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Analysis on sex education in schools across Malaysia

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Abstract

The objective of this research is to analyse the respondents' perceptions on whether sex education or elements of it are being taught in Malaysian schools. This issue should be highlighted since there are so many sex-related social problems among the teenagers. Before giving their feedback, the respondents were first introduced on the aspects of sexuality education based on UNESCO's 2009 curriculum guideline. Based from the data received, 90% of the respondents agreed that sex education has not been taught in Malaysian schools. The respondents explained that the informal information given by most of the teachers were vague thus defeating the purpose of the students to learn on the issues.

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Keywords: illegitimate; illicit sex; learning; sexuality; sex education; social illness; teaching; vague

1. Introduction

Sexuality education issues in Malaysia are related to the social illness that is happening within this country and this matter is also happening in other developing countries as well. Some examples of the problems are the high number of sexuality active teenagers, pre-marital pregnancy, the desire to have partners at young age, the spreading of sexually transmitted diseases thus leading to the rising number of illegitimate children, abortion, baby dumping or even more extreme mothers or couples who are willing to kill the baby. Not enough research has been conducted on the sexual tendencies of Malaysian youths and even if there were some, it was found to be inconsistent. One such example was a research done by the Health Ministry of Malaysia (1992) where the respondents were 17-24 year old youths. Based on the research findings, 54% stated that they had more than one sexual partner. Next, according to a research by Jas Laile Suzana Jaafar (2005), 43% of the respondents (all from the Malay community) started to have dates as early as 13 to 15 years old and 35% of them started to kiss and caress their partners at the tender age of 16

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to 17 years old. The research also reveals that 44% of the teenagers started to learn about sex from their friends while 35% learnt it through watching DVDs and another 27% from pornographic reading materials. This leads to the question of whether schools play an important role in educating those youngsters on sex education. How many percent of Malaysian teenagers are sexually active? A research by NST Youth Quake April 2002 showed that 44% of 200 teenagers from the age of 15-19 years old have had sexual intercourse at least once in their lives. The issue of free or illicit sex is another problem actively conducted among the teenage loafers (18%, *Kajian Tingkahlaku Lepak di Kalangan Remaja*, Ministry of Health, Malaysia MHM), 1994). The effects of the irresponsible act among the teenagers and the adults are becoming more serious as per a report from the National Registration Department (Berita Harian, 21 March 2011) which stated that between the years 2006-2009, around 234,647 illegitimate infants were born out of 2 million births. In a day, an average of 83 illegitimate infants was born in Malaysia. Those infants were born from illegal relationships of their parents and were registered without their father's name. This number shows that nearly 10% of the infants were born illegitimately which signifies that free illicit sex among Malaysian is a serious matter. The question here is why do those teenagers are likely to have illegal sex before getting married? Some of the reasons listed were curiosity to know and to try new things especially among male teenagers; that they want to have fun, to prove to his/her partners of their love and affection, the influence of mass media, more so precisely being pornography (Jas Laile Suzana Jaafar, 2003, Noor Aziah Awal, 2006, Johari Talib, 2009). When discussing the issue illicit sex that leads to pregnancy or illegitimate children, the main reason is the lack of information on the reproductive system and also on how to prevent from getting pregnant thus making them wanting to commit abortion or worse. The proposal on having a structured and well-planned sex education among the Malaysian teenagers has been opposed by Ministry of Education Malaysia on 1 May 2010 with the reason that sex education has been taught in schools through Science, Biology and Islamic Studies. This research was conducted to analyse whether sex education is actually being taught formally in Malaysian high schools.

2. Literature review

This approach of this research is based on the cognitive learning theory suggested by Gestalt Group of Psychologists (Kohler,1925, Piaget 1972,Broadbent1952 and Atkinson&Shriffin 1968). Broadbent (1958) and Atkinson&Shriffin (1968) represented the cognitive studies of mental operation, and Piaget (1970) represented the cognitive studies of individual mental development stages. Based on the mental operation the process of studying depends on the information processes which operate in the mind. According to Piaget's (1972) theory of cognitive development the sample of 380 people who had reached its formal operation thinking stage where the respondents could think deductively and inductively at all levels of the thinking stages proposed by Dewey (1965) and Bloom (1976). In relation to sexuality education, many countries in the world have started to recognize the importance of sex education due to social ills plaguing the world community. However, there are still some sects that are opposed to this implementation such as the ministers in the Ministry of Education, teachers, administrator, parents and religious groups. UNESCO (2009) listed the various opinions such as sex education should not be implemented because it will make the teenagers more sexually active, it corrupts the mind of the teenagers and the children, it should be the duty of the parents to educate to their children on sex, that the parents are simply opposed to this implementation, sex education might be good to the teenagers however not to the children, it has been done in Biology and Civic classes, and that sex education should instil good values. There have been so many researches on the effectiveness of sexuality education particularly on the effects of sexuality education on teenager's sexual behaviour. The latest research on this was done by UNESCO (2009) where there were 87 researches from around the world and the division of the countries that took part are as stated: 29 from developing countries, 47 researches from USA, and 11 from other developed countries including European countries. All of the participating countries have a structured curriculum on sexuality education which covers several topics such as HIV, STD, STI, birth control and sexual intercourse. 70% of this education is held in schools and another 30% is held community centres and clinics. Overall, the students received up to 15 to 30 hours of formal sexuality education session. This research is beneficial as it can be guidance on sexuality information for parents, teachers, religious group and also the group that opposed to this idea. Borowski et al. (2005); Clark et al. (2007) found, out of 63 researches on the effect of sexuality education on sexual behaviour, 37% would delay or postponed the period of time for the teenagers to have sexual intercourse while 63% showed no differences. At the same time, a total of 31% of the program decreased the habit of having sexual intercourse or not having it at all, 66% showed no effects and only 3% had intercourse

frequently. 44% from the program has decreased its number of sexual partner while 56% showed no effects at all (Kirby, Obasi & Laris, 2006). Based on the findings of this research, it showed that almost a third (1/3) of the program have decreased its period of time of having sexual intercourse, decreased its frequency on having the intercourse and decreased its number of partners for the intercourse. In Malaysia, number of research on sex education in classroom is limited. Azizah Jaafar and Chan Siew Lee (2009), there has been different perception between teachers and students regarding the issue of sex education. Based from the research, 53.6% of the teachers explained that the content of sexual information from the books is already enough for the students to understand to issue. However, 58.2% of them stated that the information given in the book is not fully covered on all of the important aspects. These findings are very important as it is related to the sexual misbehaviour among the teenagers and adults in Malaysia. Based on the researches and findings made by UNESCO (2009) and in Malaysia, there are several aspects that need to be taken care of seriously. For example, in structuring a sexuality education program it is very important to cover all of these elements: information the negative effects of HIV, AIDS, STD, STI, intercourse, reproduction, birth control, and highly-risk sexual behaviour.

3. Methodology

3.1.1 Research method

This research is basically on the analysis of sexual education in Malaysian schools. 380 university students were the respondents for this research. As this research needed the respondents to make their evaluation on their experience of sexual education thus, it was suitable for them to be the respondents since their age and cognitive level are at its best level to evaluate. This research is based on the cognitive theory. This theory explains the two concepts of individual thinking which are information processes procedures (e.g. Atkinson & Shrifin, 1967) and mental development (e.g. Piaget, 1970; Anderson, 1975). In the context of this research, the respondents are matured thinkers that are able to make comparison and evaluation on their experience of sexual development that they have gone through since school. The respondents also have reached their maturity age which is 15 years old and have reached their formal operation thought stage where each individual is able to make evaluation and decision on the experience that they have gone through. This stage also will make them able to assimilate and accommodate their knowledge with the current idea to build the new one. Both of these concepts were applied during the data collection procedure of this research.

3.1.2 Sample

This research was conducted in Universiti Kebangsaan Malaysia (UKM). A total number of 380 respondents were the sample of this research and they were the students of the university at the age of 20-23 years old. 39.55% or 150 respondents were Year 1 students, 34.2% or 130 respondents were Year 2 students, and 26.3% or 100 respondents were Year 3 students. 60.5% or 230 respondents were female and 39.5% or 150 respondents were male. 60% of UKM students are female and that was why the number of female respondents was higher than the male respondents. All of the respondents have left their high schools for a period 1 to 3 years. They came from different courses and programs which were Faculty of Social Sciences, Faculty of Law, Faculty of Science and Technology, Faculty of Economics, and Faculty of Information Science Technology. This data collection was done from January until May 2011.

3.1.3 Research instrument

This research was based on the qualitative method and the instrumentation of the research was on structured questions where the respondents needed to write short answers for the questions. The questions in Part 1 consist of the demographic details such as their ethnicity, age, gender, hometown, types of secondary school and how long have they left high school. The questions in Part 2 consist of these questions:

- (i) Comparing with the course that you had just undergone, has sex education been taught in your school?

- (ii) If the answer in (i) is yes, in what subject sex education has been taught?
- (iii) How did the teacher explain sexuality aspects during the lessons in the classroom?
- (iv) Did the discussion from the teacher on the sexuality information benefit you as guidance in your life?
- (v) Do you agree that sexuality education should be taught in Malaysian schools?
- (vi) What are your suggestions on the implementation of sexuality education in schools?
- (vii) What were the sexuality resources that you get in your school? List down all the sources according to its priority.

3.1.4 Procedures

This research was mainly on respondents' analysis of sexual education in Malaysian schools. A total of 380 university students were the respondents for this study. For comparison purposes, all of the respondents had undergone a 9 week sexuality introductory course which was held for up to 3 hours per week before the data collection was made. There were a total of 27 course hours. The course outline was based from UNESCO (2009). The main topics included in this course comprised of these 6 main elements: forming of relationships, values, attitude, skills and resource sexual education, sex information according to religion and culture, human development (from boy to man, from girl to woman), sexual behaviour and reproduction system, health and birth control. During the 9th week of the course, the respondents were given the explanations on the research questions which they had to give their feedbacks and evaluations according to each question. During the third stage of this research, the researchers collected the data from the respondent and be made ready for processing. The mode of this research was based on grounded research approach where the researchers selected the 80 most appropriate scripts to be processed for the qualitative analysis data. The selected scripts were separated to answer five research questions from this study.

4. Data analysis

The data analysis of this research was to explain on the sexual education held in Malaysian schools. Overall, 95% of the respondents (361) thought that sex education was not held in school formally. This statement given after they have been exposed to sex education curriculum proposed by UNESCO. However, after thorough examination on the respondents' scripts, it was found that 85% which was 323 respondents, reported that sexuality education was held in schools but only in limited basis and not clear, 10% which was 38 respondents stated that sexual education was held clearly, and 5% which was 19 respondents reported it was done informally. The data analysis of this part was divided into nine parts such as the statement of sex education held in school clearly, statement of sex education was not held in school, statement of sex education was held in school in a vague manner, statement of sex education was held through Science and Biology classes, sex education through Fiqh and Islamic Studies, statement of explanation, statement of agreement on sex education held in Malaysian schools and proposal of teaching enhancement on sex education in the classroom.

As a whole, sex education was held in Malaysian schools however it was only on a minimal basis as 10% or 38 respondents thought it that way. Below is the statement of sex education being held in Malaysian high school classrooms based on the respondent's script. Sex education was held in the respondent's school and also was taught by most of Science and Islamic Studies teachers. The respondents reported that the Science teacher gave good and clear explanation on sex education in the classroom as they fully used the teaching aids however, the scope of the topic was limited as it was only concerned on the development of sex organs, reproduction system and fertilization process. The students only understood the explanation on the topic according to the context given and could not be declared as a real sexual education in classrooms.

Besides that, our science and biology teachers also taught about how pregnancy occurs, how to prevent pregnancy and diseases that occurs in connection premarital sex. In addition, teachers also explain about woman's menstrual cycle and women's fertile period. In Islamic Studies, ustaz and ustazah (male and female religious teachers respectively) described about the responsibilities of marriage and of husband and wife. MZ59

However, the statement on sex education was held in school in a vague manner received a high percentage which was 85% (323) out of 380 respondents. Below is the explanation of the data based from the respondents' scripts. The scripts showed that sex education was held casually in Malaysian schools. This was held during Islamic Studies, Biology and Physical Education classes. The respondents stated that this education was not been taught in depth and it only covered certain aspects. For example, the teachers only explained on the sexual intercourse and fertilization aspect without making any relations with the value aspects. The religious teachers would only touch on the Islamic perspectives, the boundaries between male and female relationships, and the importance of husband and wife relationships. The respondents also claimed that the information given was not enough, was not clear, was not in detail, was delivered in casual manner and very limited to be the guidance on facing the real world. The overall result of sex education was held casually and the teachers were not enthusiastic to deliver the right message. This matter also happened due to the attitude of the teachers where they were so ashamed to explain the information to the students thus they had to use other method such as analogy and metaphors in educating the students in the classrooms. This part of script analysis explained that 95% which was 361 respondents had a perception that sex education was not held in Malaysian schools, and if there was it was only in casual manner.

The effectiveness of the teachers depended on the strategy and method of teaching used by the teachers. The truth was, only 5% which was 19 respondents stated that their teachers taught on sex education clearly in schools. This was similar to the students' statements where sex education was held in schools. According to the respondents, the effectiveness of sex education depended on the teachers. Same goes to the analysis before this where only Science and Islamic Studies teachers took the initiative to teach the sexuality topic to the students. They had been explained by the respondents of being very clear on their teaching because of their open-mindedness, they used teaching aids such as they draw diagrams on the board, and they give full attention on important and specific topic like fertilization and the development of sex organs. The teaching session was only in the context of the subject. For example in the Science subject, sex education was interrelated to topics on the development of the reproductive system and fertility process. For Islamic Education teachers, the syllabus primarily focused on the aspect of morality when engaging in sex in accordance to Islam. Most teachers teaching on sex-related topics simply based it on what are necessarily found in textbooks only. The teachers were found to have not related it on a wider scale concerning sexuality such as the sexual intercourse itself, the arbitration and process of sexual intimacy, pregnancy process, sexually transmitted diseases and sex within the Islamic context. As usual, when it comes to a topic deemed as a taboo, the embarrassment of the teachers still exists..

Sexuality education was carried out at my school when I was in my Form 3 in Science subject where in Biology, it covered the topic of fertilization and reproductive system. My teacher explained the male and female reproductive organs as per the biology textbook. My teacher also explains how sperm is produced and inserted into the female division. Fertilization concept is quite clear and the information is enough. R38

Sexual education can be said to have been implemented in my school. However, it was performed casually by the school. How to use condoms is taught in science subjects. We were taught on how to use condoms carefully taught by my teacher. Because knowledge of the function of sexual organs, pregnancy and birth are taught in science subjects, then it can be said to be clearly taught by the teacher. ZM 3

The number of statements from respondents concerning vague teaching process on the relevant sex education topics was quite high, amounting to 95% (361 respondents). This amount is nearly the same amount to statements on sexual education being taught rather haphazardly. Numerous respondents' scripts detailed that the teaching process lacked clarity. Sexual education being taught vaguely in classrooms is based on two factors, namely the subject matter being incomplete and also the ineffective teaching methods. With regards to the subject matter, respondents felt that besides being incomplete, it was shallow, lacked depth and insufficient. What is even more disappointing is that the teaching process was deemed as exam-based and strictly geared for examination. This goes to show that the teaching of sexual education in schools is ineffective due to the influence of an education system that is geared towards examination and not the seeking of knowledge. As such, within this specific case, the scope of the education is shallow. Moreover, since there are no clear directives on who is supposed to be teaching on the topic of sexuality, the education received by the students lacked cohesion with no sense of continuity. The teachers of the Science and Islamic Education subjects did not standardized their syllabus when it comes to what they were supposed to be teaching students when in classrooms. With regards to the teaching methods of the teachers, the respondents

specifically opined that they felt it was ineffective due to the lack of conviction or a sense of awkwardness on the teachers' towards the topic. The use of metaphors such as pistol (penis), shoot (penetration? ejaculation?), target (uterus?), thus implying that if the shooter was on target then the womenfolk (the target?) would be impregnated? The question here is whether all the students—from various backgrounds culturally and ethnically—understood those colloquial. The respondents suggested that for sexual education, teachers should not be beating around the bush since the subject matter can be used as a future guidance later on.

Sex education was not taught, but introduction of sex organs were taught in Science and Biology classes. Since I went to a co-ed school, where there were boys and girls, thus what is taught with regards to sex were not in depth. In my opinion, it is not sufficient as a guide to students. R53

The style of presentation and explanation by the teachers were not clear because the words used were not understandable and the teachers made no effort to explain the meanings of the words used. Indeed, we found the information received were inadequate. R27

Based on the research data, sexual education in classroom across Malaysia is mostly delivered through the Science/Biology subjects as well as Islamic Studies. In addition to that, there are certain respondents who stated that topics on sexuality were touched upon in Physical Education, Tasawwur Islam and Moral Education but the amount is small compared to the Science/Biology and Islamic Education subjects. The amount or number students who were taught on sexuality from their Science classes were 60% (228) and most encountered their first experience with sexual education through related topics as early as form 3, form 4 and form 5. The scope of the teachers' discussions focused on the development of the reproductive system, sexual intercourse, fertilization and the process of giving birth. As with earlier analyses, while certain respondents felt that the information received were sufficient but most felt that it was insufficient. The following are the respondents' scripts on sexual educations through their Science classes.

Education on sexuality were only explained in Science classes during Form 3 which describes the reproductive system and also the merging of the sperm and ovum but it was not specified how the processed took place. The subject of Biology in form 5 also touched on it, but the process of sexual penetration in sexual intercourse was not taught or shown, or even the preventive measures, and what cannot be done. ZM 60

Sex education is something important to youths, but could have a negative effect if misused. Sex education was not conducted in schools as a whole but some input was provided in Science classes. The explanation and teaching delivery were rather vague however. ZM 56.

Similarly, I remembered that my ustazah (female Islamic teacher) explaining to me during form 1 on the laws relating to adultery but she was quite embarrassed to explain it clearly. She used metaphors such as "keys" and "keyholes". Myself and my friends were quite confused at that time. ZM20

The weaknesses of what is called sex education in schools across Malaysia renders 95% of the respondents (numbering 361) to agree that sex education be taught in schools while taking consideration on two aspects that need revamping – the subject matter and the teaching methods; whereas only 5% (19) of the respondents disagreed with the notion. The following are excerpts of the respondents detailing their agreement that sex education be formally taught in Malaysian schools. Their agreement stems from the lack of education they received wherein chief among them are the limited information deemed insufficient as a future guidance in life. They also opined that the subject matter for sex education needs to be further enhanced as a comprehensive sex education syllabus can help prevent students' misconception of sex, understanding the negative effects of illicit sex while helping face social problems such as premarital pregnancy, illegitimate children, and the rampant illicit sex. The information received by the students can help fill the students' curiosity and desire while preventing them from delving into pornography and similar negative sources. This analysis shows that respondents agree that sex education be implemented in schools all over Malaysia since it could help form a sense of self-control for today's youth from being influence by the prevalent social ills nowadays. Respondents not only agreed but also provided suggestions on how sex education could be implemented in the classrooms.

I agree that sex education be provided in schools since as of today social ills are becoming more widespread. This is so that students can use sex education as a form of self-defense in combating this problem. R54

In my opinion, sex education should be taught in schools. But there needs to be a limit for those between 15-18 year olds. This group is considered to be fairly matured to decide what is right and what is wrong. Besides that, sex education can prevent or at least reduce the cases of baby dumping. However, sexual awareness is also needed among high school students. MZ 15

Among the suggestions provided by the respondents were that sex education be taught at secondary schools starting in form 1 while some felt that form 3 as being more appropriate. The sex education to be implemented should be one that is meticulously and formally planned while being relevant to the age levels of the students. In addition to that, the curriculum should include the physical development of a child to their adolescence, the development of the reproductive systems, sexual intercourse, pregnancy, childbirth, contraception, the relationship sex and moral values plus sex within the Islamic context. The respondents also suggested that the sex education curriculum be closely related to the Islamic context and supported by knowledge from the Quran. With regards to teaching methods, a well-planned strategy catering to the levels of students' acceptance along with a comprehensive division of topics is imperative. Furthermore, for the classes itself, it would be advisable for the male and female students be segregated so as to counter any feelings of embarrassments or awkwardness on both the teachers and the students. The majority of the respondents concurred that sex education be implemented in schools across Malaysia with a well-thought out curriculum, complemented with a measured and appropriate teaching method. Based on the agreements from the respondents on sex education being taught in schools, they also provided opinions on how the overall curriculum can be applied. The following are the respondents' scripts:

With regards to sex education in schools, I can see that there are pros and cons about this matter. The disadvantage would be on the students applying it before its due time. I agree if sexuality education is to be taught in schools, but must be infused with religious and moral values. This is because religion teaches and guides one's life. MZ27

Sex-related education inserted through some specific subjects is enough to provide sex education to teenagers. Sex education can be inserted through a particular subject, but must make religion as the main focus and not to make sex education as a ticket for students to engage in sexual activities. MZ5

5. Discussion

When comparing the sexual education found in Malaysia to that UNESCO's Sexuality Education curriculum (UNESCO, 2009), it can be said in its entirety that sex education is not taught in classes across the nation. What is viewed as sex education is actually a combination of two or three topics related to the physical development of children and adolescent, development of the reproductive and fertility system and also sex within the Islamic context. If based on the topics, what is learnt and accepted by the students is not actually sex education but simply a few related topics taught by teachers in order to fulfil the needs of an examination-oriented system. Sex education is actually a much broader subject than what these topics offer to secondary students across Malaysia. Sex education consists of topics relating to the physical development of a child to his/her adolescence, the reproduction system, sexual intercourse and subsequent childbirth, pregnancy control, the aspect of dealing or judging of sexual advances from men or women and also the widespread of sexually transmitted diseases and also illicit sex. This argument shows that sex education covers an extensive area and not simply a combination of a few topics relating to sexual relationships.

Two subjects oft-considered, or more aptly, oft-confused with the notion of providing sex education to students are Science/Biology and also Islamic Education. Although there are instances of teachers in the subjects of Physical Education, Tasawwur Islam teaching topics relating to sex, the number is relatively small compared to the other two subjects – Science/Biology and Islamic Education. The teachers of these two subjects touch upon sexuality based on the topics found within their respective syllabus. Meanwhile, the learning of those sex-related topics are viewed as

simply for the purposes of fulfilling an examination need and not on achieving the objectives of sex education per se. The issue with sex education becomes more serious and problematic since the coverage of these topics is limited. In addition to that, there were examples of teachers who were unwilling to teach sex-related topics and for those whom did teach, they were ill-prepared even if to serve only for the purpose of examination. The easiest way for a teacher was to skip the topic altogether and instructed the students to read on their own. In fact, there were instances of teachers teaching through various analogies and metaphors in explaining topics relating to sex.

What are the steps that need to be taken in order to overcome the problem of illicit sex and its side effects? The step being taken by many countries are to introduce sex education in their schools and developed countries such as the United States, Germany and Australia have taken the steps of introducing sex education as soon as the students reach their puberty. Most of these developed countries have started introducing sex education as soon as the children reach the age of 11-12 with the permission of their guardians. A constructively implemented sex education curriculum that also focuses on the perspective of religion could also help to lead teenagers to rationalize the positivity of abstaining from sexual activities. Researches in the United States and European countries such as Germany and United Kingdom have indicated that sex education helps in stemming the desire to engage in sexual activities among youths while some of them with prior experience in sexual activities were found to have left the practice altogether (UNESCO, 2009). The findings of this research signify that an effective sex education system helps in preventing teenagers from wandering into the abyss of self-destruction that is illicit sexual activity.

6. Conclusion

This study pertains to the analysis of sex education found in classrooms across Malaysia in the past 2-3 years. The research sample consists of 380 university students whom have left school for a period of up to 1-3 years. Before they were asked to answer a series of structured question and to reflect on the type of sex education received during their high school years, they had undergone a 13-hour sex education program based on the sexuality education curriculum by UNESCO (2009). The research findings, which were divided into five parts, showed that, when compared to UNESCO's (2009) sexuality education curriculum, the respondents felt that sexuality education were not taught in Malaysian schools. However, upon closer inspection on the respondents' reflective scripts, it was found that around 85% of the respondents had received sex-related education, albeit one that is limited, taught with exam-based textbooks, lacking in clarity, vague and simply failing to serve as a source of guidance for the students. The sex education that the students received were actually only teachings of a few topics relating to the reproduction system's development, the fertilization process and the relationship between men and women plus sex from an Islamic viewpoint. The two subjects found to purport those topics were Science and Islamic Education. The teaching methods of the teachers' were not only insufficient; it was also considered vague due to limited subject matter plus also the teachers' reluctance to be straightforward in their teachings. Teachers still use metaphors which not only confuse students but also make a joke of the proceedings thus making the class irrelevant. Nearly 90% respondents agree that sex education should be implemented in Malaysian schools with meticulous planning, starting with students in form 3 and being taught in separate classes for boys and girls respectively while relating it to the perspective of Islam.

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