

The Extent Included of National and Civic Education Books for Basic Post-Graduate of the Concepts of Sex Education in Jordan through Content Analysis

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Abstract

The study aimed to identify the extent included of national and civic education books for basic post-graduate of the concepts of sex education in Jordan through content analysis. To goal the author designed a tool, it consist of (20)concepts of sex education, after that was made The tool validity and reliability which it considered analysis card, Analyze The content of books and national civic education for grade eighth, ninth and tenth primary. In light of the list of pre-defined concepts, and to answer questions about the study were duplicates and percentages of the concepts of sex education there are in those content books, concluded the researchers to the following conclusions: declining significantly in the extent to include education concepts of nationality in the content of books and national civic education in terms of (2) repetition in the book of national and civic education to eighth-grade primary, and was (2) repeat in the book of national and civic education for ninth grade primary, and was (3) iterations of the book of national Education and civil tenth grade primary. Where a book of national education and civil tenth grade basic issued the first place, followed by a book of national and civic education for eighth-grade book and national civic education to the ninth grade in second place.

Keywords: the extent included, national civics books, basic post-graduate, sex education

Introduction:

The education and proper upbringing imperative for the continuation of life for all communities, large or small, because education is the social process of aims to basic ethics and controls values that contribute to human good and the perceived for all his roles create in light of scientific and technological developments and the emergence of media channels and global openness.

In this sense the introduction of sex education process has become to help form a true picture of human behavior through the supply of educated sound scientific knowledge about sexual means and acquire values and skills associated with sexual awareness both in our schools or our universities and even in the early stages of life. An urgent need to provide communities and nations.

And the process of the development of educational curricula in the light of the sex education topics are not considered social, psychological necessity but also environmental and health, especially after the population explosion and rising poverty and unemployment and the emergence of diseases caused by a lack of sex education and that negatively affect the development of peoples and the need for indicators. (alzyadat 0.2010).

He noted both Mueller & Gavin and Kullami, 2008 to the need to begin to provide the students awareness of citizenship in the early stages of life. Especially about the biological changes associated with growth stages and provide them with the necessary knowledge of preschool and kindergarten age until the late stages.

And sees Alahdab (2005) that sex education is interested primarily in preparing young people to deal with their sexuality stages successfully, not only to provide knowledge only, but offers the opportunity to provide them with expertise and trends emotional, health and habits useful.

Sees Hamza (2010) that sex education contributes to humanitarian and social goals, by encouraging individual voluntary controls to follow the correct sexual behaviors development, and stressed Alford (Al Ford, 2008) The most important sex education properties are to respect the values and rules of society culture taught where, and this was confirmed by Nur al-Din (2003), the need to provide teachers with sex education in the light of the provisions of Islamic Sharia.

It is noteworthy Salah al (2000), many of the sex education Properties, and notably: it is the process of psychology designed to bring refinement in misconceptions, and are on based on cooperation between all responsible parties based on participatory approach between the family and the school in addition to all the social institutions of various kinds and levels of scientific basis.

And the development of educational curricula in the light of the sex education should be a comprehensive process that does not relate to a particular approach, or a particular teacher, or a specific stage, and we must seek to achieve the objectives requires that those in charge of educational systems translated into scientific programs and the process of achieving targets and absorbing innovations and developments in our society, where sex education that targets different in different cultures, customs and mores, it stems from the same community.

And refers Hamza (2010) that sex education should be aimed at providing an individual with the right information about the fact that sexuality and sexual activity without embarrassment and scientific manner commensurate with his age and aware, and to correct the erroneous perceptions and behaviors associated with these topics.

As noted Shulman (2001) to the main objective of sex education, a proper awareness Balslok sexual relations, to provide the necessary protection from sexually transmitted diseases resulting from sexual relations wrong.

AllJawkhaddar (2001) has introduced the objectives of sex education and reproductive health of teenagers, through divided into three areas: cognitive goals addressed the physical, psychological and social factors associated with changes physical and behavioral associated with puberty, and objectives of skill-related subtly self-awareness, problem solving and decision-making, the goals of conscience associated duties individual towards personal hygiene and reproductive health practices and exercise to relieve feelings of stress and frustration and tension associated with sex education.

See zyadat (in 2010) that teaching sex education contributes to achieve several objectives, including: personal goals of healthy development of the individual, and the goals of a social focus on the development of ethical standards of individual and enhance the value of family life, and to provide sufficient knowledge about the misuse of sex and sexual perversions.

The Islamic perspective with respect to the objectives of sex education where he confirmed Alqadi (2006) that reference sexual education in Islam based on the Koran and the Sunnah, and it aims to moderation, balance and directing human to enjoy life's pleasures according to the law of God, and sees Maaytah (2006) that the Educational citizenship in Islam have several goals, including: Rights to provide the correct means and legitimacy, which enables it to discharge sexual energy properly. And His Highness the Human Spirit, as well as his body, in addition to the goal of sex education to help parents to do their part in bringing up their children in accordance with the behaviors and proper controls to eliminate the manifestations of sexual deviations and awareness of the problems arising from the lack of cognitive, emotional and social aspects related to the knowledge of sexual and awareness within the Islamic framework, and it is clear from the foregoing harmony Islamic outlook with educational curricula in human routed to the proper sexual behavior by providing knowledge, values and skills necessary to do so.

Theoretical Literature

Concept of Sexual Education

Sexual education: helping students be informed with the correct knowledge, skills and behavior to become able to distinguish between what is true and what is wrong and possess the ability to discuss ethical, social and sensitive sexual issues in their communities (Meytick & Swann, 1998)

Sexual education can be defined as that type of education which provides the individual with good experiences and correct attitudes towards the sexual issues allowing his physical, mental, emotional and social growth, which qualifies him for good compatibility in sexual situations and facing problems that he could be exposed to. (Al-Tartouri, 2004).

In light of the above, the researchers find that the topics of sexual education has focused on the axis of the educational objectives aiming to prepare good human and give students the proper sexual education, which clearly affects building the correct sexual trends and behaviors.

Sexual Education Objectives:

Sexual education seeks to achieve the following objectives:

First: educating parents, children and educators with the concept, importance and role of sexual education in guiding the human behavior.

Second: Obtaining a generation characterized by health, vitality and marital happiness.

Third: creating a generation that depends on science in its life and does not rely on transient words or misinformation regarding sexual life. (Al-Tawil, 2000).

Sexual education can contribute to the following objectives:

- Preparing children for a normal and natural sexual life free of problems, which is based on religious and scientific rules and correct information.
- Providing the necessary knowledge on the individual's self-nationality, the characteristics of the opposite sex and the problems of sexual relations.
- Taking care of the individual through understanding his sexual nature by providing him with relevant scientific information.
- Developing positive sexual attitudes. (Khadr, 2006)

The role of the teacher in teaching sexual education:

The teacher's role in teaching sexual education is as follows:

- Providing the right knowledge and information regarding sexual education.

- Training on the linguistic uses in the subject of sexual education by using simple and appropriate terms that are commensurate with the subject and the age range.

- The need of training on how to explain the sexual problems within the lesson frame. (Khadr, 2006)

Characteristics of the sexual education teacher:

the teacher of sexual education should be characterized with a set of attributes, including:

- Familiarity with the growth characteristics in all its stages and the facts related to reproduction.
- Understanding the problems of adolescence and contributing to solving them.
- Following up the studies on sexual education.
- Good choice of scientific terms, and staying away from the general terms. (Zeyadat and Qattawi, 2010)

Sexual Education Topics:

Among the topics that can be addressed within the healthy sexual education are: the anatomical aspects of the human body, adolescence and its manifestations, pregnancy and childbirth, diseases, abnormality, cleanness and purity. (Khadr, 2006)

Given the importance of the subject of sex education and concepts have received a lot of interest to researchers, the following are the most important previous studies that addressed:

Previous studies:

Ebedaat and Tawalbeh, 2013) study aimed to identify the trends of social studies teachers about the teaching of sex education in Jordanian schools, but the goal was to build a tool included (27) items, and applied study (127) teachers and study results showed positive trends when teachers about the teaching of sex education significantly. And no differences due to the variable teacher housing, and the stage studied, experience, age, and the existence of differences attributed to gender in favor of males and the existence of differences attributed to the educational qualification and in favor of the diploma campaign.

Conducted Abdel Aal(2011) study aimed to the extent included books of Islamic education at the secondary level for the topics of sex education in the light of the Islamic perception thereof, the study followed the descriptive and analytical approach has the community be the study of the books of Islamic education at secondary schools, and Islamic education teachers at the secondary level, and to achieve the goal the study was prepared list of topics of sex education, which amounted to (84) the subject has been classified in the (14) field. It was also prepared a questionnaire to get to know the views of teachers about the importance of studying students to topics of sex education, and the results showed the need Platform for Islamic education at secondary schools to enrich the content of the topics of sex education; also received a book of Islamic education for grade atheist ten (Part II) the highest percentage included the topics of sex education as It follows a book of Islamic education twelfth grade.

The aim of Reis & Ramiro & Gaspar & Dematson and Diniz (2011) study to analyze the importance of sex education in schools and its role in promoting healthy sexual behavior among college students, the study sample consisted of (3278) students, the study results showed students with sex education, sexual behaviors were taking the sound and were less prone to sexual diseases, unlike students who do not have sex education in schools.

The study (Bakhit, 2010) has sought to search for sex education in the light of the Qur'an and Sunnah, where the study aimed to provide correct information about sex education learned from the Quran and Sunnah, and address sexual extremism and risks of problems, and to show the universality of Islam and integration and realism to all general and human sexual problems especially, the study relied inductive analytical descriptive, and the study found a range of results from the most important: sex is a natural process of human needs, the correct use of the sexual instinct through marriage, the need to define libido through legitimate border. And the need for the The aim of the study Fadil(2009) for the detection of sex education in the decisions of the Fiqh high school in Saudi Arabia, where the study aimed to learn the concept of sex education and the characteristics of growth for high school students, and limited education vocabulary citizenship in the decisions of the Fiqh high school, the study followed the descriptive and analytical approach, and the approach inductive.

The study results showed that the decisions of Fiqh include sex education with the need for coherence and integration and increase the content and style and the presentation of sex education needs to change and should be better prepared to cope with contemporary challenges.

Expanded study Azam(2002) to learn about the concept of sex education, objectives, characteristics and importance from an Islamic perspective and study aimed to identify preventive and therapeutic sides in the face of sexual deviations from an Islamic perspective, the study used a descriptive approach, the study results showed that sex education is an important aspect in the life of the individual , and it is shared between family, school and other institutions, and that each phase age sexual education of their own.

And conducted Salah (2000) study titled teachers in public schools in the provinces of the north of Palestine attitudes towards sex education in public schools, where the study used a questionnaire applied to 30 teachers.

The study results showed that teachers' attitudes towards the teaching of sex education to the paragraphs of the social and religious sphere was strong, as results showed no differences related to gender and trends when teachers in government schools.

The problem of the study and questions:

Popped study the problem by neglecting the curriculum and educational programs for the topics of sex education Through For researchers on the results of previous studies in this regard, the results showed a shortened curriculum to put sex education topics such as study (Abdul-Aal, 2011) and study Alfadell(, 2009), leading to the emergence of sexual deviations, risks and problems combined. As James Reston pointed out in the New York Times magazine, "the risk of sexual energy may be eventually ACP Raman risk of atomic energy."

The problem of the study in the following main question:

To what extent is included books and national civic education for basic post-graduate of the concepts of sex education in Jordan through content analysis? Branching this question the following sub-questions:

- 1) What the concepts of sex education to be included in the content of books and national civic education for basic post-graduate in Jordan?
- 2) To what extent the content of books included national and civic education of the basic concepts of the upper stage of sex education in Jordan through content analysis?

Objectives of the study:

Determined objectives of the study are as follows:

- 1) detection of the most prominent concepts of citizenship education should be available in books and national civic education fundamental stage in Jordan.
- 2) to identify the extent included in the books of national and civic education of the basic concepts of the upper stage of sex education in Jordan.

the importance of studying:

This study derives its importance through:

1. provide a list of the concepts of sex education benefit based on building national and civic education curricula for primary postgraduate particular curriculum in general.
2. The subject matter of this study, the concepts of sex education and integrated into the general curriculum and private national civic education.

The limits of the study:

The study limits are as follows:

- Objective limits: limited study on the concepts of sex education to be included in the books of the national education and civic of the primary post-graduate in Jordan.
- Temporal limits: This study was conducted during the second semester of the academic year 2015-2016.
- The tool used in this study and the validity and reliability.

Operational definitions:

Concepts of sex education:

- Concepts: is a group of objects or symbols, or subjects, or items, or special events that are compiled on the basis of common characteristics, including (Attiat, 2009)
- Sex education: educational process includes providing students with a set of facts, concepts, values and attitudes and life skills in the light of the provisions of Islamic Sharia. (Noor edin, 2003)

And the researchers define the concepts of sex education procedurally: concepts that have been developed and included in the analysis card, which included (20) concept of sex education.

primary post-graduate

And it includes the last three grades from the stage of primary education, , eighth, ninth and tenth grade according to the Ministry of Education systems in Jordan.

national and civic education books

Courses that endorsed by the Ministry of Education in Jordan for the academic year 2015-2016 the first and second partially namely:

- A book of national and civic education to eighth-grade, containing (6 units).
- A book of national and civic education to ninth-grade, containing (6 units).
- Abook of National Education and Civil tenth grade, containing (6 units).

The method and procedures

The population and sample of this study

The study population consisted of all the books of National Education and the Civil for first and second semester for eighth, ninth and tenth grade that planned taught at the Ministry of Education since the beginning of the academic year 2015/2016 and the sample are the same study population.

The study methodology:

In order to achieve the goal of the study and answer the questions the researchers using the analytical method where the content of books and national civic education for grade VIII, IX analysis, X intent to disclose the extent to include sex education concepts identified in the analysis card (20) concept.

Analysis Process

The study tool:

To achieve the objectives of the study the researchers to prepare and develop the analysis card by following the following steps:

1. The reference to literature and research and previous studies on sex education (such as Abdul-Aal, 2011) (Fadil, 2008) and (Azam, 2002). identifying a set of concepts of sexual education with an initial list of (30) concepts on sexual education.

2-. To make sure of the sincerity of the tool is the tool width (analysis) card on a group of arbitrators numbered (10) should consist mainly of (social studies, law, biology) to express their views on the appropriateness of the concepts of the purpose of the study. And the extent and clarity, suitable for the customs and traditions of the Muslim religion. After the restoration and make appropriate adjustments tool so that the tool is ready to apply the final form as it is in Table(1), it included (20) concept.

3-. formed tool (analysis) card in the final form of the (20) understood the concepts of sex education.

4. the researchers used (the idea) as the unit of analysis in the content of the national education books and civic core of the upper stage to see how books include the concepts of sex education analysis.

5. reliability of the tool: it was ascertained the stability of the tool by using the method of consistency across people, where the one of the researchers choose the unit of each book and analyzed, and made another analyst analyzed the same units, it has been calculating the compatibility and congruence between analyzes using Cooper equation to measure the reliability coefficient, has totaled reliability coefficient (85.72) and fulfills the purposes of this study.

6. After making sure of the reliability and validity of the study tool was applied and make the analysis process. the content of the national and civil education books is analyzed as follows: -

The content of the National and Civil Education curriculum for the eighth grade, part I and Part II.

The content of the National and Civil Education curriculum for the ninth grade, part I and Part II

The content of the National and Civil Education curriculum for the tenth grade, part I and Part II

This is done through the adoption of the idea (unit of analysis) and the adoption of the concepts of sexual education totaling (20) concepts (analysis categories) where the frequencies of each concept were figured by monitoring the concept frequencies of the single class and the total frequencies of the same concept for all the three classes (total frequency). Table(2) shows the analytical process for the frequencies of the concepts of sexual education for the National and Civil Education curricula for the basic stage.

Statistical treatment:

To answer questions about the study was to stability study tool coefficient was calculated, and the calculation of frequencies and percentages of the concepts of sex education in the national education books and civilian eighth, ninth and tenth grade primary in Jordan.

Results of the study and discussion:

-Text and Results for the first question:

"What the concepts of sex education should be available in the content of books of national civic education for primary post-graduate in Jordan?".

To answer this question, has the researchers to reach a final list of the concepts of sex education and that the arbitrators recommended that are classified in the books of national and civic education for grades (VIII, IX, X) for basic post-graduate, which are called early adolescence and characterized by frequent changes and the need for guidance and counseling.

Where the menu included (20) concepts of sex education, which was conclusion after a review of the theoretical literature and research and previous studies (Table 1) illustrates this.

**Table (1) List of sex education concepts
 (Analysis) Card**

Concept	No
sexual deviation	1
Masturbation	2
Homosexuality	3
sexual obsession	4
Libido	5
Sadism	6
sexual transformations	7
sexual diseases	8
genital hygiene	9
sexual abstinence	10
friction physical	11
verbal harassment	12
false sexual practices	13
reproductive health	14
male circumcision	15
sexual abuse	16
sexual exhibitionism	17
Incest	18
Puberty	19
sexual disgust	20

- Second question and their results:

"What extent included the content of books national and civic education for the basic concepts of the upper stage of sex education in Jordan through content analysis.

To answer this question, the researchers made the process of analyzing the content of the books of national and civic education for basic post-graduate education in the light of the list of the concepts of citizenship and Table 2 shows the results of the analysis of the content of the books.

Table (2)

**Sex education concepts contained in the books of National Education and civilian for (8th, 9th, 10th) grade for first and second semester
 Duplicates percentage percentage duplicates**

Tenth		Ninth		Eighth		Concept	No
Percentage	Duplicates	Percentage	Duplicates	Percentage	Duplicates		
--	--	--	--	--	--	sexual deviation	1
--	--	--	--	--	--	Masturbation	--2
--	--	--	--	--	--	Homosexuality	3
--	--	--	--	--	--	sexual obsession	4
--	--	--	--	--	--	Libido	5
--	--	--	--	--	--	Sadism	6
--	--	--	--	--	--	sexual transformations	7
,333	1	,5	1	,5	1	sexual diseases	8
--	--	--	--	--	--	genital hygiene	9
--	--	--	--	--	--	sexual abstinence	10
--	--	--	--	--	--	friction physical	11
--	--	--	--	--	--	verbal harassment	12
--	--	--	--	--	--	false sexual practices	13
,333	1	--	--	,5	1	reproductive health	14
--	--	--	--	--	--	male circumcision	15
--	--	--	--	--	--	sexual abuse	16
--	--	--	--	--	--	sexual exhibitionism	17
,333	1	,5	1	--	--	Incest	18
--	--	--	--	--	--	Puberty	19
-	--	--	--	--	--	sexual disgust	20
	3		2		2		Total
First		Second		Second			Rate

It is clear from Table (2) that the availability of education concepts of citizenship and national civic education book for first and second semester for primary eighth grade, amounted to (2) a repeat where the duplicates in favor of the concept of (sexually transmitted diseases) and repeat one, the concept of (RH) and repeat one, occupied book of national Education and civil grade primary eighth ranked second.

Reached duplicates of the concepts of sex education in Book of National Education and Civil ninth-grade basic for first and the second semester (2) repeat where the duplicates in favor of the concept of (sexually transmitted diseases) repeat one, the concept of (adult) and repeating one and occupied the Book of National Education and Civil ninth-grade basic ranked second. As is clear from Table (2) that the availability of sex education concepts in the book and national civic education first and second semester for grade primary X content, amounted to (3) occurrences where the duplicates in favor of the concept of (sexually transmitted diseases) and repeat one, the concept of (RH) and repeat one, The concept of (adult) and repeating one. The book of National Education and Civil tenth grade basic took a first place.

Through the above note decline is evident in the extent to include sex education concepts in the books of national and civic education for basic post-graduate and can interpret these results to the shortening of the authors of the concepts with regard to the themes of sex education, particularly at this critical stage, which is one of the most dangerous stages faced by parents and educators that need guidance and counseling and awareness regarding the provision of knowledge, values and skills stemming from sex education.

The results, which indicate that the National and Civil Education curricula of the upper elementary stage lack the concepts of sexual education, can be attributed to the negative and traditional perspective related to addressing the topics of the sexual education in the general curricula and the National and Civil Education curricula in particular.

The results are also attributed to the control of the customs and traditions on the Arab societies, which is considered one of the critical issues whose discussion and topics are prohibited in curricula as well as the culture of shame and its reflection on the outputs of the educational process related to writing books on sexual education.

On the other hand, the lack of the concepts of sexual education in the National and Civil Education curricula can be attributed to the lack of the knowledge axis and the sexual trends within the axes of the national and civil education; the researchers reviewed the outlines of the National and Civil Education curricula for the upper elementary level and they concluded the lack of the sexual education axis within the outline, where the view towards the sexual education is still considered one of the modern trends which are still not included in the school curricula.

The researchers explain the results of this study, which indicate the lack of the sexual education concepts in the National and Civil Education curricula, due to the fact that the frequency of such concepts amounted to zero except for three concepts previously referred to in table(2), to the fact that the family is responsible for presenting the concept of sexual education due to its sensitivity through presenting and explaining them to children; also, the view of parents in the Arab societies, which refuses to present such issues outside the family borders has affected the curricula planners who did not include such concepts in curricula due to the unpreparedness of the society for such step.

Where the researchers see the need to include these books to the concepts of sex education, especially in adolescence, which represents graduate students the basic stage. Where the highlight is going on this critical stage is the sexual characteristics that shows which milestones characterize this stage of what preceded it, and that the sexual development of one of the most important elements of adolescence.

The interpretation of this result to the belief of the authors of the curriculum can also be that the national education curriculum and civilian is not appropriate to view sex education topics.

The results, where most of the studies published books of Islamic education and general science (biology) such as the study (Abdel Aal, 2011), study (Azam, 2002) to include some sexual education topics. provided that the Arab societies are Muslim, the Islamic education curricula are considered the one responsible for introducing some concepts of sexual education centered on purity and cleanness; they are responsible for explaining the concepts of sexual education. The general sciences curricula are also responsible for clarifying some concepts of sexual education; the researchers find such curricula, biology in particular related to the biological side of the sexual education topics; their objectives focused on explaining the gentile organs in an abstract scientific way without paying attention to presenting students with the correct trends and habits towards the sexual topics. Such concepts dealt with only the cognitive side without paying attention to the emotional and skillful objectives related to sexual education.

Although the role of the Platform for National and civic education in the human preparation and good citizen in all its forms and roles, including the citizen perceived to cycle and sexual boundaries and is able to cope with problems and diseases caused by a lack of sex education, where it is necessary to activate the role of these approaches in the provision of sex education and the sharing of these responsibility with the rest of the curriculum.

As is clear from Table (2) repetition of the concept of (sexually transmitted diseases) in all the books of

the national education and civic three rows, and can be explained by the outcome of the risk of serious caused by sexually transmitted diseases and high rates of incidence of these diseases, prompting the authors of the curriculum to the need to put in most of the educational curriculum .

They were presented from an abstract scientific perspective through dealing with the cognitive aspect in presenting the sexual diseases, neglecting the educational aspect and presenting the necessary awareness to students to avoid the risk of the spread of sexually transmitted diseases.

As can be seen from Table (2) repetition of the concept (RH) in the eighth core and tenth grade, it can be that this result is due to the realization of the authors of the curriculum of the seriousness of the high birth rate in the Arab countries and the need to provide awareness about the organization and birth control to overcome the problems associated with population explosion.

As a result of the global trends to reduce the problem of population explosion, especially in the Middle East countries having a high population growth, the curricula developers responded to such trends and included the knowledge and trends necessary to reduce the increase in population and the high birth rate in the Arab countries.

Also scored concept (adulthood) recurrence in the ninth and tenth grade basic and so given that puberty is the most prominent feature of the students this stage where the aged (13-15 years) which is also called the term early adolescence, which distinguishes the speed of growth and the entry of the human body for adulthood and the accompanying intensification of the work of the pituitary glands and genitals, where obviously due to the perception in the minds of curriculum designers that focus on the topic of puberty and clarifying the dimensions to control the distractions and homosexuality, which can affect the teenager as a result of ignorance of this stage.

The researchers believe that the concepts of sexual education included in the National and Civil Education curricula including the concept of adolescence were presented through a scientific, cognitive perspective without reference to the educational aspect of this concept , as is the case for the concepts of (reproductive health) and (sexual diseases).

Recommendations:

Based on these findings the researchers recommend the following:

1. The need to include national and civic education curriculum concepts and topics of sex education, especially the upper stage of basic education and to provide outreach to students at this critical stage.
2. Further studies in this regard the fundamental stages of the medium.
3. The need to build a platform of national and civic education for basic post-graduate students in the light of the needs and developmental characteristics.

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