STUDY OF URBAN AND RURAL PUPILS ATTITUDE TOWARDS SEX EDUCATION IN HILLY DISTRICTS OF UTTARAKHAND

Mamta Joshi¹,
Lecturer and Research Scholar,
Government P.G. College,
Pithoragarh, Uttarakhand, India.
Email: mamtapandey609@gmail.com

Trilochan Beura²
Principal,
Chaitanya college of Education,
Singhati, West Bengal, India.
Email: drbeura@yahoo.com

ABSTRACT
This investigation was an attempt to study the sex attitude of hilly rural and urban pupil’s. This survey study was conducted on a sample of 372 pupils (186 rural and 186 urban) of 62 schools. The statistical analysis shows that there is a significant difference in the sex attitude of urban and rural pupils either they are male and female, as well as there is significant difference in the sex attitude of male and female either they are rural and urban, due to their social and economic conditions.

Keywords: Sex attitude, Sex education and adolescents.

INTRODUCTION
Human being is a social person and his achievements and life style is very important in society because humans themselves are the creator and protector of the society. It is only the cause education play a very important role in humans life and for successful and stress less life. Sex education is very important for our young ones. Sex education includes in its scope, not only physical and biological aspect of the growth of an individual including reproduction, but also, what is very important, matters pertaining to ethics, morality and development of a responsible, wholesome and correct attitude towards the other sex. Prof. Uday Shankar is of the firm opinion, “education without sex-education is ridiculous as the ‘how’ of population-control cannot be answered without sex-education. Sex-education is no imposition, it concerns a vital matter in which children are interested in sex is instinctive and starts from early infancy. In pre-adolescent boys and girls, the sex-drives intensify enlightenment on sexualists to be given intelligently and pleasantly but gradually and methodically. There need not be sex teacher or sex classes like history or geography classes. There cannot be any general rules as to the times and place or manner of imparting sex educations. Through the teaching of general science, biology, physiology or hygiene, a good deal of physiological knowledge about sex differences and about animal and human reproduction, involving all the process of mating, fertilization, pregnancy or birth can be imparted.”
Problem
To study the attitude of pupils towards sex education in hilly districts of Uttarakhand.

Attitude
According to James draver (1978). “An attitude is more or less stable set or disposition of opinion, interest or purpose involving expectancy of a certain kind of experience and readiness with an appropriate response”.

Sex Education
It refers to formal programs of instruction on a wide range of issues relating to human sexuality, including human sexual anatomy, sexual reproduction, sexual intercourse, reproductive health, emotional relations, reproductive rights and responsibilities, abstinence, contraception and other aspects of human sexual behavior. Common avenues for sex education are parents or caregivers, school programs, and public health campaigns.

OBJECTIVES
1. To study the attitudinal difference between rural and urban female pupil’s towards sex education.
2. To study the attitudinal difference between rural and urban male pupil’s towards sex education.
3. To study the attitudinal difference between rural female and male pupil’s towards sex education.
4. To study the attitudinal difference between and urban male and female pupil’s towards sex education.

HYPOTHESIS
1. There exists no significant difference between rural and urban female pupil’s attitude towards sex education.
2. There exists no significant difference between rural and urban male pupil’s attitude towards sex education.
3. There exists no significant difference between rural female and male pupil’s attitude towards sex education.
4. There exists no significant difference between urban male and female pupil’s attitude towards sex education.

Scope
1. The study delimited to adolescents only.
2. The study delimited to hilly districts of Uttarkhand state.
3. The study delimited to the male and female adolescents.
4. The study delimited to urban and rural pupils.
5. The study delimited to the students of age-group 12-19.
6. The study delimited to 60 schools. The present study delimited to 372 students.

LIMITATIONS
The study was limited to subjects were free to give their opinions without any hesitation or applying motivational technique.
Population and Sample
All the students of 10th, 11th, and 12th, classes of Senior Secondary Schools of Hilly Kumoun and Hilly Garhwal Region of Uttarakhand, here formed the population of present study. In order to collect the data for the present study, 62 senior secondary schools from 10 districts of hilly region of Uttarakhand viz. Pithoragarh, Champawat, Bageshwar, Almora, Nainital (in kumoun), Tihri Garhwal, Paudi Garhwal, Uttarkashi, Chamoli, Rudraprayag in Garhwal were selected out of 13 districts of Uttarakhand. On the basis of purpose random sampling, out of these 62 schools 372 students (teenagers) (6 from each school) have been taken randomly as the subjects of the present study.

Tools Used
For this particular study, the investigator decided to use the following tools-

**Attitude scale towards sex education by Usha Mishra**, national Psychological Corporation, Kacheri ghat, Agra to assess the behavior of the teen ager towards sex.

**Hypothesis One**
In first hypothesis, there is a comparison between rural and urban female pupils in relation to their sex-attitude. For this purpose, the hypothesis is used as-

There exists no significant difference between the rural and urban female pupil’s attitudes towards sex-education.

For the testing of this hypothesis in the sample of total 372 pupils, the questionnaires of ASTSE were administered on 186 male and 186 female pupils (viz. 93 rural female and 93 urban female) of 62 schools of 10 districts of Uttarakhand and the raw scores obtained is shown on Table Appendix C-4. The mean obtained of rural female pupils is 91.47 and square of deviations of scores obtained is 12.86. Similarly, in case of urban female pupils on the basis of raw scores, the mean obtained is 91.63 and square of deviations of total scores obtained are 13.28. Thus, for the comparative analysis of male and female pupil’s sex-attitude and T-ratio calculation between the two groups, is done as shown table 1.1 and figure 1.1.

**Table 1.1.** Table showing comparative study of ASTSE Scores of rural and urban Female pupils

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Category of pupil</th>
<th>Total no of students</th>
<th>Mean value</th>
<th>Square of deviation</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rural female</td>
<td>93</td>
<td>91.47</td>
<td>12.86</td>
<td>0.46*</td>
</tr>
<tr>
<td>2.</td>
<td>Urban female</td>
<td>93</td>
<td>91.63</td>
<td>13.28</td>
<td></td>
</tr>
</tbody>
</table>

*Value is not significant at 0.05 levels.

The observed value of T is 0.46, which is in the rejection region and thus, Null hypothesis is rejected at 5% level of significance and the sample data indicate that there is a difference in the attitude of rural female and urban female pupils towards sex-education.

![Figure 1.1 Showing comparative studies of ASTSE Scores of rural and urban Female pupils](image-url)
Hypothesis Two

In two hypotheses, there is a comparison between rural and urban male pupils in relation to their sex-attitude. For this purpose, the hypothesis is used as-

There exists no significant difference between the rural and urban male pupil’s attitudes towards sex-education.

For the testing of this hypothesis in the sample of total 372 pupils, the questionnaires of ASTSE were administered on 186 male and 186 female pupils (viz, 93 rural male and 93 urban male) of 62 schools of 10 districts of Uttarakhand and the raw scores obtained is shown on Table Appendix C-4. The mean obtained of rural male pupils is 92.82 and square of deviations of scores obtained is 14.73. Similarly, in case of urban male pupils on the basis of raw scores, the mean obtained is 94.61 and square of deviations of total scores obtained are 13.12. Thus, for the comparative analysis of male and female pupil’s sex-attitude and T-ratio calculation between the two groups, is done as shown table 1.2 and figure 1.2.

Table 1.2. Table showing comparative study of ASTSE Scores of rural and urban male pupils

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Category of pupil</th>
<th>Total no of students</th>
<th>Mean value</th>
<th>Square of deviation</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rural Male</td>
<td>93</td>
<td>92.82</td>
<td>14.73</td>
<td>0.19*</td>
</tr>
<tr>
<td>2.</td>
<td>Urban male</td>
<td>93</td>
<td>94.61</td>
<td>13.12</td>
<td></td>
</tr>
</tbody>
</table>

*Value is not significant at 0.05 levels.

The observed value of T is 0.19, which is in the rejection region and thus, Null hypothesis is rejected at 5% level of significance and the sample data indicate that there is a difference in the attitude of rural male and urban male pupils towards sex-education.

Figure 1.2 Showing comparative studies of ASTSE Scores of rural and urban male pupils

Hypothesis Third

In third hypothesis, there is a comparison between rural female and rural male pupils in relation to their sex-attitude. For this purpose, the hypothesis is used as-

There exists no significant difference between the rural female and rural male pupil’s attitudes towards sex-education.

For the testing of this hypothesis in the sample of total 372 pupils, the questionnaires of ASTSE were administered on 186 male and 186 female pupils (viz, 93 rural female and 93 rural male) of 62 schools of 10 districts of Uttarakhand and the raw scores obtained is shown on Table Appendix C-4. The mean obtained of rural female pupils is 91.47 and square of deviations of scores obtained is 13. Similarly, in case of rural male pupils on the basis of raw scores, the mean obtained is 92.82 and square of deviations of total scores obtained is 14.73. Thus, for the comparative analysis of male and female
pupil’s sex-attitude and T-ratio calculation between the two groups, is done as shown table 1.3 and figure 1.3.

**Table 1.3.** Table showing comparative study of ASTSE Scores of rural female and rural male pupils

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Category of pupil</th>
<th>Total no of students</th>
<th>Mean value</th>
<th>Square of deviation</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rural female</td>
<td>93</td>
<td>91.47</td>
<td>13</td>
<td>0.25</td>
</tr>
<tr>
<td>2.</td>
<td>Rural male</td>
<td>93</td>
<td>92.82</td>
<td>14.73</td>
<td></td>
</tr>
</tbody>
</table>

*Value is not significant at 0.05 levels.

The observed value of T is 0.25, which is in the rejection region and thus, Null hypothesis is rejected at 5% level of significance and the sample data indicate that there is a difference in the attitude of rural female and rural male pupils towards sex-education.

**Figure 1.3** Showing comparative studies of ASTSE Scores of rural female and rural male pupils

**Hypothesis Four**

In fourth hypothesis, there is a comparison between urban male and urban female pupils in relation to their sex-attitude. For this purpose, the hypothesis is used as:

There exists no significant difference between the urban male and urban female pupil’s attitudes towards sex-education.

For the testing of this hypothesis in the sample of total 372 pupils, the questionnaires of ASTSE were administered on 186 male and 186 female pupils (viz. 93 urban female and 93 urban male) of 62 schools of 10 districts of Uttrakhand and the raw scores obtained is shown on Table Appendix C-4. The mean obtained of urban male pupils is 94.61 and square of deviations of scores obtained is 13.12. Similarly, in case of urban female pupils on the basis of raw scores, the mean obtained is 91.63 and square of deviations of total scores obtained is 13.28. Thus, for the comparative analysis of male and female pupil’s sex-attitude and T-ratio calculation between the two groups, is done as shown table 1.4 and figure 1.4.

**Table 1.4.** Table showing comparative study of ASTSE Scores of urban male and urban female pupils

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Category of pupil</th>
<th>Total no of students</th>
<th>Mean value</th>
<th>Square of deviation</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Urban Male</td>
<td>93</td>
<td>94.61</td>
<td>13.12</td>
<td>0.06*</td>
</tr>
<tr>
<td>2.</td>
<td>Urban Female</td>
<td>93</td>
<td>91.63</td>
<td>13.28</td>
<td></td>
</tr>
</tbody>
</table>

*Value is not significant at 0.05 levels.

The observed value of T is 0.06, which is in the rejection region and thus, Null hypothesis is rejected at 5% level of significance and the sample data indicate that there is a difference in the attitude of urban male and urban female pupils towards sex-education.
CONCLUSION

In the hypothesis No. 1, 2 and 3 find that there is difference in the sex attitudes of rural and urban pupils, rural and urban female pupil’s and rural and urban male pupil’s towards sex education respectively. There is a little bit differences in the mean value of rural and urban pupil’s attitude as 92.15 and 93.12, similarly the difference of mean value of rural and urban females is 91.47 and 91.63, same as in case of rural and urban males the mean value of ASTSE scores is 92.82 and 94.61, reveals out that the rural pupil have low value of sex attitude scores in comparison to urban pupils as they are males and females. It may be due to the poor social information level in villages of Uttarakhand. In rural areas of Uttarakhand the literacy level of parents is very low as well as the financial condition is also very weak, these all situations directly affect the social construction of the area. Parents always remain busy in farming and their daughters and sons also help them in all twelve months of years in home and as well as in fields. The children belong to poor families, some time stop to go to schools in their middle school classes due to their family crises. Parents are always remain busy for the struggle for their livelihood, they have no time to talk about various problems of their children and parents and children both taboo on a free dialogue on sex related topics.

In the hypothesis No. 4 there is no significant difference between the rural male and female pupil’s attitude towards sex education is rejected means that reveals out that there is difference in mean values of male and female pupil’s attitude towards sex education. Rural females have low values of ASTSE in comparison to rural male pupil’s value of ASTSE. It is why because in rural areas of hilly regions of Uttarakhand, girls are more responsible for household works in comparison to boys; all girls above 9 here always remain engaged in home periphery. They bring fodder for their animals, helps their parents in agricultural fields in Nirai and Gurai, always remain busy for caring of their animals, e.g. Cows, Buffalos and bulls. Most of the girls of rural areas don’t go schools and some stop their education suddenly on higher secondary classes. It is still true in Uttarakhand villages the girls are treated lower than boys. They get married earlier in their 15th and 16th. Thus the social structure of rural regions totally prohibit the flow of information towards the young ones sides and specially towards female pupils so they have no and little bit information about safe sex, sex related diseases and danger of early age pregnancies. In rural Uttarakhand there is also a mischief about the girl during menstrual period of females, they are not touched by anyone or no one can’t touch them during 4 or 5 days, they eat and sleep separately from their routine days. So it is very difficult to them talk on sex related matters, if they have any query they can’t talk. So this type of social boundaries make tough to them to gain knowledge about safe sex, hygiene and hazards of unprotected sex. similar lack of information remain with male adolescence of rural areas they are not burden with overload work, they have sufficient free time for playing and amusement, but due to lack of right information or due to lack of right source of information they also not have true information about sex related problems, contraceptive methods and right process of safe sex etc. in comparisons to rural male pupils urban teen agers regularly go to schools and they have good information from electronic and print media. So their knowledge level for AIDS, other STDs are much stronger than rural teen agers. This study concludes that in this sex- saturated atmosphere of today, the silence of parents constitutes criminal neglect.
Children crave information on this subject as earnestly as they crave food. If parents fail to provide food for their growing bodies, they branded them as criminals and it works as e.g. they escape a similar indictment when they neglect to minister to the hunger of the minds and hearts of their offspring.

Sex is one of the noblest endowments of a human being. It mirrors a divine plan and serves a basic and indispensable function in the life of the race; far from being tainted with obscenity, it is replete with reverence. The use of this faculty within the framework of family is as natural, wholesome, and proper as the use of the lungs to breathe or of the tongue and lips to speak.

When the meaning of sex is explained to the young in a wholesome and reverent manner, they are quick to understand its sublime function and to view it with reverence as a divine endowment. Their minds are thus vaccinated at an early age against the smut and obscenity which poison the conception of those who derive their information from tainted companions, pornographic books, vile picture, and sex-saturated movies.

REFERENCES

4. Caitlin, M., (2010). Sex education the effectiveness of comprehensive based compared to the effectiveness of abstinence only.
5. Chaddha, A. A guide to educating children with learning disabilities. Vikas publishing house