Chapter - VIII

REVIEW AND SUGGESTIONS

Evaluation of Present Study

The concept of sex-education and its related issues have been discussed in detail in the foregoing chapters. There is a need for the evaluation of the work as well as to know what could be done with the investigation. The end of a research is beginning of another one and probably many more. The horizon of knowledge is infinite and an honest explorer never reaches the brink, for the done that is always small and appears to be insignificant as compared to vast undone. There can be a sense of achievement, but never of perfection. The investigator feels to evaluate the present work as it is, rather than as it would have been.

The content of this chapter deals with the evaluation of present work, its uses and some suggestions for further research.

Review of the Work

After the review of literature, the very next stage of the present investigation was to survey the sex-education programme for girls in schools. It was found that none of the schools imparts a complete sex-education programme as a separate subject. It is being imparted under different shades and colours. Sex-knowledge is being imparted in biology classes at different levels. Inculcation of proper attitudes and improvement of behaviour is rarely done in schools. Only a few schools impart this through a course on moral education.
As far as sex-education programme is concerned, very few impart it with confidence. Some impart it with embarrassment especially when a portion of human reproduction comes, and some are very rude with students and do not teach any contents of sex-knowledge. They instruct the students to read that particular portion from books at home.

Teachers who impart sex-education programme use charts, diagrams, films, etc.

The second part of the study was to find out the impact of sex-education programme on social adjustment of girls studying in school. It was done by experimental and quasi-experimental methods. A number of hypotheses were set and research designs were selected. Experimental group with control group - experimental group having pre-test and post-test was selected, as the main design. The second design was a quasi-experimental design, having only post-test. In this design, those students were taken who have been imparted sex-education one way or the other.

One can only get true experimental results, when the instruments to be used are valid and reliable, the selected sample is according to the scope of the study, proper experimentation is done and suitable statistical analysis is used.

For the present study, four instruments i.e. Adjustment Inventory, Opinionnaire, Sex-knowledge test and Sex-education programme were prepared and two instruments, socio-economic status prepared by K.G. Desai and the Desai-Shah Intelligence Test were also used. Every instrument to be used in the experiment should be free from all drawbacks and it should be valid and reliable. For this purpose two inventories on adjustment inventory

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and an opinionnaire, and a sex-knowledge test were prepared and tried out on a small representative sample. Item analysis was done for each instrument and only unambiguous, statistically reliable and valid items were retained. A sex-education programme was also prepared on the basis of what the investigator observed in the survey of sex-education programmes in school.

It was very difficult to obtain a random sample or randomly assigned subjects in different groups so the investigator had to work in school situation and available groups were different standards of schools. She took different classes and assigned them to different groups according to the requirement of the experiment. Thus the sample was cluster sample.

A pre-test was given to all groups in Design I and then the sex-education programme was administered to the experimental groups only. Later on, the same instruments were administered to both the control and the experimental groups and increase in the scores of the three instruments in experimental groups over those in control groups were studied. The means of the pre-test were adjusted by the analysis of covariance and the significance of the increase in the scores of the experimental group was found out. The experiment was replicated in two other schools (one having control groups. The experimental groups showed some increase in the scores over those of the control groups. The post-test scores of experimental groups showed increase over those of pre-test scores, and the increase was found to be significant. This did not happen in the case of the control group which shows that the sex-education programme was successful in increasing sex-knowledge of girls and was also useful in making their social adjustment better. It also changed their opinions on love, sex and family relations for better.
Design II was carried out in several schools in other towns like
Nadiad, Bombay, Delhi and Dharam, where some sort of sex-education was
already imported. Only post-test could be administered in these schools.

Since there were quite a few limitations in both the designs, they
are called quasi-experimental designs and not strictly experimental
designs.

The hypotheses

A number of hypotheses were set up before starting the study regard-
ing sex of pupils, class in which they study, type of school, intelligence
of the pupil and the socio-economic status of their family. Null hypo-
theses were set up and checked by the results obtained in Design I and II.
Their summary is given in the following table.

<table>
<thead>
<tr>
<th>No.</th>
<th>The hypothesis</th>
<th>Whether accepted or rejected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sex-education does not improve scores on opinionnaire</td>
<td>Rejected</td>
</tr>
<tr>
<td>2.</td>
<td>Sex-education does not improve adjustment</td>
<td>Rejected</td>
</tr>
<tr>
<td>3.</td>
<td>Sex-education does not improve sex-knowledge</td>
<td>Rejected</td>
</tr>
<tr>
<td>4.</td>
<td>Sex-knowledge does not improve social adjustment</td>
<td>Not definite</td>
</tr>
<tr>
<td>5.</td>
<td>Sex-knowledge does not improve opinions</td>
<td>Not definite</td>
</tr>
<tr>
<td>6.</td>
<td>No difference among socio-economic strata regarding opinions</td>
<td>Accepted</td>
</tr>
<tr>
<td>7.</td>
<td>No difference among socio-economic strata regarding adjustment</td>
<td>Rejected</td>
</tr>
</tbody>
</table>
The hypothesis

Ho. No difference among socio-economic strata regarding sex-knowledge

whether accepted or rejected

8. No difference among school grades regarding sex-knowledge

Rejected

9. No difference among school grades regarding adjustment

Not definite

10. No difference among school grades regarding opinion

Rejected

11. No difference among school grades regarding sex-knowledge

Rejected

12. No difference among boys and girls regarding opinions

Accepted

13. No difference among boys and girls regarding adjustment

Rejected

14. No difference among boys and girls regarding sex-knowledge

Accepted

15. No difference among girls of different intelligence regarding social adjustment

Accepted

16. No difference among girls of different intelligence regarding opinions

Accepted

17. No difference among girls of different intelligence regarding sex-knowledge after sex-education

Rejected

Limitations of the study

Although the post-test scores on the three instruments in the experimental groups show a significant increase over those in the pre-test scores of the control groups, the increase is not as great as was expected. The main reason behind this may be that a short programme of sex-education is not sufficient to warrant a great increase. It is therefore desirable that the programme may be spread over a year and should be repeated again and again. The change of attitudes and in adjustment needs a prolonged programme.
The instruments prepared for the study can be used for numerous purposes. Some of them are as follows:

1. The sex-knowledge test is useful in marriage counselling.
2. Social adjustment inventory is useful to pinpoint the area of difficulty for students.
3. The attitudes of the students can be known and if required they can be improved by group or individual counselling.
4. Sex-education is useful to save the students from going towards pornography and pit of wrong information.
5. Sex-knowledge test could be used to know the present knowledge of the women in the fertile age-group for promotion of family planning programmes.
6. The sex-education programme is useful to remove the misconceptions and wrong information of females to make it easier for them to accept family planning programmes and make them aware of population dynamics.

Suggested researches

1. Before generalizing results of the present study, they should be based on randomly chosen samples. So a similar experiment may be carried out with random samples.
2. Parallel forms of social adjustment, opinionnaire, and sex-knowledge test should be prepared to be used in pre- and post-tests for better results.
3. A more detailed sex-education programme should be prepared and should be used as an experimental variable. It is better to spread it out during the year and revisions should be done twice or four times.
4. The sex-education programme should be used with higher classes of school and college grades and its impact should be studied.

5. A longitudinal study should be done to see the long term impact. The same type of study should be done with boys.

6. The utility of sex-knowledge test be checked for marriage counselling at different levels.

7. Social adjustment inventory and opinionnaire should be adapted to be used for marriage counselling.

8. The social adjustment inventory and opinionnaire should be adapted for boys and girls, to be used for preparing them for marriage.

Development of the infant in the womb may be added to the present programme.

9. The present study should be repeated in samples chosen from rural areas and semi-urban areas.

10. A sex-education programme with precautions for venereal diseases (growth rate, type, improvement etc.) should be studied on a sample from low education groups.