

**SECONDARY SCHOOL LEARNERS' ATTITUDES TOWARDS
SEX EDUCATION**

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SEX EDUCATION**

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fulfilment of the requirements for the degree of Master of Education (Educational
Psychology) and Special Education at the University of Zululand**

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Date : 31 October 2002

DECLARATION

I declare that "the secondary school learners' attitudes towards sex education" is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of completed references.



SIGNATURE

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DATE

ABSTRACT

The current investigation consisted of three aims. The first aim was to determine the nature of secondary school learners' attitudes towards sex education. The second aim was to determine the learners' attitudes towards sex education in relation to information given by parents, teachers, peers and other media. The third aim was to determine the extent to which the following variables: gender, age, grade and residence influence the attitudes of learners towards sex education.

A questionnaire was administered to a group of learners between ages of 13 years and below, up to 24 years and above. About fifty-five percent of learners were favourably disposed towards sex education. The results indicated that learners' attitudes are influenced by variables like gender, age, grade and residence.

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DEDICATION

This work is dedicated to my mother R.N. Majova who initiated the process of learning and my late father Rev. D.J. Majova.

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CHAPTER ONE

1. Introduction

1.1 Motivation for the study

Many problems confront parents and teachers who are engaged in sex education of learners. Among these problems is the prominent one of the adoption by the parents of passive attitudes towards sex education of their learners (Ndlangisa. 1999: 28).

Secondary school learners' attitudes towards sex education differ from one group to another, depending on many factors such as dominant perceptions held in different communities, social belief system, peer group, religious factors, family socialization and cultural set up within which these learners grow up (Gallagher & Gallagher. 1996: 10).

These factors either combined or separated influence the attitudes of secondary school learners. Learners view sex education either positively or negatively. To some, it is seen as a solution to problem surrounding teenagers, such as lack of knowledge in contraception, which sometimes results in an unplanned pregnancy (Steinberg. 1996: 440). Sometimes lack of knowledge leads to infection by diseases and AIDS (Moore & Rosenthal. 1993:X). According to Naidoo (2001: 5), the 1996 figures indicate that in South Africa 3.3% (158 298) of males and 11.7 % (502 719) of females in the 15-24 years-age-group are HIV positive.

Others view sex education as a problem that is immoral to the eyes of the elderly people and primitive rural community at large. Therefore it is perceived as one of those social forces that came with modernization, which breaks down the essence of moral fabric of the entire society (Marion & McCabe, 1990: 23).

In rural setting, some people still believe that sex education is equivalent to a social taboo (Macleod, 1999: 8) that might lead to social snobbery on the part of those teachers who resort to it. As a result teachers and parents do not welcome open and frank discussion about sex education, so the learners turn for advice and guidance to peer and older siblings (Ndlangisa, 1999: 132; Trudell, 1993: 6).

The statistical results, which were recently released by O'Regan (2001: 2) from the informative survey, conducted by Lovelife shows that there is far more effort has to put into sex education programmes for learners. O'Regan's results reveal that:

One third of 12 to 17 years old South Africans have had sexual intercourse

One fifth of the said sample report having their first sexual encounter at the age of 12 or younger

Most of the teenagers said that they have learnt about sex from their friends and their peer group and that coercion plays a significant role in adolescent sexual behaviour

About 22 % of sexually active teenagers said that they have been involved in sex because they were afraid of what their friends would say if they didn't

- Almost 4 in 10 of sexually experienced teenage girls said that they have been forced to have sex when they did not want to
- About 28% indicated that they knew people of their age who had sex for money and 16% of sexually active young women admitted to have sex for money, food, drinks or other gifts
- Only about 55% of sexually active teenagers said that they always use a condom when having sex
- About 70% said that they were embarrassed to buy condoms.

There may be many reasons, which could account for the occurrence of these figures, but there is also an apparent lack of interest in sex education among learners and lack of negotiating skills among female learners (Naidoo, 2001: 6).

Sex education equips learners with life skills, reduces the high level of dropping out and of unwanted pregnancies. It gives knowledge to teenagers on how to prevent transmission of diseases and health problems (Steinberg, 1996: 442). Sex education offers sexuality programmes which aim to provide accurate information about human sexuality and an opportunity for young people to develop and understand their values, attitudes and beliefs about sexuality. The learners are helped to develop relationships and interpersonal skills and exercise responsibility regarding sexual relationships including addressing abstinence (Daniel, 1998:23; Naidoo, 2001:5).

The study of attitudes of secondary school learners is important because of an increasing number of teenage pregnancies, rapid growth of sexually transmitted diseases and AIDS, abortions and school drop outs (Naidoo, 2001: 5-8). Sex education might have immense biological and traumatic consequences, which jeopardize the life opportunities of the youth. The study therefore, might contribute in moderating and re-moulding the attitudes of learners towards sex education by inducing clear understanding. This study would reveal the attitudes of learners towards sex education. Therefore, the parents, teachers and the department of education would know the ideas of students who suffered most and eventually become dropouts.

The literature in support of the current study is found in abundance (Billy, Brewster & Grady, 1994; Gibbons, Richter, Wiley & Stiles, 1996; Pillai & Roy, 1996; Small & Luster, 1994; Somers and Gleason, 2001; Stack, 1994).

While there are many studies that have examined disparate factors related to early sexual activity (Naidoo, 2001: 7; Small & Luster, 1994: 206; Stack, 1994: 206) and to community and peer group characteristics on sexual behaviour (Billy et al., 1996: 533).

There is a lack of comparison of attitudes between variables. The current study intends to establish relationships between attitudes and variables such as gender, age, grade and residence towards sex education. Most studies in this field review one variable at a time (Pillai & Roy, 1996: 112; Somers & Gleason, 2001: 674; Stack, 1994: 205). This motivated the researcher to study the influence of variables such as gender, urban-rural

dichotomy, selected different ages and selected different grades on attitudes towards sex education.

1.2 Statement of the problem

It has come to the knowledge of most educational psychology researchers that there is still a gap in the context of sex education. The study sets out to examine or unravel the following research questions:

- 1.2.1 What is the nature of attitudes of secondary school learners towards sex education?
- 1.2.2 What is the nature of attitudes of secondary school learners towards sex education in relation to information given by parents, teachers, peers and other media?
- 1.2.3 How do the following variables influence the attitudes of learners towards sex education?
 - 1.2.3.1 Gender
 - 1.2.3.2 Age
 - 1.2.3.3 Grade
 - 1.2.3.4 Residence

1.3 Operational definition of terms

The study deals with attitudes of secondary school learners towards sex education. There are three concepts involved in this study that need to be unpacked, namely: attitudes, secondary school learners and sex education.

Attitude is the ones point of view either in a positive or negative way concerning sex education. Secondary school learners: this concept is used to refer to students who are between 12 and 24 years of age studying grades 7, 8, 9, 10, 11 & 12. Sex education is an openness, about sex in society where teachers at school, parents at home and the department of education have to listen to, communicate and provide the knowledge about sex education to the secondary school learners.

1.4 Aims of the study

This study has three aims:

- 1.4.1 To determine the nature of the secondary school learners' attitudes towards sex education.
- 1.4.2 To find out the nature of secondary school learners' attitudes towards sex education in relation to information given by parents, teachers and other media.
- 1.4.3 To determine the extent to which gender, age, grade and residence influence learners' attitudes towards sex education.

1.5 Hypotheses

- 1.5.1 Ho: There will be no difference in students' attitudes towards sex education.
H₁: There will be a difference in students' attitudes towards sex education.

1.5.2 Ho: The information given by parents, teachers and other media will not influence the nature of attitudes differently

H₁: The information given by parents, teachers and other media will influence the nature of attitudes differently.

1.5.3 Ho: There is no relationship between the nature of attitudes and the variables of gender, age, grade and residence.

H₁: There is a relationship between the nature of attitudes and the variables of gender, age, grade and residence.

1.6 Plan of study

Chapter 1: Includes motivation, statement of the problem, operational definition of terms, aims and hypotheses.

Chapter 2: Deals with literature review.

Chapter 3: Gives the methodology employs in the collection and analysis of data.

Chapter 4: Includes presentation of results obtained, analysis and interpretation of data.

Chapter 5: Gives summary, conclusion drawn and recommendations given about sex education and future research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

There is not much research done in South Africa on the work to the attitudes of secondary school learners towards sex education. However, much research has been done with regards to the attitudes of parents and teachers towards sex education, pregnancy, sources of information and any other attitudes object in South Africa and around the country (Kunene, Nene & Kunene, 2000; Majija, 1998; Pillai & Roy, 1996; Somers & Gleason, 2001; Zama, 1991). This chapter considers the nature of secondary school learners' attitudes towards; sex education, information given by the parents, teachers, peers and other media, and the extent of influence by gender, age, grade and residence.

2.2 Attitudes and sex education

Billy, Brewster and Grady (1994: 38) defined sex education as something, which shapes the knowledge and attitudes that ultimately guide learners choices about their sexual behaviour. Stack (1994: 206) looking at learners in the context of social learning theory, the relevance of this theory becomes clear because learners' behaviour are continually changing as they mature, learn and gain experience. Peers can influence definition, reinforcement and modeling of sex education. According to O'Regan (2001: 1) South African educators who are concerned about sexuality education are faced with challenges

of informing learners about sexuality and empower them personally to make wise choices and stick to them. Macleod (1999: 9) noted in her study that parents in South Africa play a very small role in sex education to their teenage learners. Kunene (1988: 18) investigated sex education at Durban and found that there is a low level of sex education in Black learners compared to their White counterparts. The following statistics confirmed the results: 43 of 67 white children received sex education from mothers and 16 out of 67 from their fathers (Kunene, 1988: 18). Three out of 89 Black children received sex education from either of their parents (Kunene, 1988: 18). Another problem noted in sex education is that parents are not comfortable themselves in discussing sexual matters with their children (Somers & Gleason, 2001: 478). The parents are not comfortable because, they do not have the correct information to disseminate to their learners, they believe that their learners are not sexually active (O'Regan 2001: 1), and other parents for religious reasons (Gallegher & Gallagher, 1996: 10) and that sex education is regarded as a strong incest taboo (Macleod, 1999: 9; Kunene, 1988:18).

Gilbert and Bailis (Ndlangisa, 1999: 28) highlighted that 75% of the mothers and 50% of the fathers have discussed pregnancy with their children, only 15% of the mothers and 8 % of the fathers had ever mentioned sexual intercourse as an antecedent to pregnancy. This shows that parents avoid some topics that are involved in sex education. As a result many adolescent learners think that they cannot become pregnant if it is their first intercourse, if they do not have orgasm and or do not want to become pregnant (Conger, 1991: 244). Pillai and Roy (1996: 112) indicated in their study that the traditional parental restrictions imposed on teenagers engender conservative attitudes towards sex

education. The extra-familial variables such as academic self-esteem and economic class position produced liberal attitudes towards sex. Adolescents who were able to discuss sex education freely and openly with their parents are less likely to be involved in sex than those who do not communicate with their parents (Conger, 1991: 244).

Our cultures' ambivalent attitudes about sexuality are reflected in the limitations placed on sex education in primary and secondary schools and often in its total absence from the curriculum (Baron & Byrne, 1994: 546). Hyder and DeLamater (1997: 370) noted that parents say that sex education promotes promiscuity, teenage pregnancy or Acquired Immune Deficiency Syndrome and should take place at home or church. According to Halonen and Santrock (1996: 420) there are individuals who believe that sex education should be provided solely by parents. The people usually believe that teaching adolescents about birth control is simply giving them a license to have sex and to be promiscuous.

In contrast to the above beliefs, Sapire (1986:419) found that there is no evidence that sex education leads to an increase in sexual activity.

The problem is that sex education is not reaching teenagers early enough to prevent the consequence of unprotected intercourse. Several authors (Sapire, 1986: 425; Ndlangisa, 1999: 23) maintain that the best sex education is given in a home, which is secured by love and respect. In contrast to this idea, one survey found that 86% of United States adults favour sex education at schools (Hyder & DeLamater, 1997: 581). They favour

sex education for 12 years-olds and favour teaching them about a number of very explicit topics including Aids and other sexually transmitted diseases, birth control, premarital sex, abortion and homosexuality.

Nokwe (1991: 21) explained that the knowledge about sex education depends on the attitudes of teachers who will be responsible in teaching situation and on the attitudes of parents who play vital part in the informal education of the learner. In his study he found that many people support that sex education must be offered as a separate course at schools. Supporting the view of informal education, (Gallagher & Gallagher, 1996:13: Steele, 1999: 331) noted that infants and toddlers received sexuality education through examples when their parents talk to them, dress them, show affection and teach them the names of their body parts. They emphasize also that sex education begins at an early stage of a child.

Swedish national board of education developed a curriculum that ensures that every child in the country begins with reproductive biology and by the age of 10 or 12 will have been introduced to information about various forms of contraception (Halonen & Santrock, 1999: 340; Zama, 1991:9)

De-Hart and Birkimer (1997: 12) found out in their study that some members of the general public believe that Human Immune Virus is "gay" virus. These people might feel that heterosexual sex does not pose risk for HIV and many thereby eschew condom use as an unnecessary precaution. As results in their studies they also found that the

attitudes towards condom use fall along a number of dimensions, including the perceived reliability of condoms, embarrassment about the condom use, availability of them, offensiveness, convenience and effect of them on sexual pleasure. Kunene, et al., (2000: 25) noted that AIDS seems to be a “blackman disease” because most campaigns carried out do not reach the ordinary man. They also highlighted that condoms play a role of morality as it encourages prostitution premarital and extra-marital relationships. However, their findings in their study indicated that there is a positive attitudes towards the use of condoms. About 56,59% of the respondents in their study accepted the importance of using the condoms, 21,09 of the subjects had a negative attitudes towards the use of condoms. The rest were undecided. Communities must be provided with sex education including AIDS information through posters, newspaper articles, radio and television broadcasts.

According to Ndlangisa (1999: 26) teachers cannot advise children on sexuality issues because they were not exposed to sex education at their homes and their training did not include the subject. Trudell (1993: 6) supports the view by stating that teachers cannot truly educate if they are given a script to read and told that they cannot deviate from it to discuss ~~open-ended~~ questions that the learners ask about sex education. It seems that peers and friends take an active role in each other’s sex education. This is viewed as a case of blind leading the blind, with incomplete and wrong information (Moore & Rosenthal, 1993: 66). Weinberg, Lottes and Shaver (2000:500) noted in their study that students accept nudity, masturbation and the desire for sex with many people as a natural and moral phenomenon. They indicated also that sex education programmes seemed to

have a positive effect on students' condom use. Steinberg (1996: 442) noted that experts recommend that sex education programmes, include clear information about how to obtain and use contraceptives. He further said that studies show that increasing adolescents' knowledge about sex education has a little impact-positive or negative on their sexual behaviour. If sexuality education is to be successful, it must reflect, or at least accept, the cultures of the participants (Hyder & De Lamater, 1994:594). In supporting this view (Khathide, 2001) said that it is the time for the pretence to come to an end and people have to talk about sex education in the languages they understand.

Many parents seemed to be worried about the possibility of homosexuality, they encourage heterosexual behavior in boys as young as 9 or 10 to allay their own anxiety about their children's sexual orientation. Boys are pressurized not to be "sissies" to avoid feminine sex-typed behaviour (Geer & O'dohue, 1987: 191). According to Macleod (1999: 9) 1.7. % of respondents in her study in South Africa had received sex education at school with percentage dropping with age. Low class parents tended to have more restrictive attitudes about sexuality and they reported that having their children less sex education (Hyder & De Lamater, 1997: 582). According to Zama (1991: 9) sex education at Sweden has become a compulsory part of school education. It has been incorporated in the curriculum. Children are taught from 7 years about physical differences, sexual anatomy, menstruation, conception, contraception, abortion and childbirth, and sexually transmitted diseases.

2.3 Attitudes of secondary school learners towards sex education in relation to information given by parents, teachers, peers and other media

Various authors have investigated the source of learners' sex education information and the results indicated that peers play a significant role in the transfer of sexual knowledge (Macleod, 1999: 9; Moore & Rosenthal, 1993: 67; Ndlangisa, 1999:90; Somers & Gleason, 2001: 678; Stack, 1994: 206; Steele, 1999: 338). An examination of the statistics below released by Yankelovich (Hyder & De Lamater, 1994: 373) support the view that for most teenagers, the primary source of sex education is friends.

Table 2.1 Sources of sex education for teenagers

SOURCE	PERCENTAGE
Friends	40
Parents	23
Sex education course in school	9
From experience	8
Book	4
Older brother / sister	3
Other source, not sure	13

Parents rank second as actual source of sex education information. Many authors view this as a problematic as peers providing less accurate information than teachers or health professional (Hyder & De Lamater, 1997: 373; Moore & Rosenthal 1993: 740). This lack of trust in teachers' knowledge or discretion served to inhibit many young learners from approaching their teachers for information or advice about sex education (Moore & Rosenthal, 1993: 74).

Trudell (1993: 21) indicated that although the learners' resistance varies about sex education, the reasons most frequently offered by learners is a discrepancy between information the teacher presented as fact and knowledge the learners had gained from another source as personal experience, parents, television or books, read outside the schools. Somers (2001: 679) indicated that some studies have compared school and parent sources of education and found that in home, sex education is more effective than in schools in terms of reducing sexual behaviours.

Peers can influence definitions, reinforcement and modeling of premarital sex. When students believe that friends encouraged safer sex they were motivated to comply (Stack, 1994: 206). Small and Luster (1994: 182) stated in their studies that teens are likely to be sexually active if they perceive that many of their peers are also sexual active. Moore and Rosenthal (1993: 66) noted that learners could obtain information about sex education from their friends, which may serve to guide decision-making about sex. Adolescents gather information about same sex and opposite sex relationships from peers (Steele, 1999: 339). Learners are aware that the information may not be accurate, they

feel more comfortable discussing these issues with friends and believe that their questions will be treated sympathetically, with understanding and discretion (Moore & Rosenthal, 1993: 74). Halonen and Santrock (1996: 420) noted also that a large majority of American adolescents say that they cannot talk freely about sex with their parents because many parents handle sex education inadequately. They prefer the school to do the job. Majija (1998:55) indicated that the students also claimed that the school is the best place for imparting knowledge on sex education because they would feel free to go to teachers at leisure to ask questions.

According to Ndlangisa (1999: 90) 51% adolescents needed information from teachers and parents were chosen by 34% adolescents. Most adolescents want someone who is knowledgeable and unembarrassed to give sex education at schools and formal sex education should not be given in schools without parental knowledge and co-operation (Sapire, 1986: 427). Teens look for people or situations "like them" in the media that is resonate with their lives, they pay attention. The peer group is an important source of sexually values, prescriptions and social comparison as in the school (Steele, 1999:338). Teens are more likely to be sexually active if they perceive that many of their peers are more likely to sexual active (Small & Luster, 1994: 182).

2.4 The influence of gender, age and grades on attitudes towards sex education

Age is highly related to the likelihood of an adolescent being sexual active. An ecological risk focused approach suggests that the risk factors for males and females may

be different given their genetic constitutions and life experiences. These gender differences exist in the factors related to an adolescent's decision to have sexual intercourse (Small & Luster, 1994: 183). Gibbons, Richter, Wiley and Stiles (1996: 534) in their studies found out that adolescents endorsed more strongly the qualities of having a lot of money, being fun, being sexy and being good looking in their descriptions of the opposite sex ideal person.

Low self-esteem is associated with early intercourse in girls but not boys while in another literature review concluded that high self-esteem is associated with early sexual activity in males (Small & Luster, 1994: 183).

The young teenage mothers who by lack of sex education become pregnant early their infants had died or had malnutrition than the infant of older teenage mothers (Macleod, 1999: 4). Early pregnancy does have a disrupting effect on schooling in females and they are also excluded from the participation in church activities. There is little research on the consequences of teenage pregnancy for the teenage fathers (Macleod, 1999: 8). According to Macleod (1999: 9) both females and males demonstrated a significant increase in their level of sexual knowledge after being exposed to programme presented by FAMSA.

Women are more likely to fall in love at first sight and to stick by their partners no matter what. Men are cast as the hard-hearted and rational gender, in control of their emotions and to out of love quickly if a more desirable prospect comes along (Sollie & Leslie,

1994: 25). Boys identified with playboy or “isoka” in Zulu or “ilewu” in Xhosa whose enormous activities have always been lauded by the society. This is dangerous, as there are many sexually transmitted diseases including HIV and AIDS because it means that the boy has multiple relationships or is unfaithful (Macleod, 1999: 12; Penxa, 1992: 47). Seventy percent of females who become sexually active before the age of 15 have unprotected first intercourse and the percentage drops to about 50% for those who become active around the age of 18 or 19 (Halonen and Santrock, 1996: 422). The boys and girls who are sexually active acquire early and fewer than half of them engages in unprotected sex. Male resistance to condom use includes the following reasons: reduce sensitivity, perceived invulnerability to infection and ignorance about how to use the condoms (Kunene, et al., 2000: 23).

Sex education in the schools should begin at least when children are 12 years old in sixth or seventh grades (Hyder & DeLamater, 1997: 581). Penxa (1992:16) stated that knowledge about sex education increases with age. In a study of children's questions about sex, it was found that many questions are asked at around age 5. Boys tend to ask a lot of questions at around age 9 and girls at age 9 and 13 (Hyder & DeLamater, 1997: 583). The boys and girls are sexually active quite early by ninth grade. Males tend to have their first intercourse earlier than females and sexual activity is especially high among black adolescents particularly boys (Berk, 1994: 195).

2.5 Urban-Rural Dichotomy and attitudes towards sex education

Stack (1994:206) stated in his study that premarital sex is lowered by rural residence, possibly due to greater difficulty in finding sex partners because of low population density. According to Macleod (1999: 5) black learners, rural adolescents have greater sexual knowledge than their urban counterparts with age as a co-variate. Majija (Ndlangisa, 1999: 30) reported that parents in urban settings discuss sex-related topics with their children more than parents in rural settings. Forty-two percent of urban sample of pregnant teenagers said that their parents informed them about contraceptives, while only 6,85% of the rural sample did (Macleod, 1999:9).

Mlomo-Ndlovu (2000: 27) stated that Aids awareness campaigns that are presented in the form of pamphlets, radio and television are not meaningful to people in rural areas because the culture of reading in South Africa is poor. The present campaigns about sex education including Aids do not reach the people in the rural areas (Kunene, et al., 2000: 24). The examples and symbols that are used in the campaigns must be culturally based. the red ribbon currently used does not mean anything to people in the rural areas. According to Berk (1994: 196) the high rate of premarital intercourse among black teenagers can largely be accounted for by wide spread poverty in the black population. Kunene, et al. (2000: 25) argue that the people are against the condom use because it is thought that it undermines the traditional norm which stipulates that one of the duties of the women is to bear children.

2.6 Conclusion

The nature of attitudes of secondary school learners towards: sex education, different sources of sex education and certain variables were discussed. The next chapter deals with the methodology, method of scoring and data analyses employed in the current study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter the research design, method of data collection, population and sample, method of scoring and data analyses will be described. This chapter also describes the rationale behind the methodology used and how the research was conducted. The purpose of this study was to examine the secondary school learners' attitudes towards sex education. More specifically the research seeks to determine the nature of attitudes of secondary school learners with regard to sex education, to determine the extent to which variables such as gender, age, grade and residence influence the learners' attitudes towards sex education and to determine the learners' attitudes towards sex education in relation to information given by parent, teachers, peers and other media.

3.2 Research Design

The research design used by the researcher in this study is called a descriptive study. In most literature descriptive research and survey are used interchangeably (Neuman, 1997: 233; Polit & Hungler, 1983: 189). Treece and Treece (1986: 176) state that descriptive study aims at providing an accurate quantitative description of a phenomenon rather than discovering the cause for it. According to McMillan and Schumacher (1993: 35) there is no manipulation of subjects, the researcher measures things as they are. In this study

there is a research question which says: what is the nature of the learners' attitudes towards sex education. Descriptive study can provide the answer to such questions (Bailey, 1987: 38).

The researcher gathered information about the learners aged between 12 and 24 years of age and exploring also the variables like age, gender, grade and residence of each individual learner. Another reason for choosing the descriptive was that the researcher had a limited time and limited resources as well (McMillan & Schumacher, 1993: 239).

3.3 Method of sampling

A purposive sampling design was used in this study. The schools were chosen because they consist of urban and rural learners. The learners from two residences would reflect how much they know with regard to sex education. This was based on the literature reviewed that rural black learners have greater sexual knowledge than their urban counterparts (Macleod, 1999: 5). In contrast Ndlangisa (1999: 30) argues that, more than their rural counterpart learners from urban settings discuss sex education with their parents.

The second reason for selecting these schools was that, unlike high schools in other provinces of South Africa, most secondary schools in the Eastern Cape Province start from grade 10. The researcher had to ensure that the selected school has grade 7 so that the learners could reflect the level and developmental stage at which the sex education should start. Many researchers in the literature review suggested the different levels and

ages at which sex education should start (Halonen & Santrock, 1999: 340; Hyder & DeLamater, 1997: 582 ; Zama, 1991: 19).

In this context the six schools were considered appropriate and efficient for the targeted population. Stratified random sampling was used to select participants. McMillan and Schumacher (1993: 162) defines stratified random sampling as the procedure whereby the population is divided into subgroups or strata on the bases of a variable chosen by the researcher such as gender, residence, age or level of education. They emphasize the importance of randomization from each stratum to ensure representativeness. This was achieved in this study.

The researcher used the variables of gender so that this stratum should consist of boys and girls. The researcher saw the need to study both groups because both sexes view sex education in different ways and they experience sexuality differently. This view was indicated in the literature reviewed (Berk, 1994: 195; Kunene et al., 2000: 25; Small & Luster, 1994: 183).

One sample comprised of 150 learners, which was drawn randomly from the population of both Northcrest High School and Dalukhanyo High School in Eastern Cape province. The other one comprised of 150 learners, which was drawn from Ongoye High School and Kwa-Dlangezwa High School in Kwa-Zulu Natal province. The reason for inclusion of these two schools was to compare the results of the study of the two provinces. The sample was drawn randomly from each subgroup. Random sampling is a method of

selecting a sample in such a way that each person in the universe has an equal probability of being chosen for the sample and every collection of persons of the sample size has an equal probability of becoming the actual sample (Bailey, 1987: 87). The total number of the sample is 280 because 20 questionnaires were spoiled and discarded. The sample was divided according to the following variables: gender, age, grade and residence. The frequencies of 13 years and below to 24 years, and above were less than 5 and they had been collapsed and fused with adjacent cells. Since it is accepted as a general rule that no expected frequency should be less than 5, intervals are grouped together and the results summarised in table 3.1 (Mulder, 1989: 160-161). The variable of age ranges from 13 years to 18 and from 19 years and above. The variable of grade is divided into two phases that is grade 7, 8, 9 making one phase and 10, 11 and 12 comprising the second phase. The variable of residence is divided into the rural and the urban. Table 3.1 illustrates these divisions on page 25.

3.1 The distribution of participants in the study sample (N= 280)

	Gender		Age in years		Grades		Residence	
	Males	Females	13-18	19+	Phase	Phase	Urban	Rural
					One	Two		
Frequency	123	157	209	71	73	207	108	172
Percentage	43.9	56.1	74.6	25.4	26.1	73.9	38.6	61.4

3.4 The research instruments

Data collection method used in descriptive research include observation, interviews and questionnaires. For the purpose of this study the researcher selected a questionnaire because, it is a useful tool for collecting data from a large sample or population as it is cheap, rapid and efficient. According to Treece and Treece (1986: 277) the questionnaire is the most common research instrument. It is a document containing a series of questions that must be responded to by all participants in the sample.

The questionnaire in this study is formulated in English. It consists of three sections A, B and C. Section A was formulated to gather personal data about each respondent. Section B consists of 37 statements, which were intended to assess secondary school learners' attitudes towards sex education. There were 37 statements divided into: belief components, feeling components and action-tendency components (see table 3.2).

Table 3.2 Attitudes scale statements

Statements	Positive	Negative	Total
Feeling component	7	5	12
Belief component	5	7	12
Action-tendency	6	7	13
Total	18	19	37

Section C consists of 1 open-ended question requiring the respondents to give in order of importance, 5 things that should be included in sex education syllabus.

3.5 Method of scoring and data analyses

As Likert scale has been used, it is scored according to this formula: for positively worded statements the scoring was 5 for Strongly agree, Agree 4, Not sure 3, disagree 2, and strongly disagree 1. For negatively worded statements the scoring would reverse as follows, Strongly agree 1, Agree 2, Not sure 3, Disagree 4 and Strongly disagree 5.

The highest score in this scale used for measuring the secondary school learners' attitudes towards sex education is $37 \times 5 = 185$ and lowest score is $37 \times 1 = 37$. The average was obtained by adding all the total scores of the respondents and the sum was divided by the total number of the respondents e.g. $\bar{X} = \frac{\sum X}{N}$. The respondent who obtained the total score which is above the average has a positive attitude towards sex education. Those respondents who obtained the total score below the average hold negative attitudes towards sex education. The number of respondents who fall below and above average is counted to get the frequencies.

A Chi-Square one sample tests and for K- independent samples was used for data analysis to test the hypothesis and overall significance difference among various categories. The researcher preferred this test for it is useful when investigating variables i.e. comparing how many members of the sample fall into each of the descriptive categories and for simple classification of the problem.

The questionnaire was discussed with an experts in the research field who evaluated it for face and content validity. McMillan and Schumacher (1993: 224) state that the face validity is a judgement that the items measure appear to be relevant, while content validity evidence establishes the relationship between items content and what they are intended to measure. Nzimande (1970: 43) stated that content validity entails a careful examination of the scale items and checking through the use of experts in the field concerned whether the items cover the attitude scale, whether they are clear or they are relevant to attitude being tested. This was done in this research.

With the current study it was suggested that some statements should be omitted in the questionnaire because they were too sensitive and embarrassing in the community with likelihood of getting no responses. Therefore the statement like "are you sexually active" was among those which were omitted.

Some statements were ambiguous and difficult to understand like "sex education should emphasize both morality and aspiration of our society". Other statements were factual but were not measuring the attitude towards sex education. All these statements were omitted, and the final scale consisted of 37 items. All these items were relevant to the three aims of the study. The items were constructed considering the main aim, the second and the third aim were measured also because they were formulated from the main aim.

3.6 Procedures for administration of questionnaires

The researcher went to the school selected to ask for permission to conduct research. The permission was obtained from the management of the schools. The students were informed that participation in the research was voluntary. The purpose of the study was explained to the learners.

There are three aims in this study. The first aim of the study is to determine the nature of the attitudes of the secondary school learners towards sex education. The second aim is to find out the nature of attitudes of secondary school learners towards sex education in relation to information given by parents, teachers, peers and other media. The third aim is to determine the extent to which gender, age, grade and residence influence learners' attitudes towards sex education.

It took the researcher two days to conduct the whole study at Eastern Cape. The first day was for the selection of the respondents and to inform the students about the study. The second day was for administering the questionnaire. For both days the researcher used the afternoon sessions. The respondents were assured that the information would be treated as strictly confidential as possible. They were asked not to write their names on the questionnaire in assurance of anonymity. The researcher told the respondents that the questionnaire should be completed without discussion with other respondents. If they needed something they might indicate to the researcher by lifting up a hand. They were told also to feel free because there were no right or wrong answers. In Kwa-Zulu Natal the researcher was assisted by teachers to administer the questionnaire.

3.7 Conclusion

This chapter describes the methodology used. Methodology included research design, subjects used during the study, validity of instruments, the procedure followed for administration of questionnaires, scoring and data analysis. The next chapter deals with the results of the study.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Analysis of data

The main aim of the study was to investigate the nature of secondary school learners' attitudes towards sex education, information given by parents, teachers, peers and other media, influence of certain variables and information that should be included in sex education syllabus. This chapter deals with analysis of data.

Table 4.1 Whole sample attitudes towards sex education (N= 280)

Attitude			
Negative	Percentage	Positive	Percentage
127	45%	153	55%
p > .05			

A $\chi^2 = 2.42$ at $df = 1$ is not significant at .05 level. The hypothesis that there will be no difference in learners' attitudes towards sex education is upheld. The observed difference is due to chance factors. About 55% of these students are positively inclined towards sex education.

**Table 4.2 Relationship between gender and attitudes towards
sex education (N=280)**

Gender	Attitude			
	Negative	%	Positive	%
Males	74	60	49	40
Females	53	34	104	66

p < .05

The outcome of the analysis was $\chi^2_{.05}(1) = 19.40$ which is statistically significant. This means that male and female students differ in their attitude towards sex education. The hypothesis that gender does not influence attitudes towards sex education is rejected. The alternative hypothesis is upheld. It is concluded that male and female students differ with respect to their attitudes towards sex education. About 66% females are positively inclined and 60% males are negatively inclined towards sex education. The hypothesis that gender influences the secondary school learners' attitudes towards sex education is upheld.

Table 4.3 Relationship between age and attitudes vards
sex education (N= 280)

Age	Attitude			
	Negative	%	Positive	%
13 - 18	87	42	122	58
19+	40	56	31	44

p < .05

The outcome of the analysis was $\chi^2 .05 (1) = 4.63$ which is statistically significant. This means that learners grouped according to their ages differ in their attitudes towards sex education. The hypothesis that age does not influence secondary school learners' attitudes towards sex education is rejected. The alternative hypothesis is upheld. It is concluded that learners grouped according to their ages, differ with respect to their attitudes towards sex education. About 58% learners of the younger age responded positively compared to 42% percent of learners of the older age that responded negatively about sex education. Therefore, the hypothesis that age influences the secondary school learners' attitudes towards sex education is upheld.

**Table 4.4 Relationship between grade and attitudes towards
sex education (N=280)**

Attitude				
Grade	Negative	%	Positive	%
Phase I	41	56	32	44
Phase II	86	41	121	59
$p < .05$				

The outcome of the analysis was $\chi^2 .05 (1) = 4.66$ which is statistically significant. This means that learners grouped according to their grades, differ in their attitudes towards sex education. As they move to higher grades they become aware of changes that take place in their bodies and adopt positive attitudes towards sex education. The hypothesis that there is no significant difference between variable of grade and learners' attitudes towards sex education is rejected. The alternative hypothesis is upheld which states that males and females hold different attitudes about sex education.

Table 4.5 Relationship between residence and attitudes towards sex education (N =280)

Attitude				
Residence	Negative	%	Positive	%
Municipality / Urban	34	31	74	69
Tribal Area / Rural	93	54	79	46

p < .05

The outcome of the analysis was $\chi^2 .05 (1) = 13.62$ which is statistically significant. This means that urban or municipality and learners from rural areas differ in their attitudes towards sex education. The hypothesis that there is no significant difference between urban and rural learners' attitudes towards sex education is rejected, and the alternative hypothesis is upheld. It is concluded that urban and rural students differ with respect to their attitudes towards sex education.

4.2 Presentation of data

4.2.1 Topics to be included in sex education.

An open-ended question to elicit different responses about 5 important things that should be included in sex education syllabus. The results have been categorised and summarised in table 4.6 on page 36.

Table 4.6 Important topics to be included in sex education syllabus

Topics	Learners' response in %	Rank Order
HIV and AIDS	31	1
Pregnancy	12	3
Condom use	18	2
Sexually transmitted diseases	06	5
Abstinence	09	4
Dangers of myths	03	10.5
Assertiveness	03	10.5
Abortion	04	7
Faithfulness	03	10.5
Rape	04	7
Organs of the body	03	10.5
Reproduction	04	7

Table 4.6 shows that there are three clusters of themes. HIV / AIDS, Condom use, pregnancy, abstinence and sexually transmitted diseases receive top priority for inclusion in the sex education syllabus. This is followed by themes such as abortion, rape and reproduction system. Finally, topics such as dangers of myths, assertiveness, faithfulness and organs of the body can also be included.

4.3 Discussion of findings

4.3.1 Findings with regard to the nature of learners' attitudes towards sex education

The findings show that majority of learners (55%) have positive attitudes towards sex education and 45% of learners have negative attitudes. This finding supports previous findings (Kunene, 1988; Macleod, 1999; Majija, 1998; Ndlangisa, 1999; Nokwe, 1991; Penxa, 1992; Pillai & Roy, 1996; Zama, 1991). These researchers reported that both male and female learners demonstrated a significant increase in their level of sexual knowledge after being exposed to sex education programs. The learners also show positive attitudes to condom use.

4.3.2 Findings with regard to school learners' attitudes in relation to information given by parents, teachers, peers and other media.

In response to the question "I feel happy when reading about sex education from magazines", most respondents (74%) reported to be happy when reading information from magazines. Information from peers was rated second. About 69% of sample indicated that peers serve as models in sex education. Parents and teachers were identified by 54% as third source of sex education information. These results correspond with the findings of various authors (Hyder & DeLamater, 1997: 373; Macleod, 1999: 9; Moore & Rosenthal, 1993: 74; Somers & Gleason, 2001: 678; Stack, 1994: 206). The researchers found that learners feel more comfortable discussing the sexual issues with friends and believe that their questions will be treated sympathetically, with understanding and discretion. They found also that parents and teachers tend to have

more restrictive attitudes and not comfortable in discussing sexual matters with their children. It is disturbing to note that parents and teachers were chosen as the last sources to transfer information to learners about sex education. The cultural implication that can be attached to this finding could be that teachers and parents regard sex education as a strong taboo or a license to promiscuity.

4.3.3 Findings with regard to the extent to which gender, age, grade and residence influence the attitudes of learners towards sex education.

About 66% females are positively inclined and 60% males are negatively inclined towards sex education. This means that males have negative attitudes towards sex education. The reason could be that, high self-esteem is associated with early sexual activities in males and being a playboy. These findings are in line with findings from various authors (Kunene, Nene & Kunene, 2000: 23; Small & Luster, 1994: 183). They found out that boys are pressurized to avoid feminine sex-typed behaviour as a result they identified themselves with a playboy. They also found that high self-esteem is associated with early sexual activity in males and low self-esteem is associated with early intercourse in girls. Although females have positive attitudes towards sex education, they are afraid of saying "no" to their boyfriends so they need negotiation skills (Naidoo, 2001: 6). As a result 28% of females in the 15-24 age group indicate that they are coerced into having sex. They are afraid of rejection by their boyfriends if they say "no".

Learners (about 58%) who are between the ages of 13 and 18 years showed positive attitudes towards sex education, whereas 56% of learners in the 19 years and above age group showed negative attitudes towards sex education. These findings are in line with

results found by these authors (Macleod, 1999: 12; Naidoo, 2001: 7; Penxa, 1992: 14). These researchers indicated that the younger the age of sexual debut, the little the knowledge of sex education. The present study indicates that this is the age group (13 and 18 years) which holds positive attitudes towards sex education. The current findings show that as learners grow older, they view sex education negatively. When learners are still young, many of their questions are directed to their parents and answered positively, but when they reach adolescence they search knowledge from peers (Hyder & DeLamater, 1997: 583).

About 56% grade 7,8 and 9 learners are negatively inclined towards sex education. while 59% of their counterpart grades 10,11 and 12 learners showed interest. The findings from the present study support Hyder and DeLamater's (1997: 583) work. The current finding shows that as learners progress to higher grades, they become interested in sex education. Subjects like biology play important role to learners' knowledge. because they involve topics related to sex education.

About 69% of urban sample of learners were positive towards sex education and about 54% of learners from rural responded negatively. The overall results are that urban learners are more positive to sex education than their rural counterparts. It was found that rural students neither communicate openly with their parents nor are exposed to TV programmes. These findings concur with findings from the previous studies (Macleod, 1999: 5; Ndlangisa, 1999:30; Penxa, 1992: 14; Stack, 1994: 206). They reported that premarital sex is lowered by rural residence, possibly due to greater difficulty in finding sex partners because of low population density. Parents in urban settings discuss sex-related topics with their children more than parents in rural settings.

Variables like gender, age, grade and residence influence learners' attitudes towards sex education. Although sex education is considered to play an important role in teaching about condom use as a way of avoiding sexually transmitted diseases and no sex before marriage, males coerced girls into sex. Girls on the other side are attracted to a man who is having a lot of money, fun, sexy and good looking. The literature reviewed stated that male resistance to condom use includes reasons like reduce sensitivity, perceived invulnerability to infection and ignorance about how to use condoms. Males thought that condoms undermine the traditional norm which stipulates that one of the duties of women is to bear children. Rural learners do not discuss sex education, watch TV programs on sex education and read magazines which have information about sex education because these are regarded as taboo. The learners are affected and they adopt negative attitudes towards sex education. The boys and girls are sexually active quite early by about ninth grade but males tend to have their first intercourse earlier than females.

Male resistance to condom use includes reasons like. reduce sensitivity, perceived invulnerability to infection and ignorance about how to use condoms. They thought that it undermines the traditional norm. Rural learners do not discuss sex education, or watch TV programs because that is regarded as a taboo and that affects them a lot.

4.4 Table 4.7 Distribution of responses in the study sample (N= 280)

ATTITUDE				
Variable	Eastern Cape (N= 150)		Kwa-Zulu Natal (N=130)	
	Positive	Negative	Positive	Negative
Whole sample	90	60	63	67
Male	34	35	15	39
Female	56	25	48	28
Urban	52	15	22	19
Rural	38	45	41	48
Age 13-18	68	34	54	53
Age 19+	22	26	09	14
Grade 7,8 & 9	07	04	24	37
Grade 10,11 &12	83	56	37	30

Table 4.7 shows that in both provinces there is a low level of knowledge about sex education in males than in females. This may either mean that there is no father to son communication about sex education, or boys are neglected by both parents in as far as sex education concern. In both provinces rural learners show negative attitudes towards sex education. This may be caused by the culture of learning, which has not yet developed, and the uncomfortability of parents to handle issues related to sex education. In both provinces younger and older learners are interested in sex education. Lower grade learners in Kwa-Zulu Natal show negative attitudes. This may mean that teachers at school are not doing enough in teaching learners sex education.

4.5 Summary

The results were presented and discussed in this chapter. The next chapter presents summary, conclusion and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

5.1 Introduction

This chapter gives a brief summary, conclusions, recommendations and limitations.

5.2 Summary

The study was designed to investigate “the secondary school learners’ attitudes towards sex education”. The aims of the study were:

- to determine the nature of secondary school learners’ attitudes towards sex education.
- to determine the learners’ attitudes towards sex education in relation to information given by parents, teachers, peers and other media.
- to determine the extent to which the following variables: gender, age, grade and residence influence the attitudes of learners towards sex education.

The researcher focused on factors that influence the learners’ attitudes towards sex education. The following hypotheses were formulated:

5.2.1 Ho: There will be no difference in students’ attitudes towards sex education.

H₁: There will be a difference in students’ attitudes towards sex education.

5.2.2 Ho: The information given by parents, teachers and other media will not influence the nature of attitudes differently.

H₁: The information given by parents, teachers and other media will influence the nature of attitudes differently.

5.2.3 Ho: There is no relationship between the nature of attitudes and the variables of gender, age, grade and residence.

H₁: There is a relationship between the nature of attitudes and the variables of gender, age, grade and residence.

Chapter one consists of motivation for investigation in the field. statement of the problem, aims of the study, hypothesis and a plan for the organization of the whole report. Chapter two comprises a review of previous work done in this area both in South Africa and other countries.

Chapter three details the method of study used in this research. The measuring instrument called Likert-type scale was constructed. Method of scoring and data analyses were done. Chapter four contains analysis of responses and the frequencies with which various aspects were rated and also provided. Chapter five consists of a summary, conclusions, recommendations and limitations.

5.3 Conclusion

The current findings showed that the learners hold positive attitudes towards sex education. Even if most learners showed positive attitudes but still there are those students who still have a negative attitudes towards sex education.

Learners group according to various levels of gender age and grade differ significantly in their attitudes towards sex education. Males have negative attitudes and females hold positive attitudes in the current study.

Learners of the younger age than of older group, are positively inclined. The study confirms the inconsistent findings by researchers with regard to age differences. It is amazing to see that young learners are interested in information about sex education.

Learners in grades 10, 11 and 12 showed positive attitudes than learners in grades 7, 8 and 9. This implies that the knowledge given differs according to the grades. Again lower grade pupils depend on parents and their teachers to get knowledge and higher grade pupils obtain much information from parents, teachers and from their learning areas like natural sciences and life orientation.

The findings show that residence does not affect learners' attitudes towards sex education. One view maintains that the urban and rural learners do not differ in their attitudes towards sex education. The other view holds that urban learners are more positive to sex education than their rural counterparts. The findings of the present study are therefore, in line with latter view. The reason being that their parents are not comfortable to talk about sex education. Again rural learners are not exposed to T.V. programmes and they do not read magazines.

The results show that learners have positive attitudes towards information given by parents, teachers, magazines and peers. Magazines identified as a major attractive

source. Peers identified as the second most important source. Parents and teachers came in the third place with equal percentages.

The findings also show that majority of learners need HIV and AIDS to be included in sex education. The second topic was pregnancy followed by condom use in third place. The other topics were identified in this order, sexually transmitted diseases, abstinence, dangers of myths, assertiveness, abortion, faithfulness, rape, organs of the body and reproduction system.

Looking at the topics identified by learners to be included in syllabus, it is good and appreciated to note that learners are aware that sex education is not about sex only but skills also.

5.4 Recommendations

The research found that parents and teachers are not comfortable in discussing some topics that are involved in sex education because their training did not include the subject. Again it was found that girls are afraid of rejection by their boyfriends if they say “no” and that is associated with low self-esteem. So the researcher recommended the following:

- There is a need for professionals like Psychologists to carry out **health promotion programmes** to empower teachers, parents, learners and community at large.
- In-service education should empower teachers with skills to handle the subject with confidence.

- The parents and teachers must be involved in the curriculum formation of sex education of their kids.
- Parents, teachers and learners should be aware of the fact that sex education is a wide concept, which involves important aspects about learners' life; it is not about sex only or a taboo.
- Professionals (nurses, teachers, social workers, doctors and psychologists) should work together for better understanding and knowledge of sex education in learners.

5.5 Limitations

Although the study achieved its aims but there are limitation that exist.

- The study was conducted during afternoon sections, the findings could be affected as learners were exhausted at that time of the day.
- Available literature deals with topics related to sex education.
- Time and financial resources available to the researcher were not enough, consequently the researcher would have considered nine provinces of South Africa.
- the scope of this problem concentrated only on two provinces of South Africa, Eastern Cape and Kwa-Zulu Natal.
- Although learners show positive attitudes towards sex education but they are not encouraged to seek knowledge and talk about sex education.

- The study investigated learners' attitudes only and not considers the effects of learners' different cultural background.
- Some questionnaires were spoiled and discarded and therefore, the researcher feels that sample was small.

5.6 Avenues for future research

This study has opened the following avenues for future research:

- Study to be conducted in the morning. This is likely to come up with different results
- Literature
- Time and financial resources
- The scope of this problem concentrated only on two provinces of South Africa. Eastern Cape and KwaZulu Natal. There is however, a need to extend the area of scope and cover nine provinces of South Africa.
- There is a need to study ways of encouraging learners to have positive attitudes towards sex education.
- A comparative study of effects of learners' different cultural background to sex education.
- A large sample to generalize the results.

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ANNEXURE A: The final scale

SECONDARY SCHOOL LEARNERS' ATTITUDES TOWARDS SEX EDUCATION

QUESTIONNAIRE FOR STUDENTS

The questionnaire consists of 3 sections.

SECTION A

This is a study of the attitudes of secondary school learners towards sex education.

You are requested to fill in your personal information by making a tick (✓) in the appropriate space provided with information applicable to you.

GENDER

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
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AGE

13 years & below	<input type="checkbox"/>
14 – 18	<input type="checkbox"/>
19 – 23	<input type="checkbox"/>
24 years +	<input type="checkbox"/>

GRADE

7, 8 & 9	
10, 11 & 12	

RESIDENCE

Municipality		Tribal area.	
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SECTION B

In this section there are different statements about attitudes of secondary school learners towards sex education. Circle the response, which most closely represents your attitudes towards each statement. Answer all statements.

NOTE THE FOLLOWING ABBREVIATIONS:

SA means Strongly Agree.

A means Agree.

NS means Not Sure.

D means Disagree.

SD means Strongly Disagree.

STATEMENT	SA	A	NS	D	SD
Sex education must teach learners about the use of condoms as a way of avoiding sexually transmitted diseases.	SA	A	NS	D	SD
It is a disgrace that sex education informs learners about the use of condoms.	SA	A	NS	D	SD
I feel that parents are not doing enough at home regarding sex education.	SA	A	NS	D	SD
Teaching learners about sex education is unacceptable.	SA	A	NS	D	SD
I feel that teaching learners about the sex education is a waste of time.	SA	A	NS	D	SD
I support the idea of saying "NO" to sex before marriage.	SA	A	NS	D	SD
Sex education is acceptable to me if it comes through TV	SA	A	NS	D	SD
I don't feel comfortable when talking about sex education.	SA	A	NS	D	SD
I feel happy when reading about sex education from magazines.	SA	A	NS	D	SD
I have nothing against sex education as long if it teaches learners about how to avoid sexually transmitted diseases.	SA	A	NS	D	SD

I feel that teachers are not giving us enough information about sex education.	S	A	NS	D	SD
Sex education is an important aspect in one's life.	S	A	NS	D	SD
I feel that it is wrong for teen of my age to be taught about sex education.	SA	A	NS	D	SD
Teaching learners about sex education is acceptable.	SA	A	NS	D	SD
Sex education is acceptable to me if it comes through radio.	SA	A	NS	D	SD
I don't like sex education because it promotes promiscuity (having many sexual partners).	SA	A	NS	D	SD
Sex education should be viewed seriously because it reduces myths about sex.	SA	A	NS	D	SD
Sex education should emphasize the aspect of no sex before marriage.	SA	A	NS	D	SD
I always discuss about sex education openly with my parents.	SA	A	NS	D	SD
I engage myself in sex education because my friends also do so.	SA	A	NS	D	SD
I dislike sex education because it leads learners to practise what they are taught at school.	SA	A	NS	D	SD
I'm not interested in sex education at all.	SA	A	NS	D	SD

It is upsetting to be denied the opportunity of receiving sex education.	SA	A	NS	D	SD
Sex education should not be taught at all because it promotes teenage pregnancy.	SA	A	NS	D	SD
I am interested in sex education.	SA	A	NS	D	SD
Sex education is not an important aspect in one's life.	SA	A	NS	D	SD
For young children sex education should teach about the organs of the body only.	SA	A	NS	D	SD
28. I need more information on sex education.	SA	A	NS	D	SD
I do not attend sex education classes.	SA	A	NS	D	SD
I like sex education as long as it teaches about no sex before marriage.	SA	A	NS	D	SD
I do not discuss sex education with friends.	SA	A	NS	D	SD
32. I like sex education so long as it involves parents.	SA	A	NS	D	SD
People who like sex education should live in areas separate from those who dislike sex education.	SA	A	NS	D	SD
A person who mixes freely with people who like sex education has an unbalanced mind.	SA	A	NS	D	SD

I switch off a TV programme on sex education.	SA	A	NS	D	SD
Everything should be done to make sex education a school subject.	SA	A	NS	D	SD
I do not read magazines which have information about sex education	SA	A	NS	D	SD

SECTION C

Write in order of importance to you, five things, you think must be included in the syllabus for sex education.

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

ANNEXURE B: Particulars of the respondents

RESPONDENT	SEX	AGE	GRADE	RESIDENCE	TOTAL	A= Above \bar{x}
NUMBER	1= Male 2= Female	1=13 yrs & below 2=14-18 yrs 3=19-23 yrs 4= 24 yrs	1= 7, 8 & 9 2 = 10,11 & 12	1= Municipality 2= Tribal	SCORE	B = Below \bar{x}
001	1	2	2	2	135	A
002	1	2	2	2	114	B
003	1	4	2	2	112	B
004	1	2	2	2	140	A
005	1	2	2	2	129	B
006	1	2	2	2	111	B
007	1	3	2	2	116	B
008	1	3	2	2	134	A
009	1	3	2	2	120	B
010	1	3	2	2	125	B
011	1	3	2	2	138	A
012	1	2	2	2	121	B
013	1	2	2	2	135	A
014	1	2	2	2	131	B
015	1	2	2	2	146	A
016	1	2	2	2	157	A
017	1	2	2	2	133	A
018	1	2	2	2	112	B
019	1	2	2	2	107	B
020	1	2	2	2	107	B
021	1	3	2	2	141	A

RESPONDENT NUMBER	SEX 1= Male 2= Female	AGE 1=13 yrs & below 2=14-18 yrs 3=19-23 yrs 4= 24 yrs	GRADE 1= 7, 8 & 9 2 = 10,11 & 12	RESIDENCE 1= Municipality 2= Tribal	TOTAL SCORE	A= Above \bar{x} B = Below \bar{x}
022	1	2	1	1	127	B
023	1	2	1	1	131	B
024	1	2	1	2	130	B
025	1	2	1	1	153	A
026	1	2	1	2	133	A
027	1	1	2	1	126	B
028	1	2	2	2	130	B
029	1	2	2	2	135	A
030	1	2	2	2	115	B
031	1	2	2	2	100	B
032	1	2	2	2	145	A
033	1	2	2	1	148	A
034	1	2	2	1	134	A
035	1	2	2	2	130	B
036	1	3	2	1	130	B
037	1	3	2	1	140	A
038	1	3	2	1	119	B
039	1	3	2	1	091	B
040	1	3	2	1	148	A

RESPONDENT NUMBER	SEX 1= Male 2= Female	AGE 1=13 yrs & below 2=14-18 yrs 3=19-23 yrs 4= 24 yrs	GRADE 1= 7, 8 & 9 2 = 10,11 & 12	RESIDENCE 1= Municipality 2= Tribal	TOTAL SCORE	A= Above \bar{x} B = Below \bar{x}
041	1	3	2	1	124	B
042	1	3	2	1	112	B
043	1	3	2	1	129	B
044	1	3	2	1	133	A
045	1	3	2	1	140	A
046	1	2	2	1	154	A
047	1	2	2	1	148	A
048	1	2	2	1	148	A
049	1	2	2	1	142	A
050	1	2	2	1	111	B
051	1	2	2	1	135	A
052	1	3	2	2	107	B
053	1	2	2	2	105	B
054	1	3	2	2	129	B
055	1	3	2	2	152	A
056	1	2	2	2	109	B
057	1	2	2	1	152	A
058	1	3	2	2	131	B
059	1	2	2	2	139	A

RESPONDENT NUMBER	SEX 1= Male 2= Female	AGE 1=13 yrs & below 2=14-18 yrs 3=19-23 yrs 4= 24 yrs	GRADE 1= 7, 8 & 9 2 = 10,11 & 12	RESIDENCE 1= Municipality 2= Tribal	TOTAL SCORE	A= Above \bar{x} B = Below \bar{x}
060	1	3	2	2	137	A
061	1	3	2	2	127	B
062	1	3	2	2	112	B
063	1	3	2	2	147	A
064	1	2	2	1	116	B
065	1	2	2	1	152	A
066	1	2	2	1	147	A
067	1	2	2	1	168	A
068	1	2	2	1	134	A
069	1	2	2	1	134	A
070	2	2	2	2	143	A
071	2	2	2	2	124	B
072	2	2	2	2	138	A
073	2	2	2	2	099	B
074	2	2	2	2	151	A
075	2	2	2	2	155	A
076	2	2	2	2	116	B
077	2	2	2	2	115	B
078	2	2	2	2	108	B

RESPONDENT NUMBER	SEX 1= Male 2= Female	AGE 1=13 yrs & below 2=14-18 yrs 3=19-23 yrs 4= 24 yrs	GRADE 1= 7, 8 & 9 2 = 10,11 & 12	RESIDENCE 1= Municipality 2= Tribal	TOTAL SCORE	A= Above \bar{x} B = Below \bar{x}
079	2	2	2	2	138	A
080	2	2	2	2	133	A
081	2	2	2	2	114	B
082	2	2	2	2	098	B
083	2	2	2	2	119	B
084	2	2	2	2	122	B
085	2	2	2	2	134	A
086	2	2	2	2	134	A
087	2	2	2	2	123	B
088	2	2	2	2	155	A
089	2	2	2	1	143	A
090	2	2	2	1	147	A
091	2	2	2	1	135	A
092	2	2	2	1	120	B
093	2	2	2	1	138	A
094	2	2	2	1	141	A
095	2	2	2	1	139	A
096	2	2	2	1	157	A
097	2	2	2	1	151	A
098	2	2	2	1	140	A
099	2	2	2	1	159	A

RESPONDENT NUMBER	SEX 1= Male 2= Female	AGE 1=13 yrs & below 2=14-18 yrs 3=19-23 yrs 4= 24 yrs	GRADE 1= 7, 8 & 9 2 = 10,11 & 12	RESIDENCE 1= Municipality 2= Tribal	TOTAL SCORE	A= Above \bar{x} B = Below \bar{x}
100	2	2	2	1	161	A
101	2	2	2	1	144	A
102	2	2	2	1	154	A
103	2	2	2	1	149	A
104	2	2	2	1	123	B
105	2	2	2	1	145	A
106	2	2	2	1	154	A
107	2	2	2	1	147	A
108	2	3	2	1	156	A
109	2	2	1	1	152	A
110	2	2	1	1	139	A
111	2	2	1	1	151	A
112	2	2	1	1	111	B
113	2	3	2	1	136	A
114	2	3	2	1	152	A
115	2	3	2	1	155	A
116	2	3	2	1	132	A
117	2	3	2	1	133	A
118	2	3	2	1	114	B
119	2	3	2	1	149	A
120	2	2	2	1	165	A
121	2	2	2	1	157	A

RESPONDENT	SEX	AGE	GRADE	RESIDENCE	TOTAL	A= Above \bar{x}
NUMBER	1= Male 2= Female	1=13 yrs & below 2=14-18 yrs 3=19-23 yrs 4= 24 yrs	1= 7, 8 & 9 2 = 10,11 & 12	1= Municipality 2= Tribal	SCORE	B = Below \bar{x}
122	2	2	2	1	142	A
123	2	2	2	1	144	A
124	2	2	2	1	135	A
125	2	2	2	1	155	A
126	2	2	2	1	151	A
127	2	2	1	2	138	B
128	2	2	1	2	140	A
129	2	3	2	2	130	B
130	2	3	2	2	113	B
131	2	3	2	2	127	B
132	2	3	2	2	141	A
133	2	3	2	2	105	B
134	2	3	2	2	154	A
135	2	3	2	2	145	A
136	2	3	2	2	112	B
137	2	3	2	2	142	A
138	2	3	2	2	138	A
139	2	3	2	2	128	B
140	2	3	2	2	109	B
141	2	3	2	2	111	B
142	2	3	2	2	115	B
143	2	2	2	2	118	B

RESPONDENT	SEX	AGE	GRADE	RESIDENCE	TOTAL	A = Above \bar{X}
NUMBER	1= Male 2= Female	1=13 yrs & below 2=14-18 yrs 3=19-23 yrs 4= 24 yrs	1= 7, 8 & 9 2 = 10,11 & 12	1= Municipality 2= Tribal	SCORE	B = Below \bar{X}
144	2	2	2	2	125	B
145	2	2	2	2	150	A
146	2	2	2	2	142	A
147	2	2	2	2	133	A
148	2	2	2	2	139	A
149	2	2	2	2	135	A
150	2	2	2	2	139	A
151	1	2	2	2	133	B
152	1	2	2	1	125	B
153	1	2	1	2	113	B
154	1	3	2	1	128	B
155	1	4	2	1	115	B
156	1	2	2	1	147	A
157	1	3	2	2	152	A
158	1	2	2	1	113	B
159	1	3	2	2	140	A
160	1	2	2	2	120	B
161	1	2	2	1	116	B
162	1	2	2	2	137	A
163	1	2	2	2	101	B
164	1	2	2	1	110	B
165	1	2	2	2	118	B

RESPONDENT NUMBER	SEX 1= Male 2= Female	AGE 1=13 yrs & below 2=14-18 yrs 3=19-23 yrs 4= 24 yrs	GRADE 1= 7, 8 & 9 2 = 10,11 & 12	RESIDENCE 1= Municipality 2= Tribal	TOTAL SCORE	A= Above \bar{x} B = Below \bar{x}
166	1	3	2	2	110	B
167	1	2	2	2	118	B
168	1	3	1	2	131	B
169	1	3	1	2	138	A
170	1	1	1	2	115	B
171	1	3	2	1	121	B
172	1	2	2	2	132	A
173	1	3	1	2	119	B
174	1	2	1	2	106	B
175	1	2	1	2	104	B
176	1	2	1	2	114	B
177	1	2	1	2	131	B
178	1	2	1	2	129	B
179	1	2	1	2	121	B
180	1	2	1	2	122	B
181	1	3	1	2	127	B
182	1	2	1	2	122	B
183	1	2	1	2	138	A
184	1	2	1	2	111	B
185	1	2	1	2	098	B
186	1	2	1	2	119	B
187	1	2	1	2	107	B

RESPONDENT NUMBER	SEX 1= Male 2= Female	AGE 1=13 yrs & below 2=14-18 yrs 3=19-23 yrs 4= 24 yrs	GRADE 1= 7, 8 & 9 2 = 10,11 & 12	RESIDENCE 1= Municipality 2= Tribal	TOTAL SCORE	A= Above \bar{X} B = Below \bar{X}
188	1	2	1	2	138	A
189	1	2	1	2	115	B
190	1	2	1	2	153	A
191	1	2	1	2	129	B
192	1	2	1	2	124	B
193	1	2	1	2	149	A
194	1	2	1	2	129	B
195	1	2	1	2	141	A
196	1	2	1	2	132	A
197	1	2	1	2	135	A
198	1	2	1	2	096	B
199	1	2	1	1	112	B
200	1	2	1	2	098	B
201	1	2	1	2	109	B
202	1	2	1	1	124	B
203	1	2	1	1	145	A
204	1	2	1	2	127	B
205	2	2	2	2	159	A
206	2	2	2	2	133	A
207	2	2	2	2	152	A
208	2	2	2	2	149	A
209	2	2	2	2	123	B

RESPONDENT NUMBER	SEX 1= Male 2= Female	AGE 1=13 yrs & below 2=14-18 yrs 3=19-23 yrs 4= 24 yrs	GRADE 1= 7, 8 & 9 2 = 10,11 & 12	RESIDENCE 1= Municipality 2= Tribal	TOTAL SCORE	A= Above \bar{x} B = Below \bar{x}
210	2	2	2	2	148	A
211	2	2	2	2	138	A
212	2	2	1	2	120	B
213	2	2	1	2	112	B
214	2	2	2	2	144	A
215	2	2	2	2	130	B
216	2	2	1	2	152	A
217	2	2	1	2	152	A
218	2	2	1	2	157	A
219	2	2	1	2	157	A
220	2	2	1	2	133	A
221	2	2	1	2	157	A
222	2	2	1	2	153	A
223	2	3	2	1	134	A
224	2	2	1	1	129	B
225	2	2	1	1	134	A
226	2	2	2	1	140	A
227	2	2	2	1	143	A
228	2	2	2	1	153	A
229	2	3	1	2	146	A
230	2	1	1	2	149	A
231	2	1	1	2	138	A

RESPONDENT NUMBER	SEX 1= Male 2= Female	AGE 1=13 yrs & below 2=14-18 yrs 3=19-23 yrs 4= 24 yrs	GRADE 1= 7, 8 & 9 2 = 10,11 & 12	RESIDENCE 1= Municipality 2= Tribal	TOTAL SCORE	A= Above \bar{x} B = Below \bar{x}
232	2	2	1	1	142	A
233	2	2	1	1	138	A
234	2	2	1	1	103	B
235	2	2	1	1	156	A
236	2	2	1	1	111	B
237	2	2	1	1	112	B
238	2	2	1	1	130	B
239	2	2	1	1	127	B
240	2	2	1	1	119	B
241	2	2	1	1	108	B
242	2	2	1	2	145	A
243	2	2	2	2	149	A
244	2	2	2	2	145	A
245	2	2	2	2	120	B
246	2	2	2	2	114	B
247	2	2	2	2	156	A
248	2	2	2	2	134	A
249	2	2	2	2	125	B
250	2	2	2	2	120	B
251	2	2	2	2	102	B
252	2	2	2	2	125	B

RESPONDENT NUMBER	SEX 1= Male 2= Female	AGE 1=13 yrs & below 2=14-18 yrs 3=19-23 yrs 4= 24 yrs	GRADE 1= 7, 8 & 9 2 = 10,11 & 12	RESIDENCE 1= Municipality 2= Tribal	TOTAL SCORE	A= Above \bar{X} B = Below \bar{X}
253	2	2	2	2	110	B
254	2	2	2	2	163	A
255	2	2	2	2	156	A
256	2	2	2	2	147	A
257	2	2	2	2	113	B
258	2	2	2	2	136	A
259	2	2	2	1	133	A
260	2	2	2	1	133	A
261	2	2	2	1	151	A
262	2	2	2	1	157	A
263	2	2	2	1	139	A
264	2	2	2	1	138	A
265	2	2	2	1	133	A
266	2	2	2	1	139	A
267	2	2	2	1	152	A
268	2	2	2	2	112	A
269	2	3	2	1	137	A
270	2	3	2	2	133	A
271	2	3	2	2	108	B
272	2	3	2	2	108	B

RESPONDENT NUMBER	SEX 1= Male 2= Female	AGE 1=13 yrs & below 2=14-18 yrs 3=19-23 yrs 4= 24 yrs	GRADE 1= 7, 8 & 9 2 = 10,11 & 12	RESIDENCE 1= Municipality 2= Tribal	TOTAL SCORE	A= Above \bar{x} B = Below \bar{x}
273	2	3	2	2	123	B
274	2	3	2	2	117	B
275	2	3	2	2	111	B
276	2	3	2	2	133	A
277	2	4	2	1	122	B
278	2	4	2	1	127	B
279	2	3	1	1	135	A
280	2	2	2	1	142	A