

The Opinions of Biology Teachers about the Content of the Curricula of Biology in the Second Stage of Basic Education in the Field of Sexual Education

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Abstract

This research aims to investigate biology teachers' opinions concerning the biology curricula of the Second Stage of the Basic Education, and how they focus on the Sexual Education.

The following questions were answered:

- 1- What are the biology teachers' opinions about the content of biology curricula concerning Sexual Education in the second stage in Syrian Arab Republic?.
- 2-What are the problems and difficulties that prevent biology teachers from carrying out the curricula of biology in the sexual education field according to the teachers' opinions.
- 3-What are the suggestions that help to improve teaching the curricula of biology to achieve the aims of sexual education through the biology teachers opinions?

The researcher used a questionnaire to judge these curricula through the teachers opinions who taught these curricula more than three years, and taught the three classes in the last stage, who have educational

qualifications which enable them to be more proficient to judge objectively and precisely.

The sample was chosen from three governorates (Damascus, Daraa, and Suwaida), Until the number of the sample became fifty five teachers male and female.

The results of the study:

1-Failure the curricula of biology in containing the following main sextual education concepts: puberty, the family organization, the reproductive health and the secondary concepts which follow.

2-Concentration of Biology curricula on the following main concepts:

Human reproduction and diseases which are carried on by sex and the secondary concepts which belong to it..

3-Embarrassment which controls the teachers during teaching these concepts, so they don't give these subjects the sufficient interest, especially when a male teacher teaches female students and the opposite is right.

4-The absence of some students in these lessons because of shyness or embarrassment.