
Factors Affecting Learners' Sex Education

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ABSTRACT

This research paper aims to identify the factors affecting sex education for learners. It used the descriptive survey method and the questionnaire tool. It reached some factors affecting sex education in terms of preventive and therapeutic aspects through three proposed stages that include the role of curricula, teachers and student counselors. The paper indicated the importance of this kind research related to activating these factors and also designing educational programs for learners in the field of sex education in its preventive and therapeutic aspects.

Keywords: sex education - learners - prevention.

Introduction and study problem

A person is characterized by his love for belonging to the group, the need to communicate with them, and to interact with them. They have instincts and desires in them, and in this communication their selves appear, their personality become clear, their need for the development of their desires increase. There is no doubt that the individual needs to be educated and satisfy his needs and desires. In order for all aspects of education to be integrated in him/her, including behavioral, moral, sex education and the like, so that the individual can achieve himself/herself and be a participant in society, playing a social role, so that he/she becomes more successful for himself/herself and his/her community. In this way, psychological motives and the like become an outlet for their satisfaction, otherwise excessive or negligence in that makes him/her lives in social and psychological isolation, seeking the fulfillment of his/her tendencies and instincts, in any way. Man is contradicted by multiple innate factors, and instinctive lusts, in need of gratification in order for the person to achieve balance and integration in life and instincts.

The human being in general, and the young person in particular, need to meet his/her motives and satisfy them in the right ways and be educated about that. Educational institutions are responsible for raising young people, giving them upright behavior, and providing them with good values, especially in the stage of adolescence, because of the changes, internal and external, undergoing and the many conflicts that the adolescent faces at this stage (Khudhair, Alsaud, Alsharm, Alkaabi, &

AlAdeedi, 2020). The most dangerous thing that a teenager suffers, related to sex and its causes, as indicated Al-Ahdab (2003) that the adolescent suffers a lot of conflicts due to sexual provocations that raise his motives.

Among the most important educational institutions responsible for educating young people: school. It is one of the largest sources of learning and knowledge for members of society (AL MANSOORI, ALSAUD, & YAS, 2021). It educates them on virtuous morals, preparing them to engage in bearing the burdens of society and carry out the tasks required from them. It is also considered one of the most important educational institutions, at all educational stages. If the school does not play its role, the society will be harmed, and the youth will be unable to fulfill the role and expectations placed on them (El-Ghadouni, 2007).

This stage - adolescence - is one of the most severe stages in a young person's life. This is only due to the problems involved faces in it. The researcher notes that the majority of students, when they join the secondary school, face several problems that usually prevent them from adapting to teachers, colleagues and school materials. All these problems combine and cause confusion and misunderstanding, unless the teenager receives guidance and assistance to face these problems. The adolescent, as indicated by Zahran (2004), lives in sexual activity at its highest levels, increases his/her motivation, and becomes confused between what he/she hears and sees about sex and sexual behavior (Harith Yas, Alkaabi, Al Mansoori, Masoud, & Alessa, 2021). Nonetheless, his/her personality is affected by sexual problems, so they interfere with his mental, social and emotional activity. Mansour and Abdelsalam (2005) indicated that sexual matters represent the largest part of

adolescents' daily daydreams, as the adolescent lives a difficult stage, and he/she needs to satisfy his needs, whether social, psychological, or sexual, without excessive or negligence. This confirms the importance of guiding the learner with regard to sex education.

Lisa (2005) argued that comprehensive sex education programs contribute significantly to the proper sexual behavior of these students compared to the rest of the students who do not study sex education except for specific purposes. Chang (2004) indicated the difference in teaching sex education in schools, as the youth stage includes characteristics, requirements for the school to play its educational role. The current paper seeks to answer the following question:

What are the most important determining and influencing factors in sex education (for preventive and therapeutic aspects)?

Research objectives

- Determining the most important influencing factors in sex education.
- Contributes to helping teachers to use and improve methods, and procedures in their interaction with students regarding sex education.
- Contributes to helping students to exceed this age stage with an integrated and sound education, and to obtain sound information on the subject of sex education.

Research terms

- **Sex education:** a set of concepts and instructions directed to the adult, in puberty stage, to adapt to physical changes, to a healthy life with matters related to instinct and sexual activity, and to optimally deal with sexual

appearances in public and in secret according to morals and virtuous morals.

Methodology

Descriptive survey method.

Study tool

The questionnaire is addressed to specialized teachers and student counselors.

Study result

What are the most important determining and influencing factors in sex education (for preventive and therapeutic aspects)?

The study used factor analysis test, through which the researcher tries to discover preventive and remedial statements, with some of the content in the study questionnaire, whether that follows the courses or teachers or student guidance and counseling. When the test classifies these statements, it places them in one axis (H. Khudhair, A. Jusoh, A. Mardani, & K. Nor, 2019). Then the test demonstrates the value of the interpreted variance for each axis of the sexual problem facing students, whether in the preventive phase or in the treatment phase, and the strength of the statements' influence is in sex education, as the strength of their interpreted contrast. This helps the researcher to design a phased plan for sex education to treat students' problems related to sex. Each axis contains programs that have priority in implementation. These programs can be presented according to the classification of the factor analysis test, arranging them according to the strength of their disparity. The researcher proposes that these stages be distributed over three consecutive years. These stages are presented in Table (1):

The first stage:

Table 1. The first stage of the preventive and therapeutic stages in sex education

First stage
Value of explained variance (pct. of var.): (11,73)
1- Providing the counselor with skills in helping students get rid of sexual problems.
2- Providing teachers with the necessary skills to help students get rid of the problem of sexual humor.
3- Training the guide to hold individual sessions for ways to get rid of the causes of sexual problems.
4- Providing teachers with sufficient information on the immunity of those who have been subjected to sexual harassment.
5- Providing teachers with skills to stop the emotional tendency of males.
6- Providing teachers with the skills to get rid of sexual expressions.
7- Providing teachers with the skills to stop viewing pornographic images.
8- Providing teachers with the skills to eliminate flirting women.

In Table (1), it is clear that from the test results that the elements of this phase explain (11,73) the

problem of sex education, meaning that it requires the implementation of the elements of this phase

before the other elements: the role of the student counselor and teachers. On the therapeutic side in sex education, in terms of providing the student counselor with the necessary skills to help students get rid of sexual problems, and also training him/her in individual sessions to treat the student who suffers from the causes of sexual problems (Harith Yas, Alkaabi, Al Mansoori, Masoud, &

Alessa, 2021). Teachers are provided with sufficient skills to be able to deal with sexual problems such as sexual humor and emotional tendency towards males, watching pornographic images, the problem of flirting women, sexual expressions, and how the immunity of those who have been subjected to sexual harassment and the like. The school can play its role in sex education and achieve the therapeutic aspect in sex education.

The second stage:

Table 2. The second stage is the preventive and therapeutic stages in sex education

Second stage
The value of interpreted variance (pct. of var.): (9,11)
1- The courses should include the skills to get rid of the emotional tendency towards males.
2- The courses shall include the skills of eliminating sexual humor.
3- Adding a warning about sexual banter in school curricula.
4- Providing the courses with the skills of talking about sexual expressions.
5- The courses include an indication of the damages of the emotional tendency towards males.
6- Providing the courses with the skills to get rid of sexual expressions.
7- Providing the courses with the skills to get rid of viewing pornographic images.
8- The courses include sufficient methods to avoid sexual immorality

Third stage:

Table 3. The third stage is the preventive and curative stages in sex education

Third stage
Value of interpreted variance (pct. of var.): (34,10)
1- Providing teachers with the skills to warn against viewing sexual images
2- Providing teachers with the skills to warn against sexual immorality and its harm
3- Providing teachers with the seriousness of the problem of emotional tendency towards males.
4- Providing teachers with appropriate methods in demonstrating the importance and virtue of preserving lust.
5- Providing teachers with the harmful effects of sexual humor.
6- Providing teachers with awareness-raising skills to stop talking about sexual expressions.

In Table (2), it is clear that from the test results that the elements of this phase explain (11,9) the problem of sex education, meaning that it requires the implementation of the elements of this phase before the elements that follow it: the preventive and therapeutic aspects. In the role of school curricula in sex education, in terms of speeding up, that the sexual curriculum includes the skills necessary to get rid of the emotional tendency towards males and sexual humor, not talking from sexual expressions, and getting rid of them, and avoiding viewing forbidden images. They also include a warning against sexual humor and the damage to the emotional tendency of males, showing appropriate ways to avoid sexual immorality and taboos.

Table (3) shows the test results that the elements of this stage explain (10.34) the problem of sex education. It is necessary to implement these elements and pay attention to them in order for the school to address some of the deficiencies in sex education. The elements of this phase are limited

to the role of teachers in sex education in the preventive aspect. It is a preventive element of providing teachers with the skills to warn against viewing sexual images and immorality, emotional inclination towards males and the harms of sexual humor, as well as providing them with the skills to demonstrate the importance and virtue of preserving lust and the importance of awareness-raising in the field of not talking about sexual expressions.

All in all, the importance of the school's educational role in the field of sex education in the preventive and therapeutic aspect is evident, highlighted in the school curriculum, whether in the academic curricula or through the student advisor and the rest of the teachers by raising awareness about sex education.

Recommendations

- Activating the factors proposed in sex education as shown by the study in its three stages.

- Designing educational programs in the field of sexual education for students.
- Designing educational modules on the subject of sex education for students of education.

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