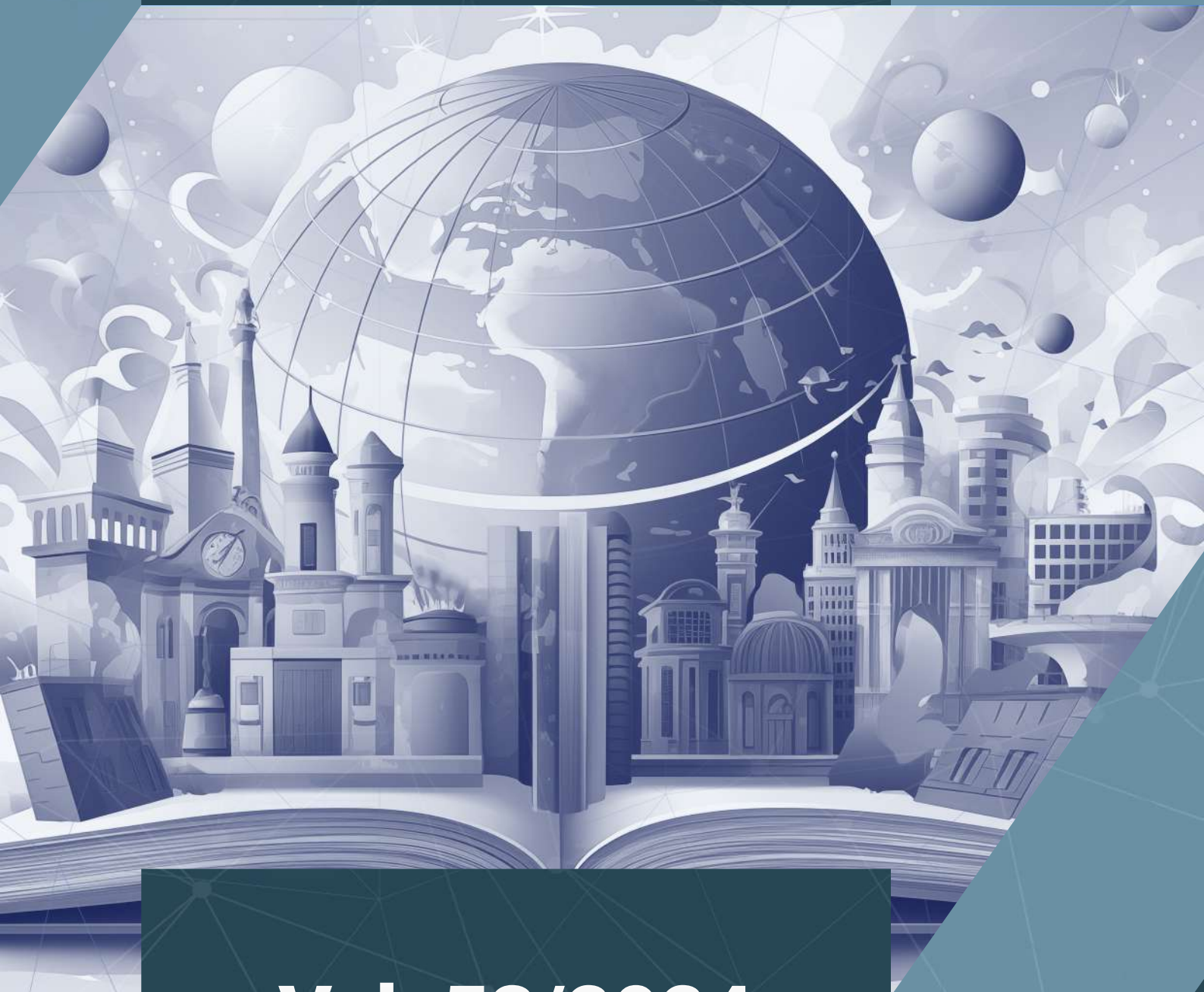




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## **The Role of Sexual Education in Preventive Gender Identity Disorder**

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**Abstract.** This current theoretical study aims at highlighting the role of sexual education in preventing sexual identity disorders. This is through: defining the concept, the causes and problems related to these disorders and the role of sexual education in preventing them, using the descriptive approach. The study concluded that sexual education provides teenagers and the youth with facts about sexual deviations and their harmful effects, in addition to the outcomes resulting from them before establishing a correct sex formation in terms of concept and behavior. In the light of the accomplished results, a set of recommendations were provided most important of which is defining a general framework for sexual education derived from our religion, civilization and that sexual education is an ongoing and integrated process in the house, at school and in various education-related social institutions.

**Keywords.** sexual education, prevention, sexual identity, gender identity disorders

### **Introduction**

Sexual education is based on the psychological preparation of child for the reception of sexual development and body changes, accompanying adolescence stage and the comprehension of their effects and significances on his future life. This education is one of the family's responsibilities throughout childhood stage, then school and society subsequently. Hence, parents are obliged to form righteous trends towards sex since childhoodage, and answer the child's questions pertaining to gender identity, which consolidate the child's awareness of his basic biological nature, whether a male or a female, and the psychological acceptance of this role, which generate a good gender identity with no conflicts. Sexual identity disorders generate contradictions for the individual between his anatomical identity and the desire that leads him to be the opposite sex. (Al-Lusi & Ali Khan, 1983, p. 33) This research paper came to highlight the necessity of caring about sexual education, considering it the preventive method against these disorders, which take place in the framework of religion, values and standards in our Muslim communities. In order to achieve that, the concept of sexual identity disorders is tackled, with its causes, diagnosis, and its related problems. Furthermore, discussing the concept of sexual education, its goals, and its role in the prevention of these disorders.

### **Problematic of the Study:**

Information technology and social media websites become windows towards pornography and homosexuality. This has resulted in the spread of deviations and sexual illnesses including gender identity disorders. Statistics showed that they have reached 01 per 1000 for males and 01 per 30000 for females. (Jeammet & Maurice, 2001) Manal Mohamed Abul-Hassan confirmed in her research entitled "The Wealth of Facebook and its Role in Supporting Gender Identity and Sexual Orientation" that Facebook is a supporter and an alternative media to Arab lesbians, due to its ease of use and the information available on Facebook. (Abul-Hassan, 2019, p. 86) The studies have confirmed that this type of disorder exists in open and conservative communities alike, among which is the study of "Laabidi, Abdelkrim Salim and Suhayl Ahmad Hasan entitled "The Problem of Determining Sexual Identity for Children and Teenagers". The study found that there is no difference between civilized and conservative communities; as social education plays a significant role as well the family has an important role in determining gender identity" (Laabidi & Ahmad Hasan, 2011, p. 475). These disorders are known with the contradiction of the individual's gender and anatomical identity; he or she feels inadequate sexual role for his/her real gender. These disorders are accompanied with conflicts, isolation, disgrace feeling, shyness, low self-esteem and sometimes thinking of committing suicide. The study of "Al-Bishr, 2007" (Al-Bishr, 2007) pointed out that sexual identity disorder is pertaining to negative self-esteem, shyness, psychological disorders and narcissistic personality disorder. (Khaled Muhammad, 2014, p. 20)

The righteous gender identity is an important part of the individual's formation for the sake of exercising his life naturally. Sexual education plays a significant role in the correct form of the individual sexually, in terms of concept and behavior. It supports our innateness. A study conducted by Imane Bouguettoucha and Mohamed Kaouane entitled "The Problem of Gender Identity for Adolescents and Absence of Sexual Education in the Algerian Society". The study concluded that absence of sexual education in Algerian led adolescents to use the digital sex, which contains unrestricted and unconditional abnormal sexual data and practices leading to deviation. (Kaouane & Bouguettoucha, 2020, p. 433)

Changing this consideration becomes an insistent necessity, through constructing programs of sexual education, in the Arab communities. This needs us to return back to Islam, cultural and social reality and fighting the Western globalization values as well. Youth and adolescents' problems become more complex in the time of sexual behavior liberty.

On the basis of what has been mentioned above, we are going to tackle the gender identity disorder for children and adolescents as well as to the significance of sexual education in Islam, as a preventive method for these disorders, in an attempt to answer the following questions:

What do we mean by gender identity disorders? What are its causes? What are the psychological and social problems resulting from it?

- What is the importance of sexual education as a preventive method against sexual identity disorders?

### **Basic Concepts of the Study:**

**Sexual Education:** Sexual education is an educational process that aims at securing the sexual drive and directing it within its righteous framework approved by religious teachings and prevailing moral values.

**Prevention:** It is initially done to prevent the problem from the first place. If it occurs, prevention can intervene to stop its complications or deal with it from the beginning.



**Gender identity disorders:** The presence of a conflict between biological sex and psychological sex. The individual shows a clear rejection of his sexual affiliation and a refusal to integrate into activities and roles related to his biological sex.

**Importance of the Research:** The importance of the research stems from the importance of studying the problem of gender identity disorders in children and adolescents and the significance of sexual education in preventing gender identity disorders.

The research benefits academic and research institutions and all those responsible for educating children and youth and education-related social institution.

**Objectives of the study:**

- Identifying identity disorders, their causes, and diagnostic criteria.
- Identifying the goals and determinants of sexual education.
- Determining the importance of sexual education as a preventive method against gender identity disorders.

**1. The concept of the gender identity disorder:**

It is defined by **Okasha**, that it is the desire of living and being accepted as a member from the opposite gender. It is usually accompanied with uncomfortable and inappropriateness with the person's anatomical sex with the desire to make surgery or having hormonal therapy, so as the body fits the favorite gender with the person as much as it can.

**Taisir** (2004) defined it as it is only a very strong addict towards the other gender, according to the Diagnostical Statistical Manual (DSM 4), i.e., getting annoyed from his gender and with a feeling of inappropriateness.(Okasha, 1998, p. 691)

The American Association of Psychology defines it as it is a real reflection of the opposition of the gender and anatomic identity of the individual. It leads to stop being a male or a female.

**Ben Gamen** (2021) pointed out that the strength of belonging to the other gender, in terms of form and content, is distinct with significances, indications and facial expressions making the individual tends to the other gender. There are trends towards changing the biological gender. The degree of belief of "he" or "she" is linked to play a role in reality and suffer from strong annoyance leading to a disorder at work, at school or in society.(Abdul Kader, 2011, p. 78)

Hence, gender identity disorder expresses an opposition between the biological gender and the psychological one. Child clearly refuses his gender belonging, and he refuses the integration within the activities and roles related to his biological gender. He rather tends to the social roles and activities related to the opposite gender. This refusal is accompanied with a deep feeling of belonging to the other gender.

This refusal and feeling usually go hand in hand with a painful living, as a result of this contradiction and the others' perspective; they do not accept the situation..(Soalemiya, 2016, p. 40)

**2 -Types of Gender identity disorders:**

**–Gender Identity Disorder in Childhood:**

it starts before reaching the age of 4 years. It may last to adolescence or to old age.

**–Gender Identity with Adolescents and Elder People:**

it appears before the age of puberty, and it is subsequently diagnosed.

**–Opposite Gender:**

it's the feeling of in accordance between his anatomic gender identity and his gender trend. Hence, he feels belonging to the opposite gender. He has a strong desire to transform his anatomic gender identity. (Ahmed, 2010, p. 02)

There's another classification of Essebail:

-Bisexuals: they are suffering from a congenital anatomic formation of the sexual device with the interference of testicles, ovaries and formational hormones and the increase of masculinity or femininity hormone. It results a congenital deformation of sexual organs so that it's difficult to identify gender.

-The desire of wearing the other gender's clothes, even if sexy trousers. When doing that, he/she does masturbation.

-Transsexual segment: they look for surgical or hormonal therapy to remove their sexual devices so that changing their genders.

-Homosexual segment: it's every deviation to the sexual motivation from its natural objective. Freud mentions that the reason behind this deviation refers to the psychological development interruption at a certain stage. It comes in various forms including gays and lesbians. (Al-Subaie, n.d, p. 03)

### **3 – Diagnostic Standards for Gender Identity Disorder:**

#### **The Diagnostic and Statistical Manual of Mental Disorders, 5<sup>th</sup> Edition, 2013.**

It is an annoyance from the individual's gender identity, rather than dysphoria. Determining the similarities cross gender, which is replaced with genders' opposition (incongruence). The term alternative gender has been used rather than the other identity.

The diagnosis has been modified in the 4<sup>th</sup> version of the Diagnostic and Statistical Manual; it requires the existence of two components:

a. A proof of a strong continuous determinant of the individual's belonging to the other gender. It usually manifests in desire or insistence to be like the other gender through adopting its behaviors.

b. A proof of continuous relax towards the individual's biological gender or the feeling of inappropriateness role of this gender. It consists in males' refusal of some behaviors like rough play. The diagnosis of gender identity disorder requires meeting the following criteria:

-The desire of living and acceptance as an individual from the other gender. This is usually accompanied with a desire of his body modification so that it becomes identical, as much as possible, to the preferred gender. This is often done through surgery and hormonal therapy.

-A continuous feeling of gender identity disorder for at least two years.

-Gender identity disorder isn't susceptible to other psychological disorders like schizophrenia or chromosomal discrepancy.

Common behaviors in adults who suffer from gender dysphoria are as follows:

-The desire to live like an individual of other gender.

-Acting as the opposite sex, and wearing clothes of the opposite sex at different levels.

-Men may tend towards having big breasts, hiding their hair and other body changes by taking hormones and removing their body hair. Men may deform their chests or may start suffering from skin rashes because of putting on chest silencers. (American Psychiatric Association, 2000) cited from. (Abdullah & Rizk Sayed, 2020, p. 495).

#### **4 - The Reasons of Gender Identity Disorder:**

There are known determined reasons behind gender identity disorders. They are only certain helping factors.

##### **4.1 - Psychological reasons:**

The psychological or the personal reason is very important. It plays a decisive role in the homoeopathy's tendency towards homosexuality. However, it isn't considered as an excuse, it's rather a choice not an inevitable result. Thus, this person is responsible for what he chooses and his deviation results. (Al-Salem, 2019, p. 41)

Several psychological studies focus on studying gender identity disorder. They've attained the main psychodynamic behind gender identity disorder. It consists in the disorder of the relation with the father and the failure in finding a solution to Oedipus situation. So, the child experienced sexual, psychological and physical harassment.

If the child unifies with a father from another gender, his gender identity formation and tendency will be influenced. The child, who spends his time with his mother, may grow to become with a feminine identity, and vice versa. It's the same case with the child who exceeds interaction with his mother, and he becomes unable to make a relation with the other. (Al-Rabai A. b., Gender Identity Disorder A Medical and Jurisprudential Study, n.d., p. 345)

Among the first theories interpreting the character and the psychological analysis for gender identity, S. Freud's theory through the concept of Oedipus complex. He indicates that the ego, which comes first, is the physical ego. So, the person's body is the first place in which all the psychological considerations are formed. His body is also formed, according to the personal or cultural requirements. (Abdullah & Rizk Sayed, 2020, p. 495)

The theory has focused on the psychological processes, occurring within the ego, which interprets the sexual role development with males and females within the familial frame. It has related between the sexual development of child and the relation to mother. At the age of three and four years old, the emergence of certain psychological changes lead to his unification with the parent of the same gender. It's a solution of the conflict. This process occurs because of the child's sexual attraction towards the parent of the other gender and the feeling of jealousy from the parent of the same gender. This attraction leads to the child's fear and anxiety from the parent of the same gender revenge. The conflict is solved by unification with the parent of the same gender. So, he starts characterizing and behaving like this parent. Through this process, the child determines the gender identity. If unification with the parent of the other gender is done, the conflict won't be solved.

The young girls suffer from anxiety of sterilization; they feel deprived, resentment and inferiority for not having a penis. They become afraid of their mothers, if they would learn about their sexual desire towards the father. So, the gender disorders emerge including gender identity disorders. (Abdullah & Rizk Sayed, 2020, p. 496)

Adler interprets the woman's feeling of weakness and her tendency towards strength; he linked between failure, weakness, femininity, strength and manhood. He considers that both of male and female have a tendency towards strength, which interprets the females' attempts to be similar to males in terms of dress and smoke and keep asking for equality to man in political rights. E. Fromm interprets that among the psychological needs of person is the need to feel the identity. When he/she fails to achieve it, he/she unifies with another person.

According to Young's perspective, he adopts the widely accepted opinion, which is that man is dual gender. This theory differs from the other theories, since it affiliates this phenomenon to the preliminary patterns. Unconscious femininity with man refers to a preliminary pattern known as "Enema", whereas unconscious masculinity with females is

known as “Enemos”, which provides females with the males’ qualities.(Abdullah & Rizk Sayed, 2020, p. 129)

The behavioral psychologists consider it as a result of sexual experience at the beginning with the same gender, which has led to the reverse of his sexual behavior.

#### **4.2.Social Reasons:**

The familial disintegration, the marital conflicts and the formation of axes and fronts within the family as well as the father’s travel play a negative role in representing him by his sons in case of personality weakness, disorder or his professional or social failure.(Hussein, 2014, p. 13)

Alassir illustrates that there are new introduced roles occur in the adolescent life. He-she may have a strong tendency towards them; some of them including the factor of friends’ influence and the factor of social emergence. If the adolescent grows within a family served with both parents’ roles, its influence is reflected on the adolescents’ trends towards the sexual role, unlike the adolescent whose parents work outdoor.

Besides equality between males and females and the principle of woman’s rights, all this reflects new roles of the sexual roles.

The current age witnesses a mixture of roles in determining the trend of the professional choice.(Al-Rabai A. b., Gender Identity Disorder A Medical and Jurisprudential Study, n d, p. 225)

#### **4.3Factors Related to Incorrect Socialization Methods**

–The parents’ encouragement or careless towards the children’s sexual behaviors, so the child understands that they are agree on the development of the other gender’s emotions.

–The parents’ leniency in educating the child on the good roll modal with the meanings of manhood and femininity and the weakness of developing the emotions related to his-her gender in various situations.

–Physical or sexual harm that occurs to a child at an early age may make him dream of the disappearance of this harm and his disappearance if he switches to the opposite sex, which affects the development of his identity.

–Presence of female features on male children, which may expose them to harassment that lead to deviations in their identity, as well as manifestations of roughness for females.(Al-Rabai A. b., Gender Identity Disorder A Medical and Jurisprudential Study, n d, p. 345)

–Determining the sexual behavior is one of the most important fields of social behavior, which develop through socialization, reward, punishment, observation and imitation. Therefore, they prove the behavior they deem suitable for their children and establish the concepts of the sexual role in an accurate way.

#### **4.4. CulturalFactors:**

There is no doubt that determining the sexual behavior for both male and female vary from one culture to another. The transformation has emerged in the concept of traditional sexual behavior for both man and woman, as the women have moved to labor and men became more involved in household chores, and parents cared more about the future of their daughters.

However, culture in our Arab communities is considered as a factor in complicating the sexual problems and hampering the application of appropriate solutions, because the subject of sex is considered as taboo in our society.(Al-Hijazi, 1984, p. 87)

The concept of sex can be summed up in masculinity, and measured by the standard of sexual strength. teenagers usually view sex in an unmaturing way due to the absence of sexual education.

The spread of some wrong popular beliefs related to envy issues; In the case of a male child, parents may resort to lengthening their child's hair and showing it in a feminine way for fear of envy.

Modern technology and its provision of popular and pornographic films.

### **5. Psychological and Social Problems Associated with Gender Identity Disorder:**

Most of the people with gender disorder become socially isolated, this isolation that the sufferer is exposed to contributes to a reduction of self-esteem and self-esteem, a clear imbalance in self-perception and a feeling of shame sometimes. Their family members feel ashamed of having children with gender dysphoria, because of its clear violation of social norms and practices. (Marcelli & Braconnier, p. 85)

Children suffering from gender dysphoria talk in soft voice and behave in all aspect of their lives as females, as well as they establish very weak relationship with their parents. Some of them try to treat themselves by taking some hormones in order to become similar to the opposite sex. They frequently adopt more ideas about committing suicide and abusing drugs, which immediately indicate feeling depressed and shame, and attempt to suicide, if others figure out about their case. (Al-Bishr, 2007, p. 471)

### **Second: Sexual Education:**

Sexual education in Islam is an educational process that aims at securing the sexual drive and directing it within the righteous way approved by the religious teachings and moral values prevailing in the Islamic society. (Maadi, 2005, p. 107)

#### **1. Dimensions of Sexual Education:**

##### **–The cognitive Dimension:**

it aims at acquiring the right sexual knowledge, the facts, the concepts and information.

##### **–The emotional Dimension:**

it aims to form the necessary values and attitudes for the practice of sex within its legal framework.

##### **–The skill Dimension:**

it is related to acquiring correct sexual behaviors and habits, making future decisions related to making a happy family and attaining the marital happiness. (Maadi, 2005, p. 16)

#### **2. The Purposes of Sexual Education:**

- Forming correct attitudes, principles and necessary values for good adaptation to sexual attitudes in the various stages of development; such as: the formation of healthy and sound attitudes towards sex as a biological and social fact, and moral values that transcend the sexual drive, curb it and direct it in its correct framework, which makes the individual able to use sex within the framework of moral and legal values stated in Islam.

- Acquiring values that guide, control and govern the relationship between the two genders such as: love, respect and family appreciation...etc.

- Acquiring correct psychological attitudes for both genders towards the other and the subject of sex itself.

- Giving correct instructions about the practice of correct sexual habits and behaviors.

- Gaining the ability to enjoy and appreciate the correct sexual life through school curriculum.



- Taking rational decisions responsible for controlling excessive sexual desires and using sex within its legal framework, i.e., for what it was permitted for, which is marriage.
- Taking future decisions responsible for forming a happy family and attaining marital happiness.
- Preparing young people for the physiological and sexual changes that will occur to them during adolescence, and the consequent psychological, social and emotional changes.
- Preparing and qualifying young men and women for marital life in the future.
- Religious and cultural protection of young people to confront foreign values and concepts with regard to the relationship between the sexes, especially sexual practice.
- Giving correct perceptions and knowledge concerning the relationship between males and females.
- Awareness of the religious rulings related to the sexual behavior, the sexual moral values, the sexual etiquette and how to control one's sexual desires and directing it within its religious framework.
- Sharing the righteous experience that qualifies the youth to adapt well to different sexual attitudes in the future of their lives.
- Awareness of the sexual deviations, the sexual diseases and ways to prevent them.
- Guiding both genders to the field of sex according to the Islamic approach and educating them to achieve the purpose of sexual impulse.
- Developing the innate controls of the individual so that he can be able to control the sexual desire.
- Developing the sexual differences with children by distinguishing between the characteristics of masculinity and femininity, in order to qualify the child to the function of his family life.
- Providing the individual with Islamic sexual education that meet each stage of his life.
- Developing the religious faith and the moral conscience of young people, who are linked to faith, which hold their hands towards righteousness and virtue, and distances them from deviant behavior. (Maadi, 2005, pp. 107-108)

### **3. Foundations of Sexual Education in the Family:**

- Answering the child's sexual questions without showing any hesitation or shame, so he wouldn't hesitate to ask again. Thus, parents wouldn't let him to his imaginations or his friends' wrong information.
- Strengthening the children's sexual role and encouraging them to practice by assigning them some tasks that the father performs for the son, and the same for the daughter.
- Getting close to the children and building a close relationship that make the children feel secured and loved; this will help them to express themselves and it will be easy to guide them.
- Parents should not involve children in their conflicts, because it has a psychological and sexual impact on their future.
- Getting close to the children when they go through difficult circumstances and feel anxious or stressed, in addition to getting to know their friends because children of the same generation influence each other's behavior.

–Not being too strict in educating them, not letting them on their own or tolerate them too much and give the children the opportunity to rely on themselves, and to support them for that.

–Mentoring children to read the right books for sexual education to get to know accurate scientific answers to their questions.

–Preparing young people to take the roles and the marital responsibilities, the basis of dealing with the other gender, according to the religious teachings, moral values and social standards. (Ali, 1992, p. 112)

#### **4. Foundations of Sexual Education in Schools:**

–Introducing sexual programs in sexual education at schools, especially after the rapid social developments, which may lead students towards deviation, through constructing sexual education programs at schools by consulting a committee of parents and specialists in the light of social and cultural conditions around schools.

–Preparing specialized teachers in the field and electing those who are suitable for the success of the program.

–It is preferable to teach general lessons in sexual education to students of both genders, and for one gender only, when it comes to specific matters.

–Strengthening religious and moral values and social norms among students.

–Reminding teachers that the pattern of their behavior and the way they deal with their students has a significant impact on students' behavior, and on the extent to which they accept the moral values that they advocate.

–Introducing educational programs outside the scope of educational programs as an aid to sexual education programs such as holding cultural seminars and other social events. (Ali, 1992, p. 113)

#### **4. Study conclusions and prepositions**

•Gender identity disorder is an indicator of the adolescent's failure to settle the imbalance in the formation of his sexual identity because of the obstacles he faced in his sexual childhood, based on the family's lack of support, the failure to satisfy his basic needs and the neglect of the correct activation of his sexual role, which creates an imbalance between his anatomical gender and his psychological sense. He would then find himself in front of a society that prevents him from addressing the subject of sex. Meanwhile, he must find answers to his questions at home and outside, so he turns towards digital sex that contains abnormal sexual data and practices. Believing in the importance of sexual education in our Muslim society has concluded the following:

•It has become necessary to be aware of sexual deviations, ways to prevent them, and define a strategy for sexual education inspired by religious constants. This can be achieved through a set of suggestions represented in:

•Determining a general framework for sexual education derived from our religion, heritage and Islamic civilization.

•Planning educational programs corresponding to the young people's perceptions, needs and psychological, physical and social requirements.

•Sexual education must be a continuous and integrated process at home, school and other educational institutions.

- The appropriate approach to provide sexual education in the various stages of education is integration through integrating some facts, information and concepts into the curriculum, within the framework of what each material allows.
- Preparing and qualifying young people of both sexes for marital life in the future.
- Religious and cultural fortification of young women to confront strange values and concepts regarding the relationship between the sexes, especially sexual practice.
- Giving correct and sound perceptions and knowledge regarding the relationship between male and female, and female with male
- Giving correct perceptions, facts, knowledge and concepts about sexual activity in order to understand the function of sex in preserving the human species, the consequences of using it illegally, and understanding the role that sex plays in the life of the individual and society.
- Guiding young people of both sexes to the Islamic approach in terms of sex, and raising them on that approach to achieve the goal of sexual desire.

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