



Obstacles and challenges facing sex education in terms of cultural values from the point of view of teachers of girls' primary public schools in the first district of Isfahan

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Abstract

The present study was conducted with the aim of investigating the obstacles and challenges facing sex education in terms of cultural values from the perspective of the teachers of girls' primary public schools in the first district of Isfahan in the academic year of 2014-2015. The statistical population of this research was made up of all the teachers of girls' schools in district one in the second grade, numbering 139 people. The random sampling method was cluster. Using Cochran's sample size formula, among these, 102 people were estimated and selected as the sample size. The data collection tool was a 38-item researcher-made questionnaire, whose formal and content validity was confirmed by the respondents and subject experts, and its construct validity was confirmed using factor analysis. Its reliability was confirmed by Cronbach's alpha coefficient (0.82). Data analysis was done at two descriptive levels (standard deviation, frequency) and inferential (t-test, Friedman test, analysis of variance and factor analysis). The findings show the factors of cultural values, including: conflict between traditional and modern values, heterogeneity of students' values in terms of ethnic and cultural diversity, dominant patriarchal values, unreasonable and logical perceptions of religious teachings, reduced sensitivity to Islamic values, stereotypical ideas Regarding gender issues, the formality of gender roles (the society's expectations of men and women), the difference in valuing sexual issues, and the change in cultural values are considered as obstacles and challenges of children's sexual education. The general results of the research showed that cultural values are one of the most important obstacles to the sexual education of children at the community level.

Keywords: Sex education, cultural values, primary school teachers.

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