

Comparative study: Sex education in a 5-year-old infant: What do sex education infants know?

[Estudio comparativo: Educación sexual en infante de 5 años ¿Que saben los infantes de educación sexual?]

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Resumen

El estudio se fundamenta en comparar el nivel de conocimiento sobre educación sexual que poseen los infantes de cinco años de dos instituciones de Lima, 2018; tuvo un enfoque cuantitativo, de tipo básico, nivel descriptivo, diseño no experimental de corte transversal, con una población de 100 infantes; como instrumento se aplicó una encuesta a través de un cuestionario de preguntas. Los hallazgos fueron: en la primera institución educativa un valor de 58,00 y para la segunda 43,00, del mismo modo el valor de significancia fue equivalente a $0,00 < 0,05$. Así mismo en el análisis descriptivo nivel los resultados fue en la primera categoría "conoce mucho" la primera institución logró un porcentaje de 100 % y la segunda institución 70 %, hallándose una diferencia de 30 puntos porcentuales, se concluyó que existen diferencias significativas entre ambas instituciones.

Palabras clave: Educación sexual; conocimiento; infante.

Abstract

The study is based on comparing the level of knowledge about sexual education that 5-year-old infants have from two different institutions in Lima, 2018. It had a quantitative approach, of a basic type, of a descriptive level with a non-experimental cross-sectional design, with a population of 100 boys and girls. An interview was applied as an instrument through a questionnaire of questions. The findings found were: in the first educational institution a value of 58.00 and for the second 43.00, in the same way the value of significance is equivalent to $0,00 < 0,05$. Likewise, in the descriptive level analysis the results were in the "very much" the first institution a percentage of 100% and the second institution 70%, finding a difference of 30 percentage points, it is concluded that there is a significant difference between both institutions.

Keywords: Sex education; knowledge; infant.

1. Introduction

Sex education is given from the birth of the infant, so it is important to identify its evolution and the exploration needs that it has of its own body. During their growth they conceptualize their body schema better, recognize and take care of their body; they also identify the people who give him affection and show them trust, feel loved and manifest it through gestures and expressions; In the process of socialization, they also identify that their bodies are different and deserve respect and care (Olivares, 2016, p.25). The discovery of your body generates a learning which establishes concepts that make them authentic, which characterizes each person, but all this starts from a knowledge and recognition, questions and doubts that arise and are not resolved in childhood during lifetime. Font (1999) cited in the sexual education program at school (2007) noted that sex education begins in the first years of existence and continues throughout life. In this process both the family and the school, or society in general, will be involved. It has to do with a set of learning that will affect both the level of information, as well as attitudes and behaviors (De la Cruz and Rodriguez, 2017; Parra, 2016).

Lugones, Pedroso, Perera and Acosta (1999) pointed out that sex education is the process by which knowledge and attitudes related to reproduction, eroticism, identity and social representations are acquired. Freud (1980) cited by Guzman (2008) pointed out that an important point regarding the pregenital phase are the stages of development such as orality, anality and falsehood that will contribute to the formation of thoughts and concepts in infants. When children process and generate a conception of their world, they tend to reinforce concepts about themselves; At the beginning of the childhood stage, a self-concept develops, which will define his personality (Gorostegui, 2005). Likewise, the infant towards two years, not only discriminates some characteristics of assigned roles, but also self-classifies as a boy or girl (Navarrete, 2012). This self-classification supposes not only that they distinguish that there are differential elements between boys and girls, but that they belong to one of these categories (Gonzales, 2017, p 113). So, the gender role is all that a person says and does to indicate to others or to himself the degree to which he is a male or a female (or ambivalent). It includes what one feels and thinks; It also includes, of course, the excitement and behavior in sexual relationships with others and with oneself (Novedades educativas, 2006; Novoa y Rubina, 2017). In this sense the child will learn his role or gender role by copying the actions of other people of the same sex, and this will occur, even if they are mistaken in the concept, it is so that a gender identity will be built, which is that which is generated by the social assignment according to its biological sex; at this age the infant is already aware of his sex, which is why he identifies with him, showing a wealth of knowledge and fundamentals that he discovered from birth. It is also necessary to take into account the family role as indicated by Novella and Roca (2005, p.80) in which parents should not avoid the issue of sexuality, if there are questions from their children, they should specifically answer their questions, which is what the child wants to know at that moment. There are times when parents want to have all the necessary information to answer the questions, however, with clarity and objectivity will give reason to their doubts, without going around the bush.

Because of this, the infant will use his mother as a model and, from his look, she will return an image, if he is looked at with love, he will feel loved, if he looks at it with certainty he will feel safe, it is convenient to say that the presence The father will introduce a new mode of relationship that will allow the close bond between the child and the mother to expand and acquire other characteristics and other nuances. So, the presence of parents is fundamental because they provide security and confidence through their eyes, voice and caresses; As noted by Florencio Escardo, pediatrician and Argentine psychoanalyst, sex education is part of the general education

that a family provides. He expresses that the notions regarding sexual life, its function and importance, are fulfilled naturally, as occasions arise. Sex education is part of a natural series of explanations about life, according to opportunity and necessity, and not a concrete and unique lesson that occurs in a serious and solemn moment. However, at all times throughout the stage of the children, directly or indirectly parents will show through behaviors, messages, values, ways of life and ways of perceiving intimacy, modesty, respect and appreciation of the body.

The main models are the parents, so it is also important to use some limits that will lay the foundations of the training and guidance that is wanted for the children (Cayo, Díaz and Pomar, 1959, p.23). However, many parents and teachers worry about the need to transmit information about sexuality to children and young people. For several years too much repression, falsehood and ignorance has been kept and this has generated difficulties that prevent a correct communication. Since everything must be started from the base, parents and educators must be the first to have an exact understanding and knowledge of these issues and then stimulate a natural and healthy evolution of their sexuality in the child.

This only underscores how important the person of the teacher becomes for children and, therefore, how important it is that this adult person has an adequate level of emotional stability and not that bond with the little ones as a way of gratifying affective needs (Novella and Roca, 2005, p.81). Therefore, sexuality becomes a sensitive issue within the classroom because they tend to worry about the sexual manifestations of infants, especially when it is thought that, in times like these, infants tend to be less inhibited and appear to be much "sexual" behaviors among them, such as curiosity about bathing or observing other children, kisses between children, masturbatory behaviors, exhibitionism (Novella and Roca, 2005, p.78).

2. Materials and Methods

Its approach is quantitative, since the result of each institution is described as the phenomenon is presented. For Hernández, Fernández and Baptista (2014, p.4) "the quantitative approach is sequential and probative. Each stage precedes the next and we can not avoid steps. "

The study was basic "whose objective is to increase knowledge within a specific area whose level of research is descriptive. Hernández et al. (2014, p.154), the level of research is descriptive. For Hernández et al. (2014) "This type of studies aims to describe phenomena, situations, contexts and events; that is, to detail how they are and manifest themselves; that is, they only intend to measure or collect information independently or jointly on the concepts or variables to which they refer, that is, their objective is not to indicate how they are related "(p.92). This design is cross-sectional / transactional because data is collected in a single moment, with the same instrument, but not with the same subjects since, only they participate only once (p.157). The sample of this research was 100 five-year-old children from two institutions. We used the technique of the survey and the instrument the questionnaire was subjected to validity by expert criteria, for reliability we used the Cronbach's alpha coefficient which we could verify the reliability obtained as a result of value, 70 and level high reliability.

3. Results

Descriptive statistics

Table 1. Frequency distribution of the variable Sex education

		Educational institution			
		Maria Montessori		Santa Isabel	
		Count	% N columns	Count	% N columns
Sexual education	Unknown	0	0,0%	0	0,0%
	Knows a little	0	0,0%	15	30,0%
	Knows a lot	50	100,0%	35	70,0%
	Total	50	100,0%	50	100,0%

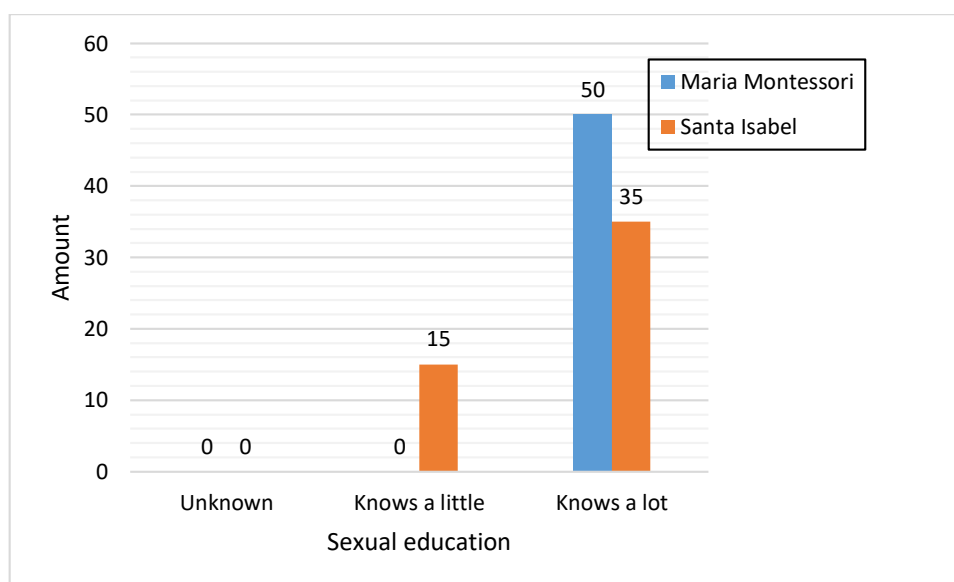


Figure 1. Percentages of the variable Sex education in five-year-old children from Maria Montessori educational institution and the Santa Isabel educational institution.

Table 2. Frequency distribution of the Sexual Identity dimension

		Educational institution			
		Maria Montessori		Santa Isabel	
		Count	% N columns	Count	% N columns
Sexual identity	Unknown	1	2,0%	1	2,0%
	Knows a little	12	24,0%	22	44,0%
	Knows a lot	37	74,0%	27	54,0%
	Total	50	100,0%	50	100,0%

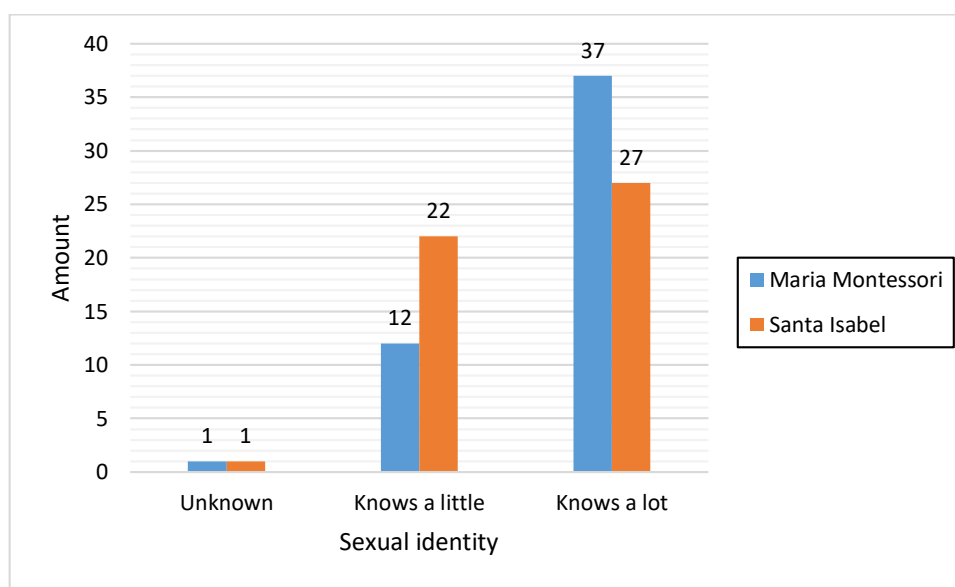


Figure 2. Percentages of the Sexual Identity dimension in five-year-old children from the Maria Montessori educational institution and the Santa Isabel educational institution.

Table 3. Frequency distribution of the Gender Role dimension

		Educational institution			
		Maria Montessori		Santa Isabel	
		Count	% N columns	Count	% N columns
Gender Role	Unknown	0	0,0%	0	0,0%
	Knows a little	2	4,0%	18	36,0%
	Knows a lot	48	96,0%	32	64,0%
	Total	50	100,0%	50	100,0%

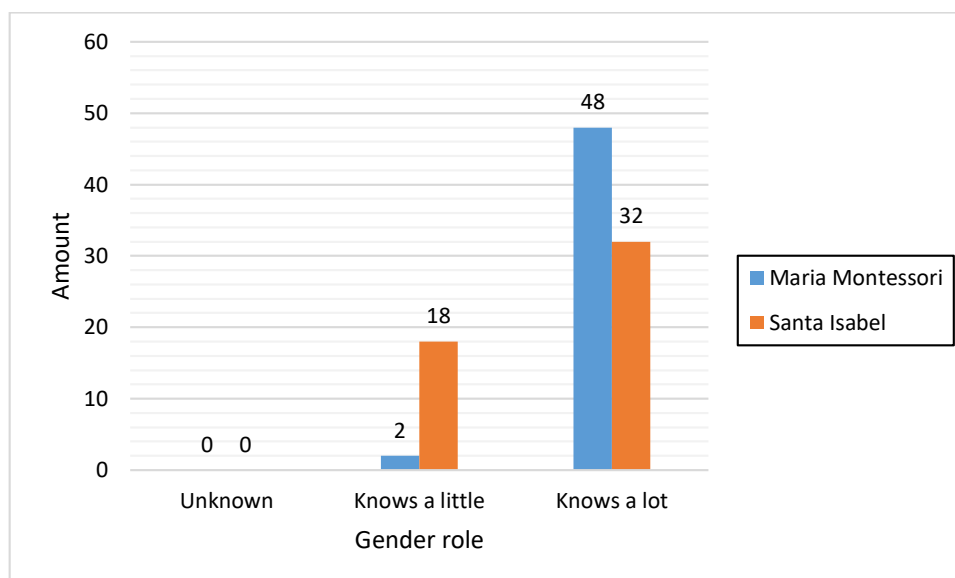


Figure 3. Percentages of the Gender Role dimension in five-year-old children from the Maria Montessori educational institution and the Santa Isabel educational institution

Table 4. Frequency distribution of the dimension It values itself

		Educational institution			
		Maria Montessori		Santa Isabel	
		Count	% N columns	Count	% N columns
He values himself	Unknown	0	0,0%	1	100,0%
	Knows a little	9	29,0%	22	71,0%
	Knows a lot	41	60,3%	27	39,7%
	Total	50	100,0%	50	100,0%

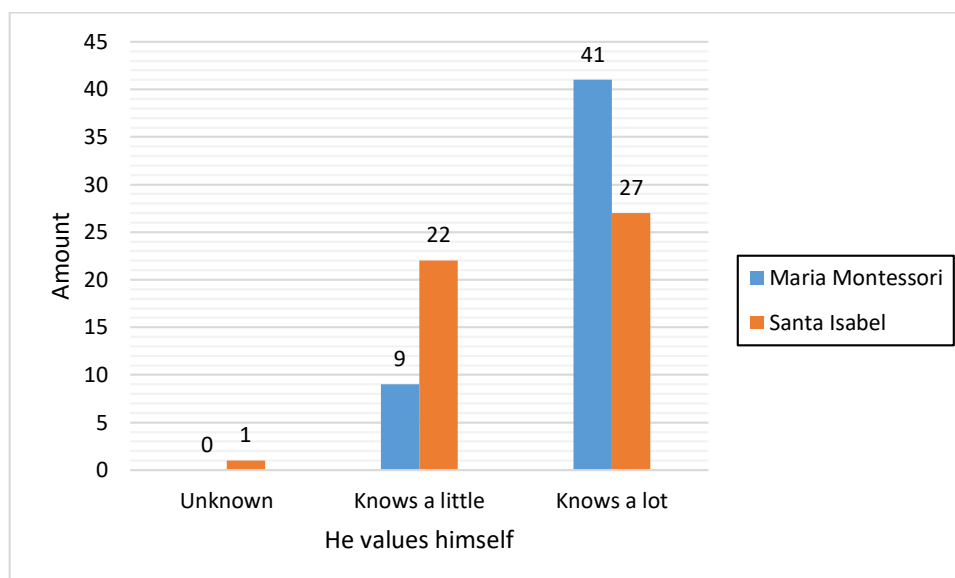


Figure 4. Percentages of the dimension He values himself in children of five years of the educational institution Maria Montessori and the educational institution Santa Isabel

4. Conclusions

- Regarding the variable Sexual education, the result was that both institutions were located at the "know a lot" level, the María Montessori institution with 100% and the Santa Isabel institution with 70%, finding a difference of 30 percentage points, in the same way He noted that at the "little known" level at the Santa Isabel institution, 30% and María Montessori 0% were obtained, the difference being 30 percentage points.
- In the Sexual Identity dimension, it was obtained that the educational institution María Montessori is at the "know a lot" level with 74% and the Santa Isabel educational institution 54%, finding a difference of 20 percentage points, on the other hand we observe that at the "little known" level, the institution Santa Isabel has 44% and María Montessori 24%, finding a difference of 20%; at the "unknown" level, both institutions have 2%.
- In the Gender Role dimension, the result was that the educational institution María Montessori is at the "know a lot" level with 96% and the Santa Isabel educational institution with 64%, finding a difference of 32 percentage points. On the other hand, we observe that the Santa Isabel educational institution at the "little known" level obtains 36% and the Maria Montessori institution obtains 4%, finding a difference of 32 percentage points.
- In the self-rated dimension, we obtained as a result that both institutions are at the "know a lot" level with 82% in the María Montessori institution and 54% in the Santa Isabel institution, with a difference of 28 percentage points, In the same way, the institution "Santa Isabel" with 44% and the institution María Montessori with 18% was observed at the "little known" level, finding a difference of 26 percentage points, and at the "unknown" level the Santa Isabel institution has 2 % and the institution Maria Montessori 0%, finding a difference of 2%.

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