CHAPTER III
DESIGN OF THE STUDY

People have to live as healthy members of a community, and play their roles as men and women. Some of such roles which make life happy, prosperous and to procreate males and females have to enter into an area, we call interpersonal relationship. This is the stage where both contribute with the help of their make, body and mind, biological need and obligatory mutual agreement based upon trust, love, a relationship of husband and wife. Thus they play the role of parenthood. The family is born, thus are the members adding to its health in all respects. New members in the form of boys and girls enter the family channel. In order that this relationship may be healthful, happy, prosperous, each child born will need to learn all about life. Sex is one important fact that one learns by experience and interaction. Yet the problems hinder healthy attitude in the absence of a clear perspective. It is at this stage that apart from the parent, the teacher enters into his or her life whose interaction formulated on principles and knowledge helps to make the learner an awakened person, understanding the self, the social self, the physical and biological self and a person to become a responsible citizen in future. In the frame and structure of education available in schools there is a lacuna where the most essential ingredient, viz, sex and sexuality as a
subject for instruction is absent. The teacher has a moral responsibility to share this assignment for which he or she should have formal training and mental preparedness to take up such a difficult assignment. The curricular expert may draft a very cogent programme of sex education, but the person who takes up this work has to be oriented to this need. The problem thus evolves that a teacher who has developed a perception on the subject of sex and sexuality be trusted with this job. It is in this background in view that an attempt has been made herein to study the perception of teachers on sex education.

PROBLEM

In order to secure some empirical evidence on the perception of teachers about sex education, attitude of teachers towards teaching sex education and attitude of teachers towards sexual practices, keeping the seven background variables into consideration, the investigator undertook the following problem.

STATEMENT OF PROBLEM

"A STUDY ON TEACHERS' PERCEPTION ON SEX EDUCATION"

OBJECTIVES OF THE STUDY

- To develop Sex Education Perception Schedule for the teachers.
- To assess the perception of teachers about Sex Education.
• To analyse the attitude of teachers towards teaching sex education.
• To determine the attitude of teachers towards sexual practices.
• To suggest curricular interventions in the teacher education curriculum for including sex education component.

HYPOTHESES OF THE STUDY

The following null hypotheses were formulated for this investigation

1. There is no significant difference between male and female teachers in their perception about sex education.

2. There is no significant difference between male and female teachers in their attitude towards teaching sex education.

3. There is no significant difference due to age factor of teachers in their perception about sex education.

4. There is no significant difference due to age factor of teachers in their attitude towards teaching sex education.

5. There is no significant difference due to age factor of teachers in their attitude towards sexual practices.

6. There is no significant difference due to income factor of teachers in their perception about sex education.

7. There is no significant difference due to income factor of teachers in their attitude towards teaching sex education.
8. There is no significant difference due to income factor of teachers in their attitude towards sexual practices.

9. There is no significant difference between teachers of General and Reserved caste categories in their perception about sex education.

10. There is no significant difference between teachers of General and Reserved caste categories in their attitude towards teaching sex education.

11. There is no significant difference between teachers of General and Reserved caste categories in their attitude towards sexual practices.

12. There is no significant difference between married and unmarried teachers in their perception about sex education.

13. There is no significant difference between married and unmarried teachers in their attitude towards teaching sex education.

14. There is no significant difference between married and unmarried teachers in their attitude towards sexual practices.

15. There is no significant difference between teachers of Government and non-Government schools in their perception about sex education.

16. There is no significant difference between teachers of Government and non-Government schools in their attitude towards teaching sex education.
17. There is no significant difference between teachers of Government and non-Government schools in their attitude towards sexual practices.

18. There is no significant difference between the teachers of co-educational and segregated schools in their perception about sex education.

19. There is no significant difference between the teachers of co-educational and segregated schools in their attitude towards teaching sex education.

20. There is no significant difference between the teachers of co-educational and segregated schools in their attitude towards sexual practices.

**DELIMITATION**

In view of the subject being very vast, the limitations of available time and resources and the statutory requirements regarding Doctorate programmes, delimitation of the subject of research was felt as necessary. The investigator worked out the following delimitations to define the scope of the investigation and to keep the task within bounds:

1. In view of the objectives of the investigation the investigator restricted the investigation to the state of Delhi only.
2. The investigation was restricted to teachers teaching in Senior Secondary Schools of Delhi.

3. In view of the objectives of the investigation, the study was restricted to only those teachers who were teaching at secondary and senior secondary level for they are the ones who are directly in touch with the adolescent students and expected to teach sex education.

PLAN OF THE STUDY AND METHOD

Mouly has rightly said that "Hypotheses are not ends in themselves, but rather are the means by which the investigator can understand with greater clarity his problem and its ramifications, as well as the data which bear on it." (Mouly, 1964, p. 89). It was thus, in consultation with the supervisors of the study, decided to go for an empirical study to plan investigation for the study. In order to test the hypotheses stated above, tests to provide measures of perception of teachers about sex education were required. Thordike (1949) and Guilford (1954) suggested that the best way is to select tests out of the available pool of standardized tests in order to economise on resources, time and efforts. But in case such tests were not available which could help to conduct the investigation according to the objectives of the study, the obvious alternative was to construct these tests. From the available pool of tests, not a single standardized test was available
on perception of teachers about sex education. Keeping in view the requirement of the present investigation, it was planned to construct a schedule because a schedule provides opportunity to the researcher to establish rapport with the respondents. It was felt that for the investigation of this kind, the researcher may be required to explain the nature and purpose of the investigation and make the meaning of the questions clear to the respondents if they misinterpret a question or give incomplete or indefinite responses.

The investigator, therefore, planned to construct a Sex Education Perception Schedule (SEPS) covering, perception of teachers about sex education, attitude of teachers towards teaching of sex education and attitude of teachers towards sexual practices.

Considering the area of the investigation being vast, it was planned to construct closed type of questions as these would adapt well to the situation. Therefore, the investigator planned to construct objective type multiple choice items. It was also planned to review all items by experts and supervisors of the study.

**SELECTION AND CONSTRUCTION OF TOOL**

In order to find out perception of teachers about sex education, the investigator looked for the available tools. A perusal of the survey of
research, review of related studies and other test material led to the fact that most of the tools available in India were not suitable for the present investigation. It was, therefore, planned to construct a Schedule. The Schedule was framed covering the following four areas related to the subject of investigation:

1. General Information about self
2. Perception about sex education
3. Attitude towards teaching sex education
4. Attitude towards sexual practices

After going through the literature on the preparation of a tool like Schedule, the following steps were followed in the construction of the required Schedule:

1. Determination of the nature of items to be constructed.
2. Writing reviewing and editing.
3. Preparing necessary instructions and directions for the administration of the Schedule.

DETERMINATION OF THE NATURE OF ITEMS TO BE CONSTRUCTED

While framing items on this subject the relevance to the areas of perception, attitude, sex education, teacher education etc. were kept in view. In this
regard, the expected approach of the teachers in service was also kept in view.

It has been said that perceptions are formed due to the processes that organize information in the sensory image and interpret it as having been produced by properties of objects or events in the external, three-dimensional world (Academic Dictionary of Psychology, 2005, p. 191) This means that these interpretations of the properties of objects or events taking place in our environment are to some extent subjective and may or may not be completely true. Penelope Fitzgerald says, "However, no two people see the external world in exactly the same way. To every separate person a thing is what he thinks it is --- in other words, not a thing but a think."

Although misinterpretation is much less frequent in adults, mental sets, interests or expectancies will alter their perceptions as well. Perceptual maturity makes the normal adult less likely to perceive objects at great variance with reality unless the cues are insufficient or the mental stress is very great. Slight auditory cues heard at night, situations of excitement such as a traffic accident or a robbery, or even the behaviour of young couples as viewed by elderly critics are examples of stimulus patterns frequently misinterpreted (Skinner, Educational Psychology, 2001, p. 510).
With this in view, it can be inferred that everything that is happening around us and that catches our attention, contributes towards formation of our perception, which means that in India perception of teachers about sex education has been formed by whatever has been happening regarding sex education in our country. It can also be said that the formation of perception of teachers about sex education also has a close relationship with the culture of our country.

Keeping this in view, the researcher decided to frame such items which could help in finding out the perception of teachers about sex education. Since the study was to be done on teachers, the researcher also considered finding out about the attitude of teachers towards teaching sex education as attitudes have intellectual, biological, social and emotional components. This shows that our attitudes have lot to do with our perception. Allport (G.W.Allport, 'Attitudes" in Murchison (ed), Handbook of Social Psychology, Worcester, Mass: Clark University press, 1935, p. 810) has defined an attitude as a "mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects with which it is related". It, therefore, can be said that attitudes are as ideas with emotional content, important beliefs, prejudices, biases, predispositions, appreciations and as states of readiness or set.
The researcher kept these views also under consideration and decided to frame items on "Attitude towards teaching sex education" too. Since teachers deal with adolescents on a daily basis, it is important that some programmes on sex education are prepared with the input and cooperation of teachers who will be expected to implement the programme but before that it becomes necessary to know their perception on the subject. Hence, the finalization of the design and format of the Schedule (SEPS).

Enquiries in this regard were framed, after due thought and discussions with the experts, to cover almost all facets of the variable. It was decided that the coverage in each item would carry five choices on an average and four in one area. Thus, it would be a five point scale. It was argued as to why only four choices were listed in one section of the Schedule. The reason for that was that after preliminary pre-test, this fifth choice was not opted by any of the respondents. On enquiry, it seemed that the sample would get biased as the subject of investigation for a traditional society and above all teachers would hesitate to give their opinion and thus, keeping the views of the supervisors into consideration, it was decided not to include it by the investigator.

This study, covering areas of perception of teachers about sex education, attitude of teachers towards teaching sex education and teachers attitude
towards sexual practices necessitated to cover almost all aspects of the topic under investigation and hence the number of items listed as 200 (two hundred). The final form of the Schedule was divided into four sections, viz, general information about self, perception about sex education, attitude to teaching sex education and attitude to sexual practices.

The number of enquiries in the 'General information about self' section was covered in 40 items. This section was introduced to have the background and expertise of the sample involved which included male and female teachers, age groups of teachers, income groups of teachers, caste categories of teachers, married and unmarried teachers, teachers of Government and Non-Government schools, teachers of segregated and co-educational schools.

The second section, viz, Perception about sex education includes 50 items. This pertains to perception on sex and sexuality education. For these items also four choices were provided. The third section deals with the 'Attitude of teachers towards teaching of sex education. This section was developed with 5 choices for each item. This section contains 96 items. The fourth section is on the subject of 'attitude towards sexual practices' and 14 items were listed in this section with 5 choices for each item.

The final form of the Schedule was brought for discussion with the supervisors and experts in the field. In this exercise, about 15 items were
dropped keeping in view the sensitivity of the subject. After finalizing the format of the Schedule, the second step was to write, review and edit the items.

**WRITING, REVIEWING AND EDITING**

Indeed, the construction of a tool is one of the hardest job (Stanley, 1964, p.171). The production of a valid item is both an art and a science. The scientific aspects involve technical knowledge and skills regarding the structure of the item and format whereas art comes into play in integration of the scientific, the verbal and practical aspects of the total operation (Engelhart, 1972, p. 138).

Construction of items was indeed a difficult and time consuming task and the multiple choice items probably requires a lot of skill and time to construct (Lindvall, 1966). Excellent suggestions elaborated by Bean (1953), Gerberich (1956), Furst (1961), Ebel (1965), Thorndike and Hagen (1969), Gronlund (1976) etc were kept in view while constructing and reviewing the items. The investigator reviewed these items again after few days and the structure of the item, ambiguity in content, grammar, response, technical terms and terminology etc. were checked carefully with a view to eliminate ambiguities in content and technical errors.

Emphasizing the importance of review of the items of a tool, Gronlund
writes: "No matter how carefully test items have been prepared, defects inadvertently creep in during construction such technical defects can most easily be detected by reviewing the items after they have been set aside for a few days, and by asking a fellow teacher to review and criticize the items." (Gronlund, 1976, p. 250-251).

The supervisors of the study also reviewed each item, pointing out every technical defect, and giving valuable suggestions. Finally, the investigator due to anomalies in some of the items indicated by the supervisors, dropped five more items and retained 180 items for the try-out. After editing the items of the Schedule, the next step was to prepare guidelines for the sample for using the tool.

**PREPARING DIRECTIONS/INSTRUCTIONS FOR USING THE SCHEDULE**

The investigator, now devised the general and the specific instructions for using the Schedule. These directions included purpose of the study and procedure for recording the responses in each section etc. These directions were recorded on the first page and also at the beginning of each section for the convenience of the respondents.

**VALIDATION OF THE SCHEDULE**

The Schedule developed to obtain measures on Perception of Teachers on Sex Education was shown to the experts and supervisors for their expert
opinion on the validity of the Schedule. The experts and supervisors opined that the Schedule was valid and thus agreed to keep it.

TRY-OUT

After finalizing the format of the Schedule, a try-out was attempted. For this purpose a select number of 30 teachers were selected keeping in view the cross-section representation. The researcher went to State Council Of Educational Research & Training (SCERT) Delhi in May 2004, where in-service teachers from different parts of Delhi receive professional training. The researcher after seeking permission from the Director, State Council of Educational Research & Training (SCERT) Delhi, administered the Schedule among 30 teachers.

The researcher provided necessary instructions verbally and cleared the doubts, if any. The investigator did not put any restrictions on the time factor to make the sample feel relaxed and cooperative. Due care was taken that the sample recorded opinion absolutely on their own and personal view. The data thus collected on the try-out was put to analysis. A five point scale was used for the third and fourth section of the Schedule and a four point scale was used for second section of the Schedule as the fifth option of the scale was not attempted at all by the respondents. In view of this, the supervisors advised that the fifth option be completely ignored and only four point scale
of the section be used. Total to Item correlation was calculated for selecting
the items and 23 items were dropped after this exercise and the Schedule
finally had 157 items.

SAMPLE

The next step was to identify the sample for this work. Sampling is the
process by which a relatively small number of individuals or measures of
individuals, objects or events is selected and analysed in order to find out
something about the entire population from which it was selected. The
representative proportion of the population is called a sample. If the
population under study is homogeneous, a small sample is sufficient. On
the other hand, a much larger sample is necessary if there is greater
variability in the units of the population. Garret (1962, p. 208) says that if
a greater precision of results in an investigation is needed, the sample
should be larger. Greater precision is sometimes needed when one is dealing
in areas where differences are likely to be small. If the differences are small,
a greater precision is needed to locate them, and so larger samples are
needed. In the first attempt for this investigation a try-out was attempted on
30 represented teachers. These 30 teachers on whom the tryout was done,
were chosen because it was a cross-sectional sample and thus was a
representative one.
The investigation covers a vast area like the National Capital Territory and to solicit opinion from the teacher community of such a huge number would not have been possible for this type of work. Therefore, it was decided by the investigator on the advice of the supervisors and the experts, as per norms of the research studies, to prepare a sample authentic and representative covering all these zones for soliciting opinions of teachers on the subject of sex education. In this attempt it was decided to select 600 teachers as representative sample, of senior secondary schools from the 28 zones of the state of Delhi. This decision was taken because of the three main reasons which were thought to be of great importance in order to make the sample representative, which were:

a, the exact number of senior secondary schools was available with the Directorate of Education since all such schools are registered for the purpose of conducting Board examinations for class 10th and class 12th students irrespective of whether these are Government schools or non-Government ones b, the required number of teachers would be available in each of such schools and c, the teachers selected from these schools would be the most ideal ones since they are the ones who are in direct touch with the adolescent groups of students and expected to teach them sex education
The investigator decided to adopt simple random sampling technique to select the sample. For this purpose the exact number of senior secondary schools in Delhi was found out from the Economic Survey of India (2003-2004). According to this survey there were 1208 senior secondary schools in Delhi spread in all 28 zones of this state. It was decided to prepare zone-wise lists covering all these 1208 schools. One school from each zone was selected randomly using Table of Random Numbers.

Table: 3.1

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sr. Sec. Schools</th>
<th>No. of valid SEPSs.</th>
<th>Zones of Delhi</th>
<th>Districts Of Delhi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Saraswati Vidyalaya Sr. Sec. School, Darya Ganj Ansari Rd. N.Delhi</td>
<td>13</td>
<td>Darya Ganj</td>
<td>Central</td>
</tr>
<tr>
<td>2.</td>
<td>Govt. Girls Sr. Sec. School Paharganj</td>
<td>14</td>
<td>Paharganj</td>
<td>//</td>
</tr>
<tr>
<td>4.</td>
<td>Govt.(co-ed) Sr. Sec. School Nehru Vihar</td>
<td>15</td>
<td>Sadar Bazar</td>
<td>North</td>
</tr>
<tr>
<td>5.</td>
<td>Govt. Boys Sr. Sec. School Roshanara Rd. Delhi</td>
<td>16</td>
<td>Kotwali</td>
<td>//</td>
</tr>
<tr>
<td>No.</td>
<td>School Name</td>
<td>Area</td>
<td>City</td>
<td></td>
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<tr>
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<td>-------------------------------------------------</td>
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</tr>
<tr>
<td>7.</td>
<td>Govt.Girls,Sr.Sec.Scl-No.2 Gandhi Nagar.</td>
<td>14</td>
<td>Gandhi Nagar East</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Mother Teresa Public School C Block,Preet Vihar,Delhi-92</td>
<td>12</td>
<td>Preet Vihar //</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Govt.Girls Sr.Sec.Scl, C Block Vivek Vihar</td>
<td>13</td>
<td>Vivek Vihar //</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Govt.Girls Sr.Sec.Scl No.-2,New Seelampur</td>
<td>12</td>
<td>Seelampur North East</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Govt.Boys Sr.Sec.Scl Shivaji Park,Shahdara</td>
<td>13</td>
<td>Shahdara //</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Chinmaya Vidyalaya Munirka Marg,Vasant Vihar</td>
<td>12</td>
<td>Vasant Vihar South West</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Govt.Boys Sr.Sec.Scl No.-2,Najafgarh</td>
<td>13</td>
<td>Najafgarh //</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>School Name</td>
<td>Zip Code</td>
<td>City</td>
<td>District</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------</td>
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</tr>
<tr>
<td>17</td>
<td>Vidya Public Scl. Vidya Bhavan ,Bangla Sahib Rd.Connaught Pl.</td>
<td>14</td>
<td>Connaught Place</td>
<td>N.Delhi</td>
</tr>
<tr>
<td>18</td>
<td>St.Columbas Scl. Ashake Place N.Delhi .</td>
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<td>Parliament Street</td>
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<td>19</td>
<td>Carmel Convent Scl. Malcha Marg ,Canakyapuri</td>
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<td>//</td>
</tr>
<tr>
<td>20</td>
<td>Crescent Public Scl. Saraswati Vihar Pitampura</td>
<td>12</td>
<td>Saraswati Vihar North West</td>
<td>//</td>
</tr>
<tr>
<td>21</td>
<td>Govt.Boys Sr.Sec.Scl No.-2,Narela</td>
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<td>Narela</td>
<td>//</td>
</tr>
<tr>
<td>22</td>
<td>Govt.Boys Sr.Sec.Scl No.-1, C-Block Model Town</td>
<td>13</td>
<td>Model Town</td>
<td>//</td>
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<tr>
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<td>12</td>
<td>Patel Nagar   West</td>
<td></td>
</tr>
<tr>
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<td>New Era Public Scl. Plot No.-17 G.B.Rajouri Garden Mayapuri .</td>
<td>14</td>
<td>Rajouri Garden</td>
<td>//</td>
</tr>
<tr>
<td>25</td>
<td>Govt. Boys Sr.Sec.Scl No.-1, Rd. No.-57 Punjabi Bagh .</td>
<td>13</td>
<td>Punjabi Bagh</td>
<td>//</td>
</tr>
<tr>
<td></td>
<td>Govt. Girls Sr. Sec. Scl. No.-3, Kalka Ji.</td>
<td>14</td>
<td>Kalka Ji</td>
<td>South</td>
</tr>
<tr>
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</tr>
<tr>
<td>26</td>
<td>Govt. Boys Sr. Sec. Scl. Varun Marg Defence Colony</td>
<td>14</td>
<td>Defence Colony</td>
<td>//</td>
</tr>
<tr>
<td>27</td>
<td>Laxman Public Scl. Hauz Khas Enclave.</td>
<td>16</td>
<td>Hauz Khas</td>
<td>//</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>384</td>
<td>28</td>
<td>09</td>
</tr>
</tbody>
</table>

The tool was administered amongst 20 – 22 teachers on an average, from each school in a very congenial atmosphere. But in response, amongst 600, only 384 duly complete Schedules were considered as valid for further analysis. Finally, the study was made with the help of these 384 Schedules.

**COLLECTION OF DATA**

Data was collected with the help of the Schedule on perception of teachers on sex education which was administered on the selected sample of 600 teachers of the Senior Secondary Schools of Delhi. The school authorities were consulted and complete programme of the administration of the tool was chalked out and some instructions about timings and need to maintain proper conditions for the administration of the tool were discussed with the principals and the teachers of the schools.
In order to secure proper conditions for the administration of the tool, physical conditions like adequate space, proper seating arrangement, proper lighting etc. were carefully checked on scheduled dates of administration.

RELIABILITY OF THE SCHEDULE

A data collection scale must be reliable, that is, it must have the ability to consistently yield the same results when repeated measurements are taken of the same individuals under the same conditions. Out of various procedures in common use for assessing the reliability of a test, Split half analysis was used to test the reliability of the three scales of the Schedule after the pre-testing and also the same was repeated on the final data. The scores on the two halves of the test were correlated, and the Pearson Correlation Coefficient was used to obtain reliability of the three scales.

In `Perception About Sex Education` scale, the correlation coefficient of odd and even items is (0.51) which is highly reliable as it is significant at .01 level.

In `Attitude Towards Teaching Sex Education` scale, the correlation coefficient of odd and even items is (0.86) which is also highly reliable as it is significant at .01 level.

In `Attitude Towards Sexual Practices` scale, the correlation coefficient of odd and even items is (0.89) which is also highly reliable as it is significant at .01 level.
FACTOR ANALYSIS

Factor analysis was done in order to find out the number of factors in the three scales of the Schedule. Varimax solution was used for this purpose. The investigator subjected different inter correlation matrices to orthogonal analytic rotation according to Varimax procedure. The following scales of the Schedule were subjected to factor analysis;

1. Perception of teachers about sex education scale.
2. Attitude of teachers towards teaching sex education scale.
3. Attitude of teachers towards sexual practices scale.

Ten factors, nineteen factors and one factor emerged after Varimax rotation was done on the three above mentioned scales. Once the computation of rotated factor matrix was done, it was followed by interpretation and naming of factors. For the purpose of interpretation of factors, as suggested by Comrey, loadings of .30 and above are taken for consideration. For the purpose of naming the factors the investigator had to look for principal factors which were identified on the basis of loadings and also after thoroughly discussing the items with the supervisors. Following is the list of factors thus extracted.

FACTORS EXTRACTED

PERCEPTION ABOUT SEX EDUCATION SCALE

Number of factors under this scale - 10

1. Awareness
2. Inhibition
3. Unreliable Sources
4. Lack of Confidence
5. Extremism
6. Academic Approach
7. Reliable Sources
8. Ignorance
9. Immaturity
10. Emotionality

ATTITUDE TOWARDS TEACHING SEX EDUCATION SCALE

Number of factors extracted under this scale - 19.

1) Paucity of Knowledge
2) Scope
3) Misconceptions
4) HIV/AIDS
5) Poverty
6) Role of Media
7) Cultural Influence
8) Adolescence
9) Indian Women
10) Teacher Training
11) Prevention of STDs
12) Human Physiology
13) Optimistic Approach
14) Women as Soft Targets
15) False Prejudices
16) Sex Education in Rural Areas
17) Preventing Distractions
18) Social Change
19) Role of School

ATTITUDE TOWARDS SEXUAL PRACTICES SCALE

Number of factors extracted - **01** (one)


BACKGROUND VARIABLES

Following background variables were identified with the help of first section of the Schedule (SEPS);

1. Gender - Male respondents (131) and Female respondents (253)
2. Four age groups of teachers – 20-25 yrs. (114), 26-30 yrs.(98),31-35 yrs.(74) and above 36 yrs., (98)
3. Three Income groups of teachers - < 1.5 lac/a (121), 1.5-2.5 lac/a (152), 2.5 lac & above (111).
4. Two Caste Categories of teachers – General (269) & Reserved (115)

5. Marital Status of teachers - Married (122) & Unmarried (262)


7. Teachers of co-educational schools (178) & segregated schools (206)

All the 30 factors were statistically analyzed under the identified background variables.

ANALYSIS OF THE DATA AND INTERPRETATION

After finalizing the tool of investigation, the same was administered on the sample involved for data collection. In order to analyse data, the raw data had to be coded, classified and tabulated accurately. The next step to the tabulation of data was, the computation on the computer system. The programme used for this purpose was Statistical Package for Social Sciences (SPSS) formulated by Nie.Hull et al (1975). Mean, standard deviation and correlation matrix were obtained after subjecting the data to factor analysis for extraction of factors. The values gleaned from the output sheets were arranged in a number of tables separately for each group of respondents for the purpose of analysis and interpretation which follows in the following sections.