

Effectiveness of Planned Teaching Programme on Knowledge Regarding Selected Psychosexual Disorders among Adolescents in Selected Higher Secondary Schools of Ahmedabad

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Abstract

Background: Psychosexual disorders are disturbances in sexual function secondary to emotional and/or mental causes. Lack of relevant information on psychosexual disorders may create many issues in Adolescents' lives. In Indian scenario many adolescents do not talk about such issues openly. Hence it is necessary to create awareness among the adolescents to prevent various psychosexual disorders in future. **Objectives:** 1. To assess knowledge of adolescents regarding selected psychosexual disorders before and after administration of planned teaching programme in selected higher secondary schools of Ahmedabad. 2. To find out the association of the pre test knowledge scores with selected demographic variables. **Methods:** Pre-Experimental approach was used with one group pre-test post-test design. The study was conducted in selected higher secondary schools of Ahmedabad. The investigator used multi stage random sampling technique for selecting 60 samples. A planned teaching programme on psychosexual disorders was prepared. A structured knowledge questionnaire was prepared to assess the knowledge of the samples regarding selected psychosexual disorders. Content validity of the developed tool and planned teaching programme was established before the data collection.

The reliability ($r=0.78$) of tool was ascertained by test retest method using Karl Pearson's formula. **Result:** Data were analyzed using descriptive and inferential statistics. The mean pre-test knowledge score of samples about Psychosexual Disorders was 16.52 where as post-test knowledge score was 24.23 with mean difference of 7.71 and the calculated 't' value ($t=26.5$) was greater than tabulated 't' value ($t=2.00$) at 0.05 level of significance. The findings of the study revealed that there was significant association of pre-test knowledge scores with selected demographic variables such as sources of information ($\chi^2=\text{calculated value } 14.54 > \text{table value } 12.59$), at 0.05 level of significance. **Conclusion:** It is concluded that planned teaching programme was effective in improving knowledge of adolescents regarding selected psychosexual disorders.

Keywords: Psychosexual Disorders, Adolescents, Planned Teaching Programme

Introduction

The meaning of word Adolescence is "to emerge". 'Adolescence' may be defined as the transitional stage of development between childhood and adulthood. It represents the period of time during which a person experiences a variety of biological changes and encounters a number of emotional issues. The adolescent period shows rapid shift between self confidence and insecurity. Identity confusion happens to be a major characteristic of adolescence. Lack of relevant information

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and skills on psychosexual disorders may create many issues in their life.

The psychosocial theory of development as set out by Erickson proceeds by stages. The fifth stage is called Identity versus Role Confusion.[8] The stages of development, according to Freud (1905), are based on sexual feelings (defined as anything that produces pleasure) and occur in a sequence of stages. The oral stage is divided in to 2 parts. The first part occurs during the first 6 months of life, in which sucking provides not only nutrition but also pleasure in its own right. The anal stage occurs between approximately ages ½ and 3 years when children become increasingly aware of pleasurable sensations associated with bowel movements. The Phallic stage occurs between about 3 and 6 years of age and applies primarily to boys. An oedipal crisis begins with a boy's interest in his penis. This interest leads to a desire to compare his organ to those of other males, of animals, and of girls and women. Psychosexual disorders and anxieties that stem from early childhood begin to intensify during the psychosexual development stages.[7]

Psychosexual disorders are disturbances in sexual function secondary to emotional and/or mental causes. This category includes Paraphilias, Gender Identity Disorders, and Identity Problem is separate from sexual disorders that may arise from an underlying medical condition. "Paraphilias are disorder of sexual preference in which sexual arousal occurs persistently and significantly in response to objects which are not a part of normal sexual arousal" General qualities of Paraphilia include sexual urges or sexual fantasies with non-human objects, adult sexual behavior that involves children or non consenting adults. In "Gender Identity Disorder", the person has persistent discomfort regarding his or her own gender. Identity Problem represents homosexuality in which a person always prefers the same gender for sexual preference and sexual activity.[4]

A survey was carried out by the Family Planning Association of India in Pune to assess the knowledge, behaviour and attitudes about sexuality among youth. The result revealed that

only 10% of the Boys' parents and 20% of girls' parents could discuss issues on sexual activities. It also collaborated the finding of other studies that adolescents lack correct and scientific knowledge about sexuality issues. Thus, a better understanding of the present sexual issues and needs of the adolescent should be made and better sex education has to be planned and conducted.[1,9]

Sex education in public schools in our society is riddled with controversy. Because of less information regarding sexuality, the schools in our country have assumed the responsibility of formal sex education. There is no evidence that sex education increases the level of sexual activity in adolescents. Recent studies shows that teenagers exposed to sex education are no more likely to engage in sexual intercourse than other adolescents. Education increases knowledge about sexual issues and tolerance.[9] In Indian scenario many adolescents may have psychosexual disorders but they do not talk about these openly or candidly. Hence it is necessary to create awareness among the adolescents about various aspect of pschyosexual dosorders so as to prevent various psychosexual disorders in future.

With this information in mind, a study was conducted to assess the effectiveness of planned teaching programme on knowledge regarding selected psychosexual disorders among adolescents in selected higher secondary schools of Ahmedabad. Another objectives of the study was to find out the association of the pre-test knowledge scores with selected demographic variables.

Methods and Materials

The study was conducted in selected higher secondary schools of Ahmedabad. The investigator used multi stage random sampling technique for selecting 60 samples. Pre experimental approach was used with one group pre-test post-test design. In view of the nature of the problem and the accomplishment of the objectives of the study, a planned

Table 1: Frequency and Percentage wise Distribution of Samples by their Personal Data (n=60)

Sr. No.	Demographic Variables	Frequency (f)	Percentage (%)
1	Age in years		
	1) 16 to 17 years	44	73.33 %
	2) 17 to 18 years	16	26.67 %
2	Sex		
	1) Male	31	51.7 %
	2) Female	29	48.33 %
3	Stream		
	1) Science	30	50 %
	2) Commerce	30	50 %
4	Type of family		
	1) Nuclear	44	73.33 %
	2) Joint	16	26.67 %
5	Religion		
	1) Hindu	57	95 %
	2) Muslim	0	00
	3) Christian	3	5 %
6	Sources of information		
	4) TV/ Radio/ Cinema	8	13.33 %
	5) News paper/ Magazine	8	13.33 %
	6) Internet	14	23.34 %
	7) Friends/ Parents/ Teachers/ Health personnel	30	50 %

Table 2: Area Wise Mean, Mean Percentage, Standard Deviation (SD), Mean Difference and Percentage Gain of Pre Test and Post Test Knowledge Scores of Samples on Psychosexual Disorders (n=60)

Areas	Maximum score	Pre test			Post test			% gain	Mean difference
		Mean score	Mean %	SD	Mean score	Mean %	SD		
Introduction	3	2.23	74.44	0.77	2.83	94.44	0.38	20%	0.6
Paraphilia	15	6.62	44.11	2.23	12	78.3	2.16	34.19%	5.38
Gender Identity Disorder	7	4.42	63.1	1.57	5.5	78.3	1.24	15.2%	1.08
Identity Problem	5	3.25	65	1.05	4	80.7	0.92	15.7%	0.75
Total	30	16.52	55.11	3.51	24.23	82.12	3.50	27.01%	7.71

teaching programme on psychosexual disorders was prepared. A structured knowledge questionnaire was prepared to assess the knowledge of the samples. The questionnaire includes 30 items. Content validity of the developed tool and Planned Teaching Programme was established before the data collection. Reliability of the tool was ascertained by test-retest method using Karl Pearson's formula. The reliability of the tool was 0.78. All the participants were assessed with

structured knowledge questionnaire before and after 7 days of planned teaching programme.

Results

Data were analyzed using descriptive and inferential statistics.

As shown in Table 3, it was concluded that there was increase in the mean post-test

Figure 1: Bar Graph Showing the Comparison of Area Wise Mean Score of Pre Test and Post Test Knowledge Scores of Samples on Psychosexual Disorders

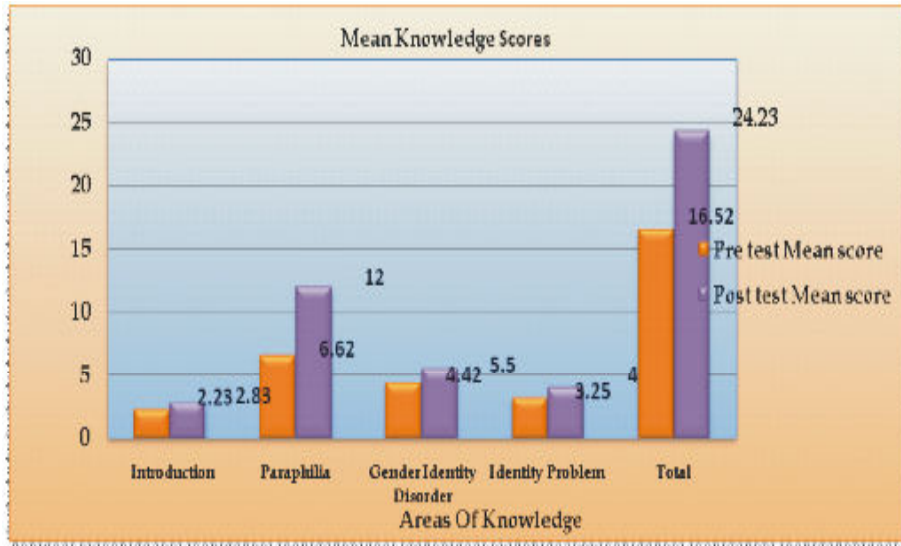
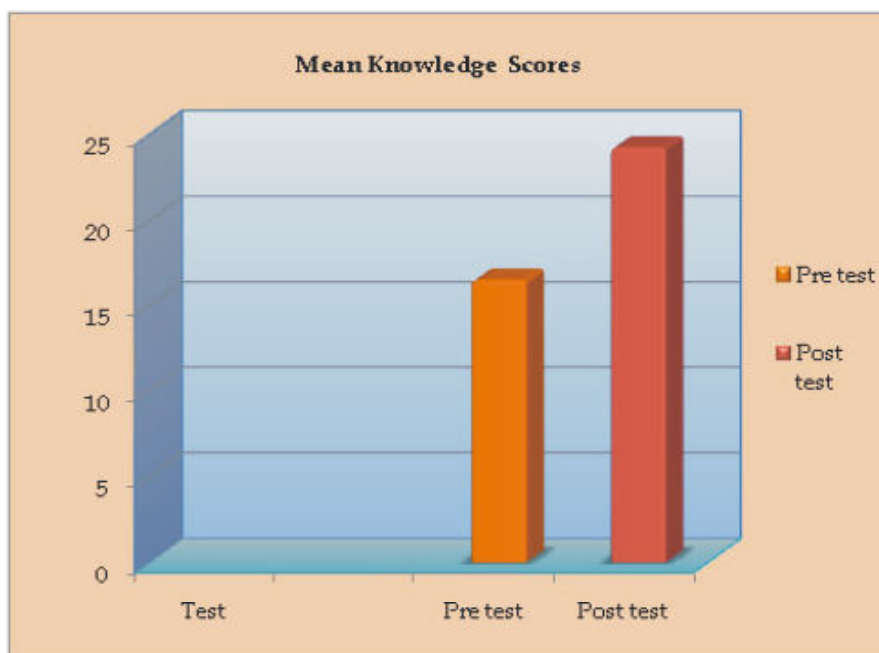


Table 3: Mean, Mean Difference, Standard Deviation (SD) and 't' Value of Pre Test and Post Test Knowledge Scores of Samples on Psychosexual Disorders (n=60)

Knowledge Test	Mean	Mean Difference	SE	S.D	Calculated 't' value	Table 't' value	D. F.
Pre test	16.52	7.71	0.29	3.51	26.5	2.00	59
Post test	24.23			3.47			

Figure 2: Bar Graph Showing the Comparison of Mean Pre Test and Mean Post Test Knowledge Scores of Samples on Psychosexual Disorder



knowledge score as compared to mean pre-test knowledge score after the administration of a planned teaching programme on psychosexual disorders.

Regarding association of sources of information with the pre-test knowledge scores, the calculated value of chi-square (χ^2) was 14.54 and it was more than 12.59, the table value of χ^2 at 6 degree of freedom and 0.05 levels of significance. Hence, it was concluded that there was significant association of the pre test knowledge scores with selected demographic variables of adolescents in selected higher secondary schools of Ahmedabad.

Discussion

The main aim of the study was to assess the effectiveness of the planned teaching programme on knowledge of selected psychosexual disorders among adolescents in selected higher secondary schools of Ahmedabad and samples gained significant knowledge after they were exposed to the planned teaching programme. The mean post-test knowledge score (24.23) was significantly higher than mean pre-test knowledge score (16.52). Thus the planned teaching programme was found to be effective in enhancing the knowledge of adolescents regarding psychosexual disorders. There was significant association of pre-test knowledge score with selected demographic data such as sources of information. The study revealed the knowledge deficit and expressed needs of adolescents on psychosexual disorders in school setting indicating the need for organized planned teaching programme for higher secondary students. It will not only prevent the occurrence of psychosexual disorders and other associated psychiatric illness in their life, but will also safeguard against being victims of persons with psychosexual disorders by improving their knowledge. Nursing personnel working in school health scheme and other various health care setting should be given in-service education regarding psychosexual disorders.

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