

**PARENTS' AND TEACHERS' PERCEPTION AND  
WILLINGNESS TO TEACH SEXUALITY  
EDUCATION PRESCRIBED IN LIFESKILLS  
EDUCATION CURRICULUM, MAWLAMYINE  
TOWNSHIP**

**THAN HTUT WIN  
M.B.,B.S, DAP**

**Master of Public Health (MPH)  
University of Public Health, Yangon**

**2017**

## **ABSTRACT**

Perceptions of both teachers and parents towards sexuality education (SE) is important in successful delivery of sexuality knowledge to students. There are various public opinions in Myanmar that SE topics are ineffectively taught in schools. This study was aimed to study parents' and teachers' perception and willingness to teach sexuality education prescribed in lifeskills education (LSE) curriculum. A sequential explanatory study design using both quantitative and qualitative methods was applied in Mawlamyine township where 108 teachers of Grade 9,10 and 11 from all twelve urban high schools were first studied to assess their attitudes towards SE prescribed in LSE. After analyzing visual analogue scale (VAS) readiness scores (assumed as willingness to teach SE) of them, the two schools in which teachers with highest readiness and lowest readiness were selected to conduct two separate Focus Group Discussions (FGDs) to explore their perceptions and willingness to teach SE in school curriculum. Mothers and fathers of Grade 9,10 and 11 students were invited to conduct two another separate FGDs to explore their perceptions towards teaching SE in school curriculum. Study found that single teachers had less readiness (VAS scored less than five) to teach SE than who are not single ( $p < 0.001$ ). Teachers who had received LSE training and previous LSE teaching experiences responded readier to teach SE ( $p = 0.004$  and  $0.001$ ). Nearly thirty percent of teachers did not agree SE topics in curriculum and increased numbers of them stated that the contents and terminologies prescribed are difficult, 59.3% and 73% respectively. Teachers who had received LSE training and previous LSE teaching experiences showed more willingness to teach SE topics and less difficulties in explaining contents and terminologies while teaching it. Both quantitative and qualitative study suggested that the topics like masturbation and unusual sexual practices should not be included in LSE curriculum. More proper SE trainings are recommended. Moreover, review of LSE curriculum and amendments should be based upon opinions of all stakeholders to get more effective teaching in SE.