

## Developing a Scale for Measuring Attitudes of Secondary School Teachers toward Sex Education

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### ABSTRACT

Pre-service training and attitudinal background both are important to teach 'sex education' well in classroom. But lack of proper instruments to determine teachers' attitudes toward sex education in Bangladesh paved way for the researcher to develop such scale. To develop the scale, initially 58 items were formulated using the deductive approach based on the five-point Likert's scale method, of which 41 retained after a tryout and 36 items for the finalized scale. By using the convenience sampling method, a pool of 130 samples was selected for the final data collection. After rigorous analyses, the scale's average item-total correlation and Chronbach's Alpha values were calculated as 0.465 and 0.773 respectively, which ensured its reliability. The items were developed as such they cover most topics of sex education in perspective of Bangladesh, thus establishing content validity. Finally, the Stanine scores or grades, ranging from 1 to 9, were calculated and assigned to the raw scores that were obtained by the samples, to interpret the findings in an understandable way. Based on the Stanine scores, the secondary teachers' attitudes toward sex education were categorized in five categories as 'very negative', 'negative', 'moderate', 'positive' and 'very positive'.

**Keywords:** Sex education, secondary school teachers, Attitude scale

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## Introduction

### Background of the study

The National Curriculum and Textbook Board (NCTB) of Bangladesh introduced the concept of 'sex education' at secondary levels' textbooks and the decision resembles with the two experts Adegboyega and Fabiyi's (1994) suggestion. They advised that the teaching of sex education should be institutionalized at the secondary level. But still there is no strategy and,

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even, the National Education Policy (2010) did not instruct how the teachers' knowledge and attitudes should be to discuss sex education in the classroom. Research shows that most of the students want knowledgeable teachers and those who do not feel embarrassed teaching sex education at schools (Sapire, 1986). In this case, pre-service and in-service training might help to deal with 'sex education' (Ogunjimi, 2006), but teachers should have some special personal characteristics, training and 'positive' attitudes toward sex education (Kakavoulis, 2001). Researchers (Moore and Rosenthal, 1993) also explained that lack of trust in teachers' knowledge or positive attitude inhibits many young learners from approaching their teachers for information or advice about sex education. It leaves questions, how the teachers' attitudes should be to discuss the topic in classrooms. To deter such attitudes, it was a dire need to develop a scale for measuring attitudes of secondary school teachers toward sex education.

### ***Rationale of the study***

Sex education allows students to acquire knowledge about sexual identity, attitudes and beliefs toward sex, develops intimate relationships, helps in keeping physical hygiene etc. (Rebecca, 2012). Besides, it reduces the drop-out rate, unwanted pregnancies, prevents transmission of STDs (Rebecca, 2012) and, lack of it, can lead to infection of STDs, for instance, AIDS (Moore and Rosenthal, 1993). Parents feel uncomfortable while imparting knowledge to their children about sex education (Bhuiyan, 2014), therefore, majority of adolescents would prefer school teachers (Halonen and Santrock, 1996) for the task. But, if a teacher has not positive attitude the whole sex education program will distort, no matter how well educated or trained the teacher is (Moony, 1974).

Meanwhile, children primarily gather knowledge about sex education from peer groups and, for they have a feeling of inaccurate information, teachers become their reliable source of knowledge (Moore and Rosenthal, 1993). Hence, teacher with a positive attitude can show them the way.

On the other hand, NGOs have pioneered introducing sex education programs in Bangladesh and now the government, too, follows the same path. But neither of the parties felt the urge to develop a scale for measuring attitudes of secondary schools teachers towards sex education in the context of Bangladesh. Besides, it is not new that sometimes a very few number, negligible though, of teachers behave questionably and get involved sexually with students which is considered unacceptable in society. If an attitude scale can be developed to measure teachers' attitudes toward sex education, it would be lot more easy to deter which teacher is to be trusted more to teach sex education in a classroom. The government can set a national benchmark of the score, or the school authorities can set their individual standard, upon which decision should be made whether a teacher would be trusted with the responsibilities of teaching sex education, or not.

### ***Statement of the problem***

Students at secondary levels are studying different topics on ‘sex education’ in Bangladesh, but a teacher is needed to be ‘at ease’ to deliver such contents (Mooney, 1974). And how successful this teaching-learning process should be, depends on teachers’ attitudes (Nokwe, 1991). Therefore, this study was meant to develop a scale to measure of secondary school teachers’ attitudes toward sex education in perspective of Bangladesh.

### ***Objectives of the study***

#### *General objective*

The objective of this study was to develop items based on the three components of attitude, i.e., cognitive, affective and behavioral and propose a scale that may be used to measure secondary school teachers’ attitudes towards ‘sex education’.

#### *Specific objectives*

Specific objectives of this study were:

- i) to develop items for attitude scale that will measure the three components of attitude towards sex education of the secondary school teachers,
- ii) to measure the reliability of the scale based on item-total correlation and Cronbach’s Alpha ( $\alpha$ ) value,
- iii) to prepare a scale for measuring attitudes of secondary school teachers towards sex education,
- iv) to examine the item validity based on Stanine score, item-total correlation and Cronbach’s Alpha ( $\alpha$ ) indices and propose a complete scale.

### ***Delimitations***

After overcoming some odds, the scale was developed successfully. But some of the following major limitations still exist.

- Due to the teachers’ unwillingness to participate in the tryout, the sample size had to be kept relatively small.
- Due to the sensitive nature of the topic, a small number of teachers was willing to participate in the final data collection.
- Due to the insufficiency of resources and time, the samples for data collection were limited to only three districts (Dhaka, Panchagarh and Nilphamari) of Bangladesh.

### **Review of related literature**

Eagly and Chaiken (1993) defined attitude as “a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour (p. 1).”

‘Sex education’ focuses on issues of sex, sexuality and sexual decision-making, though the term should also discuss the attitudinal and behavioral factors (Allred, 2003; Epstein, 2003; Szirom, 1988).

UNESCO mentioned that sex education should cover six topics, i.e., i) relationships; ii) values, attitude and skills, iii) culture, society and human rights, iv) human development, v) sexual behavior, vi) sexual and reproductive health (UNESCO, 2009).

On the other hand, attitude is a complex aspect of human psychology, which Triandis (1971) described by ‘idea’, ‘emotion’ and ‘actions’ and he also discussed about three components of attitudes: (a)cognitive (i.e., idea), (b)affective (i.e., emotion) and (c)behavioral (i.e., action). Other researchers like Hassan and Shrigley (1984) also supported and mentioned the three components idea of attitude.

How can attitude be measured? Well, there are two basic ways to measure human attitude toward a particular attitudinal object; one is by observing subjects, i.e., ‘observational method’ and the other is by asking subjects to answer or react to a series of questions or statements, i.e., ‘self-report’ method (Dwyer, 1993).

Researchers developed different attitude scales based on self report method, but none was designed specifically for the teachers to measure their attitudes toward sex education in perspective of classroom settings of Bangladesh. Though Dr Usha (2008) in India developed an ‘attitude scale towards sex education’, the items of her scale fail significantly to deter the ‘behavioral’ component of attitude, it rather emphasizes on the ‘cognitive’ part only.

To develop an attitude scale Likert’s scale (1932) is considered as less laborious and the most efficient and effective method to develop a highly reliable scale (Oppenheim, 1966; Crano and Brewer, 1973; Anderson, 1981). On the other hand, Lemon (1973) suggested maintaining an equally balanced positive (favorable) and negative (unfavorable) statements or items during the preparation of a Likert-type scale. Other researchers, including Hassan and Shrigley (1984), would rather prefer using more negative statements. They vindicated their statements as negative items “are less prone to withstand the rigor of Likert’s item analysis” (Hassan and Shrigley, 1984, p. 660).

Self-report methods (e.g., Likert’s approach) have an issue that researchers cannot escape easily. Anderson (1981) warned that subjects (respondents) often provide misinformation or wrong information expecting that their answer will be socially acceptable to the researcher and respondents also have a tendency to agree with a question either being not perceiving it, or unsure about their response. Researchers advised to avoid the issue,

“...the subject may be consciously hiding his true attitude or that the social pressure of the situation made him really believe what he expresses....All that we can do is to minimize as far as possible the conditions that prevent our

subjects from telling the truth, or else to adjust our interpretation accordingly (Thurstone and Chave, 1929, p. 10).”

To summarize the whole discussion it can be said that the best way to prepare an attitude scale is to follow Likert’s approach and we should prepare more statements than are ever to be used (Likert, 1932). During item generation for an attitude scale the items should reflect the three sub-components of attitude, i.e., knowledge, affection and behavior or action (Triandis, 1971). The related literatures also suggest maintaining a balance of positive and negative statements in the scale, but keeping more negative statements would ensure a better reliability of the scale (Likert, 1932; Hassan and Shrigley, 1984).

## Methodology

### *Development of the test items*

Based on the construct of sex education and suggestions from the experts, initially 58 items were formulated in the deductive approach for try out (or draft scale) following the five-point Likert scale (1932). The table 1 shows that how many items belonged to each sub-component of attitude in the tryout scale.

Table 1: Types of items used in ‘tryout’ or draft scale.

Attitudinal components	Positive items	Negative items	Number of items	Total items
Cognitive	11	15	26	58
Affective	05	09	14	
Behavioral	07	11	18	

After studying the construct of sex education and based on experts’ advice, 17 items were eliminated and a pool of 41 items remained for data collection as shown in Table 2.

Table 2: Types of items used in the data collection scale.

Attitudinal components	Positive items	Negative items	Number of items	Total items
Cognitive component	07 (item no. 1, 9, 10, 13, 28, 33, 37)	06 (item no. 2, 4, 8, 11, 38, 39)	13	41
Affective component	05 (item no. 3, 6, 22, 24, 32)	08 (item no. 5, 7, 12, 14, 15, 16, 18, 25)	13	
Behavioral component	05 (item no. 17, 20, 21, 26, 31)	10 (19, 23, 27, 29, 30, 34, 35, 36, 40, 41)	15	

### *Selecting samples*

The researcher used the convenience sampling method, which is one of the non-probability sampling methods and Viswanathan (1993) mentioned his thought about the method as, “Convenience sampling is suited for these studies rather than probabilistic sampling because the aim is not to establish population estimates, but rather to use correlation analysis to examine relationships between items and measures (p.70).”

Initially, 45 teachers were selected from three schools of Dhaka city for the tryout and then 130 samples were selected impartially during the final data collection. The sample group, being representative of the targeted whole community, was well balanced with male and female teachers. The sample distribution is shown in Figure 1.

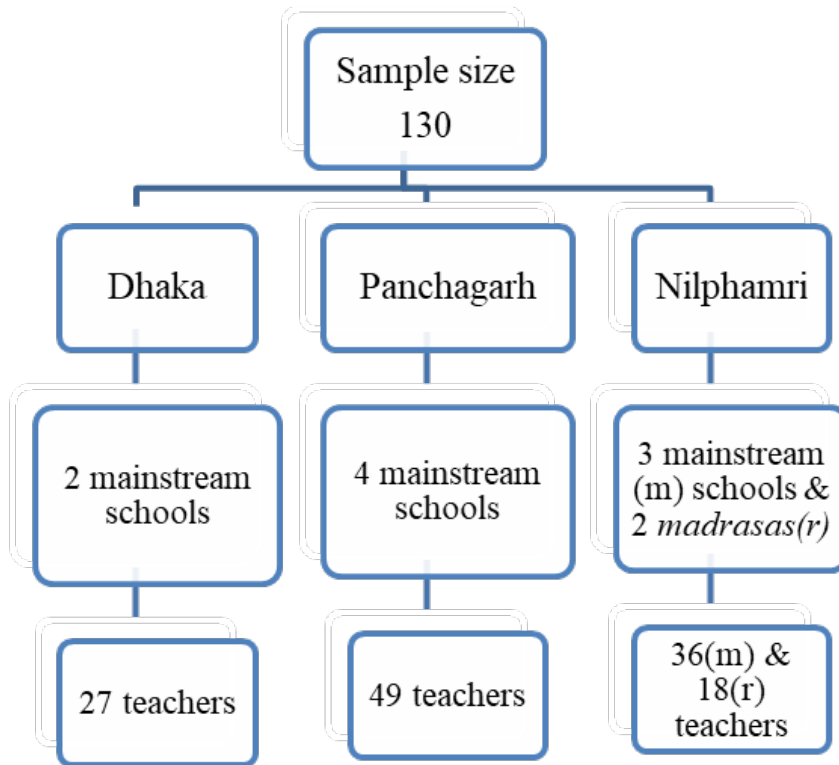


Figure 1: Sample distribution

### *Administering the test*

To collect data, the schools were selected purposively. After that, convenience sampling method was used to select the teachers as samples. The teachers responded to each item of different components of attitude that would reflect and represent their attitudes toward ‘sex education’.

### ***Method of scoring***

The developed scale was a five-point Likert type scale and each item contained five responses, i.e., (i) strongly agree, (ii) agree, (iii) undecided, (iv) disagree and (v) strongly disagree and, in which, as for positive or favourable items, 'strongly agree' carried the highest weight 5. On the contrary, as for negative or unfavourable items, 'strongly disagree' carried the highest weight. Therefore, for positive items, the values would be counted as 'strongly agree'=5, 'agree'=4, 'undecided'=3, 'disagree'=2 and 'strongly disagree'=1.

Likewise, for negative items, the values would be counted as 'strongly disagree'=5, 'disagree'=4, 'undecided'=3, 'agree'=2 and 'strongly agree'=1.

### ***Item analysis***

Based on analysis and experts' advice, 17 items were eliminated from the initially drafted scale and the remaining 41 items were analyzed based on the data collected from a sample of 130 teachers of different schools from both urban and rural areas. The whole data were given input in the SPSS (v.20) computer package and the result was drawn. To select the items that would retain in the finalized attitude scale, the item-total correlation and the Cronbach's Alpha value were considered as below.

- a) Items having item-total correlation value 0.3 or above and
- b) Items carrying the Cronbach's Alpha value of 0.7 or above.

The result of inputted data by SPSS (v.20) computer package is shown in Table 3 below.

Table 3: Data based on SPSS and ANOVA calculation

Item no.	Item-total correlation for			Average of Cronbach's Alpha ( $\alpha$ )	Whether the item was selected or not for the finalized scale
	items of cognitive component	items of affective component	items of behavioural component		
1	.327			0.773	
2	.442				
4	.502				
8	.433				
9	.486				
10	.305				
11	-.052				No
13	.286				No
28	.515				
33	.408				
37	.450				

Item no.	Item-total correlation for			Average of Cronbach's Alpha ( $\alpha$ )	Whether the item was selected or not for the finalized scale
	items of cognitive component	items of affective component	items of behavioural component		
38	.250				No
39	.569				
3		.335			
5		.303			
6		.402			
7		.535			
12		.532			
14		.508			
15		.677			
16		.498			
18		.583			
22		.476			
24		.426			
25		.583			
32		.629			
17			.301		
19			.575		
20			.476		
21			.625		
23			.557		
26			.387		
27			.384		
29			.824	0.773	No
30			.619		
31			.271		No
34			.611		
35			.581		
36			.357		
40			.527		
41			.668		

The table-3 shows that maximum items have an item-total correlation value ranging between 0.3 and 0.7 and according to De Vaus (2004) it can be considered to remain in the finalized scale. Meanwhile, the item no. 11, 13, 31 and 38 have item-total correlation values less than 0.3 and only item no. 29 has a high value (above 0.7), therefore, the mentioned items resulted in the elimination from finalized scale.



### ***Measuring the reliability***

Researchers suggested that items having item-total correlation values less than 0.3 should better be eliminated from the finalized scale (Anthony, 2003; Field and Gaitanou, 2005). De Vaus (2004) has mentioned a specific acceptable range for item-total correlation value, which is from 0.3 to 0.7; any item having item-total correlation value within this range can be considered acceptable.

On the other hand, the Cronbach's Alpha value ranges from 0 (zero) to 1 (one). Though Cronbach (1951) and other researchers did not set any lower limit, the closer the value gets to 1, the better the internal consistency and reliability of a scale (Gliem and Gliem, 2003) is considered. Experts provided a thumb rule for Cronbach's Alpha ( $\alpha$ ) value, i.e.,  $\alpha > 0.9$ =excellent,  $\alpha > 0.8$ =good,  $\alpha > 0.7$ =acceptable,  $\alpha > 0.6$ =questionable,  $\alpha > 0.5$ =poor,  $\alpha < 0.4$ =unacceptable (George and Mallery, 2003, pp. 231).

The calculation by the MS Excel's ANOVA and SPSS (v.20) shows that the average of Cronbach's Alpha value of the remaining 36 items is 0.773, which is above 0.7 (i.e., 'acceptable'). Besides, the average item-total correlation of the remaining 36 items by the SPSS is (i.e., 0.465) above 0.3, which is also considered 'acceptable' for the items of an attitude scale (Anthony, 2003 and Field and Gaitanou, 2005). Therefore, the statistical calculation concludes that the items correlates well with each other and have a good internal consistency or 'reliability'.

### ***Establishing the validity***

The NCTB published 'Physical Education and Health' titled books for classes 6-10 cover some topics or components of sex education such as physical changes during puberty, child and adult pregnancy, risky behaviours during adolescents, HIV-AIDS, mental health during menstruation, nocturnal emission (i.e. wet dreams) in adolescent boys, female health problems during adolescence etc.

A report of UNESCO (2009) described that sex education might contain some important components. For example, i) relationships, ii) values and attitude (towards sex education), iii) society and human rights, v) sexual behavior and vi) sexual and reproductive health.

The items of cognitive component (i.e. idea) tried to find samples' knowledge about sex education, concept of teaching it in classroom, spreading of HIV-AIDS and other STDs, structure of human genitals, genital hygiene practices, mental and physical changes in adolescents.

The items of affective component mostly dealt samples' thinking or feelings (i.e. emotion) of discussing sex education related topics in classroom, i.e., socially expected conventional sexual practices, pregnancy in inappropriate age, genital hygiene, mental and physical changes in adolescence, genital structure, menstruation, wet dreams, HIV-AIDS and other STDs, decisiveness of just action after a student gets molested.

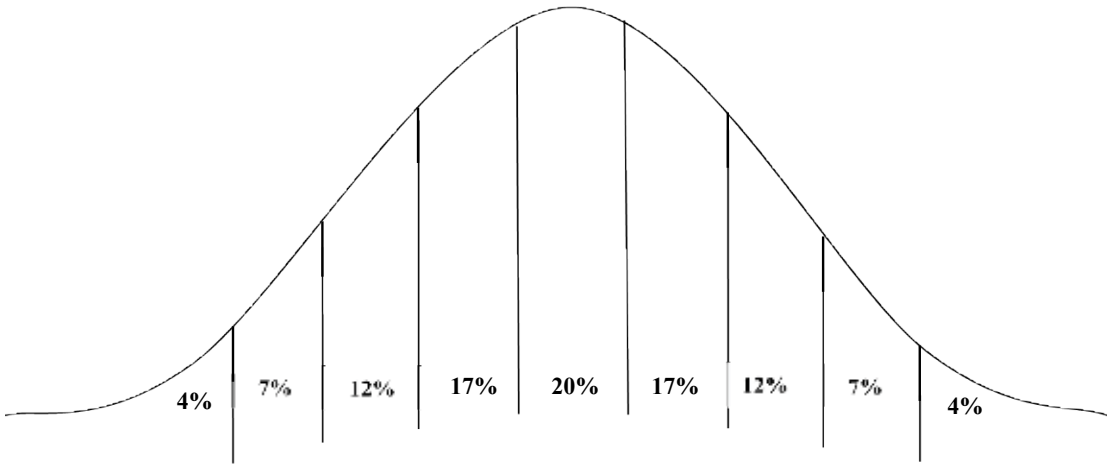
The items of behavioural (i.e. action) components signify not only samples' action or initiatives related to teaching sex education, but also intention of resolving real life issues associated with students. But most importantly, some of these items depict a teacher's initiatives when a student is molested sexually. These items also test the just action of a teacher irrespective of school's social reputation.

Based on the above discussion the scale covers most common and appropriate topics of sex education in perspective of Bangladesh and, for the items signify sample's three components of attitude, i.e., idea, emotion and action (Triandis, 1971), it can be said that the scale has the 'content validity'.

### ***Developing the norms by Stanine score***

The Stanine (or Standard nine) score is one of the popular methods to interpret the score. It is used to convert any test score into a single-digit score or grade. The Stanine score contains a normal distribution curve, which is sliced up into 9 segments and the scores or grades range from 1 to 9. The score has a mean value of 5 and a standard deviation value of 2.

To establish the norm at first the average of raw scores obtained by 130 samples (i.e., 142.623) was calculated considering the final 36 items and, from that, standard deviation (i.e., 12.922) was also computed. In the Stanine score, each Stanine score is exactly  $0.5\sigma$  distant from another one. Considering this distance, percentile rank was found out using the ANOVA statistical tool of MS Excel. The Stanine scores for the 'attitude scale toward sex education for secondary school teachers are drawn in Figure 2.



Standard Deviation, $\sigma$	-1.75	-1.25	-0.75	-0.25	0.25	0.75	1.25	1.75	1.75
Percentile Rank	less than 102	102-109	110-117	118-125	126-133	134-141	142-149	150-157	more than 157
Stanine Grade	1	2	3	4	5	6	7	8	9
Attitude toward Sex Education	Very Negative	Negative		Moderate			Positive		Very Positive

Figure 2: Stanine scores, Percentile ranks and Norms for raw score interpretation

According to Figure no. 2, the Stanine curve also shows that 4% of teachers, who scored less than 102, have ‘very negative’ attitude and teachers who scored above 157 have ‘very positive’ attitudes toward sex education. Similarly, 19% who scored between 102 and 117, have ‘negative’ attitude and the other 19% who scored between 142 and 157, have ‘positive’ attitudes. The teachers who were depicted as ‘moderate’ scored between 118 and 141 and they are 44% of the total sample group.

***The finalized scale***

The finalized scale is a compile of 36 items that covers most common topics of sex education, taught in classrooms in perspective of Bangladesh, depicting a person’s attitude towards sex education.

## Discussion

Altogether the items of the scale represented the three components of attitude, i.e., cognitive, affective and behavioral (Triandis, 1971) and these components are considered essential to represent one's attitude toward a specific attitudinal object (i.e., 'sex education'). Thus, the scale successfully tried to find out these three components upon respondents' reaction, hence attitudes.

The items cover most commonly discussed about topics of sex education in Bangladesh such HIV-AIDS and STDs, adolescent period, birth control procedures, periods, pregnancy in inappropriate age, hygiene of genital parts, conventional sexual relation nocturnal emission in boys, physical and mental changes during adolescence etc. Some of the behavioural component items also require intention (or actual action) of resolving real life issues like molestation of a student. The items represent a wide range of topics that are similar to those in the NCTB textbooks for class 6-10, thus ensuring the scale's content validity.

The finalized attitude scale has an average Cronbach's Alpha value of 0.773, which establishes the point that the items have an increased level of inter consistency (George and Mallery, 2003). The item-total correlation value and the Cronbach's Alpha value both prove that the scale is reliable and can measure the attitudes toward 'sex education' of the secondary school teachers.

The statistical computation of Figure 2 establishes the norm of the scale. The Stanine scores were assigned to the raw scores of teachers as grades, ranging from 1 to 9, to represent teachers' attitude in an understandable way, which interpreted their attitudes as 'very negative', 'negative', 'moderate', 'positive' and 'very positive' toward sex education based on their responses and acquired scores.

## Recommendations

The researcher faced several limitations during conducting this study. The following recommendations reveal the doorway for new researches.

- Selecting more samples for the 'tryout' could help ensuring more reliable items in the scale.
- During selecting sample, all type of secondary schools, which are available in Bangladesh should be considered.
- Samples should be chosen randomly from different regions of Bangladesh.
- Data should be recollected from a large sample group using the finalized scale and establish the construct validity.
- The scale should be adapted time to time, thus maintaining relevancy of the items with the curriculum being taught.

## Conclusion

Bangladesh is already a lower middle income country and is gradually marching forward (World Bank, 2015) to be in the big economy list. With better growing economy, the country might need to introduce and nurture such education system which is also equipped with life skills. Introducing and implementing ‘sex education’ in the curriculum of secondary level education is one of the mammoth tasks. But prior to teaching such socially sensitive subject, the school authority might want to know the attitude of the teacher. Therefore, the researcher felt the urge and tried to develop an attitude scale for measuring attitudes of secondary school teachers toward sex education in perspective of Bangladesh which might prove beyond essential.

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### Appendix 1

The finalized 'Attitude scale towards sex education for secondary school teachers'

টেস্ট গ্রহণের তারিখ (Test Date): .....

প্রাপ্ত নম্বর (Achieved Score): .....

Stanine Score: .....

Attitude: .....

প্রাপ্ত নম্বর (Score)	Stanine Score	Attitude toward
১০২ এর কম (Below 102).....	১ (1)	খুবই নেতিবাচক (Very Negative)
১০২-১০৯ (102-109).....	২ (2)	
১১০-১১৭ (110-117).....	৩ (3)	নেতিবাচক (Negative)
১১৭-১২৪ (117-124).....	৪ (4)	
১২৫-১৩৩ (125-133).....	৫ (5)	মধ্যম মানের (Moderate)
১৩৪-১৪১ (134-141).....	৬ (6)	
১৪২-১৪৯ (142-149).....	৭ (7)	
১৫০-১৫৭ (150-157).....	৮ (8)	ইতিবাচক (Positive)
১৫৭ এর বেশি (Above 157).....	৯ (9)	
		খুবই ইতিবাচক (Very Positive)

## Part A

প্রত্যেক প্রশ্নের জন্য নির্ধারিত বক্সের যে কোন একটিতে টিক (✓) চিহ্ন দিন (Please put a tick mark (✓) in one of the boxes below according to your answer)

1. Name (নাম): .....

2. Sex: (লিঙ্গ)

নারী (Female)

পুরুষ (Male)

3. মোবাইল (Cell phone number) .....

4. ইমেইল (Email ID): .....

5. সর্বোচ্চ শিক্ষাগত যোগ্যতা (Highest achieved Educational degree):

Honors pass course

Diploma

Bachelor course

Masters

M.Phil.

Ph.D.



6. আপনার কী 'শিক্ষা' বিষয়ে কোন ডিগ্রি আছে (Do you have degree in Education)?
- B.Ed. Course
- B.Ed. (Honours)
- M.Ed.
- নেই (Do not have any)
7. বৈবাহিক অবস্থা (Marital status)
- বিবাহিত (Married)
- অবিবাহিত (Unmarried)
8. বিবাহিত হলে আপনার কী সন্তান আছে (Do you have issue(s) if married)?
- হ্যাঁ (Yes)
- না (No)
9. আপনার শিক্ষকতার অভিজ্ঞতা কত দিনের (For how long have you been teaching)? .....
- .....
10. আপনার ধর্ম (Religion) .....
11. শ্রেণিকক্ষে যৌন শিক্ষা পড়ানোর জন্য প্রশিক্ষণ আছে কি (Have any experience of teaching Sex Education in classroom)
- হ্যাঁ (Yes)
- না (No)

**Part B**

নিচের প্রতিটি বক্তব্যের (Statement) এর জন্য তার পাশের ঘরে যেকোন একটি ঘরে টিক (✓) চিহ্ন দিন (Put a tick mark (✓) in any of the boxes on the right side according to your opinion for each statement)

বক্তব্য (Statements)	আপনার মতামত (Your Opinion)				
	সম্পূর্ণ একমত (Strongly agree)	একমত (Agree)	মন্তব্য নেই (No response)	ভিন্ন মত (Disagree)	সম্পূর্ণ ভিন্ন মত (Strongly Disagree)
১. যৌন শিক্ষা বাড়িতে না দিয়ে বিদ্যালয়ে দেওয়া উচিত (Sex Education should be taught at home rather than schools)					
২. বয়ঃসন্ধীকালে ছেলে ও মেয়েদের মানসিক পরিবর্তন সম্পর্কে আমার সুস্পষ্ট ধারণা নেই (I don't have any clear concept about the mental changes in boys and girls during adolescence)					
৩. সমাজ প্রত্যাশিত বৈধ ও স্বাভাবিক যৌন আচরণ সম্পর্কে শিক্ষার্থীদের জানাতে পারলে আমার ভাল লাগে (I feel good when I inform students about the socially expected conventional and normal sexual practices)					
৪. যৌন শিক্ষা মাধ্যমিক স্তরে না দিয়ে উচ্চ মাধ্যমিক স্তরে দেওয়া উচিত (Sex Education should be provided in the higher secondary levels rather than lower secondary levels)					
৫. অপ্রাপ্ত বয়সে গর্ভধারণ ও এর কুফল সম্পর্কে শিক্ষার্থীদের সাথে আলোচনা করতে কোন আমি লজ্জা পাই (I don't feel shy to discuss with students about the disadvantages of getting pregnant in inappropriate age)					
৬. যৌনাঙ্গের পরিচ্ছন্নতার কথা শিক্ষার্থীদের সাথে আলোচনা করতে আমার ভাল লাগে (I feel good to discuss with students about the hygiene of genitals)					
৭. শিক্ষার্থীদের সাথে ছেলে ও মেয়েদের বয়ঃসন্ধীকালীন মানসিক পরিবর্তন সম্পর্কে আলোচনা করতে আমার ভাল লাগে না (I do not like to discuss with students about the mental changes that boys and girls experience during adolescence)					
৮. শিক্ষার্থীদের যৌন শিক্ষা দেওয়ার কোন প্রয়োজন নেই, তারা এমনিতেই সব জানবে (There is no need to teach Sex Education, students will know everything on their own)					

বক্তব্য (Statements)	আপনার মতামত (Your Opinion)				
	সম্পূর্ণ একমত (Strongly agree)	একমত (Agree)	মন্তব্য নেই (No response)	ভিন্ন মত (Disagree)	সম্পূর্ণ ভিন্ন মত (Strongly Disagree)
৯. HIV-AIDS ছাড়াও সহজে ছড়ায় এমন অন্য যৌন রোগ (STD) সম্পর্কে আমার ধারণা রয়েছে (Apart from HIV-AIDS, I have ideas about other Sexually Transmitted Diseases (STDs) that spread easily)					
১০. ছেলে ও মেয়েদের যৌনাঙ্গের গঠন সম্পর্কে আমার ধারণা আছে (I know the structure of male and female genitals)					
১১. ছেলে ও মেয়েদের সাথে একই সঙ্গে যৌন বিষয়ে কথা বলতে আমার ভাল লাগে না (I don't like to talk about Sex Education in presence of boys and girls at the same time)					
১২. ছেলে ও মেয়েদের যৌনাঙ্গের গঠন সম্পর্কে শিক্ষার্থীদের সাথে আলোচনা করতে আমার ভাল লাগে না (I don't like to discuss with students about the genital structure of boys and girls)					
১৩. শিক্ষার্থীদের সাথে মেয়েদের ঋতুস্রাব বা মাসিক হওয়া নিয়ে আলোচনা করতে আমি খুবই বিরতবোধ করি (I feel very embarrassed to discuss with students about the menstruation)					
১৪. HIV-AIDS এবং সহজে ছড়ায় এমন অন্য যৌন রোগ (STD) সম্পর্কে শিক্ষার্থীদের জানাতে আমি বিরতবোধ করি ( I feel embarrassed to inform students about HIV-AIDS and other Sexually Transmitted Diseases (STD)					
১৫. আমি ছেলে ও মেয়েদের একই সাথে যৌন শিক্ষার ক্লাস করাই (I teach Sex Education to boys and girls at the same time)					
১৬. আমি শ্রেণিকক্ষে যৌন শিক্ষা বিষয়ক আলোচনা করতে বিরতবোধ করি বা লজ্জা পাই (I feel emabarrassed to discuss Sex Education in the classroom)					
১৭. আমি শিক্ষার্থীদের সাথে স্বপ্নদোষ নিয়ে কোন আলোচনাই করি না (I don't discuss wet dreams with students at all)					

বক্তব্য (Statements)	আপনার মতামত (Your Opinion)				
	সম্পূর্ণ একমত (Strongly agree)	একমত (Agree)	মন্তব্য নেই (No response)	ভিন্ন মত (Disagree)	সম্পূর্ণ ভিন্ন মত (Strongly Disagree)
১৮. কোন শিক্ষার্থী যৌন হয়রানির শিকার হলে এবং আমার কাছে এসে বললে আমি নিজেই উদ্যোগী হয়ে বিষয়টি প্রধান শিক্ষককে জানিয়ে ব্যবস্থা নিতে বলব (If a student is sexually harassed and comes to me, I myself will take initiative to inform the principal and request him/her to take proper action)					
১৯. আমি শিক্ষার্থীদের সাথে ছেলে ও মেয়েদের বয়ঃসন্ধীকালীন শারীরিক পরিবর্তন নিয়ে আলোচনা করি (I discuss with students about the physical changes in boys and girls during adolescence)					
২০. শিক্ষার্থীদের সাথে জন্ম নিয়ন্ত্রণ পদ্ধতি সম্পর্কে আলোচনা করতে পারলে আমার ভাল লাগে বা লাগত (I feel good to discuss birth control methods with the students)					
২১. যৌনাঙ্গের সুস্বাস্থ্য রক্ষায় এর পরিচ্ছন্নতার (Hygiene) বিষয়ে আমি শ্রেণিকক্ষে আলোচনা করি না (I don't discuss the genital hygiene in the classroom so that the genital health can be maintained)					
২২. শিক্ষার্থীদেরকে স্বপ্নদোষ সম্পর্কে জানাতে পারলে আমার ভাল লাগে বা লাগত (If I could inform students about wet dreams I would feel good)					
২৩. আমি শিক্ষার্থীদের সাথে ছেলে ও মেয়েদের বয়ঃসন্ধীকালীন শারীরিক পরিবর্তন সম্পর্কে আলোচনা করতে লজ্জা পাই (I feel shy to discuss with students about the physical changes of boys and girls during adolescence)					
২৪. আমি শিক্ষার্থীদের সাথে HIV-AIDS ছাড়াও সহজে ছড়ায় এমন অন্য যৌন রোগ (STD) থেকে বাঁচার উপায় সম্পর্কে আলোচনা করি (Other than HIV-AIDS, I discuss other Sexually Transmitted Diseases (STDs) and how to prevent them with students)					

বক্তব্য (Statements)	আপনার মতামত (Your Opinion)				
	সম্পূর্ণ একমত (Strongly agree)	একমত (Agree)	মন্তব্য নেই (No response)	ভিন্ন মত (Disagree)	সম্পূর্ণ ভিন্ন মত (Strongly Disagree)
২৫. কোন শিক্ষার্থী যৌন হয়রানির শিকার হলে এবং আমার কাছে এসে বললে আমি তাকে প্রধান শিক্ষকের কাছে যেতে বলব (If a student is sexually harassed and comes to me, I will advise him/her to go the principal to resolve the issue)					
২৬. মেয়েদের ঋতুস্রাব বা মাসিক হওয়া সম্পর্কে আমার স্পষ্ট ধারণা আছে (I have a clear idea about the menstrual cycle)					
২৭. আমি সাধারণত শিক্ষার্থীদের সাথে যৌন শিক্ষা বিষয়ক আলোচনা করি না (Generally, I don't discuss the Sex Education with students)					
২৮. শিক্ষার্থীদেরকে যৌন শিক্ষার বিষয়ে জানাতে পারলে আমার ভাল লাগে (I feel good when I teach students about Sex Education)					
২৯. অপ্রাপ্ত বয়সে গর্ভধারণ ও এর কুফল সম্পর্কে আমার স্পষ্ট ধারণা আছে (I have a clear idea about early pregnancy and its disadvantages)					
৩০. আমি শিক্ষার্থীদের সাথে ছেলে ও মেয়েদের বয়ঃসন্ধীকালীন মানসিক পরিবর্তন নিয়ে আলোচনা করি না (I do not discuss with students about the mental changes that boys and girls experience during adolescence)					
৩১. আমি শিক্ষার্থীদের সাথে সমাজ প্রত্যাশিত বৈধ ও স্বাভাবিক যৌন আচরণ সম্পর্কে আলোচনা করি না (I do not discuss with students about the socially expected conventional and normal sexual practices)					
৩২. কোন শিক্ষার্থী যৌন হয়রানির শিকার হলে এবং আমার কাছে এসে বললে স্কুলের সুনাম ক্ষুন্ন হবে ভেবে আমি বিষয়টি চেপে যাবার কথা বলব (If a student is sexually harassed and comes to me, thinking of it will tarnish the reputation of the school, I will tell him/her to suppress the matter)					
৩৩. গোপন অঙ্গের (যৌনাঙ্গের) পরিষ্কার-পরিচ্ছন্নতার (Hygiene) বিষয়ে আমার ধারণা আছে (I have idea about the hygiene of the genitals)					

বক্তব্য (Statements)	আপনার মতামত (Your Opinion)				
	সম্পূর্ণ একমত (Strongly agree)	একমত (Agree)	মন্তব্য নেই (No response)	ভিন্ন মত (Disagree)	সম্পূর্ণ ভিন্ন মত (Strongly Disagree)
৩৪. বয়ঃসন্ধীকালে কিশোর-কিশোরীদের শারীরিক পরিবর্তন সম্পর্কে আমার সুস্পষ্ট ধারণা নেই (I do not have any concrete knowledge about physical changes during adolescence)					
৩৫. আমি শিক্ষার্থীদের সাথে মেয়েদের ঋতুস্রাব বা মাসিক হওয়া এবং এ সম্পর্কিত জটিলতা নিয়ে একবারেই আলোচনা করি না (I don't discuss about the menstruation cycle and its complications with students at all)					
৩৬. আমি শিক্ষার্থীদের সাথে অপ্রাপ্ত বয়সে গর্ভধারণ ও এর কুফল সম্পর্কে খুব একটা গুরুত্বের দিয়ে আলোচনা করি না (I don't discuss the early pregnancy and its consequences seriously with students)					