CHAPTER V

MAJOR FINDINGS, DISCUSSIONS,
RECOMMENDATIONS AND SUGGESTIONS
FOR FURTHER RESEARCH

The present chapter deals with the major findings, discussions, recommendations and suggestions for further research.

5.1.0   MAJOR FINDINGS

The following are the major findings of the present study:

5.1.1   Nature and direction of Attitude

(a)   *Overall Attitude of the Respondents towards Sex Education.*

(i)   Majority of respondents have positive attitude.

(ii)  There are more female respondents with positive attitude than the males. Majority of the male respondents have negative attitude whereas majority of the female respondents have positive attitude towards sex education.

(iii)  Among the urban respondents, majority of them have positive attitude towards sex education while among the rural respondents the number of respondents who
have positive and negative attitude are practically equal in number.

(b) \textit{Attitude of the community respondents towards Sex Education}

(i) Majority of community respondents have negative attitude towards sex education.

(ii) Both majorities of the male and female community respondents have negative attitude towards sex education.

(iii) The attitude of both the urban and rural community respondents is negative.

(c) \textit{Attitude of student’s Respondents towards Sex Education}

(i) Majority of student’s respondents have negative attitude towards sex education.

(ii) Majority of the female respondents have positive attitude whereas majority of the male attitude is negative towards sex education.

(iii) The attitude of the urban students is positive while the attitude of the rural respondents is negative.

(d) \textit{Attitude of the teacher respondents towards sex education}

(i) Majority of teacher respondents have positive attitude towards sex education.
(ii) Both male and female teacher respondents have positive attitude towards sex education.

(iii) Urban and rural teacher respondents have positive attitude towards sex education.

5.1.2 Significance of Difference in Attitude towards sex education

(a) In Relation to Gender

(i) There exists a significant difference between the male and female respondents with regard to their attitude towards sex education. The difference is in favour of the female respondents at .01 level.

(ii) There exists a significant difference between the male and female teachers and the significant level is at .05 level towards the female respondents.

(iii) There is no significant difference between male and female students with regard to their attitude towards sex education.

(iv) Male and female community members differ significantly with regard to their attitude towards sex education. The difference is in favour of the female members at .05 level.

(v) There exists a significant difference in the attitude of urban male and urban female towards sex education. The difference is in favour of the urban female at .01 level.

(vi) Rural male and rural female differ significantly with regard to their attitude towards sex education at .01
level of confidence. This is in favour of the rural female respondents

\textit{(b)} \quad \textit{In Relation to Locale}

(i) There is no significant difference between urban and rural respondents with regard to their attitude towards sex education.

(ii) There is no significant difference between urban teachers and rural teachers with regard to their attitude towards sex education.

(iii) No significant difference is found between urban students and rural students in relation to their attitude towards sex education.

(iv) There is no significant difference between urban community and rural community with regard to their attitude towards sex education.

(v) Urban Male and rural male attitude towards sex education do not differ significantly.

(vi) No significant difference is found between urban female and rural female in relation to their attitude towards sex education.

\textit{(c)} \quad \textit{In relation to the attitude of students, teachers and community.}

(i) There exists a significant difference in the attitude towards sex education between students and teachers and the difference is in favour of the teachers at .01 level.
(ii) There exists a significant difference between community and teachers in their attitude towards sex education and the difference is in favour of the teachers at .01 level.

(iii) There is no significant difference between students and community with regard to their attitude towards sex education.

5.1.3 **Opinion of the Respondents on different aspect of inclusion of Sex Education in schools.**

(a) *Opinion of all respondents on the introduction of sex education in schools.*

It is found that majority of the respondents wanted to introduce sex education in the schools. The female respondents are more supportive towards introduction of sex education in schools than males. And also, there are more urban respondents than the rural respondents who are in support of introducing sex education in the schools. An analysis of the responses among community, teachers and students also reveals that more number of respondents want to introduce sex education in the schools.

(b) *Opinion of all respondents on the stage of implementation of Sex Education in school.*

It is found that the most desired stage of implementing sex education by majority of the respondents is the middle school stage followed by the secondary stage of education which is again followed by the primary stage of education. The most undesirable
stage of implementing sex education by all respondents is the university level.

(c) Opinion of all respondents on the best method of imparting Sex Education in schools

The finding also reveals that majority of respondents consider sex education through the school syllabus as the best method of imparting sex education in the schools while the least preferred method is imparting sex education through school assembly.

(d) Opinion of all respondents on how sex education should be imparted in the schools.

Findings reveal that majority of the respondents want to give sex education separately for boys and girls, while giving sex education to the students individually is the least preferred.

(e) Opinion of all respondents on the medium of imparting sex education as a subject in the schools.

The finding of the present study shows that majority of respondents prefer to offer sex education as a separate subject rather than through different subjects in the schools.

(f) Preference of all respondents on their choice of service for imparting sex education.
It is found that parents are most preferred to take responsibility in imparting sex education while peers are the least preferred.

(g)  *Opinion of all respondents on whether Mizo community are well informed on sex education.*

The finding of the study also reveals that majority of the respondents consider that the Mizo community do not receive proper information on sex education.

(h)  *Preference of all respondents on the most appropriate place to impart sex education.*

Findings reveal that home is preferred by majority of respondents as the most appropriate place to impart sex education, while Sunday school halls are the least preferred.

(i)  *Opinion of all respondents on the topics Sex Education should cover*

The present study also shows that majority of the respondents consider topics such as HIV/AIDS education, sex abuse, pre-marital sex, physical development & puberty and teenage pregnancy as the most important area to be covered by sex education in the school. Myths & misconceptions topic is being selected by the lowest number of respondents to be included in sex education in the school.
Opinion of all respondents on the reason for imparting sex education in schools.

The following points are found to be the major causes as to why sex education should be imparted in the schools:

(i) To prevent the students from AIDS, STI’s and other related diseases.

(ii) To prevent the students from sex abuse, sex exploitation and pre-marital sex.

(iii) Most parents hesitate to give sexual awareness to their children and many of them lack proper knowledge about sexual health and education. Therefore, it should be imparted in schools.

(iv) To guide the students in the right path and help them choose the right way of living for their future.

(v) To reduce early marriage, unwanted pregnancy and abortion.

(vi) Since most children attend schools every day, it is very much appropriate to impart sex education in schools.

(vii) Since most children have a tendency to obey their teachers rather than their parents, it is important to impart sex education in schools.

(viii) To help the students understand their physical development especially during adolescence period.

(ix) To teach the bad consequences of experiencing sex at an early age.

(x) For better community life, happy marriage and better social order.

(xi) As our environment is influenced by western culture especially on matters related to sex, through different
media it is necessary to impart sex education in schools.

5.2.0 DISCUSSION ON THE FINDINGS OF THE PRESENT STUDY.

5.2.1 Discussion on the findings in Relation to nature and direction of Attitude towards Sex Education.

(i) *Among all respondents.*

It is found that majority of overall respondents have positive attitude towards sex education.

**Discussion:** This finding is also supported by other findings such as Adebayo & Exilder (2014)\(^1\) who also found that stakeholders (teachers, pupils and parents) in general have positive attitude toward the inclusion of sexuality education in the school curriculum. Fentahun et al. (2012)\(^2\) also found that all participants i.e parents, students and teachers have favorable attitude towards the importance of school sex education.

The finding in the present study reveals that majority of the respondents have positive attitude towards sex education which could indicate that Mizo people in general are quite receptive in matters related to sex education. Mizo’s are close-knit society with no class distinction as such. Besides, being a young society, Mizo people are much influenced by the western culture which could be the plausible reason for more respondent having positive attitude than negative attitude towards sex education.
The present findings reveal that majority of community respondents have negative attitude towards sex education.

**Discussion:** Several findings also support this finding. Akpama (2013)\(^3\) found that parental perception of the teaching of sex education to adolescents in secondary schools is generally negative in Cross River State. Ayyuba (2007)\(^4\) also found that parents were not in favour of the teaching of sexuality education in secondary schools. Meanwhile, there are other studies that do not support this finding. Hannatu (2009)\(^5\) found that majority of the respondents support the teaching of sex education in secondary schools. Ogunjimi (2006)\(^6\) also found that most parents (93.89\%) were in support of the teaching of sex education in secondary schools.

An attitude, whether negative or positive, occurs because of some reasons. In the present study, the attitude of community (parents) respondents’ towards sex education is negative. This could be because of the conservative attitude of the community members towards sex education. Many Mizo community members still consider that sex and its related topics is taboo subject and that discussing sexual matters in school will probably promote uncontrolled sexual practices and experimentation among adolescents. Therefore, this could be the reason why majority of parents do not feel it necessary to impart it in the schools.
(iii) Among all students.

The present findings uncover that more number of student respondents have negative attitude towards sex education.

Discussion: Contradictory to the present findings, Ogunjimi (2006)\(^7\) found that majority of the students (90.70\%) were in support of the teaching of sex education in secondary schools. Akande & Akande (2007)\(^8\) also found that all students agreed that sexuality education be introduced and made compulsory in schools. Majova (2013)\(^9\) found that among secondary school learners majority of the learners (55\%) have positive attitude towards sex education and 45\% of learners have negative attitude.

The reason why more number of Mizo students’ attitude towards sex education is negative seems to be due to the mind-set of the Mizo’s from their forefathers. Sex and its related topics are considered taboo and this attitude seems to pass on to the next generations. The other reason could be that the students do not receive proper awareness from their parents as even the attitude of community (parents’ attitude) is also negative towards sex education.

(iv) Among all teachers.

The findings discover that majority of all groups of teachers have positive attitude towards sex education.

Discussion: Many other research findings are in line with the present findings. Mkumbo (2012)\(^10\) found that an overwhelming
majority of teachers in both rural and urban districts supported
the teaching of sexuality education in schools. Dutta (1964)\textsuperscript{11} and
Toor (2012)\textsuperscript{12} also found that the attitude of teachers to sex
education was favorable. Aniebue (2007)\textsuperscript{13} found that Secondary
school teachers are in support of provision of sex education to
students. Asekun-Olarinmoye et al. (2007)\textsuperscript{14} found that 86.90\% of
the teachers had positive attitude towards inclusion of sexuality
education in the school curriculum. Ramiro & De Matos (2008)\textsuperscript{15}
found that teachers showed a fairly straightforward attitude
towards sex education and assessed it as moderately/highly
important. Nurullah (2009)\textsuperscript{16} found that majority of teachers
(73\%) supported the inclusion of various sexual health topics in
school curriculum provided the contents were in line with
religious teachings.

Since it is mostly the teachers who takes responsibility
in imparting sex education in Mizoram, teachers at the secondary
schools are mostly well informed about the true characteristics of
sex education and its importance for the adolescent students.
They seem to know that sex education would prevent unwanted
pregnancies, enhance healthy relationship between opposite sex,
and prevent transmission of HIV infections and STDs. Most
teachers recognize that it is essential to educate the students on
the basic processes of human reproduction, therefore it is not
without a reason that the present study also found that majority
of teachers have positive attitude toward sex education.
5.2.2 Discussion on findings with regard to Significance of differences in Attitude towards Sex education.

(a) With respect to Gender:

The findings of the present study reveals that the attitude towards sex education of the female teachers, the female community members, the female urban respondents and the female rural respondents are all significantly higher than their male counterparts.

Discussion: Omoteso (2008)\textsuperscript{17} found that there are significant sex differences in the knowledge and attitude of the adolescents to sex education. Stephens (2013)\textsuperscript{18} also found that there is significant gender difference in the attitude of parents towards inclusion of sexuality education in the school curriculum. Contradictory to the present findings, Toor (2012)\textsuperscript{19} found that male teachers and male parents had a significantly more positive attitude towards sex education as compared to female teachers and female parents respectively.

Mizo society is a patriarchal society where men play a dominant role. In the early times young males were taught different life skills in the bachelors’ dormitory by older men, while females were not allowed to enter the dormitory. The Mizo males by tradition were expected to take the initiatives in courting the females; it is the men who should woo the females. Men were more free to discuss about sex while females were expected to remain ignorant. Even in the present day, Mizo females are less empowered in matters related to sex. Females are not expected to
discuss sex related topics freely and are often encouraged to suppress their sexuality and sexual needs. As a result, there is little chance for them to have knowledge about sex and its related topics, therefore, perhaps females have a greater desire to learn more about sex and its related issue. Consequently, this could be one of the reasons why the female’s attitude towards sex education is higher as compared to their male counterparts.

(b) With respect to Locality:

The current finding indicates that among the teachers, the students, the community, the males and the females, no significant locale difference is found in the attitude towards sex education

**Discussion:** Several studies have findings that oppose this finding. More (2012)\(^2\) found that there are significant differences in the attitude of rural and urban youth’s attitude towards sex education. Biswas & Samanta (2013)\(^3\) also found that there is significant difference between the urban and rural attitude towards inclusion of lifestyle education. Majova (2013)\(^4\) also found that urban learners are more positive to sex education than their rural counterparts. Mahajan & Sharma (2005)\(^5\) found that rural parents of the adolescent girls do not feel necessary to impart sex education to their children whereas almost all the urban parents were in favour of providing sex education.

Due to the advancement in information technology, development of transportation system, access to information and materials, the lifestyles and the attitudes of the urban and rural areas are becoming more and more identical. The internet
provides not just information and entertainments, but also constant and instant communication especially through social networking and sites such as whatsapp and facebook. Therefore, the attitudes of the rural and urban areas are slowly inclined to come to an agreement. This could be the reason why the present study finds no significant differences in the attitude of rural and urban respondents with respect to introduction of sex education at the secondary schools.

(c) With respect to the attitude of students, teachers and community.

The present study discovered that the teacher respondents possess a significantly higher attitude towards sex education as compared to the students and community respondents.

Discussion: Against the present finding, Vashishtha & Rajshree (2012) found that attitude of parents is higher than teachers towards sex education as parent’s are in favour of giving sex education to their adolescents in the school. Bhasin & Aggarwal (1999) had similar findings. They found that majority of school teachers (73%) were in favour of imparting sex education to school children.

As indicated earlier, teachers are well aware of the concept, need and importance of sex education as they are the ones who take responsibility in imparting sex education in the schools of Mizoram. Meanwhile, though students are curious about sex and its related issue, they do not want to appear
curious out of bashfulness. Besides, it appears that students do not receive proper awareness from their parents as most parents felt uncomfortable to give sex education to their children. Some parents are ignorant about sex education, other parents think it is inappropriate to teach children about sex, while still others think it should be the parents’ choice to inform their own child. Therefore, this could be the plausible explanation why teachers in the present study are found to possess a significantly higher attitude towards sex education as compared to the students and the parents or community.

5.2.3 Discussion on findings with respect to Opinion of all Respondents in different aspect of inclusion of Sex education at the schools.

(a) Opinion of all respondents on the introduction of sex education in schools:

It is found in the present analysis that majority of the respondents want to introduce sex education in the schools. **Discussion:** Bhasin & Aggarwal (1999)\(^2\) also found that majority of school teachers (73%) were in favour of imparting sex education to school children. Kumar (2007)\(^2\) in his study found majority of university students support the implementation of sex education in educational institutes.

Conventionally, Mizo adolescents are not given any information on sexual matters, with discussion of these issues being considered taboo. Most of the information on sexual matters are obtained informally from friends and the media, and much of this information are deficient or doubtful value. This is very much
unsafe and risky especially during the period following puberty when curiosity of sexual matters is the most acute. This deficiency becomes increasingly evident by the increasing incidence of teenage pregnancies as well as HIV and AIDS. Due to this factor, perhaps majority of respondents feel it is time to introduce sex education in the schools.

(b) Opinion of all respondents with respect to the stage of implementation of Sex Education in school:

The present investigation reveals that the most desired stage of implementing sex education by majority of the respondents is middle school. The most undesirable stage of implementing sex education by all respondents is the university level.

Discussion: Other researchers also support this finding. Eisenberg et al. (2008)\textsuperscript{28} found that parents believe most topics under sex education should first be taught during the middle school years. Aniebue (2007)\textsuperscript{29} also found that the most appropriate age to introduce sex education according to the teachers is 11-15 years. Ekanem & Onwuezobe (2009)\textsuperscript{30} also found that most of the teachers (55.6\%) considered ages 10 - 14 years or Junior Secondary School level as the appropriate period for introducing sexuality education. Eko Jimmy et al. (2013)\textsuperscript{31} also found Secondary level of education was viewed by most study participants (students 66.8\%, teachers 59.0\% & parents 69.0\%) as the ideal stage where sex education can be introduced.
Middle school stage is the stage where many students are curious about their physical changes. They are in their pubertal stage where rapid development of their sex characteristic takes place preparing them for adulthood. It may also be noted that now a days, students can easily access online pornography which could lead to unwanted desire, moreover, this is the time where many children are apt to be misguided in the wrong track as they are far too innocent to deeply think about the dangers of having sex. Therefore this could be the reason why majority of respondents choose the middle stage as the best time to implement sex education.

(c) Opinion of all respondents on the best method of imparting Sex Education in the schools:

The present research study reveals that majority of respondents consider sex education through the school syllabus as the best method of imparting sex education in the schools while the least preferred method is imparting sex education through school assembly.

Discussion: Toor (2012) found that 72% think that for imparting sex education magazines are the best method.

School syllabus covers a wide range of topic and for this reason children could gain a lot of knowledge through the school syllabus. School syllabus is approved by the concerned authority. The information given in the text books are accurate and timely. School based sex education provides a thorough stream of information that most children are not able to receive at
home. Additionally children are frequently too embarrassed to discuss a sexual issue with parents. Many parents are unable or unwilling to provide all the necessary information needed for a child to develop to his/her full potential. This could possibly be the reason why majority of respondents choose school syllabus as the best method of imparting sex education in the schools.

\( (d) \) **Opinion of all respondents on how sex education should be imparted in the schools:**

The present investigation indicates that majority of the respondents want to give sex education separately for boys and girls, while giving sex education to the students individually is the least preferred.

**Discussion:** Contradicting the present study, Toor (2012)\textsuperscript{33} found that 69\% of the respondents think that boys and girls in co-education should be taught together.

Male and female differ physically from birth therefore their need in sex education will also differ. Boys have less to lose from casual sex than do girls, who risk pregnancy and whose future fertility can be compromised by disease. Boys need lessons in basic ethics and moral reasoning about sex (for example, not taking advantage of intoxicated dates), while girls must learn to distinguish sexual compliance from popularity. In particular, girls need life-planning advice. Adolescent girls must think deeply about their ultimate aims and desires. If they want both children and a career, they should decide whether to have children early or late. There are pros, cons and trade-offs for each choice. Further, many students may feel shy and uneasy to ask questions at the
presence of the opposite sex. These factors could be the rationale why majority of respondents prefer to give sex education separately for boys and girls.

(e) **Opinion of all respondents on the medium of imparting sex education as a subject in the school:**

The finding of the present survey shows that majority of respondents prefer to offer sex education as a separate subject rather than through different subjects in the schools.

**Discussion:** Eko Jimmy et al. (2013) found that 49.0% of teachers and 35.0% of parents preferred sex education to be an independent subject so that adequate attention would be given to it.

The NCERT has decided to incorporate sex education into mainstream subjects such as science, value education, and others. For instance while teaching students about the importance of family, students will be taught about how to protect their family, family planning, safe sex and related topics. However due to the increasing number of sex abuse cases, unwanted pregnancies, HIV AIDS etc. there is a growing demand that Government should include sex education as a separate subject in the curriculum. More and more citizens want the students to become aware about the difference between good touch and bad touch and also learn how to act responsibly. Besides, if sex education could be implemented as a separate subject, students could have a more detailed and in-depth understanding of the topic and all the necessary information desired by the students
could be given to them. The same sentiments must have been possessed by the Mizo respondents as majority of them prefer to offer sex education as a separate subject in the schools.

\[(f)\] Preference of all respondents on their choice of service in imparting sex education.

Findings of the present research indicate that parents are most preferred to take responsibility in imparting sex education while peers are least preferred.

**Discussion:** Many studies have similar findings. Bloch (1979)\textsuperscript{35} found that 83.9 per cent of the mothers gave either the mother or both the parents as the preferred source of sex information for children. Asekun-Olarinmoye, E.O. (2007)\textsuperscript{36} found that 52.8% of the teachers placed the sole responsibility for sexuality education on parents. Meanwhile, a number of research studies contradict with the result of the present study. Bhasin & Aggarwal (1999)\textsuperscript{37} found that school teachers (69.4%) and doctors (63.6%) were considered by the respondents respectively to be the most appropriate persons for providing sex education. Kumar (2007)\textsuperscript{38} also found that 76.74% students choose teachers as the best source to provide sex education. Vashishtha & Rajshree (2012)\textsuperscript{39} found that parents are in favour of the school for giving sex education to their adolescents. Nwakonobi & Onwuachu (2009)\textsuperscript{40} also found that most parents (92.38%) are of the view that sex education be taught in schools and not left in their hands since 88.1% of them feel shy discussing sex issues with their children. Majova (2013)\textsuperscript{41} found that parents and teachers were chosen as the last sources to transfer information to learners about sex education.
Early, honest, and open communication between parents and kids is very important. If open communication is normal, kids are more likely to speak with parents about all the other trials of adolescence, such as depression, relationships, and the abuse of drugs and alcohol, as well as sexual issues. When parents talk with their children about sex, they can make sure that they are getting the right information. Parents should be a child’s first source of information about sex. Understanding correct information can protect children from risky behaviour as they grow up. What a child learns from friends, from media, and in the school will be incomplete and incorrect. It may also be demeaning or even dangerous. Perhaps the present respondents may also have this type of opinion because majority of them prefer parents to take responsibility in imparting sex education.

\[(g)\] Opinion of all respondents on whether Mizo community are well informed on sex education.

The finding of the present study also reveals that majority of the respondents consider that the Mizo community do not receive proper information on sex education.

**Discussion:** It is not wrong to say that Mizo society when compared with other states of the country are more open and receptive in matters related to sex education. But the topic is still a taboo and the general community still refused to discuss it openly at Church and other social gatherings. Though awareness is given to small groups like adolescents and hawkers etc. the general public even now, do not have a chance to receive proper awareness on matters related to sex education. Consequently, this
could be the reason why majority of the respondents consider that Mizo community are not well informed on sex education.

*(h)* Preference of all respondents on the most appropriate place to impart sex education.

The present research finds that home is preferred by majority of respondents as the most appropriate place to impart sex education, while Sunday school halls are the least preferred.

**Discussion:** Similar to the present finding, Sieswerda & Blekkenhorst (2003)\(^4\) found that parents believe the family should take the lead role in teaching sexual health to their children. Ekanem & Onwuezobe (2009)\(^3\) also found that teaching of sexuality education as the responsibility of the parents (46.1%) and as such home (43.7%) rather than school (38.6%) as the best place to impart such knowledge.

Sex education provides opportunity to instill family values among children. For example, if the family believes intercourse should be saved for marriage, this can be part of the discussions about sexuality. If the subject has never come up before, there is significant risk that the child will not be receptive to this message. Moreover, the more children are exposed to sexual images in the media, the more likely it is they will engage in sexual behaviours at a younger age. Children who receive sex education at home are actually less likely to engage in risky sexual activity. Having open communications with children at home about sex and other matters is healthy and safer in the long run. Although teens are still very private people, however,
speaking about sex early increases the chance that teens will approach parents when difficult or dangerous things come up. The respondents in the present study must have understood this fact as majority of them picked ‘home’ as the most appropriate place to impart sex education.

(i) Opinion of all respondents on the topics sex education should cover.

The present study finds that majority of the respondents consider topics such as HIV/AIDS education, sex abuse, pre-marital sex, as the most important area to be covered by sex education in the school. Myths & misconceptions topic is being selected by the lowest number of respondents to be covered in sex education in the school.

Discussion: Similar to the present findings, Eko Jimmy et al. (2013)\textsuperscript{44} also found that parents, teachers and students opined topics like abstinence, HIV/AIDS, sexually transmitted diseases, basis of reproduction etc. should be covered by sex education.

Sometimes, people mistakenly believe that sex education refers only to sexual behavior (e.g. sexual intercourse) and not the full array of topics that comprise sexuality. These include human information and concerns about pre-marital sex, abstinence, body image, contraception, gender, human growth and human development, human reproduction rights and responsibilities, pregnancy, relationships, safer sex (prevention of sexually transmitted infections) HIV/AIDS, sex abuse, sexual attitude and values, sexual anatomy and physiology, sexual
behavior, sexual health, sexual orientation and sexual pleasure etc. These are topics that affect sexuality and sexual health. Its goal is to promote health and well-being in a way that is developmentally appropriate. Majority of respondents believe that HIV/AIDS, sex abuse and pre-marital sex are the most important area to be covered in sex education probably because these are areas where the incidence of it is most widespread among the Mizo society.

(j) Opinion of all respondents on the reason for imparting Sex Education in schools

The following are the major reaction of all respondents on the rationale for imparting sex education in the schools:

(i) To prevent the students from AIDS, STI’s and other related diseases.
(ii) To prevent the students from sex abuse, sex exploitation and pre-marital sex.
(iii) Most parents hesitate to give sexual awareness to their children and many of them lack proper knowledge about sexual health and education. Therefore, it should be imparted in schools.
(iv) To guide the students in the right path and help them choose the right way of living for their future.
(v) To reduce early marriage, unwanted pregnancy and abortion.
(vi) Since most children attend schools every day, it is very much appropriate to impart sex education in schools.
(vii) Since most children have a tendency to obey their teachers rather than their parents, it is important to impart sex education in schools.

(viii) To help the students understand their physical development especially during adolescence period.

(ix) To teach the bad consequences of experiencing sex at an early age.

(x) For better community life, happy marriage and better social order.

(xi) As our environment is influenced by western culture especially on matters related to sex, through different media it is necessary to impart sex education in schools.

Discussion: Ming (1999) also found that most of the students think sex education is useful and important for their future development.

There are countless number of reasons given by the respondents as to why sex education should be imparted in schools. However, the investigator has narrowed down the list taking only the most common ones. Given that all respondents have stated at least one or two reasons for imparting sex education in the schools, one can conclude that in general, the Mizo people have a fairly positive attitude towards the inclusion of sex education in our schools.
5.3.0 RECOMMENDATIONS

1) Government should more vigorously organize sensitization and awareness programme to the students, teachers and community in the form of seminar, media etc. about the importance and needs of sex education

2) Concerned authority should introduce a more comprehensive sex education through the school syllabus starting from upper primary school stage.

3) Government should see that sex education be given separately for boys and girls and should also be imparted as a separate school subject.

4) Apart from introducing sex education in schools, Government should take the initiative of creating awareness among parents about their responsibility in giving sex education at home.

5) Mizo community should be provided adequate information with issues related to sex education as majority of respondents feel that the general communities are not well informed.

6) Sex education in Mizoram should focus on issues like HIV/AIDS education, sex abuse, pre-marital sex, etc. as these are areas where the incidence of it is most widespread among the Mizo society.
5.4.0 SUGGESTIONS FOR FURTHER RESEARCH

1) A comparative study of the attitude of students, teachers and community towards sex education between two different states in the North East.

2) A study of sex related problems faced by high school students in Mizoram.

3) Parents’ involvement in imparting sex education in Mizoram: A critical study.

4) A study of the knowledge and awareness about sex related problems among sexual workers, and public drivers in Mizoram.

5) An investigation on the measures taken by the Mizoram State Aids Control Society (MSACS) towards Adolescent Education Programme.