Correlation of Attitude towards Sex Education and Home Environment of College going Students

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ABSTRACT

Adolescence is a crucial period that brings great changes, development and opportunities for the adolescents. But it also lead them to curiosity about sexual life. The present study investigates the relationship of attitude towards sex education of college going students with their home environment. The researcher selected 400 college going students from district Haridwar through stratified random sampling technique. Pearson coefficient of correlation was used for statistical analysis. The findings revealed that five dimensions of home environment i.e. acceptance, autocratic, over-protection, permissiveness and rejection influenced the attitude of college going students positively and significantly. It showed that college going students who belonged to highly accepted, autocratic, over-protected, permissive and rejected home environment were likely to had high attitude towards sex education.

Keywords: Attitude, Sex Education, Home Environment and College going Students.

- **Introduction**

Students, especially college going students are the future of the nation. College going students are in the period of later adolescence. It is a crucial period that brings great changes, development and opportunities for the adolescents. It is a period of transition from childhood to adulthood*(Adegoke, A.A., 2003)*. Adolescence has been described as a stage among human beings where a lot of physiological as well as anatomical changes take place which results in reproductive maturity in the adolescents*(Kirby, D., 1999)*. Many adolescents manage this transformation successfully while others experience major stress and find themselves engaging in such behaviors that place their well-being at risk*(Adegoke, A.A., 2003)*. Typically, it is also the period when people initiate their sexual activity *(Avery, L. and Lazdane, G., 2010)*. Although, HIV numbers are decreasing in most of the countries, but young people are at greater risk for infections *(UNAIDS, 2010)* than adults, mostly due to their physical, emotional and cognitive immaturity.

Evidence from different countries recorded that adolescents become sexually active at an early age. *Mkambo, K. and Tungaraza, F.D. (2011)*mentioned that almost 50% of male and about 40% of female adolescents reported having sex by the age of fifteen years. In addition *Fuglesang, G.L. (2012)* observed that 60% of 14 years old boys and 35% of girls of the same age group reported that they were sexually active. According to *Lindsberg, K.*

(2010) young people were curious about aspects of their sexuality as well as the nature of sexuality in general.According to *Fuglesang, G.L. (2012)* the early age of indulgence in sexual activities could account for the high incidences of unplanned sex, unwanted sex, unplanned pregnancies, unsafe abortions and even sexual transmitted disease including HIV infections among adolescents.Additionally, it has been documented that early sexual activity is associated with other risk behaviors, such as substance use *(Madkour et al., 2010)*.

This shows that these young children have quires about the sexuality and this can be done with the help of sex education in the proper way. Hence, it seems right to provide them sex education at their proper age. Family environment may also play a significant role in imparting the sex education to the children. Keeping it in mind, the researchers tried to investigate the relationship of attitude towards sex education with the family environment of college going students.

- **Objectives of the Study**

1. To find out the relationship between attitude towards sex education and home environment of college going students.

2. To find out the relationship between attitude towards sex education and home environment of college going rural students.

3. To find out the relationship between attitude towards sex education and home environment of college going urban students.

4. To find out the relationship between attitude towards sex education and home environment of college going male students.

5. To find out the relationship between attitude towards sex education and home environment of college going female students.

- **Hypotheses of the Study**

1. There is no significant relationship between attitude towards sex education and home environment of college going students.

2. No significant relationship exists between attitude towards sex education and home environment of college going rural students.

3. Significant relationship does not exist between attitude towards sex education and home environment of college going urban students.

4. There is no significant relationship between attitude towards sex education and home environment of college going male students.

5. No significant relationship exists between attitude towards sex education and home environment of college going female students.

- **Delimitations of the Study**

    The present study has been delimited to 400 college going studentsof undergraduate courses (first year) ofdistrict Haridwar.

- **Method**

    The researcher adopted normative survey method in the present study.

- **Variables**

1. Attitude towards sex education is the dependent variable of the present study.

2. Home environment is the independent variable of this study.

- **Research Tools**

1. Attitude Scale towards Sex Education developed by Dr. (Smt.) Usha Mishra has been used.

2. Home Environment Scale developed by Dr. Reena Sharma and Dr. (Smt.) Vibha Nigam has been used.

- **Sample and Sampling Technique**

    The investigator adopted stratified random sampling technique to select 400 college going students from rural and urban area of district Haridwar. At first stage, the investigator selected eight degree colleges randomly by using three digit random number table. At the second stage, the required sample was selected randomly by using three digit random number table. The sampling frame work is as follows:

Sampling Framework

	Area	Gender	Usable Returns	Final Sample	Total
College going Students	Rural	Male	115	100	**200**
		Female	125	100	
	Urban	Male	119	100	**200**
		Female	116	100	
	Total		475	400	**400**

The investigator got 475 research tools which could be used in the research. But the researcher removed the extra research booklets randomly to get desired 100 research booklets in each stratum and selected the final sample.

Our Heritage

- **Statistical Analysis**

  Pearson coefficient of correlation was used for the statistical analysis

- **Analysis and Interpretation**

Table – 1

Coefficients of Correlation between Attitude towards Sex Education and Home Environment of College going Students

(N=400)

Variables	Mean	S.D.	df	r-value	Results
Attitude towards Sex Education	117.69	17.63	398	0.110*	Significant
Acceptance	54.51	9.52			
Attitude towards Sex Education	117.69	17.63	398	0.384**	Significant
Autocratic	48.25	8.51			
Attitude towards Sex Education	117.69	17.63	398	0.376**	Significant
Over-Protection	47.17	8.86			
Attitude towards Sex Education	117.69	17.63	398	0.384**	Significant
Permissiveness	48.68	8.87			
Attitude towards Sex Education	117.69	17.63	398	0.499**	Significant
Rejection	49.75	10.29			
Attitude towards Sex Education	117.69	17.63	398	0.544**	Significant
Home Environment	248.38	29.78			

*** = significant at 0.01 level of significance*   ** = significant at 0.05 level of significance*

The table no 1 shows that at df398, the first r value is 0.110 which has been found significant at 0.05 level of significance.It means that there is a negligible positive correlation between attitudetowards sex education and acceptance dimension of home environment of college going students.

At df398, the second r value is 0.384 which has been found significant at 0.01 level of significance.It means that there is a low positive correlation between attitudetowards sex education and autocratic dimension of home environment of college going students. Similarly, the third r value, at df 398, is 0.376 which has also been found significant at 0.01 level of significance.It means that there is a low positive correlation between attitudetowards sex education and over-protection dimension of home environment of college going students.

The fourth r value, at df 398, is 0.384 which has been found significant at 0.01 level of significance.It indicates a low positive correlation between attitudetowards sex education and permissiveness dimension of home environment of college going students.

The fifth r value, at df 398, is 0.499 which has been found significant at 0.01 level of significance.It shows a moderate positive correlation between attitudetowards sex education and rejection dimension of home environment of college going students. Similarly, at df398, the sixth r value is 0.544 which has also been found significant at 0.01 level of significance.It means that there is a moderate positive correlation between attitudetowards sex education and home environment of college going students.

It means that all the five dimensions of home environment i.e. acceptance, autocratic, over-protection, permissiveness and rejection as well as home environment affect the attitude towards sex education of college going students positively.It may be concluded that all the six r values are found significant. Thus, the null hypothesis that *"There is no significant relationship between attitude towards sex education and home environment of college going students"*is altogether rejected.

Table – 2

Coefficients of Correlation between Attitude towards Sex Education and Home Environment of College going Rural Students

(N=200)

Variables	Mean	S.D.	df	r-value	Results
Attitude towards Sex Education	116.87	18.01	198	0.232**	Significant
Acceptance	56.13	9.62			
Attitude towards Sex Education	116.87	18.01	198	0.346**	Significant
Autocratic	47.87	9.03			
Attitude towards Sex Education	116.87	18.01	198	0.368**	Significant
Over-Protection	46.96	8.91			
Attitude towards Sex Education	116.87	18.01	198	0.423**	Significant
Permissiveness	48.23	9.26			
Attitude towards Sex Education	116.87	18.01	198	0.502**	Significant
Rejection	49.96	10.66			
Attitude towards Sex Education	116.87	18.01	198	0.550**	Significant
Home Environment	249.16	32.59			

*** = significant at 0.01 level of significance*

The table no 2 shows that at df198, the first r value is 0.232 which has been found significant at 0.01 level of significance.It means that there is a low positive correlation between attitudetowards sex education and acceptance dimension of home environment of college going rural students. Similarly,the second r value 0.346 has also been found significant at 0.01 level of significance.It indicates a low positive correlation between

attitudetowards sex education and autocratic dimension of home environment of college going rural students.

The third r value, at df 198, is 0.368 which has been found significant at 0.01 level of significance.It means that there is a low positive correlation between attitudetowards sex education and over-protection dimension of home environment of college going rural students.

The fourth r value, at df 198, is 0.423 which has been found significant at 0.01 level of significance.It shows a moderate positive correlation between attitudetowards sex education and permissiveness dimension of home environment of college going rural students. Similarly, the fifth r value, at df 198, is 0.502 which has also been found significant at 0.01 level of significance.It reveals a moderate positive correlation between attitudetowards sex education and rejection dimension of home environment of college going rural students.

At df198, the sixth r value is 0.550 which has been found significant at 0.01 level of significance.It means that there is a moderate positive correlation between attitudetowards sex education and home environment of college going rural students.

It means that all the five dimensions of home environment i.e. acceptance, autocratic, over-protection, permissiveness and rejection as well as home environment affect the attitude towards sex education of college going rural students positively.It may be concluded that all the six r values are found significant. Thus, the null hypothesis that *"There is no significant relationship between attitude towards sex education and home environment of college going rural students"*is altogether rejected.

Table – 3

Coefficients of Correlation between Attitude towards Sex Education and Home Environment of College going Urban Students

(N=200)

Variables	Mean	S.D.	Df	r-value	Results
Attitude towards Sex Education	118.52	17.20	198	-0.004	Insignificant
Acceptance	52.89	9.14			
Attitude towards Sex Education	118.52	17.20	198	0.426**	Significant
Autocratic	48.63	7.94			
Attitude towards Sex Education	118.52	17.20	198	0.383**	Significant
Over-Protection	47.39	8.80			
Attitude towards Sex Education	118.52	17.20	198	0.335**	Significant
Permissiveness	49.14	8.44			
Attitude towards Sex Education	118.52	17.20	198	0.500**	Significant
Rejection	49.55	9.91			
Attitude towards Sex Education	118.52	17.20	198	0.544**	Significant
Home Environment	247.60	26.66			

*** = significant at 0.01 level of significance*

The table no 3 shows that at df198, the first r value is -0.004 which has been found insignificant.It means that there is no significant relationship between attitudetowards sex education and acceptance dimension of home environment of college going urban students.

On the other hand,at df 198, the second r value 0.426 has been found significant at 0.01 level of significance.It reveals a moderate positive correlation between attitudetowards sex education and autocratic dimension of home environment of college going urban students.

The third r value, at df 198, is 0.383 which has been found significant at 0.01 level of significance.It means that there is a low positive correlation between attitudetowards sex education and over-protection dimension of home environment of college going urban students. Similarly the fourth r value, at df 198, is 0.335 which has also been found significant at 0.01 level of significance.It also shows a low positive correlation between attitudetowards sex education and permissiveness dimension of home environment of college going urban students.

The fifth r value, at df 198, is 0.500 which has been found significant at 0.01 level of significance.It reveals a moderate positive correlation between attitudetowards sex education and rejection dimension of home environment of college going urban students. Similarly, at

df198, the sixth r value is 0.544 which has also been found significant at 0.01 level of significance.It means that there is a moderate positive correlation between attitudetowards sex education and home environment of college going urban students.

It means that four dimensions of home environment i.e. autocratic, over-protection, permissiveness and rejection as well as home environment affect the attitude towards sex education of college going urban students positively but the first dimension of home environment, acceptance, does not influence the attitude towards sex education of college going urban students significantly.

It may be concluded that five r values are found significant while first r value is found insignificant. Thus, the null hypothesis that *"There is no significant relationship between attitude towards sex education and home environment of college going urban students"*is mostly rejected and partly accepted.

Table – 4

Coefficients of Correlation between Attitude towards Sex Education and Home Environment of College going Male Students

(N=200)

Variables	Mean	S.D.	df	r-value	Results
Attitude towards Sex Education	113.27	17.85	198	0.144*	Significant
Acceptance	55.35	10.43			
Attitude towards Sex Education	113.27	17.85	198	0.327**	Significant
Autocratic	47.27	8.48			
Attitude towards Sex Education	113.27	17.85	198	0.131	Insignificant
Over-Protection	46.76	9.17			
Attitude towards Sex Education	113.27	17.85	198	0.343**	Significant
Permissiveness	48.67	9.50			
Attitude towards Sex Education	113.27	17.85	198	0.439**	Significant
Rejection	49.24	10.53			
Attitude towards Sex Education	113.27	17.85	198	0.499**	Significant
Home Environment	247.29	30.17			

*** = significant at 0.01 level of significance*   ** = significant at 0.05 level of significance*

The table no 4 shows that at df198, the first r value is 0.144 which has been found significant at 0.05 level of significance.It indicates a significant negligible positive correlation between attitudetowards sex education and acceptance dimension of home environment of college going male students.

At df 198, the second r value 0.327 has been found significant at 0.01 level of significance.It reveals a significant low positive correlation between attitudetowards sex education and autocratic dimension of home environment of college going male students.

The third r value, at df 198, is 0.131 which has not been found significant.It means that there is no significant relationship between attitudetowards sex education and over-protection dimension of home environment of college going male students.

The fourth r value, at df 198, is 0.343 which has been found significant at 0.01 level of significance.It shows a low positive correlation between attitudetowards sex education and permissiveness dimension of home environment of college going male students.

The fifth r value, at df 198, is 0.439 which has been found significant at 0.01 level of significance.It reveals a moderate positive correlation between attitudetowards sex education and rejection dimension of home environment of college going male students. Similarly, at df198, the sixth r value is 0.499 which has also been found significant at 0.01 level of significance.It means that there is a moderate positive correlation between attitudetowards sex education and home environment of college going male students.

It means that four dimensions of home environment i.e. acceptance, autocratic, permissiveness and rejection as well as home environment affect the attitude towards sex education of college going male students positively but the third dimension of home environment, over-protection, does not put a significant influence on the attitude towards sex education of college going male students.It may be concluded that five r values are found significant while third r value is found insignificant. Thus, the null hypothesis that *"There is no significant relationship between attitude towards sex education and home environment of college going male students"*is mostly rejected and partly accepted.

Table – 5

Coefficients of Correlation between Attitude towards Sex Education and Home Environment of College going Female Students

(N=200)

Variables	Mean	S.D.	df	r-value	Results
Attitude towards Sex Education	122.12	16.24	198	0.127	Insignificant
Acceptance	53.67	8.44			
Attitude towards Sex Education	122.12	16.24	198	0.115	Insignificant
Autocratic	49.23	8.43			
Attitude towards Sex Education	122.12	16.24	198	0.453**	Significant
Over-Protection	47.59	8.51			
Attitude towards Sex Education	122.12	16.24	198	0.463**	Significant
Permissiveness	48.70	8.20			
Attitude towards Sex Education	122.12	16.24	198	0.578**	Significant
Rejection	50.27	10.02			
Attitude towards Sex Education	122.12	16.24	198	0.614**	Significant
Home Environment	249.46	29.34			

*** = significant at 0.01 level of significance*

The table no 5 shows that at df198, the first r value is 0.127 which has been found insignificant.It indicates an insignificant relationship between attitudetowards sex education and acceptance dimension of home environment of college going female students. Similarly, at df 198, the second r value 0.115 has also been found insignificant.It also reveals an insignificant relationship between attitudetowards sex education and autocratic dimension of home environment of college going female students.

While, the third r value, at df 198, is 0.453 which has been found significant at 0.01 level of significance.It means that there is a significant moderate positive relationship between attitudetowards sex education and over-protection dimension of home environment of college going female students. Similarly, the fourth r value, at df 198, is 0.463 which has also been found significant at 0.01 level of significance.It shows a significant moderate positive correlation between attitudetowards sex education and permissiveness dimension of home environment of college going female students.

The fifth r value, at df 198, is 0.578 which has been found significant at 0.01 level of significance.It reveals a significant moderate positive correlation between attitudetowards sex education and rejection dimension of home environment of college going female students. Similarly, at df198, the sixth r value is 0.614 which has also been found significant at 0.01

level of significance.It means that there is a significant moderate positive correlation between attitudetowards sex education and home environment of college going female students.

It means that three dimensions of home environment i.e. over-protection, permissiveness and rejection as well as home environment affect the attitude towards sex education of college going female students positively but the first and second dimension of home environment i.e. acceptance and autocratic do not put a significant influence on the attitude towards sex education of college going female students.

It may be concluded that four r values are found significant while first and second r value is found insignificant. Thus, the null hypothesis that *"There is no significant relationship between attitude towards sex education and home environment of college going female students"*is mostly rejected and partly accepted.

- **Conclusions**

The researcher found that all the five dimensions i.e. acceptance, autocratic, over-protection, permissiveness and rejection and home environment influenced the attitude of college going students positively and significantly. It indicates that college going students who belong to highly accepted, autocratic, over-protected, permissive and rejected home environment are likely to have high attitude towards sex education.

It was found that all the five dimensions i.e. acceptance, autocratic, over-protection, permissiveness and rejection and home environment influenced the attitude of college going rural students positively and significantly.

The researcher observed that four dimensions i.e. autocratic, over-protection, permissiveness and rejection and home environment affected the attitude of college going urban students positively but the first dimension of home environment, acceptance, did not influence the attitude towards sex education of college going urban students significantly.

It was also found that four dimensions i.e. acceptance, autocratic, permissiveness and rejection and home environment influenced the attitude of college going male students positively and significantly but over-protection dimension of home environment did not affect the attitude towards sex education of college going male students significantly.

The investigator found that three dimensions of home environment i.e. over-protection, permissiveness and rejection as well as home environment affected the attitude towards sex education of college going female students positively and significantly but the

first and second dimension of home environment i.e. acceptance and autocratic did not influence the attitude towards sex education of college going female students significantly.

- **Implications**

This study has attempted to discover the relationship of home environment with the attitude of college going students towards sex education. The findings of this study may provide the platform for influencing policy directions and practical interventions in helping the children to have a positive and informed attitude and appreciation towards sex education. First of there seems need to educate the parents on the concept of sex education. Health promotion programs should be carried out with regard to empowering and educating the parents. This may remove the ignorance about the sex education. Only after that they will be able to impart informal sex education to their children also according to their age. Parents should have good rapport with their children to talk freely with them so that they can share their quires and confusions. Parents should have close contact with the teachers of their children also so that they can guide their children together at the crucial moments of their life.

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