

Aspects of Mother's Practices in Adolescent Sexual Education: A Phenomenological Study

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Extended Abstract

Aim

In light of recent events such as the global dissemination of the 2030 document, Iran's refusal to accept and implement it, and the deluge of sexual content in the virtual media, it has become increasingly critical for families, particularly mothers, to acquire a deeper understanding of efficacious sex education methods for their children (Seifollahi Oshani, Khodabakhsh Pirkalani, Abdollahi & Saffarinia 2022). However, in the present era, adolescents' rapid and unrestricted access to sexual information via virtual media, along with the physiological and psychological changes that occur during this stage of life, have further complicated the task of educating adolescents about sexuality for their mothers. This situation prompts an examination of the timing and scope of sexual education for adolescents, with the aim of averting the repercussions that can result from lacking fundamental sexual knowledge (Tahmasebzadeh Sheikhlar, Azimpour, Imanzadeh & Abbaszadeh, 2022). The researchers were prompted by this introduction to consider what sexual education entails specifically for mothers who have adolescent children and what efforts they have made to promote sexual education among their children.

Methodology

The current investigation was carried out utilizing phenomenological and qualitative methodologies. To analyze the approaches taken by mothers in sexual education, the content covered in these educations, and their stance on sexual issues involving their adolescents, the researchers gathered and assessed the mothers' responses through the use of open-ended and comprehensive inquiries. The statistical population of the study comprised all working mothers with adolescent children enrolled at Payam Noor University in Khuzestan during the 2020-2021 academic year. The snowball method was subsequently utilized to locate additional samples, and in the end, eighteen mothers from Ahvaz and Ramhormoz were incorporated into the cohort. Mothers who wished to participate in the study were required to meet the following criteria: having an adolescent or small child prior to attending university, knowledge of sex education and its implementation, and a voluntary commitment to engage in the research.

Findings

By analyzing the lived experiences of mothers, 194 primary codes and a main theme concerning the methods employed by mothers in sexual education of adolescents were identified, along with four sub-themes. The findings showed that mothers attempted to prevent puberty-related injuries by limiting the adolescent's sexual stimulation and curiosity, managing social relations, enhancing and fortifying their relationship with the adolescent, conversing with the adolescent, and informing them. With regard to the frequency of their efforts, every mother endeavored to avert her adolescent children from developing sexual curiosity and stimulation through the use of a variety of strategies, thereby thwarting their desire to participate in sexual activities. Additionally, strategies such as cultivating and enhancing the adolescent-parent relationship (with a frequency of 60%), overseeing social interactions (with a frequency of 40%), and engaging in dialogue to enlighten the adolescent (with a frequency of 34%) were consequently assessed.

Conclusion

The methods employed by mothers unveiled the prevalence of control patterns centered on self-centered care and adolescent-centered care, as well as abstinence, among various educational and sex education patterns; therefore, it appears that professionals may benefit from the parental understanding of how to address the sexual concerns of adolescents in order to develop more effective methods of teaching such matters.

Keywords: Adolescents, Lived Experience, Methods of Mothers, Sexual Education.