

Investigation status of sex education to adolescent girls

Masoumeh Masoumi¹, Elham AbNiki², Fahimeh Barkhordari³

¹ MA in Educational Psychology, Alzahra University, Tehran, Iran

² Researcher and psychologist at Islamic Republic of Iran Broadcasting (IRIB), Ph.D. student of General Psychology, University of Mohaghegh Ardabili, Ardabil, Iran

³ Ph.D. student of General Psychology, University of Mohaghegh Ardabili, Ardabil, Iran

Abstract: Although sex education begins at birth, but it happens and young teens mature business's identity, the more important. This study examines the role of schemas of mothers in the process of their daughter's sex education. The participants were third grade students in middle school of 3rd districts in Tehran in 2011 and their mothers. The data was collected through interview by researcher – made instrument. As one of the functions of family is child education and a dynamic and health society is achieved through having qualified children with high self- steamed self concept helping mothers to identify schemas and schema-awareness training can be an effective step in developing the next generation.

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Introduction:

One of the important factors affecting the fortune and misfortune of every human being to his upbringing is considered. Due to the fact that people have different physical and mental aspects and his upbringing should be comprehensive and at the same time match. Sex education should be considered as a ring of rings (Alaei, 2011). Sexual education is a kind of sharing information on issues related to human sexual instinct or we can say that sexual education include all the information from an early age in order to develop a balanced and appropriate sexual instincts are (Farmahini Farahani, 2007: 1).

Obviously, many factors are involved in sex education experts, four of family, school, community, media and education as key factors are counting on. Of these factors, the family and the school as the first human (Mohseni, 1992, as quoted by Harbinger, 2006) are considered. Based on the type of relationship with children (Giffo- Levasseur, 1995, as quoted by the same source) the greatest impact on the character of psychological, social and cultural those (Piaget, 1989, quoted by the same source) would be considered.

Rahnama (2007) in their study to determine the relationship between parenting style of parents and children showed that sexual education authoritative parents and reassuring at the same time giving freedom to children, limitations are placed on their behavior, as with the educational and sexual education can be more successful than other parents and the most common reason given by parents for the rights and freedoms of this group of children, according to their educational methods have strengths and weaknesses.

Wahhabi et al (2007) in their study to determine the views of parents about sex education to adolescents and their role in family health in the border town of Sanandaj, showed that 94.5% of sex education to adolescents' right to know. 89% of them stated that sex education to adolescents dealing with marital life easier for women and 8.5% of adolescent knowledge of sexual matters can have presented deviation. Angus Reid opinion poll institute in New York in 2011, research done in connection with sex education and in view of the three countries, America, Canada and Britain on this issue has been examined and compared. The results showed that the majority of respondents believe that parents or guardians are primarily responsible for the education of children and adolescents. Also, 74% of Canadians, 67% English and 63% of Americans conversation with friends as a source of sexual issues as they were, 65% English, 62% of Canadians and 54 percent of Americans over the role of the media (books, Magazine, etc.) have been stressed and 49% of Canadians, 35% English and 57% of Americans have insisted on the role of families in this area.

Methodology

Collecting data in this study, using qualitative research (interviews) was carried out.

Populations, samples and sampling:

The population in this study consisted of all students in third grade junior high school girl and their mothers were in Tehran in the year 2011, of which 6 students and their mothers targeted sampling, interviews were chosen for research. In this way, the first in a proposed manner, District 3 of the 19 districts of the Education Ministry in Tehran, due to a combination of tissue in this region (the tissue

composition, the presence of families with different levels of cultural, social and economic in the area; According to the researcher doing research in a combination of better research could assist in achieving the objective of this study). Selected from schools in the area was chosen as a school (The reason for this school compared to other schools, the school was more of a combination of) and, finally, 6 women and girls were selected for interviews.

The reason was that the researcher can use questionnaire mothers of those schemas so-called Yang "early maladaptive schemas" are called standard with a tool to identify if any. Young Schema Questionnaire-Short Form was therefore to compare the findings of the questionnaire and interview findings increase the validity of research findings.

The Scale, Short Form Scale, Young (1998). The questionnaire consists of 75 items based on the findings of Schmidt et al. (1995) fifteen scheme, in 5 areas are. Females help options are graded (A = false; six = true). A high score in a certain subscales of a potential non-adaptive scheme to show that person is considered. Cronbach's alpha for the total scale

reliability with 0.96 and 0.80 for all subscales were higher (Rafiei, Hatami and Foroughfar, 2011).

The first study of the psychometric properties of this scheme to Smith, Jones (1995, quotes Joseph, 2011) conducted cronbach's alpha coefficients for the subscales of the nonclinical population between 0.5-82, and valid questionnaires were reported. In order to collect information after the administrative procedures and approval by school officials to carry out research, researcher invitation designed for women of all students in third grade and he was invited to a meeting at a certain date and time. After filling out the Young Schema Questionnaire mothers, in order to conduct interviews with ethics and ensure the integrity of their mothers and daughters were satisfied for an interview, contact numbers to coordinate the time and place of their interview was received.

Results

Demographic information at the beginning of each interview, the mother and daughter (student) asked that the results are given in Table 1.

Table 1. Demographic Information mothers participating in interviews

Code	age	marital status time	Job	number of children	education
1	47	15	Employee	2 children	MA
2	33	14	Housekeeper	2 children	Diploma
3	35	20	Housekeeper	2 children	Diploma
4	43	34	Housekeeper	2 children	Primary
5	41	23	Housekeeper	2 children	high school
6	36	19	Housekeeper	2 children	Middle school

Question 1 (mothers): "Has your friend or the man you want to marry your son? When and why? ". Asked results showed that the mother of 6, 5 mothers (2 to 5 code) answered in the affirmative and negative response of one person (Code 1), respectively. Life problems (Code 4), he said. For example, code 3, 4 and 1 responded as follows:

Code 3: "When I was a kid I always wish I was a man. When I wanted to go out, I could not. "

Code 4: "When problems put pressure on me."

Code 1: "No, not at all. I thought she was not weak any military time. I think if the price woman's body can be successful in anything other than physical things. "

Question 1 (girls): "Has not the boy you like? When and why? ". The results showed that 3% of the girls asked (code 11, 22 and 44) responded negatively and 3 (code 33, 55 and 66) responded to the positive response, two word "sometimes" and one word "very" is used. The results of the analysis of the responses showed that the positive response by females, freedom Boys (in different fields such as assertiveness,

clothing, socializing with peers), there are restrictions for girls (code 33 and 55) and also not working boys at home (Code 66), respectively. The negative responses reasons such as being jealous of the boys (11) and their friendship with girls (22) has been seen.

Code 11: No, I do not like most girls. A jealous fit well ... not like other great zeal beat me ".

Code 55 "(again) they do not want to wear too had never ... that is so totally free, a girl must marry us altogether ... not get them, then the mother should object , must do 100 to another job, guys I do not know. He 'work came out of his house will come back again.

Women should not clean house, washes dishes, the food was just ... it was and a woman to a man ... men ... in the meantime, tea, fruit, dinner if my film (to see) , my father 's going on ... why only women should sleep and work at home you do? ".

Question 2 (mothers and daughters), "has been that women are proud of? When? ". In response to the question, 4 women responded, but a position that he was honored to have been different. For example,

codes of 1 and 4 responded as follows: For example, codes of 1 and 4 responded as follows:

Code 1: In comparison with the opposite sex has experienced such a feeling. He says: "Yes, every time you succeed your job. His example is my own work. So I do not have a good feeling. Boss did not believe it.

After saying all of this to me and my wife are I was very proud that I can say. Women always say that you never work. Give yourself up after you guys think work. "

Code 4: For reasons such as robustness in the face of the problems of life - not because she is proud Being in Charge.

She says: "Sometimes. When I do, I keep the house, such as children or the children did 20 years with all the problems I had sat down and firm. That's why sometimes I am proud that God has given me such strength ... but never because I'm a woman of honor. "According to the last sentence, the answer to the question she considered negative.

Among girls, 4 (code 22, 33, 55 and 66) to this question is yes and no (code 11) inexplicably have the answer; the answer to this question was that the code is 44. For example, codes 33 and 66 responded this way:

While some have been encouraged to have pride: Code 66: "Sometimes the teacher speaks, for example, says what a good girl I am proud that my daughter first."

In general, according to the responses of mothers and daughters can be proud that the woman (daughter) of people, more social interaction and communication with the people and situations that have been considered and appreciated.

Question 3 (mothers and daughters): "the women (girls) are satisfied? Why? ". In response to Question 5 women (codes 1, 2, 3, 5 and 6) responded and one of the mothers (Code 4) is answered in the negative. According to the responses appear to be factors in relation to the question of consent or lack of consent as his mother.

1. divine destiny (to create a group of women and men create others), which can be seen in the response of women with codes 1 and 2; 2- The existence or non-life problems (especially fertility and infertility) that other mothers (code 3, 4, 5 and 6) have been mentioned. For example, codes of 1 and 4 responded as follows:

The girls also 5 (code 11, 22, 33, 44 and 66) to this question is yes and one (code 55) were negative. Girls response analysis showed that some girls as compared with boys of today, in other words, the satisfaction or dissatisfaction arising from the characteristics of girls compared with boys, but is expressed (like code 11, 33, 44 and 55). For example,

codes 33 and 55 responded this way.

Question 7 (women): "In general, your gender (boy or girl of them) how your approach (eg the type of clothes they wear or their responsibilities to you) involved? Why? ". The results of the analysis showed that the responses provided by the mothers, All mothers stated that in cases such as coverage (codes 1 and 3) and their responsibilities to their children, for example, Code 2 says things to her house and buying a home is given to the son; On the liberation of women can be two groups, one group of mothers (codes 2 and 3) are saying about freedom, no distinction between boys and girls do not and others (codes 4 and 6) do not say to the community can give girls and boys the same freedom. As code 4 replied:

Question 6 (girls): "Do you think the gender of the children (their son or daughter) have interactions (eg, the type of responsibility that they are dressed or) parents, especially mothers, they have an impact? Why? ". The results of analyzing the responses by girls showed that, except for codes 22 and 66, answered the rest of the girls (code 11, 33 and 44) said that although girls and boys should be involved in training their children, but in practical life except there. For example, some girls answer to this question was as follows:

Question 8 (the mothers) and (7 girls): "In your opinion, how should be the cover of a woman?". According to the mother's answers to these questions can be said to believe that they cover a woman should have these characteristics: it is not absorbed by the body (codes 1, 2 and 5), drew attention not (codes 2 and 4), accepted community (Code 4) and to the extent that faith (codes 2 and 5).

The girls also cover Code 11 and Code 66 cited religious order did not answer this question. Speaking of three (code 11, 33 and 44) also drew attention to the lack of features as the cover. Full coverage of the three girls (code 11, 22 and 55) and being stylish two (code 44 and 55), it is not absorbed by the body (code 33 and 55) and Code 22, had a beautiful model.

Question 9 (women) and 8 (girls): "What is your definition of a decent woman?". According to the results of analyzing the responses, all mothers' arrangement having the characteristics of a woman adorned stated. 5 women (codes 1, 2, 3, 4 and 5) are stated to be clean and tidy and 6 code as well as being stylish features adorn a woman knows.

Based on the response characteristics of a decent woman to think girls can be stated as follows: Regular (code 11, 33 and 44), dandy (Code 33), the use of perfume and cologne (code 33 and 44), so people do not make (Code 44), coverage is accepted by the community (Code 44).

In all of the answers to questions 1 and 2 can be downloaded the mothers of participants and their

daughters can be influenced by two factors in their parenting practices and socio-cultural conditions of society.

- Analysis of the third question of the attitude towards marriage and gender roles of mothers and daughters deals. In the 11 questions asked of mothers and daughters are 9 questions.

Question 21 (women): "Has your daughter about sex, you ask a question? For example, ask the children what is born? What do in response? (If the answer to the researcher is yes, ask what your reaction is?)."

The responses were observed in 4 women (codes 1, 3, 4 and 6) have said their daughter had not raised any questions in this regard. Code 2 is also asking for the daughters as a child and not a teenager.

What is certain is that such questions can be addressed to all children and adolescents. So we even ask such questions as boys and girls are different. In response, it was observed that most mothers, mothers' accuracy of the information and training in the field of children refuse. Certainly, answers such as "God gives children to Adam" (code 1), "You bought into the hospital" (code 6), the answer is not convincing for the children, the mother may trust by the way he asked his questions again and looking for another channel to access this information. Another point is that in response to some of the mothers (code 3 and 6) is evident, their perceptions about her teenage daughter's sexual awareness.

Question 18 (girls): "Have you had sexual issues you raised the question of whom to ask? What has been the response?". The results of the analysis of the responses showed that 2 females questions in this regard have not (code 22 and 44); Codes 11 and 33 in different ways, such as asking teachers, reading, talking with friends to answer your questions have been raised and the code 11, 55 and 66 have their question.

Question 22 (women) and 19 (women): "What is your definition of abuse or sexual harassment? Did you know it only as an example of unlawful sexual connection". It should be noted that sex education is one of the issues that parents should teach their children that private parts of her body and if someone wants to abuse or hurt him in any way subject shared with his parents and if parents lack the proper way to deal with this issue know, so the question that was posed to the researchers' knowledge on the relationship between mothers and teenage girls derives. A lack of knowledge often results in mothers and a daughter suggests he was in this connection. So that in response to the question of 3 women (code 6, 2 and 4) said: "I do not know."

Question 23 (women): "Do not talk about this stuff until you've had with your daughter? Since when did you start? What did you say?". The mother's

response can be divided into three groups: 3 women (codes 1, 4 and 6) do not speak in this regard.

Question 24 (women): "2 According to the service you agree with what I please, and why? A) Many people believe that the children face more sex and more to see any way (relations with parents, TV, satellite, internet, friendship, etc.), this problem is less common for them to SD are drawn. B) Some believe that talking to teens about sex is causing and married and gradually learn to understand the issues, primarily the blind are healthier. "According to mothers' responses can be divided into 2 groups: two women (codes 1 and 6) agree with the second option outlined in the question. In fact, it is the responsibility of both parents is on some kind of shower. Code 6 with the notion that "it done everything you write" or "film", clearly states that did not need my data and thus their responsibility in this regard to not care. Three of the mothers (Codes 2, 3 and 4) believe it is better to be aware of the teenagers at the age to keep the possible damage and with the correct information from parents to friends to prevent false information. In general, according to the answers given to questions of this axis can be concluded that most mothers are silent in this regard, the silence for two reasons:

1. The belief that talking about these issues is required;
2. Lack of knowledge of the ways of these issues with the necessary privacy between mother and child.

- Analysis of the Five Questions of the axis changes during puberty girls to inform and communicate with the opposite sex (as one of the desires of puberty) is concerned. The axis 2 Q 2 Q mothers and girls are asked.

Discussion:

These studies aimed to determine the role of sexual education of teenage girls were mother's schemas. In explaining the results of the research question that "mother's schemas role in the sexual education of teenage girls there?" It must be said that the results were announced as one of the issues of concern in relation to sexual education attitude to sex (female or male) itself. Among the findings in relation to axes 1 and 2 was that the freedom to boys and limited number of girls - which is in fact two sides of the same coin - in issues such as how to dress and socialize with family and community, including issues was expressed by mothers and daughters and the impact on the attitude and the attitude toward sex, his daughters as far as one of the causes of their dissatisfaction for adolescent mothers and for girls was raised in the same period.

The results of the study, the mothers in this study (based on their schemas) with 2 daughters can be influenced by the ways of their parents and the

socio-cultural conditions of society; some of the mothers in the education of girls in connection with the release or how their parents behave in a manner coverage. For example, maternal response code 3 in connection with their parents compared with their talk was about the freedom of the children in this way.

Yang believes that some of replication and the mentality of the children with their parents are doing to be converted. His mind is "the scheme of mind" mentality, one of which is called "rich parents expect". According to the commentary on this issue stated that this mentality can be seen in the case of the mother of 3 codes. Also, based on the responses of mothers, social conditions also influence how their children's education (which of course comes as part of a scheme by each person). As it's seen in the response to girls, sometimes it's not free from cultural and social terms. Another problem seems to be in the attitudes of participants towards effective material responsibility that parents are responsible for them. In fact, what is known as gender stereotypes, which makes part of the schema of the person about himself?

Conclusion

According to the study, mother's footprint schemas on all issues related to sexual education of girls is considerable. But the point is that the impact of some of the women in the study tended to have similar or identical to their mothers and for others the opposite is true, that the mother's life, he has to have at least some issues, act different from their lifestyle. The remarkable thing about the girls is that this study is repeated in the same manner, some of them are good that your mother's lifestyle and like to act like a mother's life, and some to the contrary, tend to replicate their mother.

What determines the amount of teenage girls tend to replicate the success rate of their mothers in different such as employment, education, housekeeping, to be a martyr and parenting. Thus we see that girls who succeeded his mother in any of these matters consider trying in the same context similar to their mother and their mother failed in areas

that do not know trying to find a successful model like a father, aunt, grandmother, or even teachers and their identification with them. Interestingly, the group of mothers of daughters who have not accepted their mother's lifestyle also do not agree with their lifestyle, they also tend to resemble their mothers because the girls do not, in fact, the mothers, the daughters also have not been able to be a successful model. According to what was said can be downloaded as helping mothers in different ways such as holding training classes to identify negative and incompatible schemes can lead to lifestyle changes, which include all aspects of their lives including parenting and it can serve as an effective step in the development of successful and healthy generations and eventually a vibrant and healthy community.

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