

## Explaining Model for student sexual education in the age of Communication

Maryam Shirbaigy<sup>1\*</sup>, Zohreh Esmacili<sup>2</sup>, Bahman Saeidipoor<sup>2</sup>, Mohamadreza Sarmadi<sup>3</sup>

1. PHD Student of philosophy education, Payam Noor University.
2. Assistant Professor of philosophy education, Payam Noor University.
3. Professor of philosophy education, Payam Noor University.

### Article history:

Received date: 24 January 2019

Review date: 20 August 2019

Accepted date: 29 August 2019

### Keywords:

Sexual Education, Communication,  
Student, Grounded-Theory

### Abstract

**Purpose:** In the age of Communication, all aspects of education, especially sexual education, will be changed. Threats will be revealed, by inappropriate use of concepts related to sexual education. Therefore, the goal of this research was to explore the main elements of student sexual education in the age of communication to design a model based on grounded theory. **Methodology:** This study has a qualitative approach and grounded theory has been used as a research method. For gathering data, high level documents have been studied and 25 experts were interviewed who were aware of the subject. The participants were selected through purposeful sampling method and the data were analyzed simultaneously by continuous comparisons based on Corbin and Strauss method. **Findings:** The findings of study formed the basis of a conceptual model including the following components: Casual Condition (necessity: Awareness, directing, lack of appropriate program), phenomenon (opportunities and threats of sexual education in Communication), context conditions (Time, place and method of sexual education), intervening conditions (social-cultural structures including incorrect beliefs, parents' attitudes, family structure), strategies (Principles and Indicators of Sexual Education in the Viewpoint of Islam) and consequences (development all aspects of intercultural education at individual, national levels). **Conclusion:** Basis of a conceptual model, necessity, education and social-cultural structures affected phenomenon (opportunities and threats of sexual education in Communication) in Iranian society. And strategies include Principles and Indicators of Damage and Health of Sexual Education in Islam instructions had led to development all aspects of intercultural education at individual and national levels.

**Please cite this article as:** Shirbaigy M, Esmacili Z, Saeidipoor B, Sarmadi M R. (2019). Explaining Model for student sexual education in the age of Communication, *Iranian journal of educational Sociology*. 2(1), 64-72.

\* Corresponding Author Email: m.shirbaigy2701@yahoo.com

## 1. Introduction

Among educational issues and concepts, curriculum policy in problems related to sex- or sexual education course- because of its sensitive and special issues, has higher position related other educational dimensions. The feature of sexual aspects is that though it is considered the most special dimension of each person, but it has social range with width and length of human society and affects all dimensions of education (Saeidi and Rezvani, 2018).

In Iran, the research results indicate that activities of Education Ministry don't meet the needs of students, and not enough attention has been paid to sexual education process of students and many of subject scopes have been ignored (Ebrahimi, Harestani, Mahram and liaqatdar, 2015). On the other hand, transformation in communication is the most apparent feature of the current age. Evidence indicates that transformation in communication as a process has three aspects: epistemological aspect, methodological aspect and finally textual aspect. On the basis of these three aspects, globalization of information and communication brings about some challenges and consequences for educational issues and problems (Sajadi, 2015).

The apparent and challenging aspect of communication transformation in education is its deconstruction feature. The result of this deconstruction is that realities and also reciprocal concepts lose their reciprocities (Baqeri, 2001). So, in this age, it is impossible to separate the people from unpleasant conditions or it is not an easy task; and we can consider it impossible. Television, satellite, internet, social networks and so on have created new conditions for human life. These transformations in communication cause cultural and social harms. Many students and teenagers use internet and satellite for obtaining sexual information (Faraani, Cleland & Mehryar, 2011). Also, according to estimation of world health organization in 2002, 150 million girls and 73 million boys fewer than 18 have been forced and exposed to sexual harassment or physical contact (Hillis, Mercy, Amobi & Kress, 2016).

According to the importance of this subject, nowadays in most of educational systems, there are some sexual educational courses. The content of these courses are different among systems and even inside one educational system. Sexual education can be different depending on cultural norms of each country. Countries like Holland have widely accepted talking with students about sexual issues and have provided opportunities for discussing these issues and presenting sexual health resources at home, school and society (Walker, 2001). In Nigeria, the results at school indicate that providing booklets of "preparation for puberty" can have positive effects and increase students' awareness (O'Connell, Brissette, Wales, 2013).

In Spanish-Portuguese culture, young people don't receive any formal education about sexual issues before marriage, in Latin American countries; teen's experience at school indicates that their questions about sexual issues remain unanswered (Brissette et al, 2013). Also in societies supporting formulated sexual education at schools, the effect of these education on retarding teen's sexual activities as been reported. Vanderberg believes that either formal sexual education or sexual education by parents is related to retarding in emergence of sexual behaviors among teens (Vanderberg et al, 2016). Brissette (2013) believes that comprehensive sexual education can help students to formulate a framework of complex health and social issues in their mind. Providing exact information about sexual relations and issues related to tem can be the result of decisions lead to healthier life (Brissette et al, 2013).

Amiranzadeh (2007) designed the course of sexual health based on Quran and Hadith and proposed a paradigm (Amiranzadeh M, 2007). Also Mazidi (1396) presented a paradigm of sexual education based on perspectives of Muslim scientists. This paradigm identifies behavior, social and ethical aims in micro and macro level (Mazidi & Kedmatiyani). A cursory look at extant documents in educational system of country like the document on the fundamental transformation of education, the resolution of supreme council of the cultural revolution was approved in 2012) and also the philosophy of formal and general education of the country (Sadeqzadeh A, M & 2009) indicates that sexual education has been considered implicitly and it has been regarded in six dimensions of education, subset of education in biological and bodily dimensions. Also

in national curriculum, there aren't any operative strategies about producing contents related to sexual education. So, according to background results extant in this country, so far no sexual education paradigm has been designed in communication age, this paper can present a comprehensive outlook about educating sexual matters to students in communication age.

## 2. Methodology

In order to answer the basic research questions, the qualitative method was chosen and the grounded-theory was used for applying it. The grounded-theory is considered an attempt to find a theory obtained deductively from study of a phenomenon and indicates that phenomenon (Corbin & Strauss, 2008). The grounded-theory method is usually applied by three methods: systematic method, emergent method and compatible method (Mohammadi, 2006). In this research, systematic method of Strauss and Corbin was used including three min steps of open coding, axial coding and selective coding. The sample selection method was purposeful and snowball method was used. So the research population included education experts including university faculty, experts and researchers of education in universities and religious centers having experience in research and applied education. The data gathering method was semi-structured interview. The selection method and interview was following: at first, 5 subjects were selected as experts in the research topic. These subjects were from university masters. After interview with the mentioned subjects, finally other interviews were carried out by introducing other experts by selected experts in the first step of the sample (snowball sampling). In this study 25 subjects were interviewed, that from the eighteenth interview onwards, repetition in received data was observed and from twenty third interviews onwards, data were totally repetitive and saturated. But for ensuring the process was continued to the twenty fifth interviews. The interview participants were from the fields of study like psychology, educational science, sociology, health training, consulting, Islamic thoughts and also Quran science and Hadith. The interviews were started by posing questions about "necessity and needing sexual education of students in communication age, benefits and disadvantages of communication age for sexual education and also proposing strategies in this case" and the remaining questions were formulated according to the interviewee answers.

## 3. Findings

In this research, gathered data from interview using examination, comparison and dividing data (open coding) led to conceptualization and component making. In this way, the units that the researcher deals with them decrease. This step is a part of axial coding. The obtained findings from open coding and also axial coding have been presented as following (because of concept and feature abundance, some samples have been presented).

Casual conditions: the conditions that are the main factors for creating the studied phenomenon (Corbin & Strauss, 2008). This component dominates the main component and lead to the happening or expansion of desired event. Casual conditions of interview with research participants have been proposed in table 1.

**Table 1.** Open coding and components related to causal conditions

Open coding			Axial coding
Concepts	Minor components	Major components	
Self-caring in society and against other gender, ordinary communication with other gender, knowing sexual safety, familiarity with strategies	Increasing knowledge	Necessity of sexual education in communication age	Causal conditions

for preventing sexual harassments, knowing sexual health elements			
Necessity of guiding and suitable orienting in the family and at school, orientation using Islamic pattern and experience of other countries	Orienting sexual behavior		
Lack of consensus on sexual education, lack of strategies identified in managing sexual behaviors	Lack of specified strategy and operative strategy		

Axial component: the main event in which there's a hierarchy of reciprocal actions-reactions for controlling or running it. Open coding related to axial components are presented in table 2.

**Table 2.** Open coding and components related to axial components

Open coding	Minor components	Major components	Axial coding
Informing, acculturalization, developing cultural products in cyber space	Conditional policies	Opportunities of sexual education in communication age	Axial component
Familiarity with risks of cyber space, parents monitoring	Deprivation policies		
Conflict of values, generation gaps, sexual and ethical deviations, non-inhibition	Ethical harms and communications	Threats of sexual education in communication age	
Accepting pattern, fashions, feminism, non-identity, increasing unrestrained acts	Cultural incursion		

Contextual conditions: special events in which processes and interactions are used for running, controlling and responding to an event and affect strategies. Open coding related to contextual conditions are presented in table 3.

**Table 3.** Open coding and components related to contextual conditions

Open coding	Minor components	Major components	Axial coding
Educating in health centers of schools and family	Place		contextual conditions
Pre-school, during school, pre-puberty and post-puberty education	Time	Sexual education	
Informal education (neighborhood based, by giving pamphlet), formal (in a course form)	Method		

Interference conditions: interference conditions are general and wide affecting reciprocal action-actions. Interference conditions modify causal conditions and affect strategies and reciprocal actions. Open coding related to interference conditions are presented in table 4.

**Table 4.** Open coding and components related to interference conditions

Open coding	Minor components	Major components	Axial coding
Concepts			
Cultural signs, negative attitudes, intentional silence, horror of bad education, breaking privacy	Incorrect beliefs	Social and cultural structures of sexual education	interference conditions
Conditional education, parents' fear, lack of skill among parents, parents' embarrassment	Parents perspective		
Restrictive family, open family, traditional family, parents' clothing style, mother's job	Family structure		

Strategies: special actions or reactions resulted from axial component. The goal of implementing strategies is running, conducting and better actualizing the mentioned event in the dominating context. Open coding related to strategies are presented in table 5.

**Table 5.** Open coding and components related to strategies

Open coding	Minor components	Major components	Axial coding
Concepts			
Familiarity with belief foundations and relationship between boys and girls, continuing sexual education during life, gradual sexual education, correct sexual education in different life periods, focusing on marriage as the only way of meeting sexual needs	Guiding sexual instinct	Islamic sexual education methods, principles and contents	Strategies
Knowledge of ways to decrease sexual instinct pressures, focusing on modesty and purity, munificence	Modifying sexual instinct		
The role of beliefs and ethical principles, mental caring, preventing sexual deviations, controlling looking and imagination, spiritual aspect of sexual education like other dimensions of education	Controlling sexual instinct		
Cultural change in organizational level in sexual education, inefficiency of near-far structure and prohibition and non-prohibition in communication age	Changing approach of sexual education in communication age	Synchronization of some sexual educations with communication age	

Religious education based on intellectualism,  
 religious education based on pietism,  
 Religious education based on evaluation and  
 criticism

Internal monitoring  
 based on religious  
 education

Consequences: this category includes evident and non-evident upshots as outputs of using strategies. The results consequences of this paper and their open coding are presented in table 6.

**Table 6.** open coding and components related to consequences

Open coding	Minor components	Major components	Axial coding
Detecting improving behaviors of health and decreasing sexual problems. Abuse, sexual harassment, detecting contagious sexual diseases	Developing safety knowledge and sexual health		
Avoiding sexual discrimination, respecting sexual differences, detecting orientation based on gender without any discrimination and respecting other's rights	Developing orientation knowledge and gender difference	Definition and developing personal sexual education	Consequences
Correct controlling sexual instinct, how to associate with other gender, knowing legal and illegal aspects of sexual affairs, upgrading sexual ethics, avoiding sexual provocations, knowing mental and physical harms of sexual deviation, sexual deviation as a big sin	Developing knowledge of preventing sexual deviation		
Informing, sexual guidance, change in perspectives of parents and society	Informing families	Definition and developing social sexual education	
Developing sexual education based on religious thoughts, introducing and propagating religious patterns	Pattern making		
Prevention and controlling acts like fashions, feminism, non-identity, materialism and increasing unrestrained acts.	Preventing ethical harms related to communication		

#### 4. Discussion

Selective coding is the main step of theorization. As the axial component is related systematically to other elements and those relations are reported in a narrative mode and some of elements require more modification are rectified. (Strauss et al, 2008). Along with this, the conceptual model of sexual education of students has been presented in figure 1.

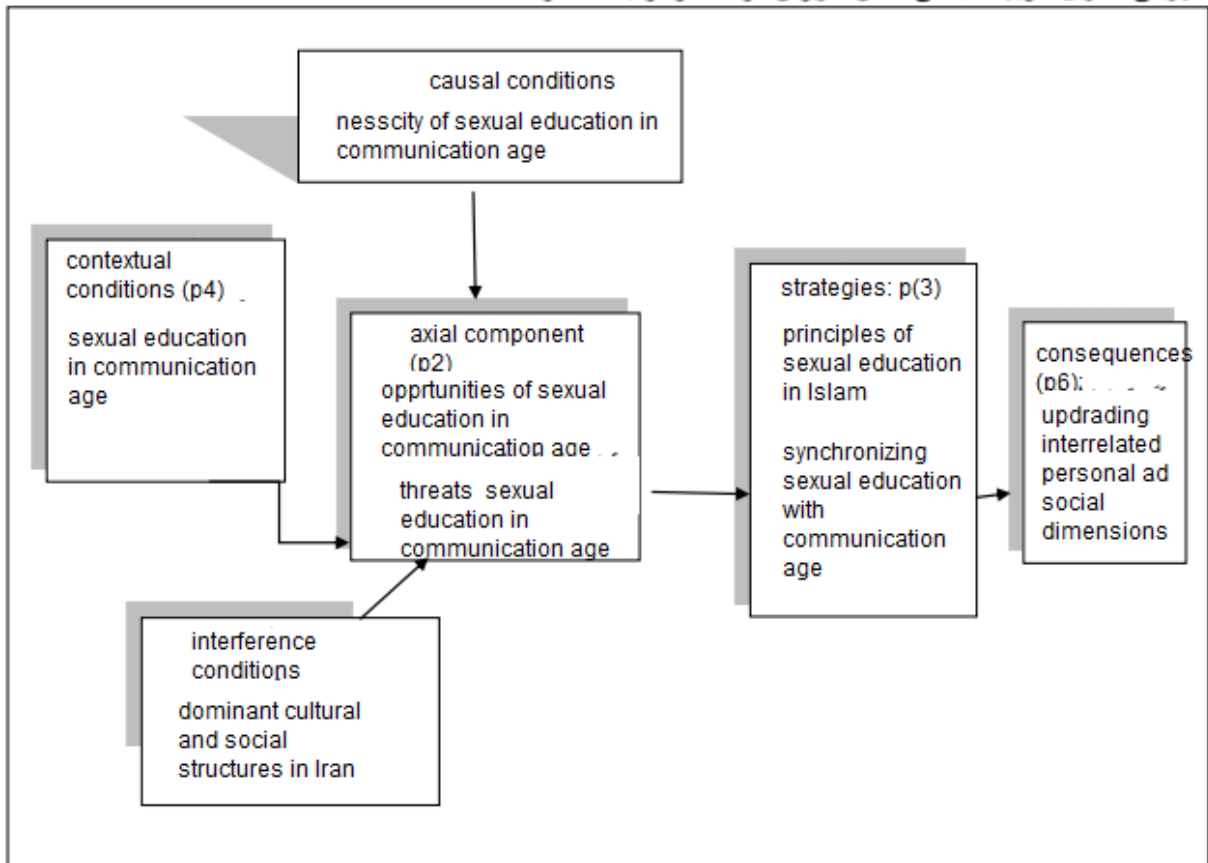


Figure 1: conceptual model for sexual education of students in communication age

Proposition 1: the significance, necessity and considering sexual education as one of the main dimensions of education in communication age

Proposition 2: designing and creating a legal system in controlling cultural and social harms and also correct usage of opportunities and communication results.

Proposition 3: formulating sexual education plans for students based on Islamic philosophy compatible with communication age and detecting content and protocols in this respect

Proposition 4: modification of education plans and creating a definite program about time, method and producer of sexual education

Proposition 5: acculturation and creating a context for sexual education in communication age as essential act

Proposition 6: upgrading all interrelated dimensions of education in personal and social level.

The high significance of sexual education as one of the main dimensions of education should be always focused (P1). On the other hand, designing and creating a legal system in controlling cultural and social harms and also correct usage of opportunities and communication results are essential (P2). So acculturation and creating a context for sexual education in communication age (P5), and also

modification of education plans and creating a definite program about time, method and producer of sexual education (P4), based on Islamic philosophy compatible with communication age and detecting content and protocols in this respect (P3) lead to upgrading all interrelated dimensions of education in personal and social level. So on the basis of conceptual model, the proposed definition for sexual education of students in communication age is as following:

Education (considering time, place and methods of education), upgrading information level of sexual education (personal and social level), regarding cultural, religious and social structures of country, also detecting threats (harms resulted from cultural incursion and ethical harms resulted from using modern tools), using opportunities (depriving policies and strategies and conditional policies and strategies) in communication age and proposing a strategy based on theoretical foundations and Islamic philosophical principles (principles, method and content of sexual education from Islamic perspective). On the basis of the proposed model, necessity and requirement, educating and social-cultural structures dominating Iranian community in axial component (opportunities and threats of modern media) are effective. Also proposed programs in strategies should be based on principles, methods and foundations of sexual education from Islamic perspective lead to boosting all interrelated dimensions of education in personal and social level among students. On the basis of the dependency theory, cultural imperialism is incurred highly on a society to dominate culture, values and Western lifestyle (Tomlinson, 2012).

In fact, dependency theory highlights that in cultural imperialism, dominant media organizations detect the people's interpretation from national and native culture. The mentioned trends mean creating global mono-culturalism. It means that people around the world are affected by values, norms and cultural acts of global hegemonic culture (Amiri, 2011). So, generally in the communication age we have no choice unless we seek modern education pattern and paradigm and upgrade our education measures and criteria so that students commit to the deep rooted cultural values of our country against fast changes of this age and on the other hand, they have positive and constructive interaction with global thoughts and cultures by thinking independently, self-thought and critical and creative thought (Amiri, 2011). It seems that in Iran, there are two general perspectives in this respect. Depriving policies include removing policies and plans, control and monitoring, and also cultural and social conditional policies including plans for producing and managing content, digitalizing data, making the information and contents available on the internet. Modern media opportunities in sexual education process on the basis of depriving and conditional policies include strategies like informing, culturalization, developing cultural products in cyber space, boosting religious beliefs in cyber space, making patterns, propagating values and norms and ... Generally, though we cannot deny the opportunities of modern media, but it seems that these opportunities are so little in relation to threats and challenges (Sobhaninejad M, Afshar A & R, 2010).

Most of the strategies proposed in opportunities include depriving and preventive policies. Also communication opportunities or threats depend highly on cultural capabilities and capacities of various countries and groups in making the plans, policies and strategies effective. The number of strategies depends on time conditions. Among this, according to the all dimensional education from the perspective of Islam, using capability and religious education strategies in communication age is necessary more than before. The studied strategies in this research regarding position of general and formal education system on the basis of theoretical principles and Islamic philosophical education include principles, content and methods of sexual education from the perspective of Islam. The goal of sexual education is creating healthy perspectives and expressing suitable information about sexual issues and it should include teachings that lead to mental health and social compatibility and minimize the events of social incompatibility and ethical abnormalities (Faqihi, 2008). The sexual education from Islamic perspective has divine, humanistic and constant realistic dimensions and it should be educated step by step (Ranema, H, & H, 2007). On the basis of this, consequences of sexual education pattern in communication age include changes in personal and social level. The first objective of sexual education begins from childhood or more clearly before birth so that the physical



growth of children progresses normally and any abnormality, early puberty or sexual deviations be prevented and the child grow in a clam and without any sexual harassments and instinct motivations and during adolescence, s/he can control sexual desires without enduring any stress and in adulthood s/he become a suitable wife/husband and parent. National positions in communicative age should be evaluation position, selection and rejection against communication upshots according to Islamic ideological principles; as the rejection of all its upshots is not only impossible, but also it is not desirable. So the most important consequences of sexual education in society include informing families, making patterns and preventing ethical harms.

## References

- Amiri, A. (2011). Globalization of Culture Strategies for Cultural Resistance. *Basij Studies*, 50.
- Amiranzadeh M M. (2007). Designing a Sexual Health Curriculum: Providing a Model Based on the Quran and Hadith Status. Third National Congress on Family and Sexual Health, Tehran, Shahed University.
- Bagheri K. (2001). Islamic education: Alhoda UK.
- Brissette I, Wales K & O'Connell M. (2013). Evaluating the wellness school assessment tool for use in public health practice to improve school nutrition and physical education policies in New York. *Journal of school health*, 83(11), 757-762.
- Corbin J & Strauss A. (2008). Strategies for qualitative data analysis. *Basics of Qualitative Research. Techniques and procedures for developing grounded theory*, 3.
- The document on the fundamental transformation of education, the resolution of the Supreme Council of the Cultural Revolution, was approved on 2012.
- Ebrahimi Harestani A, Mahram B & Liaghatdar M J. (2015). The Analysis of Null Curriculum in sex Education: Focusing on the male Students at junior high school. *Curriculum planning knowledge & research in educational seicnec*.12(17):44-53.
- Faghihi A. (2008). Sexual Education: The Basics of Principles and Methods from the Perspective of the Qur'an and Hadith. Darol-Hadith Publishing Organization, 456.
- Farahani F K, Cleland J & Mehryar A H. (2011). Associations between family factors and premarital heterosexual relationships among female college students in Tehran. *International perspectives on sexual and reproductive health*, 30-39.
- Mohammadi B. (2006). Principles of Qualitative Research Method: Basic Theory, Procedures and Methods (by Strauss, Anselm and Corbin, Juliet). Translation, Tehran, Human Sciences Research and Cultural Studies Institute, Third Edition.
- Rahnema A A. (2007). Exploring and explaining the basics, principles, and methods of sexual education with an emphasis on Islam. *Daneshvar*, 24:98-110.
- Sadeghzade A M. (2009). Public Education Philosophy in the Islamic Republic, Report on the synthesis of the results of theoretical studies of the National Education Documentation Plan.
- Saeidi rezvani M. (2018). Truth-telling in Critical Discourse Analysis of the Iranian Education System. *Research Principles of Education (Mashhad Educational and Psychological Studies)*.8(1): 160-173.
- Sajadi S M. (2015). religious education and Information and communications globalization. *tehran: tarbiat modares*
- Sobhaninejad M & Afshar A. (2010). Pathology of religious education in the age of Communication and strategies for dynamic interaction with it. *Educational and learning research*, 1(42), 271-292.
- Tomlinson J. (2012). Cultural imperialism. *The Wiley-Blackwell Encyclopedia of Globalization*.
- Vanderberg R H, Farkas A H, Miller E, Sucato G S, Akers A Y. (2016). Racial and/or ethnic differences in formal sex education and sex education by parents among young women in the United States. *Journal of pediatric and adolescent gynecology*, 29(1), 69-73.
- Walker J L. (2001). A qualitative study of parents' experiences of providing sex education for their children: The implications for health education. *Health Education Journal*, 60(2), 132-146.