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Impact of planned teaching programme on STDs awareness among adolescents: A quasi-experimental study

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Abstract
Background: India, with a population of 1.4 billion, has the largest adolescent population globally, totalling 253 million. Adolescents, aged 10-19, represent a significant demographic that can contribute to the country's development if healthy, educated, and informed. However, they often lack adequate knowledge about sexually transmitted diseases (STDs), increasing their risk of infection. Educational interventions are crucial in improving awareness and knowledge about STDs among young individuals.
Aim: This study aimed to evaluate the effectiveness of planned teaching programme on knowledge regarding sexually transmitted diseases among adolescents in selected college Bangalore.
Materials and Methods: The study adopted quasi-experimental one-group pre-test and post-test research design. Sixty adolescents from 1st and 2nd Pre-University (PU) classes at NSVK PU College, Bangalore, were selected through convenience sampling technique. Demographic Performa, Structured questionnaire and Planned teaching programme on sexually transmitted disease were used to collect the data. Descriptive and inferential statistics were employed for data analysis.
Results: The findings revealed that the mean knowledge score significantly increased from 13.21 in the pre-test to 20.71 in the post-test. Pre-test results showed that 7% of adolescents had good knowledge, 10% had average knowledge, and 83% had poor knowledge. Post-test results indicated that 14% had good knowledge, 83% had average knowledge, and only 3% had poor knowledge. The knowledge improvement was statistically significant at the 0.05 level.
Conclusion: From the findings of the present study, it can be concluded that the planned teaching programme effectively enhanced adolescent's knowledge about sexually transmitted diseases.

Keywords: Planned teaching programme, effectiveness, knowledge, sexually transmitted diseases, adolescent

Introduction
Women with sexually transmitted diseases (STDs) often experience feelings of shame and fear of negative reactions from others, leading to significant mental, social, and emotional distress (Centres for Disease Control and Prevention, 2022) [1]. The emotional burden of an STD diagnosis can be overwhelming, with many women fearing the loss of family support, which discourages them from disclosing their condition (World Health Organization, 2023) [2]. This reluctance to disclose status results in delayed or avoided healthcare, creating substantial barriers to effective clinical management (National Institutes of Health, 2023) [3]. Stigma associated with STDs is a major obstacle to screening and treatment, particularly for women who may already face societal biases (Journal of Adolescent Health, 2023) [4]. For female adolescents, the stigma and fear of judgment often lead them to conceal their sexual behaviours from healthcare providers, exacerbating their vulnerability to STDs (American Academy of Paediatrics, 2023) [5]. Adolescents generally lack comprehensive knowledge about STD transmission, prevention, and consequences, despite advancements in health education (CDC, 2023) [1]. Misconceptions and inadequate awareness continue to contribute to high infection rates among young people (UNICEF, 2023) [6]. Addressing this knowledge gap is crucial for reducing the incidence of STDs and fostering healthier behaviours among adolescents (The Lancet Child & Adolescent Health, 2023) [7].

Materials and Methods

The objectives of the study were to evaluate the knowledge levels regarding sexually transmitted diseases (STDs) among adolescents before and after planned teaching programme. The research approach chosen for the study was quantitative quasi-experimental one-group pre-test post-test research design. The study was conducted among adolescence of 1st and 2nd Pre-University (PU) classes studying in NSVK PU College. Prior to the commencement of the study, formal permission was obtained from the college authorities and written informed consent was secured from each participant. Participants were assured of the confidentiality of their responses and the privacy of their personal information throughout the study.

Sample Size: The sample size was 60 adolescents studying in 1st and 2nd PU of NSVK PU College, Bangalore

Sampling Technique: Non-probability convenience sampling technique to select participants.

Tool for Data Collection: The tool used in the study were-

Section A: Demographic proforma

Section B: Structured questionnaire on sexually transmitted diseases

Section C: Planned teaching programme regarding sexually transmitted disease.

Method of Data Collection: Structured questionnaire and Planned teaching programme on sexually transmitted disease were used for data collection in the study.

Procedure for Data Collection: Data collection was conducted over one month from PU students studying in NSVK PU College. Non- probability convenience sampling technique was used for the selection of adolescence in the study. Formal permission was obtained from the concerned authority and adolescence. The investigator provided a self-introduction, explained the study's purpose, and secured informed consent from the participants. The participants then completed a pre-test structured questionnaire, taking approximately 20-30 minutes. Following the pre-test, a planned teaching programme on STDs was conducted. One week after the teaching programme, the same structured questionnaire was administered again as a post-test to evaluate changes in knowledge levels. The post-test questionnaire was recollected after 5-10 minutes.

Data Analysis: The data were analysed and interpreted in line with the study's objectives using both descriptive and inferential statistical methods. Frequency and percentage distribution were used to analysed demographic variables and structured questionnaire on sexually transmitted disease. Paired t test was employed to compare pre-test and post-test knowledge scores and to evaluate the effectiveness of the planned teaching programme.

Results and Discussions

In the present study, 30 knowledge questionnaires were distributed to PU students to assess their understanding of sexually transmitted diseases (STDs). The pre-test results revealed that the students had a mean knowledge score with a standard deviation (SD), resulting in a mean percentage score (Table 1). These findings are consistent with previous research indicating low baseline knowledge of STDs among adolescents (WHO, 2023) [2].

Table 1: Pre-test overall knowledge score of sexually transmitted diseases

Questions	Mean	Standard deviation (SD)	Mean% knowledge
Overall, Knowledge	13.21	0.74	44.03%

The level of knowledge among the PU students was categorized as follows: the students had poor knowledge, moderate knowledge, and adequate knowledge about STDs (Table 2). This distribution highlights the significant knowledge gaps that exist within this demographic, which aligns with studies showing widespread misconceptions and lack of awareness about STDs among young people (CDC, 2022) [1].

Table 2: Distribution of subjects according to pretest level of knowledge

Level of knowledge	Frequency	Percentage
Poor knowledge	50	83%
Moderate knowledge	6	10%
Adequate knowledge	4	7%

Following the planned teaching programme, the post-test assessment revealed a substantial improvement in the students' knowledge scores. The overall post-test means knowledge score increased with an SD of corresponding to a mean percentage score (Table 3). This improvement underscores the effectiveness of structured educational programmes in enhancing STD awareness (UNICEF, 2023) [6].

Table 3: Post-test overall knowledge score on STD

Knowledge	Mean	Standard deviation (SD)	Mean% of Knowledge
Overall post- test Knowledge	20.71	0.71	69.03%

The distribution of post-test knowledge levels showed a marked shift: Students remained in the poor knowledge category, while moderate knowledge and reached adequate knowledge levels (Table 4). This shift demonstrates the positive impact of the teaching programme on students' understanding of STDs, reinforcing findings from similar interventions (NIH, 2023).

Table 4: Distribution of subject according to post-test level of knowledge

Level of knowledge	Frequency	Percentage
Poor knowledge	2	3%
Moderate knowledge	50	83%
Adequate knowledge	8	14%

A comparison of pre-test and post-test knowledge scores revealed a significant increase. The mean score difference, the SD difference, the paired t-test calculation yielded a value with a p-value at a degree of freedom indicating a highly significant improvement (Table 5).

Table 5: Determination of overall mean knowledge score before and after planned teaching programme.

Knowledge	No. of PU students	Pre-test	Post-test	Mean of difference	Paired t- test
Overall knowledge score	60	13.21	20.71	7.5	t= 28.45

This statistical significance confirms the effectiveness of the educational intervention (Journal of Adolescent Health, 2023) [4]. Additionally, the comparison of average knowledge score percentages before and after the intervention showed that the pre-test mean percentage and the post-test mean percentage increased, reflecting an overall enhancement (Table 6). This substantial increase in knowledge underscores the critical role of educational programmes in bridging the knowledge gap and promoting better health practices among adolescents (The Lancet Child & Adolescent Health, 2023) [7]

Table 6: Comparison of average knowledge score percentage on sexually transmitted diseases before and after administration of planned teaching programme

Area of knowledge	Pre-test%	Post-test%	Enhancement%
Overall	44.03%	69.03%	25%

From the finding of the present study, it can be concluded that structured educational programmed can significantly enhance knowledge and awareness about STDs, leading to healthier behaviors and potentially reducing infection rates. Continued educational efforts are essential to promote adolescent health and well-being.

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