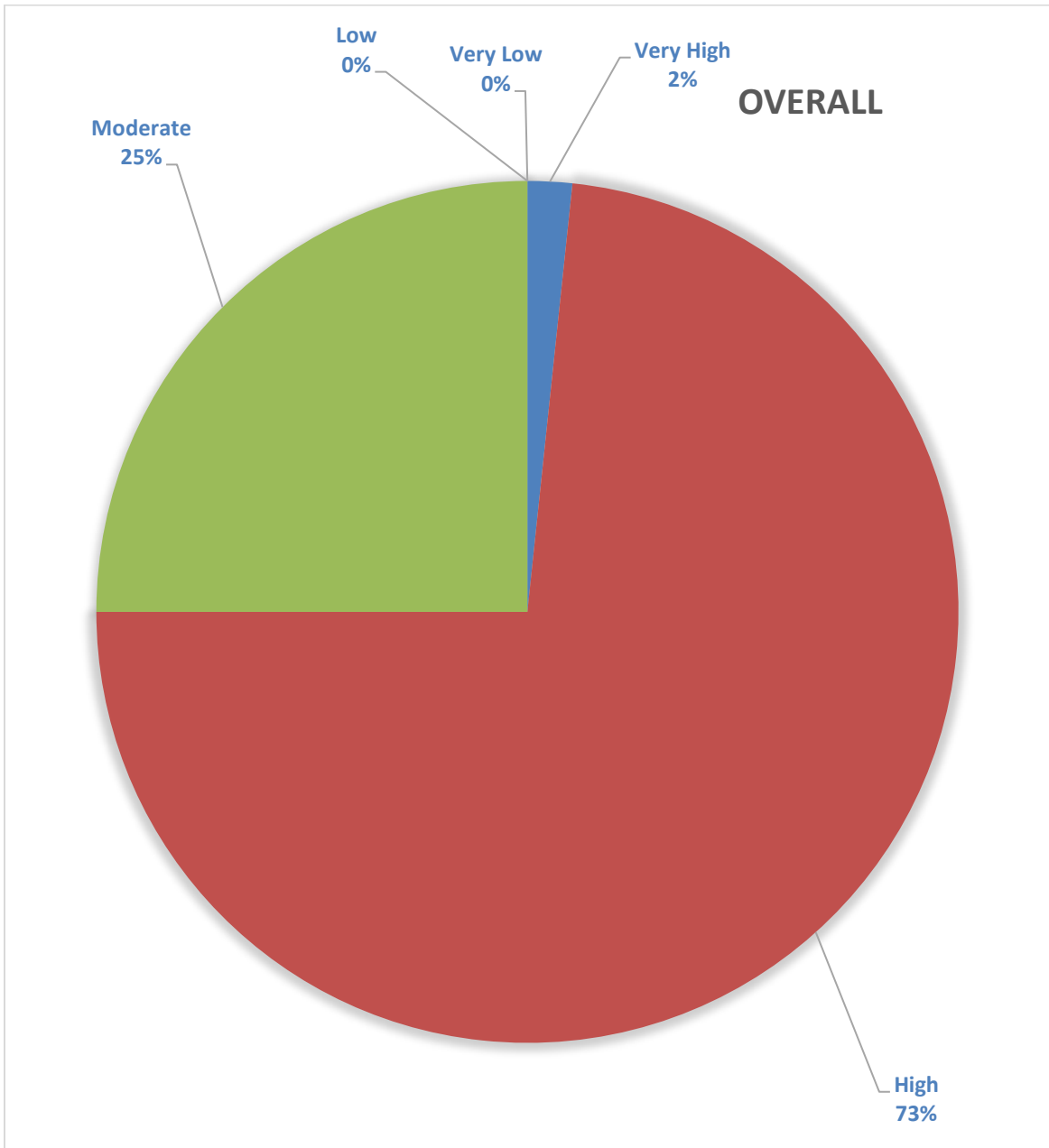
An analysis of data collected with the help of the research tools and interpretation of result its beings presented in the following.

**OBJECTIVE NO.1:** To find out the level of attitude of college students in Mamit District towards sex education.

**Table 3.01: Level of attitude of college students of Mamit District towards sex education.**

SI No	Level of Attitude	Grade	No. Of students	Percentage
1	Very High	A	1	1.67%
2	High	B	44	73.33%
3	Moderate	C	15	25%
4	Low	D	0	0%
5	Very Low	E	0	0%
			<b>Total No. of students = 60</b>	

**Table 3.01** shows that out of 60 student, 44 students i.e., 73.33% have high attitude towards sex education, 15 (25%) have moderate attitude towards sex education and 1 student i.e. (1.67%) have a very high attitude towards sex education.



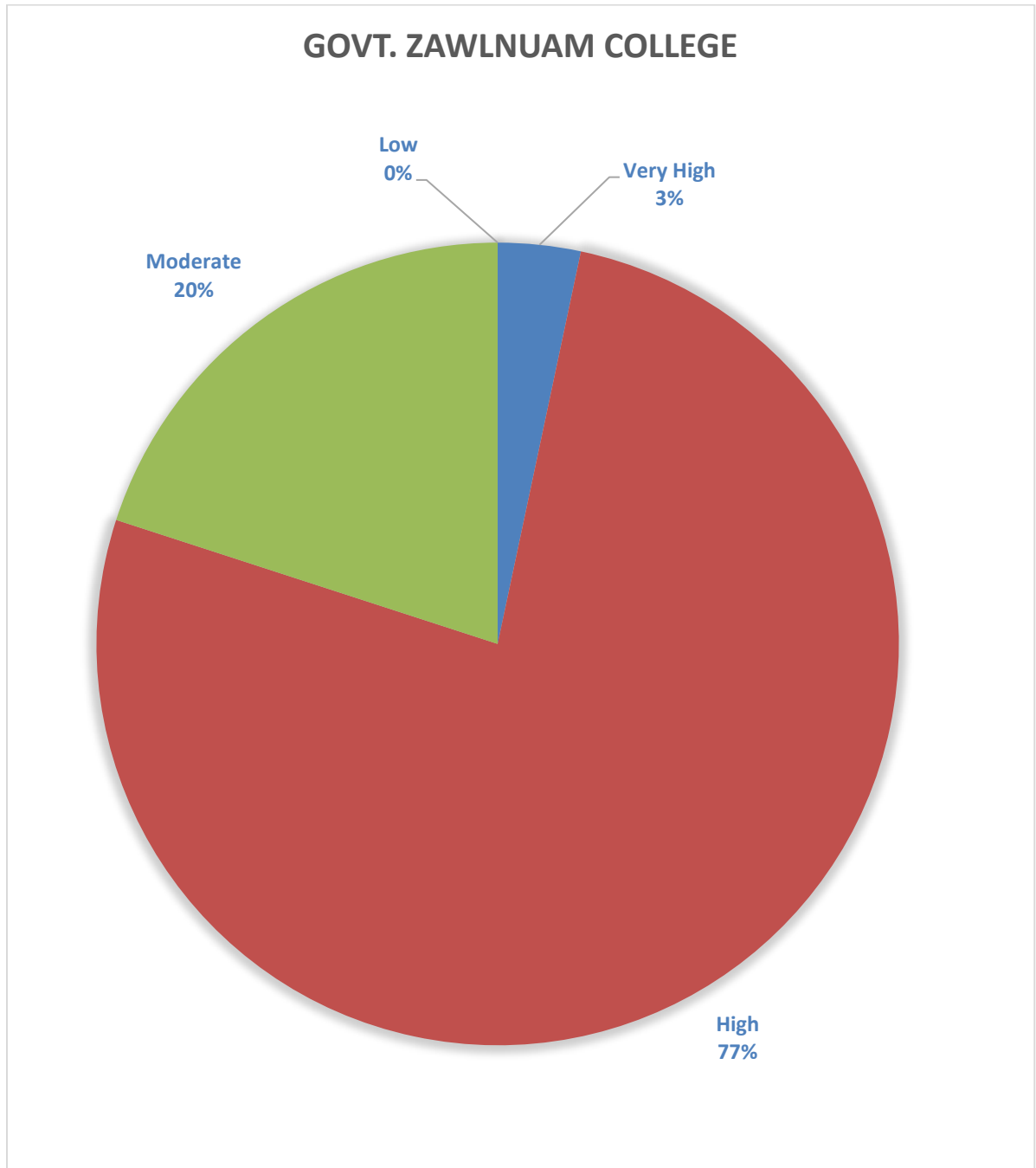
**Fig 3.01: Level of attitude of college students of Mamit District towards sex education.**

**OBJECTIVE NO.2:** To find out the level of attitude of college of Govt. Zawlnuam College towards sex education.

**Table 3.02: Level of attitude of college students of Govt. Zawlnuam College towards sex education.**

SI No.	Level of attitude	Grade	No. of students	Percentage
1	Very High	A	1	3.33%
2	High	B	23	76.67%
3	Moderate	C	6	20%
4	Low	D	0	0%
5	Very Low	E	0	0%
			Total No. of students = 30	

**Table 3.02** shows that out of 30 students 23 students (76.67%) have high attitude towards sex education and 6 students (20%) have moderate attitude towards sex education and 1 student i.e. (3.33%) have a very high attitude towards sex education.



**Fig 3.02: Level of attitude of college students of Govt. Zawlnuam College towards sex education.**

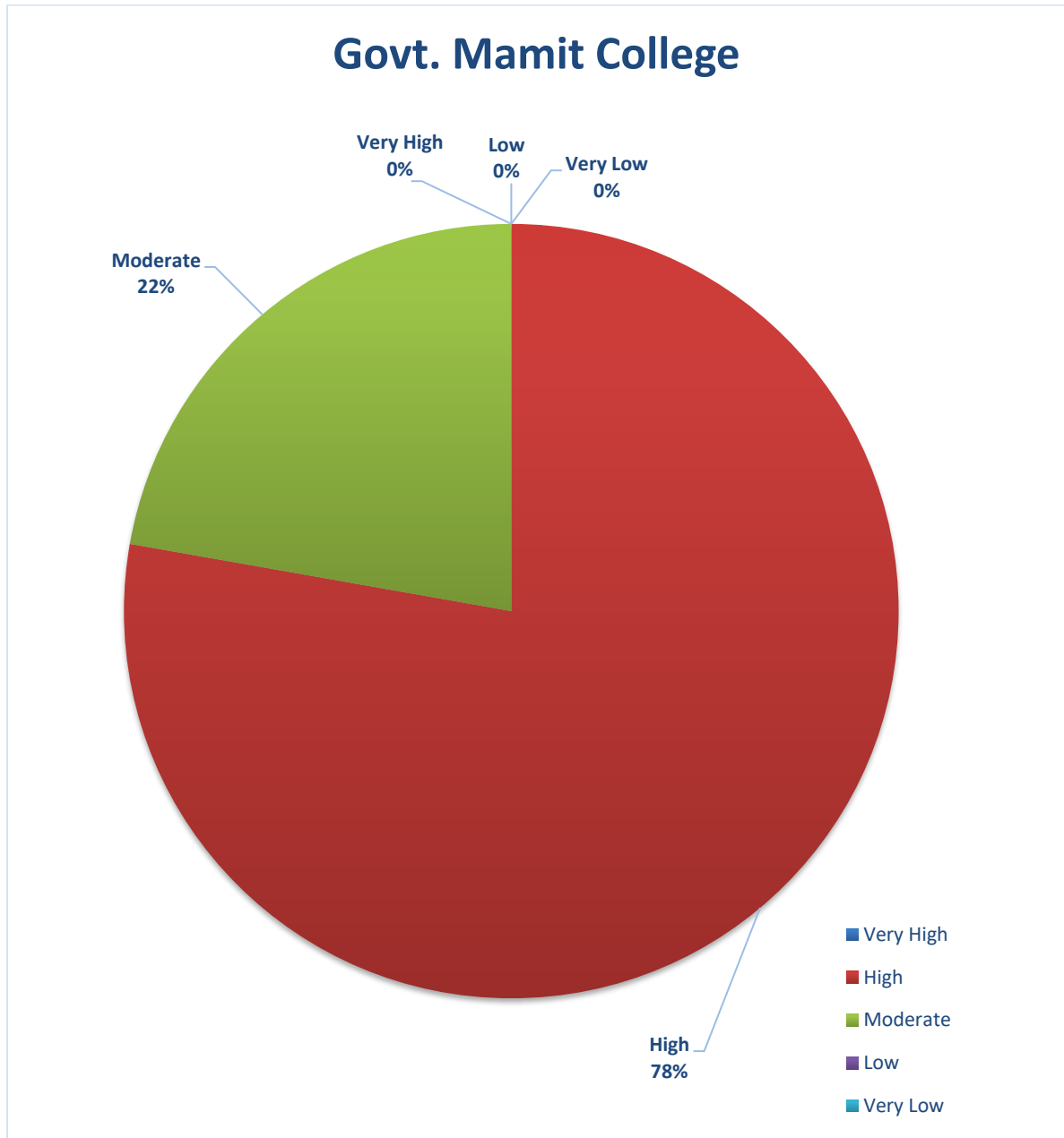


**OBJECTIVE NO.3:** To find out the level of attitude of college of Govt. Mamit College towards sex education.

**Table 3.03: Level of attitude of college students of Govt. Mamit College towards sex education.**

SI No.	Level of Attitude	Grade	No. Of student	Percentage
1	Very High	A	0	0%
2	High	B	21	70%
3	Moderate	C	9	20%
4	Low	D	0	0%
5	Very Low	E	0	0%
			<b>Total No. Of students = 30</b>	

**Table 3.03** shows that out of 30 students 23 students (76.67%) have high attitude towards sex education and 6 students (20%) have moderate attitude towards sex education and 1 student i.e. (3.33%) have a very high attitude towards sex education.



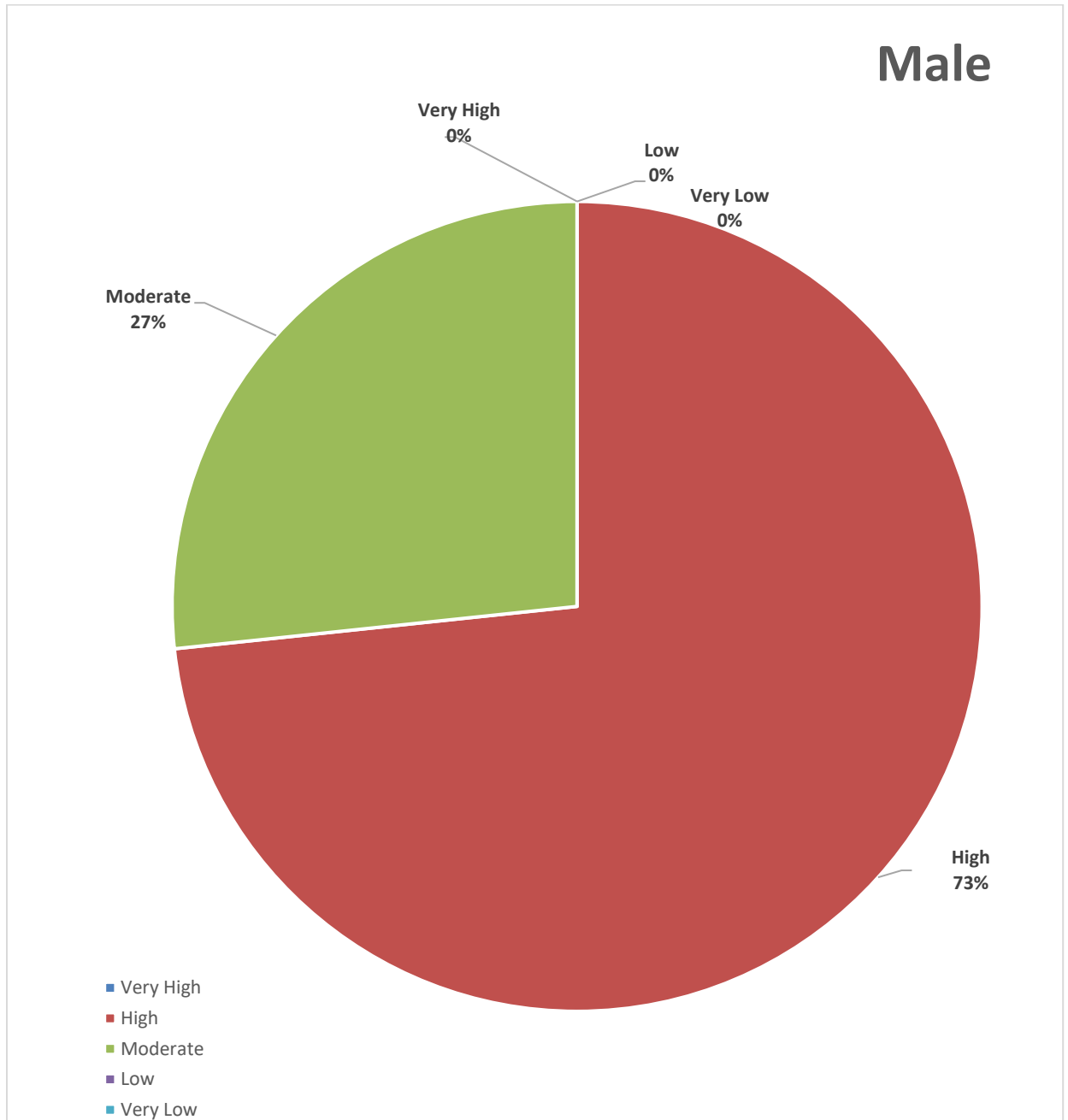
**Fig 3.03: Level of attitude of college students of Govt. Mamit College towards sex education.**

**OBJECTIVE NO.4:** To find out the level of attitude of Male college students in Mamit District towards sex education.

**Table 3.04: Level of attitude of attitude of Male college students in Mamit District towards sex education.**

S.I No.	Level of attitude	Grade	No. of students	Percentage
1	Very High	A	0	0%
2	High	B	22	73.33%
3	Moderate	C	8	26.67%
4	Low	D	0	0%
5	Very Low	E	0	0%
			<b>Total No. of students = 30</b>	

**Table 3.04** shows that out of 30 students 22 male students (73.33%) have high attitude towards sex education and 8 male students (26.67%) have moderate attitude towards sex education.



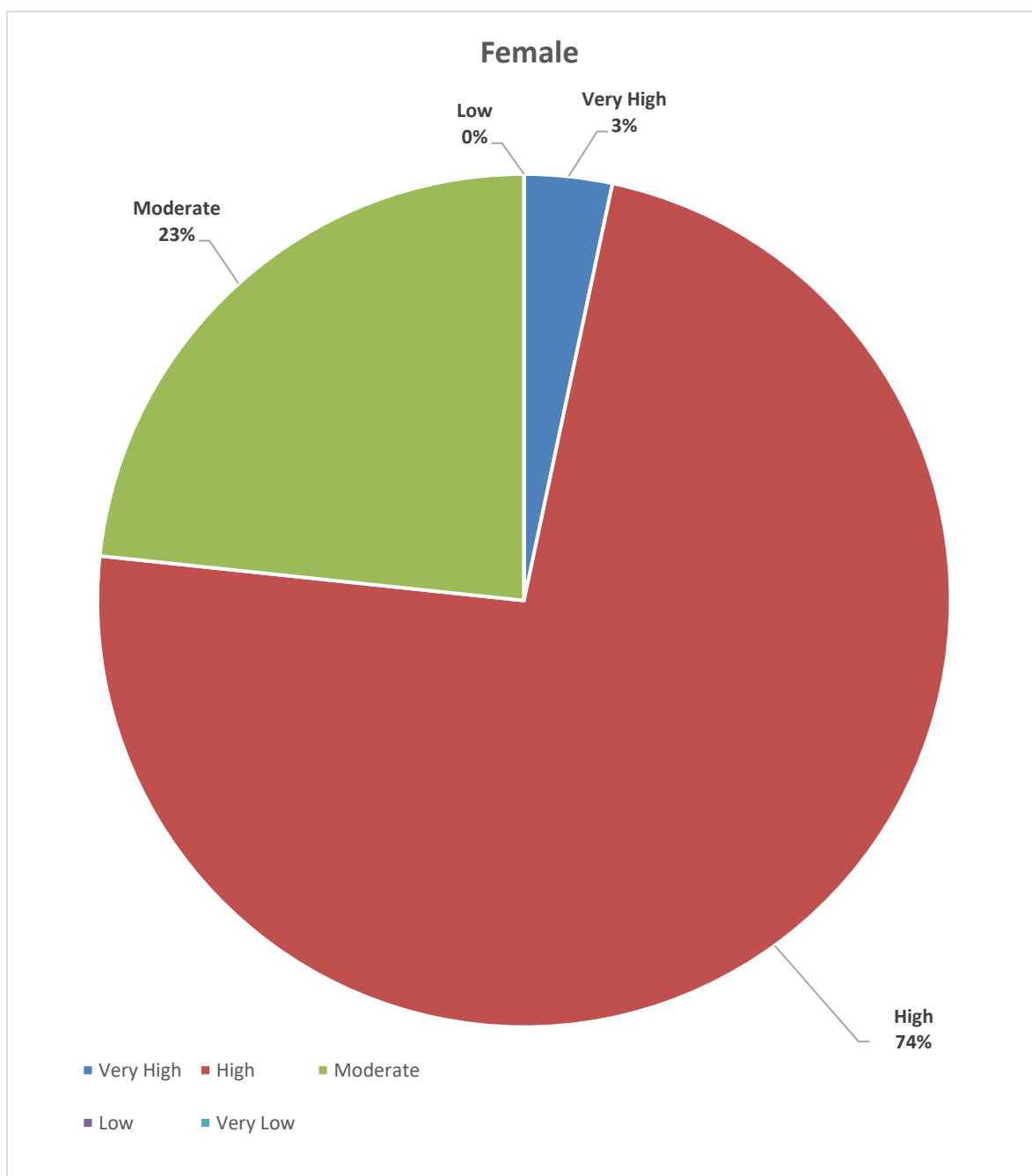
**Fig 3.04: Level of attitude of attitude of Male college students in Mamit District towards sex education.**

**OBJECTIVE NO.5:** To find out the level of attitude of Female college students in Mamit District towards sex education.

**Table 3.05:** Level of attitude of Female college students in Mamit District towards sex education.

SI. No	Level of attitude	Grade	No. of students	Percentage
1	Very High	A	1	3.33 %
2	High	B	22	73.33 %
3	Moderate	C	7	23.33 %
4	Low	D	0	0%
5	Very Low	E	0	0%
			<b>Total No. of students = 30</b>	

**Table 3.05** shows that out of 30 students 22 female students (73.33%) have High attitude towards sex education and 7 female students (23.33%) have Moderate attitude towards sex education and 1 (3.33 %) has Very High attitude towards sex education



**Fig 3.05: Level of attitude of attitude of Female college students in Mamit District towards sex education.**

**OBJECTIVE NO.6:** To compare the level of attitude of college students in Mamit District towards sex education.

Here, we have the hypothesis: *There is no significant difference in the attitude of college students of Mamit District towards sex education.*

**Table 3.06:** Comparison of level of attitude of college students in Mamit District towards sex education.

	N	Mean	S.D.	SED	t- value	df	Level of significance	
Zawlnuam	30	105.85	8.25	2.67	0.19	58	0.05	0.01
Mamit	30	105.35	12.1				2.00	2.66

df	Required t- value		Calculated t- value	Interpretation	Conclusion
58	0.05	0.01	0.19	Calculated t-value is less than the required t-value at 0.05 and 0.01 level	Null hypothesis is retained.
	2.00	2.66			

The above table shows that the calculated t-value is less than both the required t-value. Therefore, the null hypothesis “*There is no significant difference in the attitude of college students of Mamit District towards sex education*” is retained or accepted which mean that there is no significant difference in the level of attitude of college students in Mamit District towards sex education.

**OBJECTIVE NO.7:** To compare the level of attitude of college students in Mamit District towards sex education w.r.t. gender.

Here, we have the hypothesis: *There is no significant difference in the attitude of college students of Mamit District towards sex education w.r.t. gender.*

**Table 3.07: Comparison of attitude of Male and Female college students of Mamit district towards sex education.**

	N	M	SD	SED	t-value	df	Level of significance	
Male	30	103.65	7.35	1.96	0.51	58	0.05	0.01
Female	30	104.65	7.85				2.00	2.66

df	Required t-value		Calculated t-value	Interpretation	Conclusion
58	0.05	0.01	0.51	Calculated t-value is less than the required t-value at 0.05 and 0.01 level	Null hypothesis is retained.
	2.00	2.66			

The above shows that the calculated t-value is less than both the required t-value. Therefore, the null hypothesis “*There is no significant difference in the attitude of college students of Mamit District towards sex education w.r.t. gender*” is retained or accepted which mean that there is no significant difference in the attitude of Male and Female college students of Mamit district w.r.t. gender.



# CHAPTER-IV

#### 4.01 RESULTS

After analyzing the data, the following findings were obtained

- Out of 60 college students of Mamit District the highest percentage of students i.e., 73.33 % (44) have high attitude towards sex education. None of the students were found to have very low attitude towards sex education.
- Out of 30 college students of Govt. Zawlnuam College, the highest percentage of students i.e., 76.67 % (23) have high attitude towards sex education. None of the students were found to have very low attitude towards sex education. 3.33 % (1) student was found to have Very High attitude towards sex education.
- Out of 30 college students of Govt. Mamit college, the highest percentage of students i.e., 70% (21) have high attitude towards sex education. There were no students with very low attitude towards sex education.
- Out of 30 male college students of Mamit District, the highest percentage of students i.e., 73.33 % (22) have high attitude towards sex education. There were no students with very low attitude towards sex education.
- Out of 30 female college students of Mamit District, the highest percentage of students i.e., 73.33 % (22) have high attitude towards sex education. There were no students with very low attitude towards sex education.
- On comparing the level of attitude towards sex education it was found that there were no significant differences in the level of attitude of college students of Mamit District towards sex education.
- On comparing the level of attitude of College students of Mamit District w.r.t gender it was found that there were no significant differences in the attitude of college students of Mamit District towards sex education w.r.t. gender.

#### **4.02 DISCUSSION OF RESULTS**

The major findings of the study show that out of 60 College students of Mamit District, 73.33 % (44) students have high attitude towards sex education. Some of the students i.e., 25 % (15) have moderate attitude towards sex education. 1.67 % (1) student was found to have very high attitude towards sex education. No students were found to have low or very low attitude towards sex education. This indicates that most of the students have high attitude towards sex education.

From the 30 college students of Govt. Zawlnuam College, majority of the students i.e., 76.67 % (23) were found to have high attitude towards sex education. Some of the students i.e., 20 % (6) have moderate attitude towards sex education. 3.33 % (1) student was found to have very high attitude attitude towards sex education. No students were found to have low or very low attitude towards sex education. This indicates that most of the students have high attitude towards sex education.

From the 30 college students of Govt. Mamit College, majority of the students i.e., 70% (21) students were found to have high attitude towards sex education. Some of the students i.e., 20 % (9) have moderate attitude towards sex education. No students were found to have low or very low attitude towards sex education. This indicates that most of the students have high attitude towards sex education.

Based on the above findings it can be concluded that most of the college students in Mamit District have high attitude towards sex education. This implies that the students are well aware of the concept of sex education and its need and importance.

The level of attitude towards sex education of Female and Male college students was also analyzed. Out of 30 female students it was found that most of the students i.e., 73.33 % (22) female students have high attitude towards sex education. Some of the students i.e., 23.33 % (7) have moderate attitude towards sex education. 3.33 % (1) student was found to have very high attitude towards sex education. No students were found to have low or very low attitude towards sex education.

Out of 30 male students it was found that most of the students i.e., 73.33 % (22) male students have high attitude towards sex education. Some of the students i.e., 26.67

% (8) have an moderate attitude towards sex education. No students were found to have low or very low attitude towards sex education.

Based on the above findings it can be concluded that most of the college students of Mamit District are aware sex education and are willing to take steps towards making others aware of its importance.

The current study compared the level of attitude of college students of Govt. Zawlnuam College and Govt. Mamit College towards sex education. The null hypothesis “*There is no significant difference in the level of attitude of college students of Mamit District towards sex education*” was retained. This implies that there is no difference in the level of attitude of college students of Govt. Zawlnuam College and Govt. Mamit College towards sex education.

The current study also compared the level of attitude of college students of Govt. Zawlnuam College and Govt. Mamit College towards sex education based on gender. The null hypothesis “*There is no significant difference in the level of attitude of college students of Mamit District towards sex education w.r.t. gender.*” was also retained. This implies that there is no difference in the level of attitude of college students of Govt. Zawlnuam College and Govt. Mamit College towards sex education w.r.t. gender.

Based on the above findings it can be concluded that there are no significant differences in the attitude of college students of Mamit District towards sex education.

Thus, college students of Mamit District are aware of the importance of Sex Education and most of them are in favor of imparting sex education in schools or colleges.

#### **4.03: EDUCATIONAL IMPLICATIONS OF THE STUDY**

The present study has the following implications

- There should be sex education courses in schools and colleges.
- Each school or college should have designated counsellor to help students related to problems regarding sexual orientation or sexual intercourse.
- Teachers can also make changes in the classroom by being open to discussions about sex in the classroom.

#### **4.04 SUGGESTIONS FOR IMPROVEMENT**

Students need a supportive and enabling environment, whereby they can ask question about sex without being humiliated. The following suggestions can be incorporated for the students.

- **Environment:** A safe learning environment should be provided in which open and non-judgmental discussion about sex and sexual health can be held.
- **Group agreement:** Develop a group agreement prior to starting any work to ensure acceptable boundaries for discussion that safeguard students and educators.
- **Confidentiality:** Every teacher must respect privacy and confidentiality of students and inform them about their rights.
- **Accessing services:** Teachers must also provide information about advice services that students can access if they need help and made referrals if necessary. Care must also be taken to ensure that those most valuable can access comprehensive sex education services.
- **Material and resources:** During delivery of programs teacher must ensure that material that are used are relevant and up to date.

#### **4.05 LIMITATIONS OF THE PROJECT**

The present study had the following limitations

1. The present study could be conducted only among colleges students of Mamit District due to time and financial constraints.
2. The present study was limited to only descriptive statistics.

#### **SUMMARY**

The present study was conducted to find out the level of attitude of college students of Mamit District towards sex education. The population of the study included all college students of Mamit District i.e., 243 students. Simple random sampling method was used to collect sample of 30 students each from two colleges within Mamit District i.e., Govt. Zawlnuam College and Govt. Mamit College. Attitude Scale towards Sex Education developed by Dr. (Smt.) Usha Mishra was used to collect data. Findings of the study indicate that most of the college students of Mamit District have high level of attitude towards sex education. No student was found to have very low attitude towards sex education. Comparison of attitude of college students was analysed using t-test and it was found that there are no significant differences in the level of attitude of college students of Mamit District towards sex education. It can be concluded that most college students of Mamit District are aware of the importance of Sex Education and most of them are in favor of imparting sex education in schools or colleges.

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