

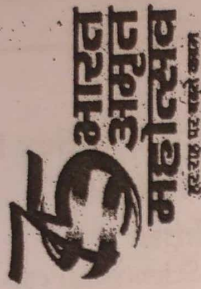


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Sexual Anxiety, Sexual Attitude and Attitude towards Sex Education among Under Graduate College Students.

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Abstract:

The present study aims to the investigation of premarital sexual anxiety, sexual attitude and attitude towards sex education among under graduate college students. The total Sample size was 60 which were selected purposively from Baramati city. Each group consisted of 30 individuals (30 Girls and 30 Boys). Sexual Anxiety scale developed by Pramod Kumar, Sexual Attitude scale developed by Amit Abraham and Attitude towards sex education developed by Dr. Usha Mishra was used to collect the data. Between group research design was used. To find gender difference the data was analysed by using independent sample 't' test. The findings of the study reveal that there is significant gender difference found on premarital sexual anxiety and sexual attitude. The findings for attitude towards sex education shows that the today's college students have a high attitude towards Sex Education with no significant gender difference. Findings suggest that the education authorities are seriously contemplating the inclusion of sex education in the college curriculum.

Key Words: Premarital Sexual Anxiety, Sex Attitude, Attitude towards Sex Education, Under Graduate College Students.

Introduction:

Sexual anxiety is a fear-based response to sex and/or intimacy. It often impedes sexual activity and can hijack a person psychologically, physiologically, and emotionally. There are many triggers for sexual anxiety and they can have an impact before, during, and after sexual activity. Sexual performance anxiety is a type of performance anxiety that involves a fear or worry related to sexual activity. This can happen during sex, or even before sex. The pre-marital sexual anxiety refers to fear and apprehension one holds about his being successful as far as sexual relations in marriage are concerned. These fears and apprehensions are mainly caused by the distorted notions one developed about sex during his development year, mostly based on unscientific information he gets about sex from his friends, acquaintances and cheap sex books (Tjaden, 1988). During one study (Kumar, 1991) on sex-related myth, it was observed that quite a few among college students interviewed believed that 'masturbation caused impotency- inability to have proper penile erection'. Another sex-related myth that emerged quite strongly and could also give rise to fears and apprehensions about sexual effectiveness in a person were that 'penis' size was related with one's sexual potency.' If so believed, then the person who has indulged in masturbatory practices or has got a relatively smaller penis (as per his standards) would have every likelihood of developing fears and apprehensions about his ability to fully sexually satisfy his partner. Such fear and apprehensions once developed are bound to play havoc with the sexual life of the Person (Feldman, 1989). It is an irony that sex which is so much an integral part of our lives is so difficult to be discussed and thought of in a rational manner.

In India, rapid socio-economic development, rising way in to education, higher standards of living, rural-urban migration, urbanization, and modernization, as well as the influence of Western culture, have contributed to the increased occurrence of sexual activity among Indian youth, especially college students. In the present scenario, the invasion of modern technology and multimedia has made the Indian youth more flexible towards sexuality over the Internet and mass media. Living in an increasingly permissive environment, sexual curiosity among youth is commonly encountered. Having lack of knowledge about topics related to sexuality, reproductive health, contraception, condom use, and sexually transmitted infections (STIs)—including the human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS)—many young people are susceptible to social consequences such as unwanted pregnancy and diseases. From this point of view, it is the purpose of the study to investigate and understand the youth's current health knowledge, attitudes towards sexuality, premarital sexual anxiety and sex education. It is hoped that findings from this study may provide implications for possible sexuality education and sexual health



policies and practices. This study will serve to support the government to further consider national programs for sexuality education for youth.

Sex seems to be everywhere-including the college campus. However, today's college students appear to have different sexual attitudes and behaviors than previous generations. The extent to which colleges and universities should be offering sex education is a debate that has existed for years. Sex is a taboo in India and sex education is a big taboo to be talked about. Children are not allowed to have access to sexual health information because the society has the perception that such exposure will corrupt the child. But Frimpong (2010) views that sex education is a systematic attempt to promote the healthy awareness in the individual on the matters of his or her sexual development, functioning, behavior and attitude through direct teaching. Sex education focuses on all the aspects of life. In the Indian society it is a taboo to talk about sex, venereal disease and related factors. The conservative attitude of the elders, including some parents and teachers, towards sex education prevent teenager from knowing healthy facts of sex life. Dangerously enough, there is no consensus in India over introducing sex and reproductive health education in the school and college syllabus. The education authorities are seriously contemplating the inclusion of sex education in the school or college curriculum, in the light of the growing scare about AIDS. In a society where talking about sex is still taboo, the move is a major step. Sex education is a comprehensive process of providing information and helping young individuals form attitudes and beliefs about sexual intimacy, relationships and one's sexual identity. It also helps develop an understanding in children about consent and the importance of making informed choices and being confident about them. The complex emotional state in which youth find themselves in, stigma surrounding matters of a sexual nature in the Indian society and widespread gender inequality faced makes it increasingly challenging for college students to attain the knowledge they need.

The value of sex education for teenagers has been emphasized by social activists. Intellectuals, psychologists and social scientists so that they may not become a victim of eve-teasing, failure in love-affairs, sexual harassment at work place, sexuality related complications before and after marriage. According to UNESCO (2009), effective sexual education can provide young people with age-appropriate, culturally relevant and scientifically accurate information. It includes structured opportunities for young people to explore their attitudes and values, and to practice the decision-making and other life skills they will need to be able to make informed choices about their sexual lives. The need of Sex Education in the educational process is unquestionable. Sex Education is the inculcation of the correct moral attitudes towards sex. It means all the educational measures, which prepare young people to meet the problems of life centers around the sex instinct. Provision of opportunity for young people to develop and understand their values, attitudes, and insights about sexuality and developing relationship and interpersonal skills is another goal of sex education. An important objective of the college sexuality education is to help young people build a foundation as they mature into sexually healthy adults.

Studies suggested that sexual behavior could be predicted from sexual attitudes (Geringer, Marks, Allen, & Armstrong, 1993). Other studies suggested that having divorced parents, lesser parental supervision, living with a single parent and having more permissive sexual attitudes put adolescents at an increased risk for sexual intercourse, pregnancy, and contracting an Sexually Transmitted Diseases (Miller, Benson & Galbraith, 2001; Whitbeck, et al., 1994). The sexual attitudes and behaviors of college students have changed throughout the recent history, as has sex education. What has been created is a generation of college students who are more knowledgeable about sexual positions and protection than previous generations of students. This has resulted in a generation who engages in sexual experimentation earlier than ever before, dangerously mixes alcohol and sex, and can access sex or sex information 24 hours a day with just the click on mobile phones. Consequently, sex educators are forced to find new ways to reach this population of students to the college campus. So it becomes mandatory that parents, teachers and students should have positive attitude towards sex education and they should be prepared to accept the sex education as a subject. Attitude of students towards sex education is influenced by their socio-cultural background, belief system, political system, religion and many other factors. Considering all these factors, it was attempted to study the present status of premarital sexual anxiety, attitude of college going students towards sexuality and sex education. The present study may guide teachers, educators, administrators, planners, policy makers, counselors, parents and students in formulating effective policies in favor of sex education in



college. Findings of this study can motivate the governmental and non-governmental agencies working towards the institutionalization of Sex Education, to come up with long lasting policies and awareness campaigns.

Review of Literature:

Sankapal, S. (2022) examine attitude towards sex education and sex myths among adolescents. The results revealed that there is no significant difference between male and female adolescent related to their attitude towards sex education but significant difference found between male and female adolescent related to their Sex Myth.

Dutt, S. and Manjula, M. (2017) found that Youth have poor sexual knowledge but have more liberal attitude toward sexuality. The major source for gathering information was the Internet, which is also considered the most reliable source. Youth are more likely to clarify doubts about sexuality through discussions with friends.

Mishal T. K., Hiba V. T. (2015) studied Pre-marital sexual anxiety among the Post graduate students. The results show that there will be a significant difference in premarital sexual anxiety between male and female.

Chaudhary, P., Mansoori, M. (2015) examine the attitude of college students towards sex education. Findings indicated that students were supportive of sex education. Girls generally favored such education more compare to the boys.

Kumar, P., Mittal, A. (2015) studied and compare the attitude towards sex education of college going students and found that College going students have high attitude towards sex education.

Paul, A. (2014) evaluates the pre-marital sexual anxiety among adolescents. Results suggested that there is a significant difference in sexual anxiety between females and males.

Martin, J. C., & Mak, J. Y. (2013) found a significant difference was also found between male and female students in their sexual attitude. Female students were significantly more progressive/open-minded than male students in their attitude. Males were more ambivalent.

Mutha et. al. (2014) conducted a cross sectional survey to determine the knowledge and awareness of college students regarding sex and related matters and the factors affecting the prevalent outlook and practices of youth towards the same. The results show that the female students lacked basic information about sexuality and related concepts whereas male students had a casual attitude towards sex with multiple partners. The study highlights the need of sex education to guide the youth to develop and adopt healthy sexual practices.

Sharon, P. (2012) examines youth knowledge about crucial aspects of sexuality and their source of sex related information, attitudes regarding sex education, premarital sex and homosexuality as well as sexual behaviors engaged in by youth. The results indicate that majority of the respondents were not aware about the various aspects of sexuality. Their level of misconception about sexuality is high.

Joshi, (2010) conducted a study among urban youth to examine their knowledge about crucial aspects of sexuality and their source of sex related information. The survey also accessed attitudes regarding sex education, premarital sex and homosexuality, as well as sexual behaviors engaged in by the youth. Results showed that sexual knowledge about physiology of sexual response, conception and pregnancy was less than other areas such as masturbation and contraception. Peers, books, and magazines were the most frequently used source of sex information. Boys reported more liberal attitudes and more frequent sexual behaviors than girls.

Ghule, M. et. al. (2007) analyzed the risky sexual behavior, misconceptions and attitudes regarding sexuality and sexual health among rural youth in India. The results clearly showed that the majority of the students in the study expressed conservative attitudes towards premarital sexuality. Mean score indicated that male students had higher mean scores compared with their female counterparts and indicating more liberal attitudes towards sexuality.

Objectives of the study

1. To study Sexual Anxiety of undergraduate girls and boy's college students.
2. To study Sexual Attitude of undergraduate girls and boys college students.
3. To study Attitude towards sex education of undergraduate college students.
4. To compare sexual anxiety, Sexual attitude and Attitude towards sex education between boys and girls undergraduate college students.



Hypothesis

1. Girls will be high on sexual anxiety as compare to the boys of under graduate college students.
2. There is significance difference between girls and boys on sex attitude of under graduate college students.
3. There is no significant gender difference among undergraduate college students on attitude towards sex education.

Methodology:

Statement of the Problem: To study premarital sexual anxiety, sexual attitude and attitude towards sex education among undergraduate college students.

Variables

Independent Variable Gender- Girls and Boys

Dependent Variable: Premarital Sexual anxiety, Sexual attitude, Attitude towards sex education.

Operational Definition: -

Sexual Anxiety: It is composite score obtained by Sexual Anxiety Scale developed by Pramod Kumar.

Sexual Attitude: It is composite score obtained by Sexual Attitude scale developed by Amit Abraham.

Attitude towards Sex Education: It is composite score obtained by attitude towards sex education developed by Dr. Usha Mishra.

Under Graduate College Students: In the present study college going students mean those students who have passed H.S.C. and are studying in undergraduate courses.

Research Design:

Between group design was used for the present study.

Sample:

The sample consisted of under graduate college going students between the age group of 18 to 22. Data were collected from 60 students, out of which 30 were female and 30 males. The data were collected from Arts, commerce and science students of Baramati city. Purposive sampling method is used for data collection.

Tools:

Sexual Anxiety Scale: It was developed by Pramod Kumar. The Sexual Anxiety Scale (SAS) consists of 16 highly sensitive statements presented in 4-point rating format. The area-wise distribution of these items is Sexual Potency (SP), Sexual Inhibition (SI), Sexual Attractiveness (SA), Sexual Monotony (SM). A numerical value of 1,2,3 and 4 is to be assigned to 'Rarely', 'Some Times', 'Often' and Always.

Reliability -The split- half reliability, correlating the odd- even items and applying the Spearman Brown formula for doubling the test length, was found to be 0.88 (N=40), with an index of reliability of 0.93. The retest reliability was also calculated. It was found to be 0.54 (N=30), with an index of reliability of 0.73. The re-test of the scale was given after a time interval of one week.

Validity - The face validity of the scale appeared to be fairly high as items were prepared following intensive interviews of 25 unmarried samples to know the type of fears and apprehension they entertained regarding expected sexual behavior in marriage. The content validity of the scale was adequately assured as only those items which showed 100 percent agreement amongst the judges regarding their relevance for studying pre-marital sexual anxiety were selected. Of these, only those items which gave a high discriminating value (0.41 or above). Percentile norms have been prepared for male and female groups.

Sexual Attitude Scales (S. A. S.): It was developed by Amit Abraham. This test having five dimensions. Statements are assigned with responses 'strongly agree', 'agree', 'undecided', 'disagree', and 'strongly disagree' respectively.

Premarital Sex Scale (P.S.S.): All the 14 statements of PSS are positively worded.

Polygamy Scale (P.S.): The 14 statements of the PS are of favorable and unfavorable types.

Pornography Scale (P.G.S.): The 16 statements of the PGS are of favorable and unfavorable types.

Lesbianism Scale (L.S.): The 14 statements of the LS are of favorable and unfavorable types.

Homosexuality Scale (H.S.): The 12 statements of the HS are of favorable and unfavorable types.

Reliability - The reliability was worked out by the both the split-half and test-retest method (3months) interval between resting) for each dimension of the SAS.

Scales	N	Re-test	Split-half	Index of reliability
(P.S.S.)	70	0.82	0.73	0.85
(P.S.)	70	0.82	0.72	0.84
(P.G.S.)	70	0.79	0.70	0.83
(L.S.)	70	0.81	0.86	0.93
(H.S.)	70	0.69	0.71	0.84

Validity - The face validity of the scale is fairly high as the items were prepared after intensive discussion with various men and woman and after survey of available literature on male female sexuality. The contain validity was adequately assured as only items which showed cent per cent agreement amongst the judges regarding their relevance to sexuality study were selected .Of these only those items which had high t-value (greater than 1.75, Edwards,1969). Percentile norms have been prepared for male and female groups.

Attitude Scale towards Sex Education: It was developed by Dr. (Smt.) Usha Mishra. The final draft of the scale consisted of 32 items in which 16 items were related with negative attitude and 16 items were related with negative attitude toward sex education. Statements are assigned with responses 'strongly agree', 'agree', 'Indefinite', 'disagree', and 'strongly disagree' respectively.

Reliability - Reliability of the test was computed by split-half method using Spearman Brown Prophecy Formula and by test-retest method after an interval of one and six months. The values are reported.

Method	N	Re Reliability
Split half	370	0.86
Test-retest (1 month)	50	0.82
Test-retest (6 months)	50	0.80

Validity - The items of the scale has been critically examined by 25 experts in the field of education. The opinion of these judges with respect to the relevancy of items confirmed that the scale has content and face validity.

Data collection procedure: The investigators collected the data by taking the prior permission from the college authorities. The topic of the research was introduced to the sample to enhance their understanding and for eliciting the co-operation. The tests were presented to the respondent and they were assured that whatever responses they will give would be kept confidential and would be used only for the research purposes. Thus, they were requested to give only honest and true responses. The standardized instructions for the tests were given each time. Data collection was done in small convenient groups on the required sample from colleges.

Results and Discussion:

There was 60 adolescents participated in the study. The suitable statistical method was used to analyze the data by using IBM statistics SPSS 20. The mean, S.D. is used as a part of descriptive statistics. For finding the difference between boys and girls independent sample t test analysis was used as inferential statistics.

Table 1 showing descriptive statistics for all variables

Variables	N	Mean	SD
Premarital Sexual Anxiety	60	34.55	10.29
Sexual Attitude	60	119.28	18.02
Attitude Towards Sex Education	60	104.71	12.44

Table no: 1 indicates Mean and S.D. on premarital sexual anxiety, sex attitude and attitude towards sex education of undergraduate college student. Mean and S.D. for premarital sexual anxiety was 34.55 and 10.29. For sex attitude Mean was 119.38 and S.D. was 18.02 while the mean and S.D. for attitude towards sex education was 104.71 and 12.44 respectively.

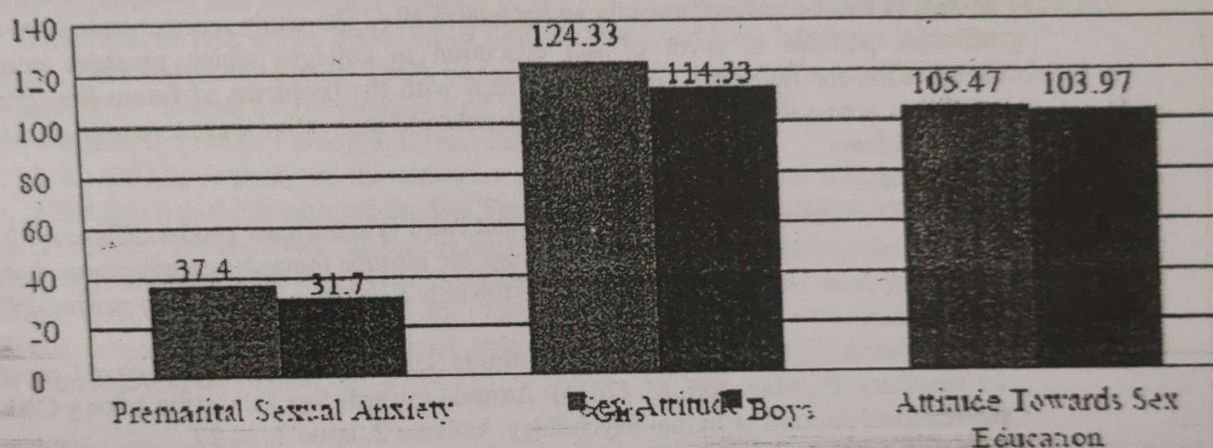


Table 2 shows the Mean, S.D. and t value on premarital sexual anxiety, sex attitude and attitude towards sex education for boys and girls college student.

GENDER		N	Mean	SD	df	t
Premarital Sexual Anxiety	Girls	30	37.40	10.89	58	2.21*
	Boys	30	31.70	8.96		
Sex Attitude	Girls	30	124.33	11.29	58	2.24*
	Boys	30	114.33	21.92		
Attitude Towards Sex Education	Girls	30	105.47	9.36	58	0.46
	Boys	30	103.97	15.04		

Graph: 1 Shows Gender difference on mean score of premarital sexual anxiety, sex attitude and attitude towards sex education

Comparison of Girls and Boys students



The above graph indicates the values of mean on premarital sexual anxiety, sex attitude and attitude towards sex education for boys and girls college student. The difference between boys and girls of college students groups on premarital sexual anxiety was analyzed with the 't' test. The t-ratio of boys and girls groups on premarital sexual anxiety was $t(58) = 2.21$, $p < 0.05$, which is significant level at 0.05. It means boys college students group differ significantly as compared to girl's college students group on premarital sexual anxiety score. There is noticeable difference on mean score also of girls ($M = 37.40$, $SD = 10.89$) and boys ($M = 31.70$, $SD = 8.96$). Result indicated that the girl's college students have high on premarital sexual anxiety than their counterparts. Thus hypothesis stated Girls will be high on sexual anxiety as compare to the boys of under graduate college students was accepted. The result of the study supported by the findings of Paul, A. (2014) evaluates the pre-marital sexual anxiety among adolescents and found that there is a significant difference in sexual anxiety between females and males.

Results of the independent-samples t-test show that mean on sexual attitude differs in girls ($M = 124.33$, $SD = 11.29$) and boys ($M = 114.33$, $SD = 21.92$) at the .01 level of significance ($t = 2.24$, $df = 58$). The results of the study indicated that there was a significant difference between the boys and girls students on sex attitude. Result indicated that the girl's college students have better positive sexual attitude to compared boy's college students. It means the hypothesis was accepted. A previous study has also shown similar result as Female students were significantly more progressive/open-minded than male students in their attitude. (Martin, J. C., & Mak, J. Y. 2013). The mean value for girls was higher than boys on attitude towards sex education. The mean score and standard deviation for girls on attitude towards sex education was 105.47, and 9.36. The mean and standard deviation for boys was 103.97, and 15.04. The result of independent sample t test shows $t(58) = 0.46$, $p > 0.05$ that there was a not significant difference between the boys and girls. It means boys college students



groups do not differ significantly as compared to girls for college students groups on attitude towards sex education score. Thus it is clear that there is no significant difference between boys and girls for college students groups on attitude towards sex education. It clearly indicates that boys and girls for college students have similar level of attitude towards sex education. It means the hypothesis was accepted. The result of the study supported by the findings of Kumar R, et. al, (2017) found that there were substantial lacunae in the knowledge about reproductive and sexual health. Students felt that sex education is necessary and should be introduced in the curriculum and Chaudhary, P., Mansoori; M. (2015) found that students were supportive of sex education.

Proper scientific sex education or family life education and counseling sessions will help in removing premarital sex anxieties among youth, whom are the driving force of tomorrow. Thus, Sex education in India may still be a less-talked-about topic but its importance can never be undermined. Proper sexual knowledge not only empowers young minds but also ensures that they always make the right choices in life. However, the dangerous sexual behaviors that college students engage in are not likely to go away over night; educators must continue to be diligent and creative in their efforts to educate young adults. It can be concluded from the above discussion that sex education is the need of hour especially in India. To get rid of these problems the one and the only answer is that teaching of sex education should be institutionalized in schools and colleges only then their quires and problems will be solved honestly and scientifically. The study recommended provisions to formulate effective policies in favor of sex education in colleges which provides complete and healthy information for necessary life skills to deal with the problems of future life. Professionals and sex educators across the country may develop new and innovative ways to continue to teach sex education to the students.

Conclusion:

The finding of the study reveals that there is significant gender difference found on premarital sexual anxiety and sexual attitude. Findings for attitude towards sex education shows that the today's college students have a moderate attitude towards Sex Education with no gender difference.

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