THE EFFICACY OF PUBERTAL EDUCATION PROGRAMME AMONG ADOLESCENT GIRLS: AN INTERVENTION BASED RESEARCH

Nasreen Afzal

03-275221-015

A thesis submitted in fulfillment of the

requirements for the award of the degree of

Master of Science (Clinical Psychology)

Institute Of Professional Psychology

BAHRIA UNIVERSITY LAHORE CAMPUS

APRIL, 2024

Approval for Examination

Scholar's Name: NASREEN AFZAL

Registration No: **79581**

Program of Study: Master of Clinical Psychology

Thesis Title: The Efficacy of Pubertal Education Programme among Adolescent Girls: An Intervention Based Research

It is to certify that the above scholar's thesis has been completed to my satisfaction and, to my belief, its standard is appropriate for submission for examination. I have also conducted plagiarism test of this thesis using HEC prescribed software and found similarity index _____8%_____ that is within the permissible limit set by the HEC for the PhD degree thesis. I have also found the thesis in a format recognized by the BU for the PhD thesis.

External Examiner Name: _____

Signature: _____

Principal Supervisor's Name: _____

Signature: _____

Co-Supervisor's Name: _____

Signature: _____

Author's Declaration

I, Nasreen Afzal hereby state that my MS thesis titled " The Efficacy of Pubertal Education Programme among Adolescent Girls: An Intervention Based Research" is my own work and has not been submitted previously by me for taking any degree from this university Bahria University Campus, Lahore or anywhere else in the country/world. At any time if my statement is found to be incorrect even after my graduation the University has the right to withdraw/cancel my MS degree.

Name of Scholar: Nasreen Afzal

Date: ----------

Plagiarism Undertaking

I, Nasreen Afzal solemnly declare that the research work presented in the thesis titled **" The Efficacy of Pubertal Education Programme among Adolescent Girls: An Intervention Based Research"** is solely my research work with no significant contribution from any other person. Small contribution/help, wherever taken, has been duly acknowledged and that complete thesis has been written by me.

I understand the zero-tolerance policy of the HEC and Bahria University towards plagiarism. Therefore, I as an Author of the above titled thesis declare that no portion of my thesis has been plagiarized and any material used as reference is properly referred /cited.

I undertake that if I am found guilty of any formal plagiarism in the above titled thesis even after award of MS degree, the university reserves the right to withdraw/revoke my MS degree and that HEC and the University have the right to publish my name on the HEC/ University website on which names of students are placed who submitted plagiarized thesis.

Scholar's Sign: ----------

Name of the Scholar: ----------

DEDICATION

I dedicate this thesis work to My Loving Family: My Father Chuhdry Muhammad Afzal as My First Mentor, My Mother as My Nurturing Source, and my siblings as my Forever Support and Love.

Acknowledgement

First of all I would like to thank Almighty Allah, the Most Beneficent and Merciful, without His Grace I could not finish this research work. I wish to express my gratitude to my research supervisor, Dr. Ayesha Aziz, for offering invaluable support throughout this endeavor. Her dynamic leadership, visionary guidance, sincere encouragement, and continuous motivation deeply inspired me. It has been an immense privilege and honor to working and studying with her. I also owe a debt of gratitude to Ms. Lubna Kanwal Dar, for her invaluable advice, insightful comments, and helpful suggestions as my co-supervisor. I'm grateful for her support and words of encouragement that always motivated me to pursuit my aim in this study.

ABSTRACT

This research was carried out to examine the efficacy of an awareness based programme about pubertal changes among adolescent girls. This intervention aimed to educate adolescent girls about various pubertal changes and processes related to their bodily changes. It provided knowledge, understanding, skills and values that empowered them to realize their sexual health, well-being, dignity and also improved their attitude towards pubescence. Awareness about appropriate and inappropriate touch was also provided. The research design was between and within group experimental design. A sample of (N=60) adolescent girls of age range 10-14 Years were selected from 5^{th}, 6^{th}, and 7^{th} grade of local School, Lahore through Convenience sampling. The sample was randomly allocated into Experimental group and Control group, respectively. Pre, post and follow-up assessments was conducted on both measures Pubertal Changes Experience Scale (PCES) and Quality of Life Scale for children in puberty (QOLs). Research participants in the experimental study received pubertal education intervention, and the Control group received no intervention. The session plans for pubertal education programme was developed from the book "Growth and Changes" as well as for appropriate and inappropriate touch planned from the book "Mera Jism Mera Hai". The educational programme comprised of six sessions of duration 45-60mins. Sessions was conducted on daily basis. Descriptive statistics were run to assess the standard Deviation, means, frequency and Percentage. 2x3 Mixed Factorial Multivariate Analysis of Variance (MANOVA) was run to assess interaction as well as main affect between groups and within groups. The findings showed significant improvement in pubertal changes experiences and quality of life of children in puberty of Experimental group.

Keywords: Pubertal Changes, Mental Health Problems, appropriate and inappropriate touch, Transitory Period, Adolescent Girls, Pubertal Education Program

TABLE OF CONTENTS

CHAPTERS	TITLE	PAGE
	DECLARATION	i
	PlAGRISM UNDERTAKING	ii
	DEDICATION	iii
	ACKNOWLEDGEMENT	I V
	ABSTRACT	V
	TABLE OF CONTENTS	V I
	LIST OF TABLES	I X
	LIST OF FIGURES	X
	LIST OF ABREVATIONS	XI
	LIST OF APPENDICES	X II
CHAPTER I	Introduction	1
	1.1 Puberty	2
	1.1.1 Height	6
	1.1.2 Growth spurt	6
	1.2 Cultural Perspective	11
	1.3 Problem Statement	14
	1.4 Research Objectives	15
	1.5 Hypotheses	16
	1.6 Significance	16
CHAPTER II	Literature Review	18
	2.1 Theoretical Framework	23

	2.1.1 Biological-Psychological Social Model	23
	2.1.1.1 Biological developmental activities	24
	2.1.1.2 Cognitive development activities	24
	2.1.1.3 Social development activities	24
	2.1.1.4 Pictorial diagram of Bio-Psycho Social Model	25
	2.1.2 Social Cognitive Theory	25
	2.1.3 Pictorial diagram of Social Cognitive Theory	26
	2.1.4 Erickson's Theory of Adolescence:	26
	2.1.5 Adolescent psychoanalytic perspective	27
	2.1.6 Maturation-Disparity Hypotheses	28
CHAPTER III	Method	29
	3.1 Research Design	29
	3.2 Population & Sampling	29
	3.3 Data Collection	29
	3.3.1 Bio Data Form.	29
	3.3.2 Pubertal Changes Experience Scale (PCES)	30
	3.3.3 Quality of Life Scale for children in puberty (QOLs)	31
	3.4 Operational definitions.	31
	3.4.1 Pubertal Changes Experience Scale	32
	3.4.2 Quality of Life Scale for Children in Puberty	32
	3.5 Pubertal Education Programme.	32
	3.6 Treatment Plan for Interventional Study	33
	3.7 Procedure	37

	3.1 Sample Allocation Chart	39
	3.7.1 Summary of therapeutic sessions	40
	3.7.1.1 Session no: 01	40
	3.7.1.2 Session no: 02	41
	3.7.1.3 Session no: 03	42
	3.7.1.4 Session no: 04	44
	3.7.1.5 Session no: 05	45
	3.7.1.6 Session no: 06	45
	3.8 Statistical analysis	46
	3.9 Ethical Consideration	46
CHAPTER I V	Results	47
CHAPTER V	Discussion	59
	5.1 Implications of the study	63
	5.2 Strengths of the study	65
	5.3 Limitations of the study	65
	5.4 Conclusion of the study	67
	References	68
	Appendices A-Z	82

LIST OF TABLES

TABLES	TITLE	PAGE
Table 3.6	Treatment Plan for Interventional Study	33
Table 4.1	Demographic characteristics of participants of the sample (N=60)	47
Table 4.2	Psychometric properties of Pubertal Changes Experience Scale and Quality of life scale for Children in Puberty (N=60).	52
Table 4.3	Mixed (2x3) Factorial MANOVA for Pre-Post-Follow-up Assessments of Pubertal Changes Experience assessment and Quality of Life Scale for Children in Puberty between Experimental and Control Groups among adolescence girls (N=60)	54
Table 4.4	Univariate Differences for Pre-Post and follow-up assessments of Pubertal Changes Experience Subscales (Emotional Distress, Behavioral Maturation, Self-care and management) and Quality of Life Scale for Children in Puberty(Physiological wellbeing, Mental wellbeing, Social wellbeing and Pubertal wellbeing)among adolescent girls (N =60)	54

LIST OF FIGURES

FIGURE NO.	TITLE	PAGE
Figure 2.1.1	Pictorial diagram of Bio-Psycho Social Model (Christie & Viner, 2005)	25
Figure 2.1.3	Social Cognitive Theory (Wood & Bandura, 1989)	26
Figure 3.1	Sample Allocation Chart	39
Figure 4.1	Interaction Plot of Pre-Post and follow-up Assessments of Pubertal Changes Experience Scale dimensions (Emotional Distress, Behavioral maturation, Self-care and management) across Experimental and Control groups among adolescence girls.	56
Figure 4.2	Interaction Plot of Pre-Post and follow-up Assessments of Quality of life scale for children in puberty dimensions (Physiological Well-being, Mental Well-being, Social Well-being and Pubertal Well-being) across Experimental and Control groups among adolescence girls.	58

LIST OF ABREVATIONS & SYMBOLS

WHO	World Health Organization
APA	American Psychological Association
GOP	Government of Pakistan
SHRH	Sexual Health and Reproductive Health
UNESCO	United Nation Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
N	Total number of sample
K	Total number of items
M	Average Arithmetic mean
SD	Standard Deviation
SS	Sum of mean square
η2	Partial eta square
F	Frequency
%	Percentage
α	Alpha Cronbach's index of reliability
p	Significant value

LIST OF APPENDICES

APPENDIX	TITLE	PAGE
APPENDIX A	Approval letter from Department of Professional Psychology, Bahria University, Lahore Campus	82
APPENDIX B	Approval letter from Ethical Review Committee	83
APPENDIX C	Permission Letters from Authors of Assessment Measures/Therapy Manual	84
APPENDIX D	Consent form	90
APPENDIX E	Demographic Sheet	93
APPENDIX F	Data Collection Measures Pubertal Changes Experience Scale, Quality of Life Scale for Children in Puberty.	95
APPENDIX G	Plagrisim Undertaking Report	99