

Content Analysis of the Biological Books of the last three classes of Basic Education in Sexual Education Field

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Abstract

This research aims at recognizing the extent of biological books in sexual education concepts of the last three classes of basic education.

In order to achieve this following questions got answers:

- 1- What are the concepts of sexual education that are to be contained in the biological books relevant to the last three classes of basic education stage which are in harmony with teen-agers period?
- 2-What are the concepts of sexual education mentioned in the biological books required for the last three classes of basic education in Syria and what are their ration?

The example of research is taken from the biological books required for the last three classes of basic education, which are the seventh, the eighth, and the ninth classes in Syria, for the school year 2007/2008.

The descriptive method depending on analyzing content has been applied as well as two standards for analyzing: One of these standards is defining the concepts of sexual education that are suitable for the students of these classes. These concepts included five main concepts made up of (97) secondary concepts. The other standard is analysis of the density of these concepts.

These two standards were proved to be valid and reliable.

In order to answer the questions, the researcher used the percentage of sexual education concepts mentioned in the biological books under research and the ratio achieved by every main concept in each book.

The Results showed:

1- An obvious interest in the concepts of sexual education in the biological books of the last three classes of basic education wherein the ratio of these concepts covered all the concepts of the stage of basic education.

The ration was (54.64) out of the total concepts mentioned in the standard and this is a ratio near to good, but it is not enough.

2- There was a difference of interest in the sexual education concepts in the biological books related to each class. The results showed that the book of the ninth class has been the most interested, and we dare say that it was the only book interested in dealing with these concepts.

3- The ration of non-existing concepts in the books decreased in an escalating way from the seventh up to the ninth class as it reached the ratio of (89.69) in the seventh class, (84.36) in the eighth class, and (45.36) in the ninth class.

4- The books of the stage concentrated on the two main concepts of human increase and epidemic sexual diseases and that was very clear in the book of the ninth class.

5- The two books of the seventh and eighth classes are very poor in sexual education concepts, and we can say that these concepts are not existing, except four concepts dealing with the AIDS in the book required for the ninth class.