



Developing of Sexuality Education Program and Questionnaire of Sexuality Knowledge Level for 60-72 Months Children*

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ABSTRACT

Purpose: In the pre-school period, an active sense of curiosity, the most important developmental feature of children, is directed toward sexuality. In this context, it was aimed to develop a questionnaire to measure the sexual knowledge of children and to develop a sexuality education program based on the information level on sexual issues, and cognitive and emotional readiness of children aged 60-72 months.

Research Methods: In the first stage, a questionnaire aimed at identifying sexuality knowledge level of 45 items was designed, and in the second stage, contents of 11 sessions on sexuality education program were created. For the content validity study of the questionnaire and the sexuality education program, 10 specialists were involved in data analysis. To determine the feasibility and the scoring criteria for the sexual knowledge questionnaire,

a pilot scheme was carried out with 18 children aged 60-72 months attending the preschool institution. **Findings:** After consultation with a specialist opinion, a questionnaire for sexuality knowledge composed of 45 items was reduced to 24 items and the sexuality education program composed of 11 sessions was reduced to 8 sessions. According to the research findings, the content validity results of both the sexuality education program ($KGI \geq KGO$ (0.62)), and the questionnaire on sexuality knowledge level (KGI (0.63) \geq KGO) were statistically significant. **Implications for Research and Practice:** It is thought that the sexuality education program prepared for pre-school children is suitable for pre-school programs. It will also contribute to the understanding of how the use of the questionnaire for sexuality knowledge can assess the effectiveness of sexuality education programs.

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Introduction

It is seen that from past to present, most of the sexuality education focused on the prohibition of sexuality before marriage, prevention, and refusal. However, children were considered asexual, child sexuality was ignored, and sexuality education was given only to adults (Kelly, 2013; King, 2012; Zimmerman, 2015). Adults' prohibition of sexuality for children, their refusal to grant children the freedom to exhibit their own sexuality, and their avoidance of answering the children's questions are viewed as the indicators of ignoring the sexuality of children (Foucault, 2012), and therefore many children cannot develop healthy sexual identity. In Turkey, as in many countries, sexuality education is generally ignored and misunderstood. In our country, it is observed that, issues related to sexuality are disregarded due to the impact of cultural structure and ignorance on this issue (Dissiz, Kizilkaya, & Yesiltepe, 2013). Also, even though the importance of pre-school education is emphasized, it is seen that there is no comprehensive sexuality education.

The preschool period is a critical period for the development of behaviour, attitudes, and skills in all areas. This period covering the first six years of life is crucial for a variety of knowledge and skills such as self-knowledge, self-care, developing sexual identity, learning social rules, recognizing, and expressing emotions, and developing interpersonal relations. An active sense of curiosity, one of the most important developmental features in the preschool period, is important for children's sexual development. Sexuality is a key factor in all ages in human development (Kutlu & Cok, 2002), particularly for children, and allows the healthy completion of many developmental tasks. Children's intense interest (Freud, 2006; Tobin, 2001) results in active curiosity about birth and sex starting in early childhood. Therefore, for the healthy sexual development in children, specialist sexuality education should be provided. In Turkey, sexuality education is undefined for any age group in the curriculum of the Ministry of National Education (MEB) and additionally, when the contents of the course are examined, it is seen that there is little information about sexual health and reproduction (Kadioglu-Polat & Ustun-Budak, 2016; Kahraman, 2017). In this sense, there are major deficiencies in the laws and practices related to health and sexuality education in Turkey (Bikmaz & Guler 2007).

Sexuality education is defined as a life-long process that includes acquiring personal skills such as identity formation, communication, decision-making and taking-responsibility and formation of information, attitude, belief, and value such as affiliation (Artan, 2003; Auteri, 2015; Measor, Tiffin, & Miller, 2000; Michielsen, 2016; SIECUS, 2004). According to the World Health Organization (WHO) (2010), sexuality education is a part of general education in schools and teaching in this area directly influences children's personality development. Fields and Payne (2016) state that, to a great extent, schools serve as institutions for the normalization of sexuality issues. In the sexuality education during the preschool period, the school is the second most important information provider and guide for the children followed by the family. The importance of schools for sexuality education is due to the multidimensional nature of school-based sexuality education programs in terms of physical, social, mental, emotional, psychological, and intellectual aspects. (Browes, 2015; Elia & Tokunaga,

2015). This enables children to create a healthy sexual identity. Looking at samples of sexuality education for pre-schoolers abroad, Unitarian Universalist Association (UUA) (2014) in the USA developed a sexuality education program focusing on body parts, family, emotions, and the pregnancy process. The program considered the developmental needs of children and included activities such as games, stories, and songs. In the state of Chicago in the USA, public schools provide a sexuality education of at least 300 minutes and six lessons to the students from kindergarten to 4th grade. Similarly, in the Netherlands, by law, "Comprehensive Sexuality Education" must be provided starting with age of four. This content of this education also includes self-esteem and gender role issues (Melker, 2015).

Ozuslu Acikgoz (1999) observed that despite being limited, the sexuality education program developed for preschool children between ages 3-6 has made a positive contribution to the sexual development of children in Turkey. Similarly, Acer and Artan (2005) observed an increase in the sexual knowledge of children in the age group 4 to 6 thanks to sexual education activities on such issues as reproduction, gender, and sexual protection. This research area is essential for a healthy sexual education during the early stages of life, given the current lack of a specific education program for sexual education, studies on sexuality education focusing on adolescence growth and development issues, and the general lack of sexuality education programs for preschool children in our country.

Because of the changes in the structure of societies due to migration and globalization, the need for comprehensive sexuality education stem from the effects of media and the internet on our daily lives, the increase of sexually transmitted diseases and the dangers of child abuse (WHO, 2010). Today, due to the rapid development of technology, information can be easily accessed via the internet, but in some cases, children can now be exposed to information they are not ready for. Recent social issues of great concern for young people are unplanned pregnancies and sexually transmitted diseases, and for children, the threat of sexual abuse. Thus, it was aimed to develop a questionnaire to ascertain the level of sexual knowledge of children, and the basis of a sexuality education program based on this level, and the cognitive and emotional readiness of 60-72-month-old children. In line with this objective, the following research questions will be addressed:

1. Is the content validity of the items of the "Questionnaire for Sexuality Knowledge of Children" statistically significant?
2. Is the content validity of the "Sexuality Education Program" statistically significant?

Method

Research Sample

18 children, 60-72 months of age and students in the Balcova Branch of Izmir Izelman General Directorate, were included in the pilot application in the 2016-2017

Academic Year. Written consent was received from the children’s parents prior to the pilot study. Because the children had not yet attained literacy, data collection tools were implemented verbally. Each child was asked the questions 30–40-minute audio-recorded sessions.

Pilot Study

Under the objective of this research, to determine the feasibility and scoring criteria of the questionnaire on sexuality knowledge a pilot scheme was carried out with children aged 60-72 months attending the preschool institution to determine the feasibility and scoring criteria of the questionnaire on sexuality knowledge.

The first form of the Questionnaire on Sexuality Knowledge (45 items) was applied to children who took part in the pilot study. The pilot application participant demographics are present in Table 1 below.

Table 1

Pilot Application Participant Demographics

Gender	Age 5	Age 6	n
Female	6	3	9
Male	3	6	9
Total	9	9	18

Research Instruments and Procedures

To develop the Questionnaire on Sexuality Knowledge, firstly a question pool was created after scanning the literature. This question pool guided the preparation of the sexuality education program for 60–72-month-old children in the pre-school group. After preparation, the “Questionnaire for Sexuality Knowledge Specialist Opinion Form” was examined by 5 specialists (faculty members) from Ege University and Mersin University Preschool Education Department, and 5 specialists (faculty members) from Ege University, Mersin University and Mustafa Kemal University Guidance and Psychological Counseling Department. After consultation with a specialist opinion, the number of items in the questionnaire for sexuality knowledge was reduced from 45 to 24.

Specialist Opinion Form, given to the specialists, consisted of a presentation paper describing the study and explaining the expectations from the specialists, as well as information about the questionnaire structure, and a section for the evaluation of the suitability of each item.

Questionnaire for Sexuality Knowledge (QSK) is a twenty-four-item measure developed by the researchers. For the 1st, 4th, 5th, 13th, 15th, 18th, 19th, 20th, 21st, 22nd, and 23rd questions, correct/appropriate answers are scored as 1, and false/unattempted answers, as 0.

For the 2nd, 3rd, 6th, 7th, 8th, 9th, 11st, 12nd, 14th, 16th and 24th questions, a variety of correct answers are possible. Therefore, correct / appropriate answers were scored between 1 and 3, and false/unattempted answers, as 0. For the 17th question; correct/appropriate answers were scored as 1 or 2, and false /unattempted answers, as 0. For the 10th question; correct/appropriate answers were scored between 1 and 5, and false /unattempted answers, as 0. The maximum possible score from this questionnaire is 51.

Sexuality Education Program

In this study, a sexuality education program was created to increase the knowledge level about sexuality and to help children acquire self-protection skills., In line with this objective, the content of this program was created drawing on the activity contents of national and international sexuality education programs (Camara, 2013; Familia, 2014). In the present research, Standards of Sexuality Education in Europe (WHO, 2010) and Preschool Education Program Activity Handbook (MEB, 2013a) were referenced to create sexuality education sessions, and the structure of this program was adapted to the development areas in the Preschool Education Program (MEB, 2013b) based on the specific gains and their indicators. According to this, subjects covered by sexuality education included body parts, the cleaning and care of children’s intimate areas, gender awareness, gender stability, gender roles, fertility and reproduction, emotions and interpersonal communication, personal boundaries, how to say no, good and bad secrets, and assertiveness training. To determine the applicability of the content of the sexuality education program, opinion was sought from 5 specialists (faculty members) from Ege University and Mersin University Preschool Education Department, and 5 specialists (faculty members) from Ege University, Mersin University and Mustafa Kemal University Guidance and Psychological Counseling Department. After this consultation, three sessions were removed: fertility and reproduction, emotions and interpersonal communication and assertiveness training, leaving 8 sessions.

Data Analysis

The data were analysed with the Content Validity Ratio (CVR) and Content Validity Index developed by Lawshe (1975). CVR values range between -1 (perfect disagreement) and +1 (perfect agreement), with CVR values above zero indicating that over half of panel members agree that an item is essential. In Lawshe’s approach, a set of subject-matter specialists (SME) rate each of an instrument’s items on a 3-point scale: “essential,” “useful, but not essential,” and “not necessary” (Yurdugul, 2005). Then, the specialists’ opinions on each item were collected and content validity ratios (CVR) were determined.

Results

Results Regarding the Content Validity of Questionnaire for Sexuality Knowledge

The specialists were asked to design the items as “essential,” “useful, but not essential,” and “not necessary” in terms of clarity, applicability, and content, and to

indicate alternatives. The specialists' opinions on each item were collected and content validity ratios (CVR) were determined.

Table 2 shows the values of content validity ratios (CVR) of the 10 specialist faculty members regarding their opinions about the Questionnaire for Sexuality Knowledge.

Table 2

CVR Values Related to Specialist Opinion on Applicability of the Questionnaire for Sexuality Knowledge

Question	Essential	Useful, But Not Essential	Not Necessary	CVR Value
q 1	1	1	8	-0.80
q 2	8	2	-	0.60
q 3	8	2	-	0.60
q 4	8	2	-	0.60
q 5	8	2	-	0.60
q 6	8	2	-	0.60
q 7	9	-	1	0.80
q 8	9	-	1	0.80
q 9	9	-	1	0.80
q 10	5	-	5	0
q 11	5	-	5	0
q 12	5	-	5	0
q 13	5	-	5	0
q 14	5	-	5	0
q 15	5	-	5	0
q 16	5	-	5	0
q 17	5	-	5	0
q 18	9	-	1	0.80
q 19	9	-	1	0.80
q 20	9	-	1	0.80
q 21	9	-	1	0.80
q 22	9	-	1	0.80
q 23	9	-	1	0.80
q 24	9	-	1	0.80
q 25	7	-	3	0.40
q 26	7	-	3	0.40
q 27	7	-	3	0.40
q 28	7	1	2	0.40
q 29	3	-	7	-0.40
q 30	3	-	7	-0.40
q 31	3	-	7	-0.40
q 32	3	-	7	-0.40
q 33	3	-	7	-0.40
q 34	3	-	7	-0.40
q 35	1	1	8	-0.80

Table 2 Continue*

Question	Essential	Useful, But Not Essential	Not Necessary	CVR Value
q 36	1	1	8	-0.80
q 37	1	1	8	-0.80
q 38	1	1	8	-0.80
q 39	1	1	8	-0.80
q 40	8	1	1	0.40
q 41	8	1	1	0.60
q 42	8	1	1	0.60
q 43	8	1	1	0.60
q 44	7	1	2	0.40
q 45	1	1	8	-0.80

*Examples of questions are shown in Appendix 1.

To test the statistical significance of content validity ratios ($\alpha=0.05$), Veneziano and Hooper (1997) converted the minimum values of the CVRs into a table. Accordingly, the minimum values for each/all specialists indicate whether the items are statistically significant. Veneziano and Hooper (1997) stated that for 10 specialists, the minimum content validity ratio is 0.62. CVR values range between -1 (perfect disagreement) and +1 (perfect agreement), with CVR values under zero indicating that over half of panel members disagree on an essential item. The 21 items for which the CVR values were zero or negative were first eliminated, reducing the questionnaire for sexuality knowledge from 45 to 24 items. The Content Validity Index (CVI) was calculated based on the mean CVR values for the 24 items. If the CVI is equal to or greater than the mean of the CVR, it is concluded that content validity is statistically significant (Yurdugul, 2005). For this research, because the calculated CVI value (0.63) is greater than CVR (0.62), the content validity of the items of the Questionnaire for Sexuality Knowledge was found to be statistically significant.

Results Regarding the Content Validity of Sexuality Education Program

The specialists were asked to classify the issues covered as "essential," "useful, but not essential," and "not necessary" in terms of clarity, applicability, and content, and to indicate alternatives. The specialists' opinions on each topic were collected and content validity ratios (CVR) were determined.

Table 3 shows the values of content validity ratios (CVR) of 10 specialist faculty members regarding their opinions on the issues covered in the Sexuality Education Program.

Table 3

CVR Values Related to Specialist Opinion on Applicability of Sexuality Education Program

Issue	Essential	Useful, But Not Essential	Not Necessary	CVR Value
Body Parts	6	-	4	0.20
Cleaning and Care of Child' Special Areas	7	1	2	0.40
Gender Awareness	8	-	2	0.60
Gender Stability	8	-	2	0.60
Fertility and Reproduction	5	-	5	0
Gender Roles	9	-	1	0.80
Emotions and Interpersonal Communication	3	-	7	-0.40
Personal Boundaries	9	-	1	0.80
Say No	9	-	1	0.80
Bad-Good Secrets	9	-	1	0.80
Assertiveness Training	1	1	8	-0.80

As shown in Table 3, specialists indicated that essential issues included body parts, cleaning and care of child's intimate areas, gender awareness, gender roles, gender stability, personal boundaries, how to say no, and good and bad- secrets, while the unnecessary issues were fertility and reproduction, emotions and interpersonal communication and assertiveness training issues.

CVR values range between -1 (perfect disagreement) and +1 (perfect agreement) with CVR values under zero indicating that over half the panel members did not consider an item essential. The three issues with negative or zero CVR values were first eliminated, leaving 8 sessions in the sexuality education program. The Content Validity Index (CVI) was calculated based on the mean CVR values of these 8 issues. If the CVI is equal to or greater than the mean of the CVR, it is concluded that content validity is statistically significant (Yurdugul, 2005). For this research, the calculated CVI value (0.62) is equal to CVR (0.62), therefore, the content validity of the issues of the Sexuality Education Program was found to be statistically significant.

Discussion, Conclusion and Recommendations

According to the findings of the study, the results of the content validity of both sexuality education program and the questionnaire for sexual knowledge have been found statistically meaningful. This study involved the creation of a sexuality education program suitable and valid for children during pre-school years, and hence,

a questionnaire for sexual knowledge. When the literature is scrutinized, it is seen that there is an emphasis on the gradual introduction of sexuality education programs, compatible with children's age and level of development, from kindergarten years until the end of high school education. SIECUS (2004) emphasizes the necessity of school-based sexuality education at all class levels. Accordingly, American Public Health Association (APHA) (2012) has recommended that a comprehensive sexuality education for children and youngsters/teenagers should be provided by schools based on scientific information and data and should consider racial, ethnic and cultural diversity. Sexuality education within an international context should be widely available, content-focused, and conducted with public support. In addition, sexuality education should be given by specialist educators and should be regularly assessed (Kenny, Dinehart, & Wurtule, 2015; Pick, Givaudan, & Brown, 2000; Rocha & Duarte, 2015; WHO, 2010). In this study, the need for a specialist in the field of psychological consultation to conduct the program poses a limitation. As widely stated in international documentation, there is a need for more educators who can carry out these school-based programs.

The Uniter Universalist Foundation in the US focuses on children's development. Its sexuality education program uses games, stories, and songs to cover issues including body parts, family life, emotions, and pregnancy. (UUA, 2014). Also, in this study, the contents of the activities have been created via methods such as art, stories, games, and drama activities compatible with children's developmental levels. The Future of Sexual Education Initiative in the USA (FoSE-Future of Sex Education), and "Sexual Education Issues" in Australia have developed sexual education training courses for educators (FoSE, 2012; Shannon & Smith, 2015). Sexual education in the Netherlands is provided as of age four and includes gender roles and self-respect (Melker, 2015). As in the Netherlands, Ireland also introduced compulsory sexual education for the ages between 6 and 18 in 2003. In addition to schools, non-governmental organizations (NGOs) and youth centres have contributed to sexuality education for children. In Estonia and Sweden, some children receive sexuality education from youth health centres (WHO, 2010). In contrast, sexuality education in Turkey is limited and there is no legal requirement for this education. Roberts (2015) made a web-based and two-language (English and Welsh) sexuality education program for children between the ages of 5 and 12 and studied its effectiveness. This web-based program covers issues such as naming body parts, discussing gender differences and personal security, and helps children distinguishing between appropriate and inappropriate touching. In contrast, sexuality education in Turkey is limited and there is no legal requirement for this education.

It is seen that sexuality education for the children of pre-school years in Turkey is limited. Within the sexual education program developed for pre-school children between the ages of 3 and 6, Ozuslu Acikgoz (1999) dealt with issues such as procreation, the development of a fetus and baby, and differences between genders. According to the results of this study, it was observed that the program has positively contributed to children's sexual development. Acer and Artan (2005), at the end of the implementations of sexual education activities (fertility, gender/sex and sexual

protection) for four to six-year-olds, observed an increase in the sexual awareness in the children in their study group.

When the 2013 pre-school program in Turkey is scrutinized, evidently, sexuality and sexual education have not been taken into consideration. Teachers themselves are obliged to take the initiative to define a learning process in parallel with the gains throughout the pre-school education program. In other words, the initiative for giving information about sexuality is left entirely to the teacher within this program. Some studies argue that this pre-school program is not sufficient, for example, Bikmaz and Guler (2007) pointed out a set of major drawbacks within the current policies and implementations related to health and sexuality education in our country.

When previous and present studies are considered, it appears necessary to increase sexuality education for pre-school children and to assess its efficiency. This study is limited to children aged 60-72-month-olds and focuses only on children at a municipality kindergarten/pre-school institution. Accordingly, there is a necessity for similar studies to be implemented in public schools. In pre-school education, coordination is needed between parents, teachers, and specialists in sexual education. Accurate and relevant information should be given to children, and their questions should not be ignored.

While preparing sexual education programs, children's developmental levels and ages must be taken into consideration. Within this context, it is assumed that it will be valuable to create a uniform, national program for pre-school children. Within these programs, a suitable education will involve acknowledging cultural differences and planning for flexibility. Sexuality education programs can be provided from the pre-school period to the end of high school education, considering the specific needs of each age group. Planning education contents considering information already known will help children develop healthy sexual behaviours by the time they reach adulthood. It is also thought that a comprehensive education will guide individuals in their choice of partner (wife/husband). To provide this education, it is important to create standardized education contents. Especially by attending to developmental features of pre-school children, it is possible to support children in such important areas of sexual education as creating an identity, being able to say 'no' and protection skills.

Within this study, by carefully selecting the content of sexuality education programs for children between 60- and 72-month-olds under the guidance of specialist opinion it is seen that the resulting sexuality education program can be implemented primarily as a program to prevent sexual abuse. From this point of view, this program can be tested in experimental studies to examine the effects on children's self-protection and awareness skills against sexual abuse. Furthermore, the effectiveness of the program developed in this study is expected to be enhanced by incorporating the issues of emotions and communication, the pregnancy period and birth, and assertiveness skills as long as these are integrated in a way that specialists will approve of. The testing of such a program in experimental studies will make considerable contributions to the literature.

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60-72 Aylık Çocuklara Yönelik Cinsellik Eğitimi Programı ve Cinsellik Bilgi Düzeyine İlişkin Soru Listesinin Geliştirilmesi

Atf:

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Özet

Problem Durumu: Okul öncesi dönemi gelişimin tüm alanlarında davranış, tutum ve beceri ediniminde kritik öneme sahip bir dönemdir. Kendini tanıma, öz bakım, cinsel kimlik kazanma, sosyal kuralları öğrenme, duyguları tanıma ve ifade etme, kişilerarası ilişkiler geliştirme gibi birçok bilgi ve beceri yaşamın ilk altı yılını kapsayan bu dönemde kazanılmaktadır. Okul öncesi dönemindeki en önemli gelişim özelliklerinden birisi olan aktif merak duygusu çocuğun cinsel gelişimi açısından da önemli olmaktadır. İnsan gelişiminde her yaş için önemli olan cinsellik, çocuğun birçok gelişim görevini sağlıklı olarak tamamlayabilmesi açısından önemlidir. Okul öncesindeki çocukların cinselliğinin göstergesi olan birçok davranış bulunmaktadır. Bu açıdan bakıldığında çocukluğun ilk dönemlerinde başlayan doğum ve cinsiyetle ilgili aktif merak, çocukların sürekli soru sormaları ile kendisini göstermektedir. Çocukların cinsel gelişimlerinin sağlıklı olabilmesi için cinsellik eğitiminin uzman kişiler tarafından sağlanması gerekmektedir. Cinsellik eğitimi kimlik oluşumu, ilişki kurma, karar verme, sorumluluk alma gibi kişisel becerileri edinme, yakınlık gibi önemli konularda bilgi edinme, tutum, inanç ve değerlerin biçimlenmesini içeren yaşam boyu bir süreç olarak tanımlanmaktadır. Cinsellik eğitimi, okullardaki genel eğitimin bir parçası olması sebebiyle, bu konu ile ilgili verilen bütün bilgiler çocuğun kişilik gelişimini doğrudan etkilemektedir. Bununla birlikte, okullar cinsellik ile ilgili konuları birçok açıdan normalleştirme kurumları olarak hizmet etmesi açısından önemlidir. Okulların cinsellik eğitimi ile ilgili önemi göz önünde bulundurulduğunda okul temelli cinsellik eğitim programlarının fiziksel, sosyal, zihinsel, duygusal, psikolojik ve entelektüel olarak çok boyutlu olması gerekmektedir. Böylece çocuklar sağlıklı bir cinsel kimlik oluşturabileceklerdir. Ülkemizde okul öncesi eğitiminin önemli olduğu vurgusu yapılmakla birlikte okul temelli kapsamlı bir cinsellik eğitimi bulunmamaktadır. Bu çerçevede araştırmanın okul temelli bir cinsellik eğitimi programı sunması ve cinsellik bilgi düzeyini ölçme aracı sağlaması açısından alana katkı sağlayacağı düşünülmektedir.

Araştırmanın Amacı: Birçok ülkede olduğu gibi Türkiye’de de cinsellik eğitimi çok fazla önemsenmemekte ve çoğu zaman yanlış yorumlanmaktadır. Ülkemizde, cinsellikle ilgili konuların kültürel yapının etkisi ve bu konudaki bilgisizlik nedeniyle göz ardı edildiği gözlenmektedir. Bu nedenle bu çalışmada, kişiliğin temellerinin oluştuğu, yaşamsal becerilerin kazanıldığı kritik dönem olan okul öncesi dönemindeki 60-72 aylık çocukların cinsellik ile ilgili konulardaki bilgi düzeyleri, bilişsel ve duygusal

hazır bulunmuşlukları dikkate alınarak cinsellik eğitimi programı ve cinsellik bilgi düzeyine ilişkin soru listesi oluşturulması amaçlanmıştır.

Araştırmanın Soruları: 1. Cinsellik Bilgi Düzeyine Yönelik Soru Listesinin maddelerinin kapsam geçerliği istatistiksel olarak anlamlı mıdır? 2. Cinsellik eğitimi programının kapsam geçerliği istatistiksel olarak anlamlı mıdır?

Araştırmanın Yöntemi: Bu araştırmanın amacı doğrultusunda oluşturulan cinsellik bilgi düzeyine ilişkin soru listesinin uygulanabilirliğinin ve puanlama kriterlerinin belirlenmesi için okul öncesi kurumuna devam eden 60-72 aylık çocuklarla pilot uygulama gerçekleştirilmiştir. 2016-2017 Eğitim-Öğretim yılı İzmir İzelman A.Ş. Genel Müdürlüğü'ndeki Balçova şubesinde öğrenim görmekte olan 60-72 aylık toplam 18 çocuk pilot uygulamaya dâhil edilmiştir. Pilot çalışma yapılmadan önce kurumdan ve çocukların velilerinden yazılı onaylar alınmıştır. 60-72 aylık çocuklara uygulanan veri toplama araçları, çocukların okuma-yazma becerilerinin olmaması nedeniyle sözlü olarak uygulanmıştır.

Cinsellik Bilgi Düzeyine Yönelik Soru Listesi: Bu liste araştırmacılar tarafından okul öncesi grubundaki 60-72 aylık çocuklara uygulanması planlanan cinsellik eğitim programının kazanımlarına yönelik hazırlanmıştır. Buna göre 45 maddelik Cinsellik Bilgi Düzeyine Yönelik Soru Listesi (CBDSL) formu oluşturulmuştur. Uzman görüşü sonucunda CBDSL'nin nihai formu 24 madde olarak düzenlenmiştir.

Cinsellik Eğitimi Programı: Bu çalışmada çocukların cinsellik ile ilgili bilgi düzeylerini artırmak ve kendilerini koruma becerilerini kazanmaları amacıyla bir cinsellik eğitimi programı oluşturulmuştur. Araştırmanın amacı doğrultusunda araştırmacı tarafından yurt içi ve yurt dışında cinsellik eğitimi ile ilgili uygulanan etkinlik içeriklerinden faydalanılarak Cinsellik Eğitimi Programı oluşturulmuştur. Cinsellik eğitimi programı; vücut bölümleri, özel bölgelerin temizliği ve bakımı, cinsiyet farkındalığı, cinsiyet korunumu, cinsiyet rolleri, kişisel sınırlar, hayır diyebilme ve iyi-kötü sırbaşlıklarından oluşan toplam 8 oturumlu bir programdır.

Bulgular: Cinsellik eğitimi programının ve cinsellik bilgi düzeyine ilişkin soru listesinin kapsam geçerlik çalışması için 10 uzmanın görüşüne başvurularak veriler analiz edilmiştir. Uzman görüşlerinin değerlendirilmesinde kapsam geçerlik oranı (KGO) ve kapsam geçerlik indeksi (KGİ) kullanılmıştır. Uzmanlardan, oluşturulan maddelerin anlaşılabilirlik, uygunluk ve içerik açısından "gerekli", "yararlı/yetersiz", "gereksiz" şeklinde planlanmaları ve alternatifler varsa belirtmeleri istenmiştir. Uzman görüşü doğrultusunda, 45 madde olarak oluşturulan cinsellik bilgi düzeyine ilişkin soru listesi 24 madde olarak düzenlenmiştir. Hesaplanan KGİ değeri (0.63) KGO'dan (0.62) büyük olduğundan Cinsellik Bilgi Düzeyine Yönelik Soru Listesinin maddelerinin kapsam geçerliğinin istatistiksel olarak anlamlı olduğu bulunmuştur. 11 oturum olarak oluşturulan cinsellik eğitimi programı ise 8 oturum olarak düzenlenmiştir. Cinsellik eğitimi programı için bulunan KGİ değeri (0.62) değeri KGO'ya (0.62) eşit olduğundan cinsellik eğitimi programının kapsam geçerliğinin istatistiksel olarak anlamlı olduğu bulunmuştur.

Araştırmanın Sonuçları ve Öneriler: Araştırmanın bulgularına göre hem cinsellik eğitimi programının ($KGİ \geq KGO$ (0.62)), hem de cinsellik bilgi düzeyine ilişkin soru listesinin ($KGİ(0.63) \geq KGO$) kapsam geçerliği sonuçları istatistiksel olarak anlamlı bulunmuştur. Bu açıdan cinsellik eğitimi programının okul öncesi dönemindeki çocuklara öğretmen ve uzmanlar tarafından uygulanabilir olduğu görülmektedir.

Yapılan çalışmalar ve mevcut çalışma değerlendirildiğinde okul öncesi dönemindeki çocuklara yönelik cinsellik eğitimi programlarının artırılması ve işlerliğinin kontrol edilmesi gerektiği düşünülmektedir. Okul öncesi dönemde anne-baba, öğretmen ve cinsellik eğitiminde uzman kişilerin eşgüdümlü olarak çalışması gerekmektedir. Bu araştırmada 60-72 aylık çocuklara yönelik hazırlanan cinsellik eğitimi programının kapsamının uzman kanuları doğrultusunda daraltılmasıyla cinsel istismarı önlemeye yönelik birincil önleme programı şeklinde uygulanabilecek forma geldiği görülmektedir. Buradan yola çıkarak, bu program çocukların cinsel istismara yönelik birincil önleme amaçlı korunma ve farkındalık kazanma yönlerine ilişkin etkilerini inceleyen deneysel çalışmalar içinde test edilebilir. Ayrıca bu araştırmada geliştirilen cinsellik eğitimi programının, uzman kanuları doğrultusunda çıkartılan duygular ve iletişim, gebelik süreci ve doğum ile atılganlık becerisi alt başlıklarının eklenmesiyle yeni deneysel çalışmalar içinde etkililiğinin test edilmesinin alanyazına önemli katkılar sağlayacağı düşünülmektedir.

Anahtar Sözcükler: Okul öncesi dönemi, cinsellik eğitimi, bilgi düzeyi, hazırbulunuşluk.

Appendix 1. Questionnaire for Sexuality Knowledge

No	Question	Answer
3	What are your differences with a friend of opposite sex?	
5	If a woman wear men's clothes, would she still be a woman?	
10	What are the tasks of our sense organs?	
11	What should we do to be healthy?	
12	What should we do to keep our bodies clean?	
18	How do you know it is good or bad when someone touches or hugs you?	
22	If someone touches or kisses you without your permission, how do you respond to him/her?	
24	If someone touches or kisses you without your permission, from who can you ask for help?	

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