

Attitude of Students and Teachers toward Sex Education in University Life



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Attitude of Students and Teachers toward Sex Education in University Life

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I, tayyaba Kanwal, Student ID:SP17-BPY-009, student of BS psychology session of 2017-2021, hereby declare that the material printed in this BS thesis project titled “**Attitude of Students and Teachers towards Sex Education in University Life**” is an original work and has not been published previously or submitted in any form in any university or research institute in Pakistan or abroad.

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Dedication

This research is dedicated to Allah who has given me the ability to do it, my beloved parents, they always supported me and have faith in me and Dr. Shazia Gulzar my supervisor.

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Abstract

The present study investigated the difference of attitudes of students and teachers toward Sex Education in University Students. The hypotheses of this study were that there will be significant difference in attitude of teachers and students toward Sex Education, there will be significant gender difference in students attitude toward Sex Education, there will be significant gender difference in teachers attitude toward Sex Education, there will be significant difference in opinionnaire of teachers and students toward Sex Education. Two scales namely Attitude toward Sex Education (Donna & Malsawmi, 2015), Opinionnaire toward Sex Education (Donna & Malsawmi, 2015) were used in the research to test main hypotheses. The sample of the study for final analysis was 213 with distribution of students men 59 (47.6) and 65 (52.4) women participants similarly, teachers men 39 (43.8) and 50 (56.2) women participants. The mean age of the student sample was (M = 22.6) and (SD = .490) and teachers' sample was (M =38.8) and (SD = .511). Finding indicated that the insignificant differences in teachers and student's attitude towards sex education. Both teachers and students want sex education to be the part of university education. Students Both men and women take sex education as an important element of university education. Similarly, men and women teachers' results are also insignificant both are equally in favor of making sex education part of the university education but women teacher show a higher interest in making sex education part of the university education shown by their higher mean. The results of the study were discussed in the cultural context of Pakistan and existing literature.

Key words: University Students, Attitude Scale toward Sex Education and Opinionnaire toward Sex Education

Chapter I

Introduction

Sex education aims to expand the ability of children and young natives to make mindful, agreeable, healthy and courteous choices about relationships, sexuality, emotional and physical health. Sex education never meant to encourage children and youth to have sex (Sex Education, 2015).

Sex education is a wide-ranging term generally used to explain human sexual framework, sexual reproduction, sexual contact and other aspects of human sexual performance. Even though some aspects of sex education is an integral part of the curriculum of different schools, but it always remains a controversial or spicy topic in a lot of countries, mostly on the age at which children should given this type of education and the amount of details and topics discussed for example, safe sex practices, masturbation and sexual ethics (Sciencedaily, n.d).

Sex education is giving information related to the development of body, sex, desirability, relationships along with building skills to help youth to talk and make consensual decisions regarding sex and sexual life. Sex education should be given to students at all grade levels with just information relevant to their age and cultural background. It should cover the following topics

- Puberty
- Reproduction
- Self-Discipline
- Contraception and Condom Use
- Relationships and Sexual Violence Prevention

- Body Image
- Gender Identity and Sexual Orientation

It should be given by skilled staff only. In sex education, facts should be shown for what measures could be taken to prevent unplanned pregnancies and sexually transmitted diseases. Sex education should deal with sexual maturity as a normal and natural part of human development (Advocates, n.d).

Attitude is described as a particular mental state. It is one's view about any person, object, task or idea. It provokes the behavior and performances of an individual. Attitudes may describe as mental attentiveness that provides a hint to an individual in any direction. One develops an attitude after a series of experiences. These attitudes may be extremely positive or negative in nature (Malsawmi, & Donna, 2015).

Attitude towards sex is someone's subjective or objective attitude. Sexual attitudes are also ideas and beliefs related to sex, also one's point of view, judgments, understanding and action regarding sex. Doyen proposes that whether an individual is having vaginal intercourse or not (Jiankang & Yenchin, 2010).

Generally, attitude is defined as a leaning to react in favor or against a designated class of stimuli, for example any ethnic group (Anastasi, 1976). An attitude is a dispositional leaning to react to particular situations, people or objects in a reliable manner which has been acquired and becomes one's permanent mood of response. For instance, one's view regarding a class of food or drink (e.g., fish & liquors) sports, politics etc (Freeman, 1976).

Sex Education

Sex is a general process that is present in every organism. The real meaning of word sex is either one is a male or a female, differences in the structure of body among the two basic opposite genders with the feelings of love and warmth. It is a natural potential which gets mellowness through environmental contact. It also means refers to intercourse, pregnancy and birth of a child. It works with the attraction between opposite genders and be involve in the act of sex. Sex is a way; a secret expression of human ' s deepest craving to communicate in both ways i.e. spiritually and emotionally, mentally and physically, with his or her partner in to complete their personality. Sexuality is an essential feature of being a human in their whole life and come across sex, gender identities and roles, sexual orientation, sensuality, enjoyment, intimacy and reproduction. Sexuality is being experienced and expressed through thoughts, fantasies, needs, attitudes, practices and relationships. Though, sexuality includes all of the above proportions, not all of them are really experienced in real life. Sexuality is inclined by the interaction of biological, psychological, socio economic, political, legal, and ethical, religious and spiritual factors (WHO, 2006).

Sex education is up and coming as an important area of general education in our country. In Pakistan sex education is still a notorious issue, because in our society the word sex and the topic related to sex are still forbidden subjects. Sex education means to understand and interpret the problems related to sex scientifically. It conveys all educational actions which help youth to understand and face different problems in life. When going through the phase of puberty, the physical changes and initial of sexual feelings create a lot of problems among adolescents. So sex education in this context play important role and parents should be familiar with this.

The notion of sex education differs according to the difference in perspectives. The concept is usually misunderstood by some of the people which think sex education means to give a child all the knowledge about sexual act. Whereas the main goal of sex education is to endorse good sexual and reproductive physical condition in youth and adults. It also aims to picture the natural, psychological as well as physical differences between males and females. It is an opportunity for young people to understand and develop their values, attitudes and insights about sexuality and acquiring interpersonal skills is another goal of giving sex education. Sex education is generally a set of instructions related to human sexuality, human sexual activity, reproductive health, emotional relations and reproductive rights and errands. Sex education help young people in preparing for dealing with the life's upcoming problems relates to their natural instinct that is sex and sexual needs (Malsawmi, & Donna, 2015).

Sex education may be clear as a lifelong process of getting information and forming attitudes and way of life and values. In covers sexual development, sexual and reproductive health, interpersonal relationships, affection, warmth, body image, and gender roles (SIECUS, 2001).

The sex education aims both to reduce outcome like the negative outcomes like unwanted pregnancies and sexually transmitted infections and also to improve the quality of sexual relationships among youth. It also helps young people develop a sense of decision making over their entire life (Berger, 2007).

Types of Sex Education

The following are the types of sex education;

Comprehensive Sex Education

The sex education programs that are started from kindergarten and continued till 12th grade. This type of programs include all the basic and age suitable information that is also medically correct on a wide range of topics including, development of humans, relationships, decision making, self-discipline, contraception and disease prevention. This also provides students to develop skills as well as learning information.

Abstinence-Based

Programs that put stress upon the benefits of abstinence or self- discipline. These kinds of programs cover topics like sexual behavior other than the sexual intercourse as well as contraception methods and disease prevention methods. These programs are also known as abstinence-plus or abstinence-centered.

Abstinence-Only

The programs that highlight just abstinence from all sexual behaviors. These don't include information about contraception or prevention from disease etc.

Abstinence-Only-Until-Marriage

Programs that just put emphasis on abstinence till marriage. If methods like contraception and disease prevention are discussed they will just emphasize disappointment rates. Mainly they present marriage as the only morally correct way to engage in any sexual activity.

Fear-based

These programs include both abstinence-only and abstinence until marriage, because they are just planned to control the sexual activity of youth by adding fear and guilt in them. These

programs just convey harmful messages about sexuality, wrong information about condom use and STDs, and also encourage biasness based on gender, sexual course, marriage, and family and pregnancy options.

Need of Sex Education in Pakistani Cultural Context

As we know that every nation or community should work to promote the health of its natives. When children or youth acquire knowledge, popular attitude, values and life skills, they benefit in number of ways. These skills help children and adults to make informed decisions, problem solving skills, think creatively and critically, effective communication, healthy relationships, empathize others and cope up with difficult life situations in a productive manner. Such behaviors and attitudes can lead to attitudes and actions that can prevent disease and injury, promote healthy relationships and allow young people to play leadership roles (Malsawmi, & Donna, 2015).

As you all know Pakistan is one of the most susceptible countries when talking about child sexual abuse and sexual health problems all over the world. Here the numbers of patients having AIDS are increasing day by day. Recent surveys done by the National HIV Control Program; more than 133,299 people have been identified with this fatal disease. Whereas when someone talks about sexual issues increasing in Pakistan and try to spread sex education here, it becomes a taboo (Mohsin, 2009).

Our government needs to add the subject of sex education in the syllabus from very initial level. It is very much funny and thought provoking that western countries like BHB Billiton, Australia, are doing things to give for giving sex education to its rural population but on the other hand the government of Pakistan is still shy to discuss such topics openly. Even parents

feel awkward while talking on such topics. So as a result, there is no authentic and reliable source for children and upcoming youth to gain knowledge about these topics or issues they have to face soon or later in their lives. Many of such instances of rape and sexual violence are not reported by the people just because they think that raising voice against such issues will only become the reason of disrespect and defame for their family and specially their daughters (Mohsin, 2009).

This type of education will provide direction on matters related to human sexuality, reproduction and adolescence. This will teach young women that they do not have to be bothered with their bodies. The lessons learned from spousal assault will make it clear to women that unwanted intercourse after marriage is a crime as well. Females are also educated and instructed that nobody could touch them anywhere without their consent (Mohsin, 2009).

Such lessons teach children related to their bodies and sexual health. After learning about their bodies and rights, girls are now able to raise their voices against this man-centered culture of preservation. In a state where openly speaking of sex is a taboo, these lessons are more useful for young girls. It has been investigated that 70 to 90 percent of women have been experiencing conjugal abuse. Pakistani women encounter high rates of abusive behavior in all of its forms at home. Our women have to battle up against these male attackers of this so called society. Our government authorities and law enforcement both have seen static towards this brutality against women (Mohsin, 2009).

Sex education is essential because it also teaches people about STDs. public feel shy and hesitated while talking on the subject of STDs and also getting proper checkups, including tests for STDs. Mostly, majority of people get STDs from their spouses and infected syringes without knowing about it. Such disease if not treated early become fatal and results in death. As the

numbers of rape and child molestation cases are increasing day by day, it has become very important for us to educate our children about sex and sexual contact on an academic level, so they would become familiar with their rights and could report such cases instantly before it become a trauma for them. These problems have ruined so many lives that social media has become active in the dissemination of knowledge on these subjects through television, various advertisements and campaigns funded by the private sector. But this all be in vain until every family decides and join hands for the benefit of our children (Mohsin, 2009).

When of Sex Education

Different educationists and sexologist have said that sex education begins when young children start acquiring things and ask questions like: from where do I come? And where do babies come from? Some people say that sexuality is started from womb, because it all starts with the touch and babies touch themselves while in the womb. After the birth, being held and caressed by their elders. Here infants have their first ever encounter of an intimate connection between them and parents. The way in which parents relate their bodies, both body language and words show the comfort with their child' s body and private topic like sex. This sets the ground for child' s sex education. Both direct and indirect communications have impact on children. So kids learn about our attitude towards sexuality through our words, actions, and interactions. It has been proved thorough researches that human beings become healthier they are touched, hugged, tickled and massaged. It is the duty of parents to guide their children about proper and improper touch as soon as possible. They should also teach children that their body is just under their influence (Malsawmi, & Donna, 2015).

These sex education programs are most affective before the activation of young people's sexuality. The earlier this knowledge is given to them, the better it would be, because this will increase the chances of conversation of sexual health with them throughout the life, all the way from their puberty and adolescence. While dealing with the children we should provide them responsible materials and books which would help them to stay healthy throughout their childhood and adolescence. Educating the children in a right way from beginning is one of the most effective prevention tools. It's the right of young people to stay healthy. Reliable, chronological and comprehensive sexuality education is the basis for helping them grow into sexually healthy adults. Quality sex learning should be started from kindergarten. The elementary school students should discover the names of their body parts and should be able to differentiate among good and bad touch, and ways in which they can be good friends. The students of grade 4th and 5th should know about puberty and about the changes their body will go through, internet safety and at last the negative effects of harassment. The 7th, 8th and 9th graders are now ready to soak up the information about body representation, reproduction, abstinence, contraception, H.I.V. and disease preclusion, contact, and at last their most favorite topic, healthy relations (Malsawmi, & Donna, 2015).

Content of Sex Education

Although, sex education is almost a universal subject, for Pakistani universities' its contents vary. Topics such as abstinence and basic knowledge on HIV and other STDs are usually taught. While birth control and the ways to avoid contact with STDs and contraceptives measures are less taught. Factors which are directly linked with these variations need to be examined (Guttmacher, 2004).

As discussed above, sex education is an extremely notorious topic in Pakistan, where any sexual discussion being practiced is considered as banned. However, it is a nation where frequency of abortions and sexually transmitted diseases is very high. General public lack knowledge on such topics. Thus, it is very much important to spread awareness regarding such topics and provide sex education and then analyze the impact of it as compared to the current status (Asim & Rohan, 2018).

According to a study in 2012, it was estimated that, there were total 2.2 million abortions took place in Pakistan. The annual national abortion rate here is 50 per 1000 women. In a nation where fetus removal is basic subject and is as of now unlawful thing, these stunning rates recommend the dreadful requirement for public mindfulness crusades, or possibly some type of public conversations on safe sex rehearses, particularly the utilization of prophylactic techniques and utilization of condoms. The joint United Nations program on HIV/AIDS (UNAIDS) estimates that in 2016 there were 130,000 people living with immune deficiency Virus in Pakistan. Another study found out that people who were suffering from STDs were having very poor knowledge about their illness. These discoveries rehashed the desperate need of sex training among individuals paying little heed to the solid strict and conventional perspectives on sex. These ailments will keep on developing monumental lawful limitations dependent on strict and social perspectives have not aided in their decay. This was upheld by an examination directed in United States which found that expansion in sex training inside school standards has brought down juvenile birth rate; while in states where strictness rankings and conservativeness was high, birthrate was likewise high there (Asim & Rohan, 2018).

Sex education is more essential when it is well thought-out that Pakistan is a state where 190 million people go through great resources shortages such as food, shelter, and electricity. So Pakistan cannot sustain a high population growth rate. The influence of having sex education cannot be deprived of, especially in a state like Pakistan. Where it is helpful in facing different problems at once like, extremely high population growth rates, STI reduction, and high abortion rates would also be lowered down, which are carried out by illegal and unlicensed clinics (Asim & Rohan, 2018).

The impact of having sexuality education cannot be loud, especially in a country like Pakistan, where it can help deal with numerous problems at once such as extremely high inhabitants growth rates, STI contraction, and high abortion rates which are carried out by unlicensed, illegal abortion clinics (Asim & Rohan, 2018).

Role of Parents

A child is exposing to information related to sex much former than the parents visualize. Having no discussion about sex or giving any kind of sexual education illustrate that parents will just have a little control over what and how their children learn about sex (About kids health, n.d).

The child starts to groom firstly from home, but if they fail to give proper information and awareness the child will fall into wrong hands. In distinctive Pakistani mentality anything associated to sex is consider offensive and immoral in our minds. We there seem to forget that it is important part of human life cycle. Our parents did not tell us anything frankly about sex just due to generation gap but this gap is not present in our young generation and today's parents and

children both uses smart phones and play games on it, so they can easily and they should also talk about science and human anatomical facts (The nation, n.d.).

As well, nearly all young children secretly watch porn. This thing seems to be normal; taking into account that child has a lot of questions and a part of inquisitiveness in him. But seeing porn on mobile doesn't solve his all queries, so in their curiosity she or he is bound to do different sexual experiments. When children do such experiments in this age unimaginable damage is done to your child. A grown-up person, who possibly will be anyone, his teacher, uncle, qari sahib or even his seniors in school could touch him on his personal parts and your child will not be able to stop them because they don't know the difference between good and bad touch. So for him or her it would be their first encounter of sexual act but it would damage their personality forever (The nation, n.d.).

Preparing of a kid begins from his home first, however in the event that it neglects to give appropriate mindfulness the kid will undoubtedly fall into wrong hands. We comprehend that occasions are hard and that it is hard to converse with your youngster about quite a touchy point, yet hello! It's certainly feasible. You can likewise counsel your mate and together watch instructive YouTube recordings and counsel the web about how to sex teach your kids. Regardless of whether your mate is reluctant, do make him clear about the risks of current culture – an age where pornography and sexual satisfaction can be accomplished through a tap of Smartphone. Lion's shares of Pakistani families are strict so you likewise need to deal with strict virtues and it is human instinct that everything is best reasonable when we are persuaded of rationale. At the point when the youngster arrives at a particular age, attempt to make mindfulness about do's and don'ts through science and rationales. Consider your kid a future

blossom of the public nursery. In the event that you couldn't care less about it, the blossom will undoubtedly shrink away. Try not to allow this to happen to your kid (The nation, n.d.).

Role of Teachers

Teachers are also playing an important role in this regard. Teachers now a day are putting more pressure on different topics related to sexual education as compared to the past. Teachers now days are more indulge in the discussions about sex related infections and moral values and lowering the pressure coming from the friends to get involve in early age sex. But teachers also feel shy and are feeling reluctant to discuss topics such as birth control, correct condom use, abortion and sexual orientation. Despite the fact that more than 6 out of 10 educators accept that understudies should be instructed about contraception (remaining accept that contraception should be educated in evaluation 7 or significantly prior), one of every four are told not to show such subjects. In spite of the fact that most by far accepts that sex schooling should cover where to go for conception prevention, data about premature birth, the right method to utilize the condom, and sexual direction (Cynthia, 2001).

Role of Universities

The terms of “sex” and “education” are mismatched just in Pakistan. The subject is not taught in schools. Our traditions and cultural values have not permitted any formal integration of the basics of the birds and the bees into Islam based education system. Youth mainly learn about sex from their school peers or by experience. Many Pakistani says their parents were unwilling to give them factual information related to sex. That becomes the basis for having misinformation, unsafe practices, uncontrolled family sizes and high abortion rates. According to the Holy Quran sex outside marriage is strictly banned. So due to this, many institutions taken that mandate so

seriously that even the word sex has become taboo for them, even family and physicians feel shy while discussing such topic with people, even couples. And still now, any complete and comprehensive sexuality courses have not been taught in undergraduate medical collages. A report by Dow University of Health Sciences, based in Karachi, announced that it will incorporate reproductive health education into its curriculum beginning next academic year. This medical collage had made statement that its future doctors will be able to treat patients having sexual and reproductive problems (Pakistan Today, n.d.).

Sikander Sohani of the nonprofit organization Aahung said that, whenever we talk about infections, we have to talk about reproductive infections. He also said that, when we talk about taking medical history of the patient, we will also talk about reproductive health history. So it will be a holistic approach. This Dow University sex education program must be taught to male and female students every semester. This group has also developed a reproductive health guide for both the faculty and students that comports with the country's cultural values (Pakistan Today, n.d.).

Sex Education in Pakistan

Sex instruction has been a dubious issue in numerous nations across the world, particularly in Asian nations. Presently days, sexual exercises like early sexual act, early sex and numerous accomplices are getting regular in youth. So it has gotten critical to illuminate the young about sex schooling, in light of the fact that in such social orders guardians are not generally blunt with their kids so feel dithered when discussing sexual exercises. Sex schooling implies getting data or shaping perspectives and convictions about sex, sexual character, connections and closeness. Despite the fact that, this kind of data brings up issues upon good and

strict qualities and tutoring measures, yet it will illuminate our childhood about sex and would keep them from indecent perspectives, high school sorrow and young pregnancies and in particular explicitly communicated sicknesses (Sattar, n.d.).

Sex Education in Lahore

It is praiseworthy that the Punjab Government has introduced some booklets which also include some topics related to sex education, which means that the government had understood the importance of this issue. The title of the book is 'secure children, Strong Pakistan'; it has to be given to the children of and above then 10 years in schools. It aims to make students become aware of self-protection while so making parents understand their duty about educating their kids on this subject matter. It is a significant step towards controlling child sexual abuse as for long and to sex education has been remained a taboo, big enough to stop their elder to talk about it with their youngsters. Hence, is the dreadful outcome where majority of the youngsters until their puberty are unaware and unable to sense the possible danger and inappropriate touch will results. Other provinces too, should add sex education to the curriculum taught in schools (Zoha, 2018).

Need and Importance of the Study

Getting sex education means having a protection against destructive media of current time. Having sex education means to masters our own shortcomings and embarrassing moments related to sex. It needs that the person who conveys the knowledge of sex education they must be have a firm knowledge and a healthy attitude that whenever they have a chance to convey this education they could be able to do so in a good manner. It is a type of responsibility that must be

taken seriously. Sex education is based on the facts and it makes youth able to have a healthy attitude towards life and would give respect to others in life. This will facilitate them to make firm decisions based on the knowledge and understanding related to sexual identity and interpersonal relationships. It provides information to every one in every sphere of life like, children, adolescents, parents, teachers, nurses and to allied health workers also (Malsawmi, & Donna, 2015).

Now a day's many of the young people are engaged in sexual activities but they are not physically and emotionally ready for this. Therefore, they put themselves at the risk of HIV infections. In schools, sex education is important because it causes delay in the sexual orientation, increase use of condoms and high HIV awareness. STDs are a major health issue now days. STIs are one of the most common problem for which adults seek health care services worldwide. Other than the risk of unplanned sex and pregnancies, it also becomes cause of high risk of transmitting STDs. It has been expected that each year nearly 3 millions of teen's who are sexually active are being infected with HIV. Nearly 25cent of the cases occur teenagers. As stated by Tom and Lickona (1994), after being at risk for the injection, unmarried sexually active teens are more likely to have negative emotional experiences so as a result of this they become more immoral and less interested marriages. It has been noticed that teens that are early in life are involved in premarital sex, have the fear of pregnancy, STDs, regret, guilt, low self esteem and self respect and has a fear of commitment (Malsawmi, & Donna, 2015).

Fighting with this outbreak, teachers can play their roles by guiding youth towards a more bright future and give them sex education in a positive way. Most of the female students have to leave schools due to early pregnancies and this becomes the cause behind early drop out.

Sex education in high schools makes students able to face upcoming life challenges and changes like, puberty, menopause and aging. By having age appropriate sex education students can have life skills and also improve their self esteem which would help them in their adolescence. It would make them mentally prepare for sudden body changes in and around them. Proper sex education could make youth to know the worth of sexuality and would be able to have good interpersonal relationship (Malsawmi, & Donna, 2015).

Aim

To evaluate the attitude of students and teachers towards sex education in university life.

Objective

- To find out the attitude of students and teachers towards sex education in university life.
- To make gender wise comparison of attitude of students and teachers.
- To compare the attitude of students and teachers towards sex education at university.
- To analyze the attitudes of students and teachers on opinionnaire on sex education.

Hypothesis

- 1) There will be significant difference in attitude of teachers and students toward Sex Education.
- 2) There will be significant gender difference in students' attitude toward Sex Education.
- 3) There will be significant gender difference in teachers' attitude toward Sex Education.
- 4) There will be significant difference in students and teachers regarding opinionnaire on sex education.

Operational Definition

Sex education is education about all aspects of sexuality, including information about family planning, reproduction, HIV\AIDs, sexual orientation, sexual pleasure, values, decision making, communication, dating, relationships, sexually transmitted infections (STIs), abortion, teenage pregnancies and how to avoid them, and birth control methods. Sex education helps people gain the information, skills and motivation to make healthy decision about sex and sexuality.

Chapter II

Literature Review

The current research was carried out to see the attitudes of university students and teachers regarding sex education. This was basically a survey research to know the opinion of students and teachers about sex education and its importance for students. This is a very novel topic and very less research has been done on this topic so far in Pakistan. This topic is a taboo topic. People even educationist hesitate to talk about it. Though lack of knowledge and misinformation leads to disastrous impact on young people life. The available literature is reviewed and discussed in the following paragraphs.

A research that was carried out on classification of sex related problems of young people and their idea about sex education in the collages or Kerala and it was found the number of social problems experienced by males and females were same but they differ when it come to physical, psychological emotional problems. According to the summary of sex related problems he concluded that the primary source of information about sex were friends (George, 1991).

Bhassin and Aggarwal, in their study of awareness of teachers about sex education in National Capital Territory of Delhi, most of the school teachers (73%) were in support of giving sex education to school children. While concerning about the contents of sex education, 90% of the teachers were at the same point that they wanted to include topics like, reproductive anatomy, physiology together with menstruation and birth control measures like use of condom sand oral pills. Nonetheless, dominant part of the educators would prefer not to incorporate the themes like, premature birth, early sex, and masturbation. 14 years was the age, considered best to

bestow sex training. The proper people to give such training were specialists by 63.4% and educators by 69.4% (Bhassin & Aggarwal, 1999).

A research done by Boraiah & Yeliyur (2013), on comprehensive and age appropriate sex education, he found that the need to speak on sexuality in schools is very much because students lack knowledge about it and wanted to add sex education in their curriculum. Teachers and parents were also interested and agreed upon adding sex education for young students (Boraiah & Yeliyur 2013).

A study done by Shah, on the perception of school teachers about sexual health education, it was investigated that most of the teacher expressed their dire need to include sex education in the syllabus. Even though, most of them said that they have never been gone through any encounter of sexual health questions in their normal classes, so they were really confident they could handle such questions easily. Many of them were agreed on that sex education should be in cooperated with general health education sessions in normal routine classes, in spite of having special sessions on it. Most of them expressed to have a proper training before giving sex education in their schools. This study clearly uncovered the need for having sex education in their schools (Shah, 2014).

A search carried out on public school teachers' Attitudes towards the schooling of sex education in Northern Governorates of Palestine. The aim of this study was to explore teacher's attitude towards sex education in public schools. The questionnaire of the research was distributed between three spheres religious-social; educational and scientific. In the general score of attitudes of the religious, social domain was positive with a percentage of 62.2. The educational domain got second rank, but the overall score it got was negative and its percentage

was 59. The public school teachers overall score attitude for the sex education was positive. The T-test results revealed that males score higher than females on educational dimensions of sex education. There were no major differences found between males and females on social religious dimensions. It was also revealed through t- test that science majors were having a higher attitude than arts majors. The attitudes of those who have BA or BSC degree were also higher than the attitude of teachers who had done diplomas or have a high school certificate. The results showed that there were differences between religious-social dimensions and academic dimensions in favor of social religious dimensions. There were also differences between religious-social dimensions and educational dimensions in favor of the former dimensions. However, no differences were found between the academic and educational distinctions (Dean & Salah, 2000).

It was discovered that a large portion of the guardians, educators and understudies were in help that sex training should be presented in school prospectus since it will help forestall undesirable pregnancies, increment sound associations with other gender, parental transmission of HIV/AIDS contaminations and different STDs and it will likewise give the information on sex communications, results and duties (Orji & Esimai, 2003).

A study titled as; young Pregnancy and sexually transmit Disease Rates, was conducted in Virginia Schools. In this study comparison between different countries was done, and it was found that there was only little scientific evidence present to support the idea that abstinence-only-until-marriage education programs are efficient in reducing teenage pregnancies and sexually transmitted diseases. There were no scientific facts found on the point that comprehensive sex education programs are more effective for reducing teenage pregnancies as compared to abstinence only programs. In this study a comparison was made between minors

attending comprehensive sex education programs with those who were attending abstinence only program and the rate of teenage pregnancies and sexually transmitted diseases was seen in them. On average, comprehensive program attendants showed more decline in pregnancy rates in females whose ages were between 15-17 years as compared to abstinence only program attendants. Comprehensive program takers also practiced decline in Chlamydia and Gonorrhea rates among males and females of ages 15-17 years, while in abstinence only counties Gonorrhea and Chlamydia rates were high (Valimont, 2005).

Aniebue in his study on Knowledge and Attitude of secondary school teachers in Enugu on school based sex education. It was found that 69 (23.0%) had sufficient knowledge of sex education and 282 (94.0%) were agreed upon the addition of sex education into school syllabus. The general reason for censuring sex education was the fear that it would show the way of promiscuity to students. The most valid age for introducing sex education in schools suggested by teachers was 11-15 years. In this study 79.35 of the respondents were on agreed on a point that teachers should be properly trained before giving sex education. While 81.3% admitted that sex education is not included in school syllabus. Most of the secondary school teachers were in support of giving a limited sex education to the students (Aniebue, 2007).

An examination on Abstinence-in particular and Comprehensive Sex Education and the Initiation of Sexual Activity and Teen Pregnancy, it was uncovered that the youths who had taken thorough schooling were prominently less inclined to account young pregnancy than the individuals who had no proper training. While there were no huge contrasts of forbearance just instruction. Restraint just schooling additionally didn't diminish the likelihood of being pulled in and taking part in vaginal sex, however thorough sex instruction was somewhat fixed with a lesson in sex. It was additionally indicated that young people who are getting complete sex

schooling were having a lower danger of pregnancies than forbearance just instruction program (Kohler, 2008).

Asekun & Olarinmoye in their study on Parental attitudes and Practice of sex education of children in Nigeria, in this study it was found that most of the parents had positive thinking towards sex education and its addition in school syllabus of their children. Most of the participants had a basic know how of sex education, having a positive attitude and had practiced it. The very common reason for not practicing was the lack of the knowledge. The community-based organization would help the parents to know the essentials of sex education and gain fundamental skills needed for it (Asekun & Olarinmoye, 2011).

A study in Nepal was conducted on improved learning in schools to advance attitudes towards abstinence and intentions for safer sex between adolescents in urban area. It was found that most of the students get a less amount of information on HIV counseling and testing centers by their schools. The participation of parents in sex education was low and audio tapes were least used between the selected lesson aids in sexual health education (Sheathe, 2013).

A study on sexual education and attitude for masturbation was done. In this study it was found that if an individual is guided positively and properly by parents or teachers in high school on this topic, then he would be having a positive attitude toward sex education in his adulthood. Only two positive exercises; how to acquire and utilize conception prevention/contraception? Also, the name and elements of the regenerative organs of my sex just, giving by guardians in secondary school were assuming the part of indicators of understudies having an uplifting demeanor for masturbation. This was might be because of the way that different projects like forbearance just and restraint until marriage were a lot of traditionalist and didn't give extensive

information to the understudies about sex, similar to human life systems, anti-conception medication and use contraception and so on (Ray & Afflerbach, 2014).

Research Question

What are the differences in attitudes of students and teacher towards sex education and to see the differences in opinionnaire regarding sex education?

Rationale of the Research

Sex education is a taboo topic in Pakistan. Pakistani culture and religion do not want to talk about sex education. Thought it is not prohibited in Islamic religion but it's the culture which doesn't allow people to freely talk about it. Therefore, youngsters don't get right and appropriate knowledge about sex from anywhere. Which leads them to explore their curiosity by any wrong mean which leads to many issues such as HIV\AIDs, teenage pregnancies, sexual transmitted diseases and much more related to sexual problems. All these consequences are because students do not have sex education. It is very important to give sex education to students at the right time. Keeping this in mind the present research was designed to bring awareness and to let general population to learn about the bad consequences of not having sex education can leads to severe consequences. Previous studies have found parents have negative attitude toward providing sex education to their children. Parents are more focusing on culture and afraid because they think it's immoral and disrespectful for elders.

Sex education is extremely controversial in Pakistan where any communication regarding sexual practices is considered against the religion. Knowledge about sex education is very poor among our society. The major challenge is implementation of sex education although parents' students and teachers did not want the subject in school. Researches says that parents in Pakistan

never like to speak to their child about sex issues. Therefore, it is very important to discuss the advantages of having sex education and introducing programs, awareness campaigns and its implication on public health especially on young individuals in Pakistan.

Chapter III

Method

Sample

The sample of the study was consisted of N=200 university population, N=100 teachers and N=100 students and equally distributed across men and women ages between (19-29), (30-40) students and teachers respectively through convenient sampling technique. This sample was collected from COMSATS University Islamabad, Lahore campus. The study is quantitative and this is a survey research design.

Inclusion/ Exclusion Criteria

Students studying in university with age range of 19-25 with no previous psychological history were included in the research. Similarly, university teachers with age range of 30-40 with no previous psychological history were included in the research. Rest of the population was excluded in the research.

Measures

1. Demographic Performa
2. Attitude Scale toward Sex Education (Donna & Malsawmi, 2015).
3. Opinionnaire (Donna & Malsawmi, 2015).

Demographic Performa

It included basic information of the participants, age and gender of the participant, qualification, socioeconomic status etc.

Attitude Scale toward Sex Education

This scale developed by Hnamte Malsawmi and Donna Lalnunfeli in 2015. This scale consists of 35 items in which 15 positive and 20 items were negative is 5-point Likert scale where point 1 strongly agree, 2 agree, 3 undecided, 4 disagree, 5 strongly disagree. The objective of the present study finding out the attitude of students, teachers toward sex education with respect to their gender, and finding out the opinion of students, teachers toward inclusion of sex education at university life.

Opinionnaire

This scale developed by Hnamte Malsawmi and Donna Lalnunfeli in 2015. Donna Lalnunfeli developed the scale during her Ph.D research. This scale was consisted of 15 items which is basically opinion to the respondent on different aspect toward sex education in university. This scale is Nominal scale with YES\NO. The objective of the present study finding the opinions of students and teachers on different aspect of inclusion of the sex education in university.

Procedure

In the current study, first permission was taken from the department heads in order to collect data. Then students were given informed consent they were also assured that the provided information would be kept confidential and will be only used for study purpose. The time required to complete the questionnaires was almost 10-15 minutes. After giving the introduction, informed consent was filled out by students and demographic performa sheet was filled by participants and were asked to complete the Attitude Scale toward Sex Education and

Opinionnaire scale. After completion, the questionnaires were collected and the participants were acknowledged for their participation in the study.

Ethical Consideration

All ethical considerations were followed for conducting the research. Inform consent were taken and participants were given the right to withdraw from study anytime and they were assured their information will be kept confidential and data will be used only for research purpose. No physical harm of any kind was involved in the research

Chapter IV

Results

This chapter highlights the results of main study. In the main study two scales were used named Attitude Scale toward Sex Education (Donna & Malsawmi, 2015), Opinionnaire toward Sex Education (Donna & Malsawmi, 2015).

This chapter is divided into two describing demographic characteristics of the participants, relationship between attitude scale towards sex education in students and teachers in university life, and opinionnaire towards sex education.

Section I: Sample description

Section II: gender difference between students and teachers Means, Standard deviations t and p values of students and teachers Attitude toward Sex Education scale

Section III: Gender difference between men and women students

Section IV: Gender difference between men and women teachers

Section V: Responses and percentage of students on opinionnaire

Section VI: Responses and percentage of teachers on opinionnaire

Section I

This section consists of frequency distribution of the demographic characteristics of the participant $N= 213$.

Table 1

Frequencies and Percentages of the Demographics (N = 213)

Variables	Students		Teachers	
	<i>f</i>	%	<i>f</i>	%
Gender				
Men	59	47.6	39	43.8
Women	65	52.4	50	56.2
Education				
Under graduation	104	83.9	0	0.0
Graduate	20	25.1	0.0	0.0
MS\Mphil	0.0	0.0	48	53.9
P.H.D	0.0	0.0	41	46.1
Age				
19-25	124	100	35	39.3
30-40	0.0	0.0	54	60.7
Profession				
Students	124	58.2		
Teachers	89	41.8		

The above table indicated that almost equal number of men and women students and teachers' participants in this study. Student women participants were higher (52.5%) as compared to student men participants (47.6%) and teacher women participants were higher (56.2%) as compared to teacher men participants (43.8%). It is also indicated that students were more (58.2%), as compared to teachers (41.8%). However, all of the student participants are from 19-29 (100%) and teachers' participants were 19-29 (39.3%) as compared 30-40 (60.7%). Majority of the student participants were qualified under graduation (83.9%) while most graduate participants were (25.1%), and majority of the teacher participants were qualified MS\Mphil participants were (53.9%) and the P.H.D participants were (46.1%).

Section II

Student and teacher's difference toward Sex Education

Hypothesis no 1: There will be significant difference in attitude of students and teachers toward Sex Education.

Table 2

Means, Standard deviations t and p values of students (n = 124) and teachers (n = 89) Attitude toward Sex Education scale.

Scale	Profession	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
	Students	2.61	.490	4.80	
ATSE	Teachers	2.28	.511	4.77	.436

Note, ATSD= Attitude toward Sex Education Scale, df = 211 p < .001

The above table is showing the 't' value that is depicting the difference of the attitude scores of students and teachers' respondents toward sex education at university life. The results

are insignificant and there is no difference in teachers and student's attitude towards sex education. Both teachers and students want sex education to be the part of university education.

Section III

Gender difference between university students toward Sex Education

Hypothesis no 2: There will be significant gender difference between men and women university students toward sex education.

Table 3

Difference between male and female students (N = 124)

Scale	Gender	Amount	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
	Men	59	90.9	14.7	-.234	
ATSE	Women	65	91.7	19.3	-.237	.041

Note, ATSD= Attitude toward Sex Education Scale, df = 122 p < .041

This table has revealed no significant difference between the attitudes of men and women students toward sex education at university life. Both men and women take sex education as an important element of university education. However, a comparison of their mean scores showed that women mean is higher than men. This indicated that although the finding is not significant, women favor sex education more to be part of university life.

Section IV

Gender difference in university teachers toward Sex Education

Hypothesis no 3: There will be significant gender difference between men and women teachers toward sex education.

Table 4

Difference between Men and Women Teachers (N = 98)

Scale	Gender	Amount	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
	Men	39	74.7	15.25	-2.39	
ATSE	Women	50	83.6	18.96	-2.45	.140

Note, ATSD= Attitude toward Sex Education Scale, df = 87 p < .001

This table shows the ‘t’ value depicting the difference between the attitudes scores of men and women teachers on attitude toward sex education in university life. The results are insignificant both men and women teachers are equally in favor of making sex education part of the university education. However, the mean scores of women teachers are higher showing their more interest in making sex education the part of university studies.

Section V

Responses percentage of students on Opinionnaire toward Sex Education

Table 5

Opinion of all student respondents on the introduction of Sex Education in school (N=124)

Respondents	<i>f</i>	<i>%</i>
Yes	99	79.8
No	25	20.2

As shown in table No. 5 the result revealed that men and women students out of all the samples collected i.e., 79.8% are in favor of introducing sex education in the schools while the

rest 20.2% are not in favor of it. From the above table we can conclude that majority of respondents wants to introduce sex education in the school.

Table 6

Opinion of all respondents at what stage sex education should be implementing (N=124)

Respondents	<i>f</i>	%
Pre-school	4	3.2
Primary stage	8	6.5
Middle stage	12	9.7
Secondary stage	29	23.4
Higher secondary stage	33	26.6
College level	32	25.8
Post graduate level	6	4.8

The above table showed that men and women students opinions on the stage of implementation of sex education in school, out of all respondents 3.2% consider pre-school as the most appropriate stage to start sex education. 6.5% wants to introduce it from primary stage, 9.7% indicate middle stage as the most appropriate, 23.4% believe that most suitable stage to be the secondary stage, 26.6% assume that higher secondary stage as the best stage of this education, college level 25.8% decides the most fitting stage and post graduate level 4.8% want to introduce it.

In conclusion, this table showed that the most desired stage of implementing sex education by majority respondent higher secondary stage of education. The most undesirable

stage of implementing sex education in pre-school. The reason of undesirable is considered too early to start implementing sex education.

Table 7

Opinion of all respondent's sex education be best imparted in the school (N=124)

Respondents	<i>f</i>	%
Through school syllabus	43	34.7
Through co-curricular activities	29	23.4
Through school seminar	50	40.3
Through school assembly	2	1.3

The above table showed that men and women students 34.7% of all respondent think the best way to impart sex education is through the school syllabus, 23.4% of them wants through co-curricular activities, 40.3% believe imparting sex education though school seminar is the perfect choice and the other 1.3% think though school assembly as the best means to impart sex education in the school.

This table indicates the result shows that majority of respondents' wants sex education through school seminar as the best way of imparting sex education in the school while the least preferred way is imparting sex education though school assembly.

Table 8

Opinion of all respondents' sex education should be given (N=124)

Respondents	<i>f</i>	%
Separately for boys and girls	88	71.0
To boys and girls together	30	24.2
To the students individually	6	4.8

The above table revealed that men and women students 71.0% prefer to allow sex education separately for boys and girls, 24.2% wants to give sex education to boys and girls together in the classroom and the rest 4.8% assumes to give sex education individually to the students.

So, it can be concluded that majority of the respondents want to give sex education separately for boys and girls, while least preferred giving sex education to the students individually.

Table 9

Respondents of all sex education should be imparted (N=124)

Respondents	<i>f</i>	%
As a separate subject	75	60.5
Through various subject in the school	49	39.5

Table 9 showed that men and women students 60.5% respondents are in favor to impart sex education to students as separate subject whereas the rest of the 39.5% respondents want to offer it through part of various subject in the school. The above table tells that majority of the respondents prefer to offer sex education as a separate subject rather than through various subjects in the school.

Table 10

Opinion of all respondents on who should be given the responsibility in imparting sex education (N=124)

Respondents	<i>f</i>	%
Parents	43	34.7
Teacher (single)	30	24.2
Panel of teachers	33	26.6
Senior classmates	4	3.2
Peers	1	.8
Mass media (electronic)	1	.8
Mass media (print)	1	.8
School board\ committee	11	8.9

In this table men and women student respondents give their first preference to the parents they must take responsibility in imparting sex education 34.7%, 24.2% respondents second preference teacher (single) to take responsibility, 26.6% respondents prefer through panel of teachers, 3.2% respondents wants senior classmates to take responsibility, 8.9% respondents

wants school board/ committee to take responsibility, and the least preference was .8% peers, .8% mass media (electronic) .8% mass media (print) to impart sex education. This table indicates that parents are most preferred for students in imparting sex education rather than peers, mass media (electronic) and mass media (print).

Table 11

Opinion of all respondents the most appropriate place to impart sex education (N=124)

Respondents	<i>f</i>	%
Home	44	35.5
School	57	46.0
Community (YMA, community hall)	6	4.8
Sunday school hall	10	8.1
Home, school, community	7	5.6

Table 11 revealed that men and women student responded that the most appropriate place to impart sex education is 35.5% home, while 46.0% believe that in school, 8.1% respondents prefer Sunday school hall while 5.6% respondents assume in home, school, community, and the least preferred is 4.8% respondents wants in community (YMA, community hall). It means that respondents first preference to school as the most appropriate place to impart sex education. While the least preference of community (YMA, community hall).

Table 12

Opinion of all respondents' sex education in school should confine to what (N=124)

Respondents	<i>f</i>	%
Physical development and puberty	44	35.5
Reproduction	2	1.6
Dating and relationships	4	3.2
Study of sexuality and its importance	18	14.5
Pre-marital sex	1	.8
Sex abuse	21	16.9
HIV and AIDs	8	6.5
Sexually transmitted infections (STI's)	7	5.6
Life skill and its importance	8	6.5
Myths and misconceptions	9	7.3
Teenage pregnancy	2	1.6

The following table showed that men and women students 35.3% respondents want to include physical development and puberty topics in the sex education given to students, while 1.6% respondents mark reproduction, 3.2% respondents pick dating and relationships, 16.9% respondents want study of sexuality and its importance, 7.9% respondents select pre-marital sex, 12.4% respondents take sex abuse, 9.0% respondents choose HIV and AIDs, 3.4% respondents

select sexually transmitted infections (STI's), 5.6% respondents settle on life skill and its importance, 2.2% respondents tick myths and misconceptions, 1.1% respondents pick drug abuse, 2.2% respondents select teenage pregnancy to be part of sex education for students .

The above table indicates that majority of the respondents consider physical development and puberty, study of sexuality and its importance, sex abuse, choose HIV and AIDs and life skill and its importance as the most important areas to be covered by sex education in school. While the tick myths and misconceptions, teenage pregnancy, sexually transmitted infections (STI's), pick dating and relationships and reproduction is being selected by the lowest number of respondents to be covered in sex education in the school.

Open ended question

Opinion of all respondents on the reason for imparting sex education in schools (N=124)

This was an open-ended question and the student respondents were asked to write their opinion why sex education should be imparted in school. All male and female student opinions are as under; to reduce sex rate. As the lack knowledge about sex makes it odd to talk about openly and discuss the problems adolescents/adults face in their school/college life. Without inadequate knowledge they can get involved in pre marital sex which can turn into habits and can lead to different problems like pregnancy before marriage and STD's. Pakistani society thinks it's against religion to talk about this issue but it is not actually so why not spreading awareness regarding this issues and experiences so that it can be countered appropriately rather creating fuss and making the problems look even worse and making society move towards emotional and mental dissonance. Because it is necessary, especially after the present conditions of rapes and other problems regarding sexuality. To remove the fascination about sex. So that students would

not adopt something wrong out of curiosity about sex and from his /her fellows or social media. So it should not be considered as a taboo and for the prevention of evils and harm due to the lack of knowledge it should be incorporated in the education.

Section VI

Responses percentage of teachers on Opinionnaire toward Sex Education

Table 13

Opinion of all teacher respondents on the introduction of Sex Education in school (N=89)

Respondents	<i>f</i>	%
Yes	56	62.9
No	33	37.1

As shown in the above table the result revealed that men and women teachers out of all the samples collected i.e. 62.9% are in favor of introducing sex education in the schools while the rest 37.1% are not in favor of it. The above table we can conclude that majority of respondents wants to introduce sex education in the school.

Table 14

Opinion of all respondents at what stage sex education should be implementing (N=89)

Respondents	<i>f</i>	%
Pre-school	1	1.1
Primary stage	8	9.0
Middle stage	9	10.1
Secondary stage	25	28.1
Higher secondary stage	12	13.5
College level	28	31.5
Post graduate level	6	6.7

The above table revealed that men and women teacher's opinion on the stage of implementation of sex education in school, out of all responses 1.1% consider pre-school as the most appropriate stage to start sex education. 9.0% wants to introduce it from primary stage, 10.1% indicate middle stage as the most appropriate, 28.1% believe that most suitable stage to be the secondary stage, 13.5% assume that higher secondary stage as the best stage of this education, college level 31.5% decides the most fitting stage and post graduate level 6.7% want to introduce it.

In conclusion, this table showed that the most desired stage of implementing sex education by majority men and women teachers' respondents is secondary stage of education. The most undesirable stage of implementing sex education in pre-school. The reason to be

undesirable is because it is considered too early to start implementing sex education in pre-school.

Table 15

Opinion of all respondents on sex education be best imparted in the school (N=89)

Respondents	<i>f</i>	%
Through school syllabus	18	20.2
Through co-curricular activities	27	30.3
Through school seminar	42	47.2
Through school assembly	2	2.2

The table 15 showed that men and women teachers 20.2% of all respondent think the best way to impart sex education is through the school syllabus, 30.3% of them wants through co-curricular activities, 47.2% believe imparting sex education though school seminar is the perfect choice and the other 2.2% think though school assembly as the best means to impart sex education in the school.

This table indicates that majority of respondents' wants sex education through school seminar as the best way of imparting sex education in the school while the least preferred way is imparting sex education though school assembly.

Table 16

Opinion of all respondents on sex education should be given (N=89)

Respondents	<i>f</i>	%
Separately for boys and girls	29	55.1
To boys and girls together	25	28.1
To the students individually	15	16.9

The above table revealed that men and women teachers 55.1% prefer to provide sex education separately for boys and girls, 28.1% wants to give sex education to boys and girls together in the classroom and the rest 16.9% assumes to give sex education individually to the students. The conclusion of the majority of the men and women teacher respondents want to give sex education separately for boys and girls, while least preferred giving sex education to the students individually.

Table 17

Opinion of all respondents on sex education should be imparted (N=89)

Respondents	<i>f</i>	%
As a separate subject	50	56.2
Through various subject in the school	39	43.8

Table 17 showed that men and women teachers, 56.2% respondents are in favor of delivering sex education as a separate subject whereas the rest of the 43.8% respondents want to offer it through various subject in the school. The above table indicates that the men and women majority teachers prefer to offer sex education as a separate subject rather than through various subjects in the school.

Table 18

Opinion of all respondents on who should be given the responsibility in imparting sex education

(N=89)

Respondents	<i>f</i>	%
Parents	27	30.3
Teacher (single)	21	23.6
Panel of teachers	19	21.3
Senior classmates	2	2.2
Peers	5	5.6
Mass media (electronic)	5	5.6
NGO's workers (e.g. church, YMA)	1	1.1
School board\ committee	9	10.1

In this table the results indicated that men and women teachers respondents gave their first preference to parents they must take the responsibility to impart sex education 30.3%, 23.6% respondents second preference is teachers (single) to take responsibility, 21.3%

respondents prefer through panel of teachers, 2.2% respondents wants senior classmates to take responsibility, 5.6% respondents select the peers, 5.6 mass media (electronic), 10.1% respondents wants school board\ committee to take responsibility, while the least preference was 1.1% NGO's workers (e.g. church, YMA). This table indicates that men and women teachers think parents are most preferred to take responsibility in imparting sex education rather than senior classmate and NGO's workers (e.g., church, YMA).

Table 19

Opinion of all respondents on the most appropriate place to impart sex education (N=89)

Respondents	<i>f</i>	%
Home	29	32.6
School	36	40.4
Community (YMA, community hall)	12	13.5
Sunday school hall	6	6.7
Home, school, community	6	6.7

Table 19 revealed that men and women teacher responded that the most appropriate place to impart sex education is 32.6% home, while 40.4% believe that in school, 13.5% respondents wants in community (YMA, community hall). The least preference 6.7% was Sunday school hall while 6.7% respondents assume in home, school, and community. This table indicates that men and women teachers first preference is school as the most appropriate place to impart sex education. While the least preferred is the Sunday school hall.

Table 20

Opinion of all respondents on sex education in school should confine to what (N=89)

Respondents	<i>f</i>	%
Physical development and puberty	25	28.1
Reproduction	7	7.9
Dating and relationships	3	3.4
Study of sexuality and its importance	15	16.9
Pre-marital sex	7	7.9
Sex abuse	11	12.4
HIV and AIDs	8	9.0
Sexually transmitted infections (STI's)	3	3.4
Life skill and its importance	5	5.6
Myths and misconceptions	2	2.2
Drug abuse	1	1.1
Teenage pregnancy	2	2.2

The above table have revealed that men and women teachers 28.1% respondents want to include physical development and puberty to the part of education system, while 7.9% respondents mark reproduction, 3.4% respondents pick dating and relationships, 16.9% respondents want study of sexuality and its importance, 7.9% respondents select pre-marital sex,

12.4% respondents take sex abuse, 9.0% respondents choose HIV and AIDs, 3.4% respondents select sexually transmitted infections (STI's), 5.6% respondents settle on life skill and its importance, 2.2% respondents tick myths and misconceptions, 1.1% respondents pick drug abuse, 2.2% respondents select teenage pregnancy to be the part of education system.

The above table indicates that majority of the respondents' men and women teachers consider physical development and puberty, study of sexuality and its importance, sex abuse, choose HIV and AIDs and life skill and its importance as the most important areas to be covered by sex education in school. While the tick myths and misconceptions, teenage pregnancy, sexually transmitted infections (STI's), pick dating and relationships and reproduction are selected by the lowest number of respondents to be covered in sex education in the school.

Open ended question

Opinion of all respondents on the reason for imparting sex education in schools (N=89)

This was an open-ended question, and the teacher respondents were asked to write their opinion on why sex education should be imparted in school. All men and women teachers have the opinion to educate students about their physical and secondary sexual characteristics and avoid sexual abuse and harassment. It will tell the teens about pros and cons of sex and to avoid sexual diseases. According to the teachers' opinion, it is purely teacher responsibility to give information about sex education because it helps students in practical life. And this sex education will be given to the student in college life. it can help the students to be aware of HIV and other diseases. To protect the children from sexual abuse. Because of a lack of knowledge on sex education our society violate the rules. To help in understanding sexual problems and for guiding the child to be responsible. Proper sex education will nurture good values and not leave a wrong

impression to the kids. Most counselors take precautions on presenting this sensitive topic to students because a single mistake may give them a wrong idea about sex. Many people in our society believe that sex education should only be restricted to families, that parents should personally take up the issue and educate their children. This view does not make any sense; the education system needs a proper channel through which it should reach everyone. To give teenagers complete knowledge of being mentally and physically aware of their needs, so that they do not exploit someone or get exploited by another fellow in this regard. Also, if they have complete knowhow, there will be no curiosity factor.

Summary of the Results

The research finding showed that the significant difference in attitude of students and teachers toward sex education. Similarly, insignificant difference in teachers and student's attitude towards sex education and both want sex education to be the part of university education. Similarly, significant gender difference between men and women university students toward sex education. In opinionnaire responses of students and teachers. They both want sex education at the school level. Both respondents' student and teacher want to implement sex education at secondary age and preferred through seminars giving such education and suggest separately for boys and girls and ask without hesitation any question which helpful for curiosity to know such things. Majority of respondents want to educate their child first through parents and then school.

Discussion

The present research was accomplished to explore the differences of attitude toward Sex Education and Opinionnaire toward Sex Education by university students and teachers. This study was about sex education in university students and teachers. Attitude toward Sex Education is a relatively new concept in Pakistan. Hardly there is any research that has been seen on the difference of attitude toward sex education and opinionnaire toward sex education, so this research is unique and novel in Pakistan. On the other hand, so many researchers on sex education have been done mostly in the general perspective. The aim of the study to evaluate the attitude of students and teachers toward sex education. Sex education is essential at the initial level, making a balanced development of the whole person's behavior and lifestyle shaped by values (Taylor, 2003).

The objectives of the study were to evaluate the attitude of students towards sex education. Also, to find out the teacher's attitude towards sex education. Moreover, it was also the objective to analyze the differences between the attitudes of students and teachers towards sex education. And to compare the gender difference between students and teachers.

This research is basically a survey research. The two-survey questionnaire used in the study were the attitude scale toward Sex Education (Malsawmi & Donna, 2015), Opinionnaire toward Sex (Malsawmi & Donna, 2015), which was opinion-based Questionnaire.

Descriptive and inferential analyses were carried out in the study to reach the answer to the current research. In descriptive frequencies and percentages of the demographics of participants were computed. The result indicated that almost equal number of men and women

students and teachers' participants in this study. Student women participants were little higher (52.5%) as compared to student men participants (47.6%) and teacher women participants were higher (56.2%) as compared to teacher men participants (43.8%). It is also indicated that students were more (58.2%), as compared to teachers (41.8%). However, all of the student participants are from 19-29 (100%) and teachers' participants were 19-29 (39.3%) as compared 30-40 (60.7%). Majority of the student participants were qualified under graduation (83.9%) while most graduate participants were (25.1%), and majority of the teacher participants were qualified MS\ Mphil participants were (53.9%) and the P.H.D participants were (46.1%).

Firstly, it was hypothesized that there will be significant difference in attitude of teachers and students toward sex education. The result of the study indicated that the results are insignificant and there is no difference in teachers and student's attitude towards sex education. In the current study students were measured whose mean were 2.61 with a standard deviation of .49 and teachers means were 2.28 and a standard deviation of .51 respectively. The findings show both teachers and students want sex education to be the part of university education. Previous researches also approved that sex education should be include as a course in the educational setting for students. Teachers and students both want sex education minimum introduction at the age of 5. Teachers also have supportive ideas to teach sex education (Netsanet, 2012). Another research shows an interest of teachers in sex education to stop sexual diseases, and they want to introduce the sexual program, which offers effectiveness for adults (Rebecca, 2012).

Secondly, it was hypothesized that there will be significant gender difference between men and women university students toward sex education. Moreover, the third hypothesis was that there will be significant gender difference between men and women university teachers

toward sex education. The results revealed that men and women students take sex education as an essential element of university education. However, a comparison of their mean scores showed that women mean is higher than men but there is no significant difference between the two. This indicated that although the findings are not significant, women favor sex education more to be part of university life. The previous research supports the student has been found to have a more favorable attitude toward sex education, although sex education is taboo to talk about it (Parveen, 2015). Majority of students were in support of sex education and want to introduce and make it compulsory at the school level (Akande, 2007). Teachers finding are also insignificant; they both are equally in favor of making sex education part of the university education. According to mean scores of women teachers are higher showing their more interest in making sex education the part of university studies. The research by (Dutta, 1964) and (Toor, 2012) also found the teachers attitude toward sex education was favorable. The research has explored both men and women teachers want sex education to be essential and part of education at college and university level (anna, 2018).

Moreover, opinionnaire was also conducted to see the difference and to compare the attitude of teachers and students toward sex education. At first Opinion of all student respondents on the introduction of Sex Education in school was explored. The men and women students out of all the samples collected i.e., 79.8% are in favor of introducing sex education in the schools while the rest 20.2% are not in favor of it. Majority of men and women students want sex education and less number are not in favor. Previous researchers have found that most students believe that teaching sex education is ideal for teenagers to avoid vulnerable experiences (Hamilton, 2019).

Opinion of all respondents at what stage sex education should be implemented showed that men and women students' opinions on the stage of implementation of sex education in school, out of all respondents 3.2% consider pre-school as the most appropriate stage to start sex education. 6.5% wants to introduce it from primary stage, 9.7% indicate middle stage as the most appropriate, 23.4% believe that most suitable stage to be the secondary stage, 26.6% assume that higher secondary stage as the best stage of this education, college level 25.8% decides the most fitting stage and post graduate level 4.8% want to introduce it. The most desired stage of implementing sex education by most respondents higher secondary stage of education. The most undesirable stage of implementing sex education in pre-school. The reason for the unpleasant is considering it too early to start implementing sex education. In previous research, most respondents desire to implement sex education at the school level (Benzaken, 2011).

Opinion of all respondent's sex education be best imparted in the school showed that men and women students 34.7% of all respondent think the best way to impart sex education is through the school syllabus, 23.4% of them wants through co-curricular activities, 40.3% believe imparting sex education though school seminar is the perfect choice and the other 1.3% think though school assembly as the best means to impart sex education in the school. the result shows that majority of respondents' wants sex education through school seminar as the best way of imparting sex education in the school while the least preferred way is imparting sex education though school assembly. A research by Rebecca, 2012 found to promote sex education in the school curriculum because currently, teenage pregnancies and sexually transmitted diseases are high and sexual education programs introduce to stop.

Opinion of all respondents' sex education should be given by which medium and how indicated that men and women students 71.0% prefer to allow sex education separately for boys

and girls, 24.2% wants to give sex education to boys and girls together in the classroom and the rest 4.8% assumes to give sex education individually to the students. So conclusion that majority of the respondents want to give sex education separately for boys and girls, while least preferred giving sex education to the students individually. Previous research found the 65% respondents wants sex education for boys and girls together. Men and women differ physically from birth therefore need of sex education is differ. Students feel shy and uneasy to ask question that why majority of respondents want sex education separately for boys and girls (Toor, 2012).

Respondents of all sex education should be imparted, showed that men and women students 60.5% respondents are in favor to impart sex education to students as separate subject whereas the rest of the 39.5% respondents want to offer it through part of various subject in the school. The results tell that majority of the respondents prefer to offer sex education as a separate subject rather than through various subjects in the school.

Opinion of all respondents on who should be given the responsibility in imparting sex education showed men and women student respondents give their first preference to the parents they must take responsibility in imparting sex education 34.7%, 24.2% respondents second preference teacher (single) to take responsibility, 26.6% respondents prefer through panel of teachers, 3.2% respondents wants senior classmates to take responsibility, 8.9% respondents wants school board/ committee to take responsibility, and the least preference was .8% peers, .8% mass media (electronic) .8% mass media (print) to impart sex education. This table indicates that parents are most preferred for students in imparting sex education rather than peers, mass media (electronic) and mass media (print). Pervious researches also have found that parents are primary sexual educators so the finding highlights the communication between children and parents over sex education is important, child learn first from parents (Turnbull, 2008). They also

talk about parents educating programs because they feel embarrassed and uncomfortable to talk about it moreover, the results also found that its responsibility of both parents and teachers to education children about sex (Asekun, 2007).

Opinion of all respondents on the most appropriate place to impart sex education showed that men and women student responded that the most appropriate place to impart sex education is 35.5% home, while 46.0% believe that in school, 8.1% respondents prefer Sunday school hall while 5.6% respondents assume in home, school, community, and the least preferred is 4.8% respondents wants in community (YMA, community hall). It means that respondents first preference to school as the most appropriate place to impart sex education. While the least preference of community (YMA, community hall). Blekkenhorst, in (2003) have found parent should be in lead role on sex education to their children at their home.

Opinion of all respondents' sex education in school should confine to what, showed that men and women students 35.3% respondents want to include physical development and puberty topics in the sex education given to students, while 1.6% respondents mark reproduction, 3.2% respondents pick dating and relationships, 16.9% respondents want study of sexuality and its importance, 7.9% respondents select pre-marital sex, 12.4% respondents take sex abuse, 9.0% respondents choose HIV and AIDs, 3.4% respondents select sexually transmitted infections (STI's), 5.6% respondents settle on life skill and its importance, 2.2% respondents tick myths and misconceptions, 1.1% respondents pick drug abuse, 2.2% respondents select teenage pregnancy to be part of sex education for students . Majority of the respondents consider physical development and puberty, study of sexuality and its importance, sex abuse, choose HIV and AIDs and life skill and its importance as the most important areas to be covered by sex education in school. While the tick myths and misconceptions, teenage pregnancy, sexually transmitted

infections (STI's), pick dating and relationships and reproduction is being selected by the lowest number of respondents to be covered in sex education in the school. Previous research supported students and teachers opined topics like HIV\ADIS, sexually transmitted diseases and reproduction should be covered by sex education (Jimmy, 2013).

Opinion of all respondents on the reason for imparting sex education in schools in open-ended question and the student respondents were asked to write their opinion why sex education should be imparted in school. All male and female student opinions are as under; to reduce sex rate. As the lack knowledge about sex makes it odd to talk about openly and discuss the problems adolescents/adults face in their school/college life. Without inadequate knowledge they can get involved in pre marital sex which can turn into habits and can lead to different problems like pregnancy before marriage and STD's. Pakistani society thinks it's against religion to talk about this issue but it is not actually so why not spreading awareness regarding this issues and experiences so that it can be countered appropriately rather creating fuss and making the problems look even worse and making society move towards emotional and mental dissonance. Because it is necessary, especially after the present conditions of rapes and other problems regarding sexuality. To remove the fascination about sex. So that students would not adopt something wrong out of curiosity about sex and from his /her fellows or social media. So it should not considered as a taboo and for the prevention of evils and harm due to the lack of knowledge it should be incorporated in the education. Ming (1999) found majority of students think sex education is helpful and important for their future development.

The opinionnaire was also conducted on the university teachers. The results of Opinion of all teacher respondents on the introduction of Sex Education in school revealed that men and women teachers out of all the samples collected i.e., 62.9% are in favor of introducing sex

education in the schools while the rest 37.1% are not in favor of it. The above table we can conclude that majority of respondents wants to introduce sex education in the school. Previous study found majority of teachers were in favor of sex education in school (kumar, 2007).

Opinion of all respondents at what stage sex education should be implemented have found that men and women teachers opinion on the stage of implementation of sex education in school, out of all responses 1.1% consider pre-school as the most appropriate stage to start sex education. 9.0% wants to introduce it from primary stage, 10.1% indicate middle stage as the most appropriate, 28.1% believe that most suitable stage to be the secondary stage, 13.5% assume that higher secondary stage as the best stage of this education, college level 31.5% decides the most fitting stage and post graduate level 6.7% want to introduce it. the most desired stage of implementing sex education by majority men and women teachers' respondents is secondary stage of education. The most undesirable stage of implementing sex education in pre-school level. The reason to be undesirable is because it is considered too early to start implementing sex education in pre-school. Anna (2018) found that teachers recommend sexuality education should be introduce at secondary school. Parveen, 2015 also found college going student have high need for sex education to avoid misuse of wrong information.

Opinion of all respondents on sex education be best imparted in the school, indicated that men and women teachers 20.2% of all respondent think the best way to impart sex education is through the school syllabus, 30.3% of them wants through co-curricular activities, 47.2% believe imparting sex education though school seminar is the perfect choice and the other 2.2% think though school assembly as the best means to impart sex education in the school. The majority of respondents' wants sex education through school seminar as the best way of imparting sex

education in the school while the least preferred way is imparting sex education through school assembly.

Opinion of all respondents on sex education should be given by whom and how showed that men and women teachers 55.1% prefer to provide sex education separately for boys and girls, 28.1% wants to give sex education to boys and girls together in the classroom and the rest 16.9% assumes to give sex education individually to the students. The conclusion of the majority of the men and women teacher respondents want to give sex education separately for boys and girls, while least preferred giving sex education to the students individually.

Opinion of all respondents on sex education should be imparted indicated men and women teachers, 56.2% respondents are in favor of delivering sex education as a separate subject whereas the rest of the 43.8% respondents want to offer it through various subject in the school. The above table indicates that the men and women majority teachers prefer to offer sex education as a separate subject rather than through various subjects in the school. Previous finding showed that teachers preferred sex education as a separate subject (Jimmy, 2013).

Opinion of all respondents on who should be given the responsibility in imparting sex education found that men and women teachers respondents gave their first preference to parents they must take the responsibility to impart sex education 30.3%, 23.6% respondents second preference is teachers (single) to take responsibility, 21.3% respondents prefer through panel of teachers, 2.2% respondents wants senior classmates to take responsibility, 5.6% respondents select the peers, 5.6 mass media (electronic), 10.1% respondents wants school board\ committee to take responsibility, while the least preference was 1.1% NGO's workers (e.g. church, YMA). This table indicates that men and women teachers think parents are most preferred to take responsibility in imparting sex education rather than senior classmate and NGO's workers (e.g.,

church, YMA). Previous studies found that most parents are the best sexuality educators for children (Nwakonobi, 2009). Another finding indicates that parents are in favor of the school for giving sex education to their children (Vashishtha, 2012).

Opinion of all respondents on the most appropriate place to impart sex education indicated that men and women teacher responded that the most appropriate place to impart sex education is 32.6% home, while 40.4% believe that in school, 13.5% respondents wants in community (YMA, community hall). The least preference 6.7% was Sunday school hall while 6.7% respondents assume in home, school, and community. This table indicates that men and women teachers first preference is school as the most appropriate place to impart sex education. While the least preferred is the Sunday school hall. Ekanem (2009) found that teaching of sex education is the first responsibility of the parents in home rather than believing school as the best place to impart the sex education.

Opinion of all respondents on sex education in school should confine to what revealed that men and women teachers 28.1% respondents want to include physical development and puberty to the part of education system, while 7.9% respondents mark reproduction, 3.4% respondents pick dating and relationships, 16.9% respondents want study of sexuality and its importance, 7.9% respondents select pre-marital sex, 12.4% respondents take sex abuse, 9.0% respondents choose HIV and AIDs, 3.4% respondents select sexually transmitted infections (STI's), 5.6% respondents settle on life skill and its importance, 2.2% respondents tick myths and misconceptions, 1.1% respondents pick drug abuse, 2.2% respondents select teenage pregnancy to be the part of education system. majority of the respondents' men and women teachers consider physical development and puberty, study of sexuality and its importance, sex abuse, choose HIV and AIDs and life skill and its importance as the most important areas to be

covered by sex education in school. While the tick myths and misconceptions, teenage pregnancy, sexually transmitted infections (STI's), pick dating and relationships and reproduction are selected by the lowest number of respondents to be covered in sex education in the school. Johari (2011) found that teachers should be in favor of sex education in school because of controlling teenage pregnancies, sexual transmitted diseases, HIV' AIDS and other sexual diseases.

Opinion of all respondents on the reason for imparting sex education in schools that was open ended question and the teacher respondents were asked to write their opinion why sex education should be imparted in school. All men and women teachers have opinion to educate students about their physical and secondary sexual characteristics as well as to avoid sexual abuse and harassment. It will tell the teens about pros and cons of sex and to avoid sexual diseases. According to the teacher's opinion its purely teacher responsibly to give the information about sex education because it is helpful for student in practical life. And this sex education will be given to the student in college life. it can help the students to be aware of HIV and other diseases. To protect children from sexual abuse. Because of lack of knowledge on sex education our society violate the rules. To help in understanding sexual problems and for Guiding the child to be responsible. A proper sex education will nurture good values and not leave a bad impression to the kids. Most counsellors take precaution on how to present this sensitive topic to students because a single mistake may give them a wrong idea about sex. Many people in our society believe that sex education should only be restricted to families, that parents should personally take up the issue and educate their children. This view does not make any sense; the education system needs a proper channel through which it should reach everyone. To give teenagers complete knowledge of being mentally and physically aware or their needs, so

that they do not exploit someone or get exploited by another fellow in this regard. Also, if they have complete knowhow, there will be no curiosity factor. Previous research found that teachers have enough knowledge about sex education during school level education or university education and they can better train students' inadequate behavior in classroom due to deficient education (Tara, 2017).

Implication

Sex education is off-limits in Pakistan. Pakistani culture doesn't prefer to talk about sex education freely and openly. Therefore not talking about it creates many problems in youngsters such as HIV/AIDSs, teenage pregnancies, sexual transmitted diseases. All these consequences are because of lack of knowledge or inappropriate information regarding sex. Keeping all this in mind and the cultural set up of the Pakistan, the current study was designed. This research has vast implication as firstly it will help to increase the body of knowledge because no one in Pakistan selects this topic nor does research on it believing this is something prohibited. This was a survey research in which the general opinion and attitude of student and teacher toward sex education was explored. So, it helped to understand the general attitudes of students and teachers regarding sex education. Which will eventually help the general population to have awareness about the importance of sex education in university life and also about how lack of knowledge and inappropriate information about sex can lead to devastating impact. Moreover, this research will be very beneficial for counselors, developmental psychologists, social psychologists, clinical psychologists and school psychologists to understand the phenomena and its need to be taken care of for better youth. According to Marta Reis (2011), students who want sex education having had less sexual risk behavior like unwanted pregnancies, SITs, and abortion. Sex education develops a positive attitude in young people to avoid all bad consequences.

Conclusion

From the discussions and findings of the literature, it is concluded that sex education is taboo in Pakistan. Very few research studies have been done on this topic of attitude toward sex education. There are almost less researches available on the opinionnaire toward sex education.

In this study, almost equal numbers of men and women students and teachers participated. On applying independent sample t-test analysis, it has been seen that men and women students have the same perception about sex education. Hence, teachers also have the same perception about sex education. Men and women teachers also do not differ in terms of sex education given to university students. Similarly, there was no significant difference in both men and women students' attitudes toward sex education because women also favored sex education being part of university education equally like men. Moreover, the insignificant difference between men and women teachers attitude toward sex education; they both are equally in favor of making sex education part of university education, but women teachers are higher showing their interest than men as their mean was little higher.

In opinionnaire usually, it has seen the same responses of students and teachers. They both want sex education at the school level. Both respondents' student and teacher want to implement sex education at secondary age and preferred through seminars giving such education and suggest separately for boys and girls. Students and teachers want to provide this study through parents and then schools.

Limitation and Suggestion

- This study was conducted only on COMSATS University students and teachers. It would be useful to continue this study attitude toward sex education and opinionnaire toward sex education in different areas of Pakistan.
- The sample size was 213 university students and teachers, it was a small sample size, so the sample should be extended to the urban population and used in the rural areas.
- Data was collected through the Google form, and physical mode data consider more reliable.
- Sex education is a taboo in Pakistan, and this study helps to modify our attitudes.
- This study provides knowledge and awareness about sex-related problems.

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Appendix A

Informed consent

Informed Consent

The purpose of this study is to assess the attitude of students and teachers towards sex education in university life in Pakistan. Unfortunately in our culture, we don't prefer this kind of study. This is leading to a number of abortion and physical and mental health.

I tayyaba kanwal student of final year BS Psychology at COMSATS University Islamabad, Lahore campus, assure you that all the provided information will be kept confidential and will be used only for research purpose. It will take 15 minutes to fill the form. Kindly spare some time and become a part of this study contributing to the betterment of our society.

Tayyaba Kanwal (BS Psychology)

Dr. Shazia Gulzar (Supervisor)

COMSATS University Islamabad

COMSATS University Islamabad

(Lahore Campus)

(Lahore Campus)

I ----- join this research

Signature -----

Appendix B

Demographic Performa

Personal information

Sex	Male	Female		
Education	Under graduate	Graduate	PHD	_____
Age	19-29	30-40		
Profession	Student	Teacher		

Appendix C

Attitude scale toward sex education

Attitude Scale towards Sex Education

Following are some statements related to sex education. Each statement is followed by five alternative responses (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree). Please read each statement carefully and decide how far you agree or disagree with the statement.

Furthermore, in order to record your responses, put a tick mark against the relevant alternative.

Your response would be kept confidential.

Sr. No	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
1. Sex Education plays a crucial role in creating a better social order.					
2. Sex Education is not necessary for eliminating social evils.					
3. Sex Education does not help people to learn to respect others as sexual beings.					
4. To improve the individual and community life of the future, sex education is a must.					
5. Sex education is not against our culture.					
6. Sex Education increases sex related crimes.					
7. Sex education does not develop responsible citizens.					
8. Sex education gives rise to early marriage.					

9. Lack of sex education gives rise to divorce.					
10. Young people should leave school with knowledge on sex education.					
11. Education about Sex encourages young people to have sex.					
12. Sex education often results in unnecessary worries among adolescents.					
13. Introduction of sex Education in the schools helps the students to understand sex related problems.					
14. Sex Education teaches the teens how to make responsible decisions about sex.					
15. Sex education helps the teens to guard themselves against Sex-exploitation.					
16. Knowledge about sex creates emotional problems.					

17. Sex Education lessens the student's interest towards studies.					
18. Teaching Sex Education in school is as important as teaching of reading, writing and arithmetic.					
19. The right way to approach the opposite sex among students can be achieved by being taught sex education.					
20. Sex education is to make the students aware of the do's and don'ts regarding sex.					
21. Sex education should not be made a necessary part of children's education.					
22. Sex education intensifies sexual exploitation.					
23. The growth of the population cannot be controlled through sex education.					

24. Sex Education does not help people to understand their sexuality.					
25. For the implementation of gender equality among students, the inclusion of sex education in the school curriculum is a must.					
26. Technical knowledge about issues associated with sex can be acquired only through sex education.					
27. Sexually transmitted infections can be prevented through Sex Education.					
28. Sex Education makes adolescent narrow minded.					
29. Sex Education helps students to understand that sex is a normal part of life.					
30. Sex Education increases unwanted desires among students.					

31. Sex Education should not be introduced in the school program.					
32. Giving too much information on sex education to school students is not sound.					
33. There is no need of sex education before marriage.					
34. Sex education does not require any special training.					
35. Sex education causes serious problems among adolescents.					

Appendix D

Opinionnaire toward Sex Education

Opinionnaire for Sex Education

In this opinionnaire, you will find different aspect of inclusion of sex education at the school level. Answer all the questions by putting tick mark and writing your opinions and ideas on the questions. So read all the questions carefully and answer all the questions. Your response will be used only for research purpose and will be kept strictly confidential.

Q.1 Do you think sex education should be introduced in the school?

Yes

No

Q.2 At what stage sex education should be implemented? (Tick anyone)

1) Pre-School

2) Primary Stage

3) Middle stage

4) Secondary Stage

5) Higher Secondary Stage

6) College Level

7) Post Graduate Level

Q.3 How should sex education be best imparted in the school? (Tick P any one)

1) Through School syllabus

2) Through Co-curricular activities

3) Through School Seminar

4) Through School assembly

Q.4 Sex education should be given (Tick P any one)

1) Separately for boys and girls

2) To boys and girls together

3) To the students individually

Q.5 Sex education should be imparted (Tick P any one)

1) As a separate subject

2) Through various subject in the school

Q.6 Who should be given the responsibility in imparting sex education? (Write according to preference, giving 1 as the most preferred and 9 the least preferred)

1) Parents

2) Teacher (Single)

3) Panel of Teachers

4) Senior Classmates

5) Peers

6) Mass Media (Electronic)

7) Mass Media (Print)

8) NGO's workers (e.g. church, YMA)

9) School board / Committee

Q.7 In your opinion which is the most appropriate place to impart sex education? (Write according to preference, giving 1 as the most preferred and 4 as the least preferred)

1) Home

- 2) School
- 3) Community (YMA, Community Hall)
- 4) Sunday School Hall

Q.8 In your opinion sex education in schools should confine to what ? (tick P the topics that you think should be covered by sex education)

- 1) Physical Development and Puberty.
- 2) Reproduction.
- 3) Dating and relationships.
- 4) Study of sexuality and its importance.
- 5) Pre-marital sex
- 6) Sex abuse.
- 7) HIV and AIDS.
- 8) Sexually Transmitted Infections (STI's.)
- 9) Life skills and its importance.
- 10) Myths and Misconceptions.
- 11) Drug abuse.
- 12) Teenage pregnancy.

Q.9 Why should sex education be imparted in the school?

Answer: _____

Appendix E
Plagiarism Report



COMSATS University Islamabad Lahore Campus



Library Information Services

TURNITIN Originality Report


Title	Attitude of students and teachers toward Sex Education in University Life
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Author	Tayyaba Kanwal, ID: SP17-BPY-009
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Submitted Class	Plagiarism – MS Humanities
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