Meaning of sex

As already seen, sex is a word to which confusion and filthiness are attached in the minds of millions of people, especially Indians. It is a tabooed subject. People turn their face in rejection on hearing it although it is many times mentioned in ancient literature and art and although most sexual scenes are depicted in the ancient carvings of some temples. However, if properly understood, sex is something more than mere reproduction. Sex is one of the important emotions of human beings in his social setting; and saints, ascetics and many social workers sublimate it or channelize it into socially useful ways.

Many parents, teachers and society at large, keep an ostrich like attitude toward sex. On the other hand the younger generation gets a feeling of sex through the glamour of media, art objects and literature. Sex has been used as a legal weapon sometimes by many adults; and women have often used it as a political weapon.

We try to understand the meaning of sex, it is found to be related to the physiological difference in the structure and function which distinguishes the male from the female in animals and plants. The real objective of the sex-desire or the mating instinct is procreation or keeping the race running. Thus sex distinguishes the male from the female and the sexual instinct in both is a primary or basic drive. The difference in the two sexes has its corollaries in dress, language and social customs.
Since human beings have instituted the system of marriage of two persons of opposite sexes, sexuality has formed a special meaning in social context and it has not merely remained attached to the sexual act and urge to reproduce. Sexual feelings in human beings are a means of communication, an expression of emotional selves which are delinked from the act of reproduction. Most societies have tried to impose norms for sexual behaviour and have redefined sexuality to suit their nature and needs.

Human beings are different from other animals because they can mould their instinctive feelings in a socially desirable form for the betterment of the society. But what is desirable and what is undesirable or harmful? To distinguish between these two, the young boys and girls need guidance.

What is sex-education?

Education which helps an individual to channelise his or her sexual feelings in a socially accepted behaviour is sex-education for a common man.

According to Page and Thomas, sex-education is the education concerned with the reproductive process and it is an education which intends to develop an understanding of sexual impulses and behaviour. Others do not limit it to the imparting of knowledge of the anatomy and physiology of sex organs, but they extend it to include something more which helps an individual to play his sex-role more effectively in a socially beneficial way.

According to P.J. Joseph, "Sex-education is, in addition, imparting knowledge about the problem of conjugal life and the inculcation of right moral attitude toward sex."
By imparting sex-education, it is hoped that children and youths will develop knowledge, attitudes, skills and understanding needed to make rational, responsible decisions regarding their behavior toward human sexuality, family and social matters.

The World Health Organization\(^2\) has specially recognized the need for sex-education for the attainment of sexual health which is defined as follows:

1. A capacity to enjoy and control sexual and reproductive behavior in accordance with a social ethic.

2. Freedoms from shame, guilt, false beliefs and other psychological factors inhibiting sexual responses and impairing sexual relationships.

3. Freedoms from organic disorder, diseases and deficiencies that interfere with normal sexual and reproductive functions.

Kilinder states in this connection:\(^3\)

"The purpose of sex-education is not primarily to control and suppress sex-expression, as in the past, but to indicate the immense possibilities for human fulfillment that human sexuality offers."

Some people consider sex-education, family life education and moral education as synonymous with each other. In December 1944, a conference of educators was held in the Office of Education of the U.S.A. to discuss sex-education. In this conference sex-education was considered synonymous with social hygiene and this term was preferred with the following definitions:
Social hygiene education is conveniently described as instruction which includes an understanding of physical development, dental health and venereal phases of human relations as they are affected by sex, guidance in matters related with sex, understanding patterns of conduct, building of sound basis for marriage and family life, constructive community living, assumptions of social responsibility and any other relating to normal association between sexes.4

**Meaning of related terms**

Sex-education is included in all the following terms as shown in Figure 1.

![Diagram](Image)

**Figure 1: Interdisciplinary Nature of Sex-Education**
(Source: Norman Rae, Sex-Education in Schools, Longman, p. 91)

Generally, the term population education, family life education and sex-education are mixed up and are thought to be synonymous with each other, although their respective scopes are quite different. The mis-understanding is created by the factor of sex-education common to many such concepts. Figure 1 therefore tries to clarify all these different concepts.
The essential difference between population education and family life education is that the latter deals with the human being as an individual, the intra-family relationships and the family's social and economic interaction, while the former deals with inter-relationship between individuals, family, society, nation and world and with the ways population phenomenon affects the welfare of all these units of the society.

Kirkendall considers family life education as the preparation of an individual in such areas as personality development, home-management, imbibing skills for marriage and parenthood, child care and child development.

Sex-education does not deal with home management and home economics. Sex-education, no doubt, is a broader part of family life education. Sex-education deals with the psycho-socio-physical aspect of sexuality for the improvement of sexual behavior in the modern society. Sex-education serves as the basis for introducing population education and family life education at school level.

Need for sex-education

People who object to sex-education in schools either do not know what exactly sex-education is or they think that ignorance is the best prevention of psycho-sexual crises. Many eminent educationists, both abroad and in India have advocated sex-education in schools.

Carl Gustav Boethius opines,

When the wealth of the country develops and the pressure of extreme poverty decreases, demand for more sexual freedom also arises. In this situation, it becomes a necessity for the society to introduce sex-education that gives an individual the ability to act rationally in his or her relationship with the opposite sex. Sex-education is needed in order to give young people an understanding of what responsibility and taking care of each other means in sexual relations.
P. Kodanda Rao, an Indian educationist favours sex-education. He says, many people stay in single room apartments and many a times in these one room apartments more than one couple live and bring forth their children. What happens in these single room apartments, these children are aware of. He further writes,

He may not give them correct knowledge, but they get incorrect knowledge all the same from the street. If the teachers who know something about it, will not come and tell them, secret knowledge goes around. Therefore we need to impart the correct knowledge at any age which is better than incorrect knowledge. If we have to take a risk, let us have the lesser evil. If you think that giving sex-education even in primary school is an evil, then I say, it is a lesser evil than what is happening in the street corners.

Indira Ray in the same way thinks that sex-education in a rudimentary form will prevent pre-marital sex tragedies in adolescence. Ignorance is not at all bliss in this case in the present age because from the very childhood children are accustomed to know sex, contraceptives and family planning through radio, movies or discussions among adults and also through the sex-provocating posters, etc.

In the words of James Merchant, "We must give up futile attempts to keep young people in the dark and the assumption that they are ignorant of notorious facts. We cannot, even if we try, to stop the spread of sexual knowledge, and if we could do so, we shall make matters infinitely worse."

It is important to gain insight into psycho-sexual attitudes of adolescents, if the educators do not sent the street and the screen to set the standard for teen-agers. The need to offer better alternatives which are both practical and effective cannot be overemphasised.
Sex-education is a must for preserving mental health because mental disorders do not always have organic origin. If mental health is neglected in childhood, one cannot escape its result in many kinds of mental ailments like neuroticism or delinquency in children.

**Scope of sex-education**

Sex-education includes two important aspects: (1) information about male and female anatomy and physiology with reference to the reproductive systems and (2) ethics and morals in sexual matters that the society demands. The information part can best be imparted in the school setting amidst the security of peers who are going through the same stage of development with common confusions, doubts and urges. Value education, on the other hand, should start from home early in the development of the child and the school should complement it and strengthen it.

One should know the difference between information and values because these two aspects are interlinked and yet independent. Here information giving can be dangerous and mere value education amounts to preaching which the curious and logical mind of today's generation would not accept.

Broadly, the scope of sex-education can be divided into the following categories (shown in fig 2.2):

1. Biological information
2. Health
3. Personal adjustment and attitude formation
4. Sociological aspects
5. Interpersonal relations
6. Preparation for marriage and family life
7. Imbibing ethics and values.
Figure 2.2 - Scope of sex-education.

Sex Education:
- Desirable sexual behaviour
- Sociological aspects
- Personal adjustment and attitude formation
- Health
- Biological information
- Preparation for marriage and family life
- Interpersonal relationships
- Imbuing ethics and values

LEARNING CORE

DESIRABLE SEXUAL BEHAVIOUR
1. **Biological information**: Anatomy and physiology of the human body with reference to reproduction, growth rate and pattern in adolescents and physical changes in boys and girls during puberty.

2. **Health**: Cleanliness of sex-organs, general diseases, family planning, abortion and diseases produced by sex-perversions like sodomy. It should distinguish between what is good for health and what is not.

3. **Personal adjustment and attitude formation**: Adjustment with peers and co-students of both sexes, adjustment with brothers and sisters in the family, healthy attitude toward persons of the opposite sex, respect for elders, not only parents and other relatives, but for cinema actors and actresses too.

4. **Sociological aspects**: To have in the society as a responsible member, to assume the sex-role appropriate to self and to discharge social obligations.

5. **Interpersonal relationships**: To respect all those in whose contact one comes, to accept the results of good and bad behaviour shown and to imibe socially accepted attitudes and values.

6. **Preparation for marriage and family life**: To anticipate one's own role as a husband or a wife in future, choosing a vocation suitable to one's sex, child-rearing, child growth and growth during adolescence.

7. **Infusing ethics and values**: To learn what one's own society has accepted as ethics and values in comparison with those of other societies including the Western and to develop one's super ego in consonance with the prevailing mores of the society.
Agencies working for imparting sex-education

The following are the main agencies working formally or informally to impart sex-education to boys and girls:

1. The Home
2. The school
3. The religious groups
4. The community resources
5. Mass-media

1. The Home: Life of the human organism starts from the womb of the mother and he spends his maximum time with his mother during infancy and childhood. He learns from parents' activities, their attitudes towards life, society and sexuality. Guilt, repression, suppression, embarrassment and shock are forms of education which quite often appear in family situations.

The parents' reactions to the child's explorations of his own body, the attitudes associated with parental efforts to establish toilet habits, parents' attitude towards the child's curiosity and his attempts to learn about himself and his environment, even parents' attitudes towards their own marital and individual adjustment are factors in child's education.

The most important contribution which parents can make is towards proper adjustment of their children in sex matters and marriage for a happy emotionally stable home. The foundation of a happy home for desirable adjustment lies in the security, happy surroundings and environment and a sense of being loved and accepted. Deep emotional
conflicts, guilt, anxiety and personality disorders certainly result in unsatisfactory relation with other persons. Just as a child needs an objective understanding of his own body, the adolescent needs a similar understanding of his own physical and emotional exploration and adjustment toward sex and his relation to the members of the other sex.

2. The school: While the parents see the child mainly as an individual child, the school sees him as a group member as he associates with and adjusts with other children. Learning in school set up is in relation to society leaving behind the narrow sphere of family. The school can very well assist the other agencies of sex-education for better and effective functioning. Today's young boys and girls need and desire scientific answers to their questions about human reproduction and related matters. At school, this information can be given objectively and without sectional block, for the teacher is interested in all boys and girls and not just in one specific child. In the school, the child learns objectively without anxiety and fear of rejection, shame and guilt and he accepts whatever is taught to him. He discusses with others with an open mind to satisfy his curiosity and to remove his doubts. The child judges his values, ideals, and knowledge with reference to his group and the teacher is the prime authority for them in whom they can have faith and to whom they can put questions freely which sometimes they are not able to put to their parents.
3. **The religious groups**: Different religious groups play an important role in imparting sex-education. In some Christian schools in India, moral education is a subject from the beginning which includes sex-education and in some Christian schools formal sex-education lessons are given by doctors and social or religious workers. In some churches moral education lessons are regularly given which also include sex-education. Hindu scriptures include stories of the desired roles of husband, wife, son, and daughter. Formal sex-education is not given in temples and mosques, but it is presumed that sex was not a tabooed subject in ancient India, because temples of Khajuraho, Bhuban and many places in South India, have inscriptions of erotic themes on walls. Many saints and saddhus in their learned discourses advise people to control the sex instinct and channelise it into useful social ways. Many saints observe celibacy and they impress upon the young minds through their own examples, the advantages of restricting their wild instincts.

4. **The community resources**: Different youth-serving agencies and social organizations such as YWCA, YWCA, Women Club, Rotary Club, Jaypee Club, Boys' and Girls' Scout pay attention to the activities which help care directly to family life experiences. Similarly, child welfare agencies, institute of population education, family welfare institutions and some educational institutions like the NCERT help spread population education and sex-education.

5. **Mass Media**: Mass media like newspapers, magazines, radio, television and films help spread of sex-knowledge and also impart family planning methods and family life education and population education. Video films and 16 mm films on sex-education are available in most cities which can be fruitfully used by schools also.
Some newspapers and magazines regularly import sex-education, family life education and family planning practices to the young and old who care to read them. Women's magazines carry information regarding sex and they also publish articles on sex-education and population education. Newspaper columns also deal with marriage and family relations.

However, some youths also turn to pornographic magazines and blue films for fun. They spoil their own mental health and sometimes cause a lot of damage to many adolescents deliberately or inadvertently.

There have also been prepared and shown regular films on sex-education and child birth like "Birth of a baby before your very eyes" and "Siddharth".
Outcomes of Sex-Education:

When any education is imparted, knowledge is imparted for a particular aspect, which results in favourable or unfavourable attitude towards that particular aspect for which education was given and this development of attitude reflects in the behaviour of the learner. In the same way outcome of sex-education can be grouped into these specific categories.

1) Acquisition of knowledge
2) Development of wholesome attitudes and
3) Improvement in sexual behaviour

Knowledge, attitude and behaviour, out of these three educational outcomes, the most important one to achieve the ultimate goal of sex-education is improvement, development and practise of desirable behaviour.

Attitude conditions the behaviour of a person in a desirable way and knowledge gives rational insight into behaviour. Therefore, it is essential to strengthen the attitude of an individual to make them last longer.

Knowledge:

Individuals with greater knowledge and understanding about sex and sexuality are more likely to have favourable attitudes towards sexuality and therefore more likely to behave in a desirable way.

According to Kirkland, knowledge means those items of fact and procedure by which an individual learns what to do or not to do in a given
situation and about why it is done or should not be done to make the procedure meaningful in so far as he is able to understand it.

Knowledge in other words can be described as experience gained either informally over the years through the process of living or acquired formally and vicariously in the classroom situation through discussion, book reading or lecture and demonstration.

This knowledge or experience includes facts, information, concepts, understanding, know-how, awareness, insight, wisdom, comprehension, perception, reason and meaning.

The attitude and behaviour to be cultivated should be based on discoveries that require probing and prying into nature's secrets but store of true explanations (Scientific knowledge) has been accumulated over the years of the human race, particularly biological and medical aspects of sex and unfortunately, less to the sociological and psychological aspects. Knowledge accumulated through generation needs application in life situations.

Knowledge does give meaning to emotional attitude and fixed habits. Doing a right thing, without knowledge, has a very low probability. The type of knowledge desired for sex-education is that which stimulates self analysis and serves as a motivating force, and which helps an individual to make satisfactory response to new or altered situations outside of the classroom and later in life.

It is not guaranteed that conduct will be corrected with sex-knowledge. But, no action occurs without motivation, and no motivation occurs unless it is based upon previous experience of some type.
An attitude is an acquired pre-disposition to react in a characteristic way, generally favourable or unfavourable towards a given type of person, object or situation.

An attitude is a state of mental and emotional readiness to react to a situation, persons or things in a manner in harmony with a habitual pattern of response previously conditioned to or associated with these stimuli.

Every person behaves according to his attitude which can be favourable or unfavourable with reference to society and varies from individual to individual.

There is a great need for development of attitude which can help a person to direct and act against his ill will specially with reference to sex-instincts.

Putting emphasis on development of right attitude K. Seshagiri Rao rightly said that younger generation is getting sex information through some social channels but "right attitude" are not developed through these social channels. The attitude which helps the individual to take a decision is lacking in the information sources. These sources cannot guide a person to help in taking decision to put it into action and to understand his own responsibility for their action.

Plato has suggested 3 main components of attitude, these are viz. perceptual, emotional and motivational or in other words these can be renamed (a) cognitive - having to do with perceiving knowledge or believing, (b) Affective - concern with emotion; and (c) Conative - it is motivations striving or acting.
Physiological distinction between positive and negative are more
difficult to measure. One’s tendency to exhibit overt behaviour towards
the object of an attitude is conative.

As a rule, favourable attitudes are characterised by positive
directions for all three attributes. Unfavourable are lacking in one or
more attributes. Socialization and habitation are involved in attitude
development.

An emotional attitude is one that is accompanied by strong feelings
or emotional reactions. This is particularly true in the field of sex
because of the powerful sex drive. There are powerful conflicts between
the different attitudes towards various sex behaviour and sexuality which
eventually determines our choice of sex behaviour.

Attitudes have four different functions to perform viz,
(a) Instrumental function - attitude as means to other ends
(b) Noetic function - as a way of thinking and understanding
(c) Expressive function - attitude as a means of emotional release
(d) Ego defensive functions - attitudes as symptoms of psychiatric
disturbance.

There are also different determinants of attitudes. First is hered-
ditary factor; some agree and others disagree that hereditary has to play
any role in the attitude development. The Swiss Psychiatrist - Carl Jung
even argued that significant ancestral experiences are communicated
genetically as attitude universal to human race (racial unconscious).
This formulation may have poetic or metaphorical appeal but its literal
validity remains very much in doubt. Secondly, bodily state has an
important part to play in the attitude development. Relatively, spontaneous physiological change in hunger or thirst can sharply alter attitude towards food or water, abruptly heighten sexual appetites during adolescence or seems to represent a natural change in the physiological basis for attitudes. Thirdly, direct experience - attitudes are also affected by direct experience. A single encounter may play a role in determining one's attitude towards an object. Such dramatic encounter includes cases of so called "Love at first sight", phobias or traumatic experiences after watching sexual assault attributes to single terrifying experience.

Communication:

The major determinant of most individual's attitude is communication from other people while in face to face experience. It is limited to a narrow range of objects. Indirect experience with objects through communication from other people is virtually unlimited. It is proved that one's attitude are affected by non-verbal communication. But, language constitutes the dominant factor in determining attitudes towards objects and events both in direct discussion with others and through mass media. Determination of attitudes through verbal communication constitutes the process of persuasion.
IMPROVEMENT OF SEXUAL BEHAVIOUR

Once an individual knows some particular thing or objects, he or she forms a certain attitude towards that object based on his acquired knowledge, and his own as well as experience gained through others. Once a particular attitude is formed, he consciously or unconsciously behaves according to his attitude and opinion.

The terms sex-behaviour is often used to refer to habits, conduct, responses, work, accomplishment, achievements, applications, decisions, follow through, participation, reaction, acts, results and deeds. It is the doing which is the behavioural outcome as related to sex. It is what happens to the individual and in which he himself participates.

The more knowledge people acquire about the reasons for practising certain wholesome sex-behaviour, the more likely it is that their attitudes will be strengthened. Then the more desirable behaviour is more likely to take precedence over other less desirable behaviour.

Sexual behaviours are affected by the society at least by three ways:
(a) How parents and teachers communicate to the child about sexuality.
(b) Through legislation
(c) The general public opinion which prescribes do's and don'ts to its members for sexual behaviour.

Relationship among Knowledge, Attitudes and Behaviour:

Education goes continuously independent of circumstances. If an individual is not learning, at least he is experiencing something, is developing some attitudes right or wrong and is reacting to these attitude favourably or unfavourably.
There is a gap between what is known and what is done. Without proper and needed information or understanding, practices may take direction or can be wrong. Without favourable motivation through attitudes, the desirable actions do not occur. It is rightly said that “knowledge without action is sterile” and “Action without knowledge is blind”. It is difficult to make up one’s mind to support a programme until necessary information is there.

It is true that knowledge of sex does not always ensure desirable sex-behaviour yet one cannot practice what he does not know. Also it has been said that “motivation without understanding is propaganda, whereas motivation with understanding is education”. Sex-information is necessary but it should help children to live better lives. It is commonly agreed that information, to be readily accepted and acted upon must be related to the needs and desires that have been recognised by the people, for whom it is intended. Therefore, sex-education will be more functional if it is organised around the children’s needs and interests. Knowledge gained at one period is forgotten unless it is used and has application to the personal or everyday life of the individual.
REVIEW OF LITERATURE

Many studies have been done in the U.K. and U.S.A. on sex-education — its source, age, absence of sex-education and personality development, attitude towards sex-education and family life education and different dimensions of human sexuality. Kinsey report, Master's and Johnson's, Brocke and Hite reports on male and female sexuality are too well known to be summarised here. Studies are numerous in most of the foreign universities that it is not possible here to do justice to them all for want of space.

Here are a few studies which are done specifically in the area of sex education. "How and when youths get their first information about sex". This area was explored by different workers. Hamilton studied hundred men and found fourteen percent of them received their first information about sex when under six years of age while 65% received between age of six and eleven years, 13% between 12 to 15 years and only three percent after the age of sixteen and most did not receive any.

Bromley and Britten found that two third of their sample of 1,364 college boys and girls had obtained information about abortion and contraceptives before leaving school. In Glen V Ramsey's study most of the 291 boys received information about different phases of sex before they reached high school. More than 95 percent at the age of 14 years knew about the origin of babies, masturbation, physical relation and prostitution and 86% at the age of fourteen knew about contraceptives. His study showed that in 90 percent cases the first information came from companions.
In Peterson's study of college men, 65 percent of them have remembered their earliest impression about sex by the time they were ten years old and 86 percent by the time they were fourteen years. Hattendorf for his study interviewed the mothers of 563 boys and 546 girls who were below 16 years of age to find the kinds of questions the children ask about sex and the age at which they ask. She found that 60 percent of boys and girls had asked questions. Some made beginning as early as 2 years of age and frequently at 5 and at 9 years of age. Interest changed with age from enquiries concerning the origin of babies, process of conception and birth, to the father's role in conception, and social and psychological aspects of sexual behaviour and adjustment.

Whatever children know and understand at early age have its impact on their attitudes, in their later life. In Exner's study the average age at which first permanent impression of sex were registered was 9.6 years and later Hughes reported that the average age of which boys and girls become conscious of sex in such a way that it was a subject of thought and occasional conversation at 12.6 years.

One of the important studies was done by L.A. Kirkendall. He began his project in October 1943 which concluded in March 1946. His salient points for investigation were - what is typical sex behaviour among adolescents, does sex education bear any relationship to sex behaviour, who gives sex-education to youth and under what circumstances? He interviewed 530 men of age group 20 to 32 years to gather the data for research.
with objectives such as:

(a) to determine the relationship existing between sex-education or its absence and sex-behaviour.
(b) to study the common attitudes and existing sex practises.
(c) to gain any evidence which might indicate the nature of further problems in sex education.

The following are the findings of the project:

(1) By the time boys were in their 16th year, over 54 percent of the total group had already experienced sex and 60 percent of experienced group had already pre-marital sex experience.

(2) 14 was the modal and peak year at which masturbation was begun and pornography was first seen.

(3) The average age of which they could recall first hearing discussions among associates about sex matters was 11.4 years and average age at which the first time pornography was seen was 13.4 years. The average age at which youth got some help from home was 14.4 years, from Church 15.2 years and from School 15.7 years.

(4) Types of sex education received by the individual was divided into 4 categories (i) comprehensive education, (ii) factual information,(iii) prophylaxis education, and (iv) no formal education. Three classifications of sex experience were done: (i) Inexperienced, (ii) Experienced, (iii) Promiscuous.

On the basis of the above classification he tried to find out relationship between type of sex education received and kind of sex experience related. Sixty two percent of the comprehensive education
group was inexperienced as against only 32.1% of the total group. Of the individual with prophylaxis education 77.8 percent were in the promiscuous group as against 53.3% of total group.

(5) What are the reasons for refraining from premarital sexual experience other than pregnancy and venereal diseases. One third of the total group stated that if the physical consequences were ruled out there would be no further consequences to consider. Another group was conflicting in YES - NO felt that there were factors beyond the physical to consider; 30.8 percent was included in this group and rest had a definite reason for it, mostly based on values and ethics.

(6) When asked which topics are important for consideration in sex education of high school age group, first preference was given to protection against venereal diseases and pregnancy; followed by advisability of premarital sex experiences and facts of reproduction. Then comes marriage and family life and nature of sex.

(7) Source of sex education mentioned by 350 men was categorised as follows: 213 received from father, 105 received from mother, 40 from brother and 4 from doctor. As far Church and School are concerned, 28 men received from Church and 124 from School; rest had no education. The investigator suggested that the adequate sex-education of one generation of youth outside home will result in long strides in that direction.
The mass of available evidence points strikingly to generalization. First there is no choice between education and failing to educate. It should be objective, accurate education ahead of unwholesome, harmful misinformation and second education must be given much earlier than most people realize if the forces of ignorance and misinformation are to be defeated.

According to Howard H. Sell’s study, the chief source of sex-education for the youth of all ages i.e. 16 to 24 years, is youth contemporaries. Drummond reports a study in which 632 college students and alumni made suggestions for instructions in marriage and family life. Approximately 25 percent of all topics suggested dealt with sex. 63 percent of all individuals participating in the study mentioned one or more items in this area. Parents were also in favor of sex instructions.

Earnest G. Lion and others studied 207 promiscuous and 78 potentially promiscuous girls to determine the kinds of families, the type of personality and other pertaining factors common to this group of girls. His findings are as follows:

(1) Approximately 40 percent of the girls’ parents were married and living together although many had had marital difficulties including separation followed by reconciliation.

(2) Among the rest i.e. 60 percent of the girls’ parents were either separated, divorced or deceased. In many of these broken homes the parents had remarried one or more times. Sometimes illegitimacy of girls was known or suspected. These girls had spent some part of their life in boarding schools, foster homes or in the homes of relatives due to broken homes.
Chance meeting of friends and loneliness were the inducement to promiscuous behaviour and they easily engrossed in an over night romance.

Girls often express self consciousness and timidity regarding participation in organised recreational activities and it was not sufficiently existing for them. A few girls felt that they had received adequate sexual information from their parents or from others responsible for their training during childhood and adolescent years. Resentment was expressed regarding the inadequacy of sexual information and method of dissemination. The investigator further concluded that the girls who had the most adequate sex-instruction were least in conflict regarding sexual matters. He also emphatically said that the majority of habitually promiscuous girls used promiscuity in an attempt to meet other problems rather than an attempt to secure sexual satisfaction.

Enid S. Smith studied the unmarried mothers. He stated that they come from an unhappy home, where home is broken due to death of father and mother has to work out or mother is suffering from ill health. The unmarried mothers tended to be ignorant or partially ignorant of the facts of reproduction and source of information was friends and companions, rather than home or school. The investigator has the following conclusions which have both implications and recommendations for education.

(i) Special school may be organised that would lead to a better understanding of problems of adolescent, unmarried mothers and at the same time utilize the energies, interests and ambitions of girls in a way designed to be remedial in a manner to prevent a reoccurrence of their unconventional conduct.
(ii) There is a need for special attention to be given to a programme of sex education and of correlating the sex instruction with general subject matter of curriculum of public schools.

(iii) There is a need for adequate preparation of teachers who themselves have a wholesome unemotional outlook upon the affairs of sex to impart sex instruction.

(iv) There is a need for special preparation of both students and parents for parenthood.

(v) There is a need for greater concern as to the training of adolescents for the wholesome use of their leisure time in guidance and instruction for boys - girls relationship.

(vi) There is a need for understanding of present "modes" in regard with sex for an appreciation of values and ideals.

These findings show promiscuity is related to personality adjustment and social condition, and how home deficiencies and personal inadequacies further aggravate it. Promiscuity in sexual relationship leaves a person psychologically dissatisfied which is not overtly expressed yet evidence of its crops out in different ways.

Havinghurst R.27 and Taba H.27 did actual study for youth of sixteen years of age for adolescent character and personality to know what are the conditions which produce good character in adolescence.

Here are a few more investigators who worked in the area of sex education. How to impart elementary facts of human anatomy physiology and
body functions to preadolescent children, is worked by Bruch Dorothy et al. and Deschulinitz K. separately for the age group 8 to 15 years and suggested that sex education should start with the help of plants, fishes, animals etc. later to relate it with human reproduction, anatomy and physiology.

Kelisher Alice worked in the area of different aspects of social adjustment like sex adjustment and functioning of body. Strain worked for the social and sexual adjustment of boys and girls of 12-16 years, while Duvall worked for preparation for marriage and concluded that personality adjustment as a deciding factor in marital success. Parker Valina showed how to develop communication, for personality development, between mother and daughter and college friends. Rockwood Leuc and Ford Mary N. studied different families and what occurred in them as described by young people who grew up in them. After careful analysis he described the family dynamics and family relation with reference to sex education.

Terman Louis M. studied 792 married couples to study the marital happiness. According to his findings sexual freedom among women is increasing. Couples who are adequately adjusted in their personal relation reported satisfactory sexual adjustment. On the other hand if personality clashes and personal disharmony existed, sexual adjustment also tended to deteriorate and probably as a result of this conflict the individuals began to discover hitherto unnoticed deficiencies in sexual adjustments. Sexual maladjustments in marriage may be symptomatic of marital conflict rather than causative. He concluded that home background, sex education and attitude, sex experience, discipline, age at marriage and similar factors were related to marital success.
A number of researches have been done in foreign countries but only a few researches have been done in India in the area of sex education. Specifically, a few more in the area of population education which includes sex education as its one of the components and still fewer for the woman in this sphere.

Prabha V. Bhatwadekar and Sarah Israel\(^{36}\) studied family life education programme in co-educational schools. Their sample of experiment was students of grade IX and X in eight high schools in Bombay. In their experiment a short term orientation course of one week's duration was imparted with the help of voluntary social workers. Students were encouraged to ask questions. A pretest and post-test was administered to collect data.

It was found that the programme helped in developing a congenial atmosphere in co-educational school situation, and it was a positive gain in knowledge after this educational programme. There is a need for a family life programme for boys and girls because they are eager to learn about facts of life. It would be effective to integrate sex and family life education through other school subjects.

A.P. Patel\(^{37}\) of Baroda University did a study of knowledge and attitude towards human reproduction among eleventh standard students in some urban schools. He took a sample of fifty students of thirty-two boys and eighteen girls from different groups of 14-19 years.

He developed a knowledge test of 42 objective type questions to find out the pupils' knowledge of human reproduction and a questionnaire to find out attitudes to the introduction of sex-education in schools.
His findings were that students were aware of mechanism of human reproduction, but most of them were not aware of scientific bases of reproduction. Ninety percent students wanted the introduction of sex-education in schools, 94 percent students felt that their parents will support their view. Science teachers are well suited to teach sex-education.

Vandana Gupta studied the knowledge and attitude of teachers towards the introduction of sex education in school curricula. She took a random purposive sample of 250 teachers belonging to different religions drawn from different types of schools of Madhya Pradesh.

She developed a knowledge questionnaire consisting of seventeen questions of different aspects of sex-education and a Likert type of attitude scale consisting of 45 statements was developed for the study. Teachers were asked to indicate the degree of agreement and disagreement with statements on a five-point scale. Her findings were as follows:

(i) A majority of the teachers realize that sex-education should necessarily form an integral part of school education.

(ii) According to most of the teachers, the best way of imparting sex-education is to introduce it in the school curricula and even some have recommended the use of film for this purpose.

(iii) Health and hygiene of sex, anatomy and physiology of reproductive organs, menstruation and seminal emission, and contraceptives are content areas suggested by teachers.
(iv) It should be integrated with other subjects like biology and social studies, health and hygiene.

(v) A majority of teachers opined that it should be taught by the biology teacher and some teachers preferred doctors.

D.G. Rao studied the attitude of parents and teachers towards sex-education. He took a sample of 300 parents and 300 teachers of Delhi. He prepared a Likert type attitude scale consisting of 65 items to find out the attitude towards sex-education. According to his findings (a) 90 percent of teachers and 60 percent of parents favoured the teaching of sex-education in schools, (b) Both parents and teachers were unanimous in suggesting the teaching of anatomy, human reproduction, health and hygiene of sex. They did not favour the teaching about contraception at school stage.

(c) While teachers wanted sex education to be integrated with existing subjects like biology, the parents wanted it to be taught as a separate subject.

(d) There was no significant relationship between religion and acceptance of sex-education.

A. H. K. Rao investigated the attitude of parent and teachers towards the introduction of sex-education in secondary school in Mysore. He took a sample of 300 teachers from 31 secondary schools and 300 parents from Mysore city. He devised a questionnaire to find out the attitudes of the pupils. His investigation showed that both parents and teachers favoured sex-education programme for introduction in schools and there is no significant difference between the responses of teachers and parents. A scientific approach was favoured for teaching of sex-education and they felt
that sex education is very crucial for the development of balanced personality of students.

S. Aloysia did a comparative study of the opinion of parents and adolescents to the introduction of sex-education in schools. He selected 110 adolescent students from different high schools of Bangalore and their parents were included in the sample.

An opinionnaire on sex-education on the Thurstone method of attitude scale construction was prepared. His findings were - both the teachers and adolescents had a favourable attitude to the introduction of sex-education in schools and Christian parents were better disposed to sex-education than Hindu or Muslim.

Here are a few findings of different investigators whose work have sex-education as one of its components. Most of the findings are in favour of sex-education. Only a few are against it. The findings which are relevant to the need for sex-education contents and attitudes, etc. are as follows:

(i) Sex-education has been favoured by teachers, but they were of opinion that it should be divorced from population education.

(ii) A majority of teachers were of the opinion that sex-education should be taught along with population education. They felt it could help in removing wrong notions, ideas and would build up moral character of students.
(iii) In some studies, the teachers and parents irrespective of their sex, income and educational background have expressed opinion against the teaching of human reproduction.\(^\text{44}\)

(iv) Marital status of teachers was not related to their attitude towards sex-education and the religion of the teachers was significantly related to their attitude towards family planning and sex-education.\(^\text{45}\)

(v) 83 percent of the teachers agreed that anatomy and physiology of human-reproduction should form a part of population education. However they were against introducing sex-education in school.\(^\text{76}\)

(vi) 50 percent of the teachers, though that physiology of human reproduction could be taught at higher secondary level. None of the teachers wanted this to be taught at primary level. Only seven percent teachers felt that the topic is suitable for middle school level. Only a few wanted it to be integrated with biology.\(^\text{47}\)

(vii) Most of the respondents felt that it is necessary to impart knowledge on human reproduction.\(^\text{48}\)

(viii) Fathers who were well informed about youth problems favoured the introduction of sex-education in school curricula.\(^\text{49}\)

(ix) In most cases students did not discuss their family problems with parents. Girl students were more knowledgeable about family planning than boys.

(x) A majority of participants (both in pre-test and post-test) opined that it is necessary to impart knowledge on human reproduction and nutrition to our masses.\(^\text{51}\)
There are a few studies in the area of curriculum development of population education. According to T.S. Mehta and others, biological factors—family life and population should be included in school curriculum. K.D. Gangrade suggested human reproduction, family life and interpersonal relationship, basic values and quality of life for human progress should be included in curricula for university youth. S. Rahman worked for out of school youth and suggested that inclusion of human reproduction and contraception for married learners.

Shah Veena investigated women's concept of marriage with reference to their education. Then asked whether they believed in premarital sex relation, 10 percent women respondents favoured it, while 88.06% were against it and 1.94% did not answer. On further analysis she found education does not have any impact on the house. When asked should boys and girls learn sex education before marriage? Out of total group 84.17 percent favoured it, 14.41 percent were against it, while 1.42 percent did not answer. As compared to girls, who have studied less than seventh standard, girls who studied class VIII upward were better aware about the need for sex education before marriage.

"Did you receive sex education before marriage?" When this question was asked 38.62% said they received it, 34.27 percent said they did not receive it and 27.11 percent did not answer. Percentage of more educated women was more who received sex education and in the group who did not receive sex education the percentage of educated women was quite low.
A. Wanda studied psychological needs of adolescent girls and their bearing on adjustment. She selected 300 adolescent girls from high and higher secondary schools of Delhi to find out how far several psychological needs of these girls were satisfied. One of their needs was the need for heterosexual relation. Out of many inferences that she drew from this study the following pertaining to heterosexual relation are:

(i) They had certain inhibitions regarding heterosexual behaviour.

(ii) They hesitated to answer questions on sex and had been influenced much by their elders in this respect.

(iii) Girls do not seem to be given any scientific information about sex and in most cases, they were kept in the dark which caused anxiety and emotional strain in them. Whatever researches and surveys have been done in India, one can draw conclusions that: Students of both urban and rural population favour the introduction of sex-education in schools while parents and teachers from urban schools favoured it but rural parents and teachers were against it. Christian parents were more responsive and aware than Hindu or Muslim parents. Education was another factor which makes parents more receptive to the new ideas and practices such as sex education.

In India, sex education researches are still in infancy stage and limited to surveys for attitude or curriculum development. Only one study is reported in the area of adjustment and psychological needs of adolescent girls. None of the reported studies is in the field of sex-education and adjustment specifically. Therefore it was thought imperative to take present study to know more about the impact of sex-education.
References


5. Ibid.


