

Designing a Model for Sex Education in the Age of Globalization with an Emphasis on Islam Using Grounded-Theory Method

Maryam Shirbaigy^{*} , Zohreh Esmaeili , Bahman Saeidipour , Mohamad Reza Sarmadi 

Department of Educational Sciences, Faculty of Philosophy Education, Payam-e noor uni, Tehran, Iran.

^{*}Correspondence should be addressed to Ms. Maryam Shirbaigy; Email: m.shirbaigy2701@yahoo.com

Article Info

Received: Jan 29, 2019

Received in revised form:

Mar 9, 2019

Accepted: Apr 9, 2019

Available Online: Sep 22, 2020

Keywords:

Islam

Grounded-Theory

Sex Education



<https://doi.org/10.22037/jrrh.v6i3.24141>

Abstract

Background and Objective: In the age of globalization, all aspect of education, especially sex education, will undergo changes. There are many threats in the case of inappropriate use of the concepts related to sex education. Therefore, the goal of this study was to explore the main elements of sex education in the age of globalization with an emphasis on Islam to present a data-based model.

Methods: In this qualitative study, Grounded Theory method was used. Data were collected by studying the upstream documents and semi-structured interviews. The statistical population included 25 researchers in the field of education, who were selected using targeted snowball sampling method. The collected data were analyzed using Corbin and Strauss' constant comparison method. In this study, all the ethical considerations have been observed and the authors reported no conflicts of interest.

Results: The findings of study in the framework of a conceptual model indicate that casual conditions (the need for sexual education), phenomenon (opportunities and threats of sex education in the age of globalization), contextual conditions (time, place and method of sex education), intervening conditions (social-cultural structures including incorrect beliefs, parents' attitudes, family structure), strategies (principles and Indicators of sex education from the viewpoint of Islam) and consequences (development of all interconnected aspects of education at individual and national levels) reflect the pattern of sexual education in the age of globalization.

Conclusion: Based on the presented model, the necessity of sex education, the socio-cultural structures dominant in the Iranian community, affect the phenomenon (opportunities and threats of sex education in globalization). Therefore, the plans presented in strategies should be based on the principles and indicators of sex education from the perspective of Islam to promote all interconnected aspects of education at individual and national levels.

Please cite this article as: Shirbaigy M, Esmaeili Z, Saeidipour B, Sarmadi MR. Designing a Model for Sex Education in the Age of Globalization with an Emphasis on Islam Using Grounded-Theory Method. Journal of Pizhūhish dar dīn va salāmat. 2020;6(3):122-138. <https://doi.org/10.22037/jrrh.v6i3.24141>

Summary

Background and Objective

Undoubtedly, part of human success depends on sex education. Because the development and

excellence of man depends on education and self-improvement in all dimensions of his/her existence and sexual instinct is one of these dimensions, any school of thought that claims to ensure human salvation must have a plan for sexual instinct and give a clear answer to it. The

goal of Islam is to educate the perfect man, and the perfect man will not be formed unless in the shadow of the balanced satisfaction of his spiritual and physical needs. Therefore, education related to sexual development and how to regulate relationships and create mental balance in this field has an essential role in the mental health of society. Hence, Islam provides education in this regard (1).

Globalization affects the culture, values and beliefs of different countries of the world by the new technologies. All countries are affected by globalization, and Iran is no exception. With the significant growth and expansion of technology and communication tools affected by the phenomenon of globalization such as satellite, internet, social networks, sex education as well as other aspects of education are affected by this phenomenon. According to published statistics, internet and satellite access in Iran is 43.2% and 60%, respectively (2) and many teens turn to the internet and satellite for sexual information (3). These developments due to globalization create the ground for social and cultural damage.

Due to the importance of the issue, in most educational systems today, there are more or less sex education programs. The content of these programs varies in different systems and even within an educational system. According to the results of the Nagpal study, 88.6% of Indian parents agreed with the sexual education of their children (4). The results of a study by Clara Bennett et al. show that parents tend to talk to their children about sex and believe that doing so can be effective; but they have not done it yet. One of these obstacles was the perception of parents that their children were too small and that they did not know how to talk to their children about it (5).

The goal of this research was to explore the main elements of sex education in the age of globalization with an emphasis on Islam to design a model based on grounded theory.

Methods

Compliance with ethical guidelines: In this study, all related ethical principles have been observed, including the confidentiality of questionnaires, obtaining informed consent of the participants, and leaving the participants free to withdraw from the study.

In this qualitative study, the Grounded Theory method was used. Data were collected by studying the upstream documents and semi-structured interviews, which was re-administered via an open-ended questionnaire. The statistical

population included 25 researchers in the field of education, who were selected using targeted snowball sampling method. The sample selection continued until data saturation was achieved.

The obtained information was processed in three phases of open coding, key coding, and selective coding. Open coding is a manner of examining, comparing, and processing data that leads to defining and naming the concepts and components and discovering the features and their dimensions in the data via constant comparison. In this step, dozens of concepts were identified and assigned to groups and the categories were identified and processed. Thus, the units the researcher had to deal with were reduced. This was a part of key coding. In the final step, i.e. selective coding, a category was given the most importance and by linking the remaining categories to it, the theory was formulated. Here, the obtained categories in the paradigm such as causal conditions, key phenomenon, contextual factors, intervening conditions, strategies and consequences were examined. Then, the relationships among the categories were presented as the pattern of sex education in the age of globalization with an emphasis on Islam (6).

Results

After the coding process, the research findings are presented in the form of a model, which includes causal conditions, phenomenon, contextual conditions, intervening conditions, strategies and consequences.

Causal Conditions: The importance, necessity and attention to sex education as one of the main dimensions of education in the age of globalization including creating awareness, directing, and lack of an appropriate plan.

Phenomenon: opportunities of globalization for sex education including: Informing, modeling, developing cultural products in the cyberspace, strengthening religious beliefs in cyberspace, educational programs in the cyberspace, promoting values and norms in the cyberspace, strong presence in the cyberspace and the threats of globalization for sex education including: fashion, feminism, anonymity, secularism, promotion of sexual promiscuity, promotion of unhealthy sexual relationships, conflict of values, generation gap, moral and sex deviations, change in marriage patterns and spouse selection, freedom of relationship between girls and boys, fashion, removing inhibitions, and deconstruction.

Context conditions: Providing and creating a specific and written educational program that includes time, place and method of sex education.

Vol. 6, No. 3, Autumn 2020

www.SID.ir

Intervening conditions: social-cultural structures including wrong beliefs, parents' attitudes, and family structure.

Strategies: Development of sex education programs based on principles and quality of sex education from the perspective of Islam in accordance with the globalization and determining specific content and protocols in this respect.

Consequences: development of all interconnected aspects of education at the individual and national levels.

Conclusion

Dependency theories emphasize that in cultural imperialism, dominant media organizations determine the way people interpret their national and indigenous culture. This means creation of a trend of global monoculturalism. That is, people around the world are influenced by cultural values, norms, and practices influenced by a culture of global hegemony (7). Therefore, in the age of globalization, we should look for a new educational model and paradigm and upgrade our educational standards and criteria to the extent that our children are deeply aware of the original values of their culture in the face of the accelerating pace of change today. On the other hand, they should trade and interact positively and constructively with world ideas and cultures by independent, creative and critical thinking abilities (7).

Based on the presented model, due to the challenging features of the age of globalization and lack of a systematic program and appropriate framework for sex education in the formal education system, developing and presenting a comprehensive sex education program based on the viewpoint of Islam is essential. In general, the goals of sex education are not separate from the goals of education in the general sense. Islam has provided the required education and guidance in this regard, which leads to the strengthening of all interconnected dimensions of education at the individual and community level. From the Islamic perspective, sex education has a divine, humane and continuous dimension and should be taught step by step. These principles are often present in all ages (8) and should be used for developing plans in this area.

Based on the obtained results, the following recommendations are presented:

1. The necessity and need for sex education according to the challenging features of the globalization era;
2. The need to develop and present a comprehensive sex education program based on the viewpoint of Islam;
3. The need to pay attention to socio-cultural structures, misconceptions and beliefs about sexual performance and providing a solution in this regard based on the principles of Islam;
4. The need to pay attention to features such as comprehensiveness, support and participation of all stakeholders such as parents and students, health professionals, curriculum specialists and the use of the latest topics and content related to sex education.

Acknowledgements

We would like to thank all the professors and faculty members, who cooperated in doing the study and responded to our questions and also the teachers who helped in development of the initial framework and structure of the article.

Ethical considerations

This article has been extracted from the first author's doctoral dissertation entitled "Designing and validating the model of sexual education in the era of globalization in Iran", which has been registered with the code 14170887 in the Iranian Institute of Information Science and Technology (IranDoc).

Funding

According to the authors, this research did not receive any specific grant from any funding agencies in the public, commercial, or not-for-profit sectors.

Conflict of interest

The authors declared no conflicts of interest.

Authors' contribution

Writing the whole article draft: First author; supervision over and cooperation in all stages of the study: Second, third and fourth authors.

References

1. Mohammad Beygi R, Faghihi A, Nateghi F. Designing an Optimal Model for Sex Education Curriculum in Primary School. Educational Psychology. 2017;13(45):21-39. (Full Text in Persian)
2. Shirpak KR, Ardebili HE, Mohammad K, Maticka-Tyndale E, Chinichian M, Ramenzankhani A, Fotouhi A. Developing and testing a sex education program for the female clients of health centers in Iran.

Sex Education. 2007 Nov 1;7(4):333-49. (Full Text in Persian)

3. Farahani FK, Cleland J, Mehryar AH. Associations between family factors and premarital heterosexual relationships among female college students in Tehran. *Int Perspect Sex Reprod Health*. 2011;37(1):30-9.

4. Nagpal A, Fernandes C. Attitude of parents toward sex education. *The Int J Indian Psychol*. 2015;2(4):38-43.

5. Bennett C, Harden J, Anstey S. Fathers as sexuality educators: aspirations and realities. An Interpretative Phenomenological Analysis. *Sex Education*. 2018;18(1):74-89.

6. Strauss A, Corbin J. Strategies for qualitative data analysis. *Basics of Qualitative Research Techniques and procedures for developing grounded theory*. 2008;3.

7. Amiri A. Jahani Shodan Farhang va Rahbordhaye Moghavemat Farhangi. *Motaleat Basij*. 2011(50):83-108. (Full Text in Persian)

8. Rahnema A, Elein H, Mohammadi H. Exploring and Explaining the Basics, Principles, and Methods of Sexual Education with an Emphasis on Islam. *Daneshvar*. 2007;14(24):98-110. (Full Text in Persian)