

Educational role of the nurse in relation to sexual behavior of junior high school students

Magdalena Brodowicz-Król ¹

1 Medical University of Lublin,

Faculty of Health Sciences, Department of Pediatric Nursing.

Abstract : Human sexuality and sexuality in modern times are widely discussed topics. There are many publications that deal with this issue. This is perhaps due to the following global. socio-cultural changes, the return of which is unknown in the long run. The transformations concern the perception of a sense of gender identity. Scholars wanting to capture this extremely rich reality in a certain framework using a variety of tools. They do this rarely bypassing contexts, in line with prevailing trends, which prevents them from looking objectively at the subject of their research. Such research germinates with information chaos that floods us all pages.

Aim : The purpose of the work is the educational role of the nurse in youth attitudes towards sexual behavior.

Material and Methods :

The research was carried out at the turn of April and June 2014. The study involved 94 students from two schools from the Junior High School in Wólka Pełkińska, Podkarpackie Province and from G Junior High School No. 9 in Lublin, Lubelskie Province. The diagnostic method that was used in the study was the diagnostic survey. The research tool used was the scale "Attitudes of junior high school students towards sexual behavior". It

consists of 21 questions, of which eight are questions from the record. The database was created and statistical analyzes were carried out based on Statistica 9.1 computer software (StatSoft , Poland).

Results : The relationships that were shown in the description of the research of this work could result in pedagogical practice. Knowing what relationships prevail in the chosen topic, one could take specific pedagogical actions. Such activities would be, for example, the orientation of school curricula of knowledge subjects to family life, and more specifically topics in the field of premarital chastity as well as sex education. However, this process could not be left without control or specifically planned actions.

Conclusion : Selected research tools have proved to meet the needs of the research problem posed. Thanks to the interpretation of the results obtained thanks to them, it turned out that there was a relationship that was sought in the research. It says that the attitudes of junior high school students towards sexual behavior are directly related to social conditions. The hypotheses put forward at work proved successful - the gender structure differentiates attitudes of junior high school students towards sexual behavior.

Key words : attitudes, sexual behavior, youth

Introduction

The attitudes of junior high school students towards sexuality are also one of the issues related to human sexuality. It seems that this issue is not eagerly taken up, and even less so it does not enjoy a social one . recognition in today's world. However, this is an important issue and it is definitely worth addressing.

Despite the long existence of the term 'attitude', it is not clearly defined to this day. The concept. it functions in various fields of science such as philosophy, sociology, psychology, anatomy and has no general determination. For this reason, there is a difference in recognition and explanation. According to GW Allport, the term 'attitude' was first used by H. Spencer and A. Bain . His classic definition defines an attitude as psychic . or nervous state of readiness to listen to or learn something, a condition that is the basis for achieving some knowledge [1]. This definition is the basis . empirical and theoretical considerations in psychological and pedagogical sciences. K. Obuchowski defines an attitude as a "latent variable", which is a kind of disposition to specific behavior [2]. Behavior as an action

towards . some object or group of behaviors constituting the whole and having common features.

The concept of "attitude" in social sciences was initiated by K. Thomas and F. Znaniecki[3]. They called an attitude a certain feature of the human psyche that binds man to the cultural environment and the ability of the individual to act on this environment.

Considering the concept of attitude in the cognitive category, one should also look at the definition of MJ Rosenberg. Cognitive elements, which are made up of the beliefs and feelings of the individual, form an ordered and shared whole. It is also possible to change the attitude to negative or positive. Supporters . this classification of attitudes is distinguished by three components: emotional - evaluative, cognitive and behavioral. The cognitive component contains information about the subject of attitude, i.e. knowledge and beliefs. The unit is assessed and compared with the applicable units . standards and norms. The emotional and evaluative area, otherwise affective, indicates pleasant and unpleasant sensations resulting from the subject-subject relationship. Refers to feelings manifested in the subject. Whereas the last ingredient . attitudes, behavioral, manifests intentional and real behavior towards the object of attitude. R. Kościelak defines this component as motivational (directs behavior 'to' or 'from' the subject of attitude) [4].

Classification of attitudes

Considering the affective component, the ambivalent or bivalent attitude they make up is distinguished . positive and negative attitudes. When the subject does not exhibit any of these attitudes, there is negative attitude.

Classification of attitudes according to H. Larkowa :

- I. Emotional attitude:
 - positive (kindness, sympathy),
 - indirect (compassion, pity, indifference),
 - negative (reluctance to view disability),
- II. Volitional Attitude:
 - positive (acceptance and willingness to keep in touch),
 - intermediate (looking at),
 - negative (avoiding contact),
- III. Intellectual Attitude:
 - positive (recognition, respect),

- indirect (curiosity, interest),
- negative (negative assessment of features)[5].

Attitudes and behavior

Wojciszke notes that attitudes influence the perception of the world. This bias is noticeable at the stage of seeking or accepting knowledge, interpreting, drawing conclusions and storing data. The author refers to the theory of social dissonance, which confirms the selectivity of information selection. This theory shows that man . most often chooses information that is consistent with his attitudes, and avoids those incompatible to . do not experience unpleasant cognitive dissonance. Man "experiences dissonance when he does something that threatens the image of himself as a decent, kind and honest person, especially when there is no way to explain the conditions . external circumstances. " This theory does not work . however, in all conditions. It is abandoned in the situation of pressure to adopt an impartial position, in the case of a matter of little significance for the subject of the subject, when we want to change our view or know counterarguments well [6].

Research methods and techniques

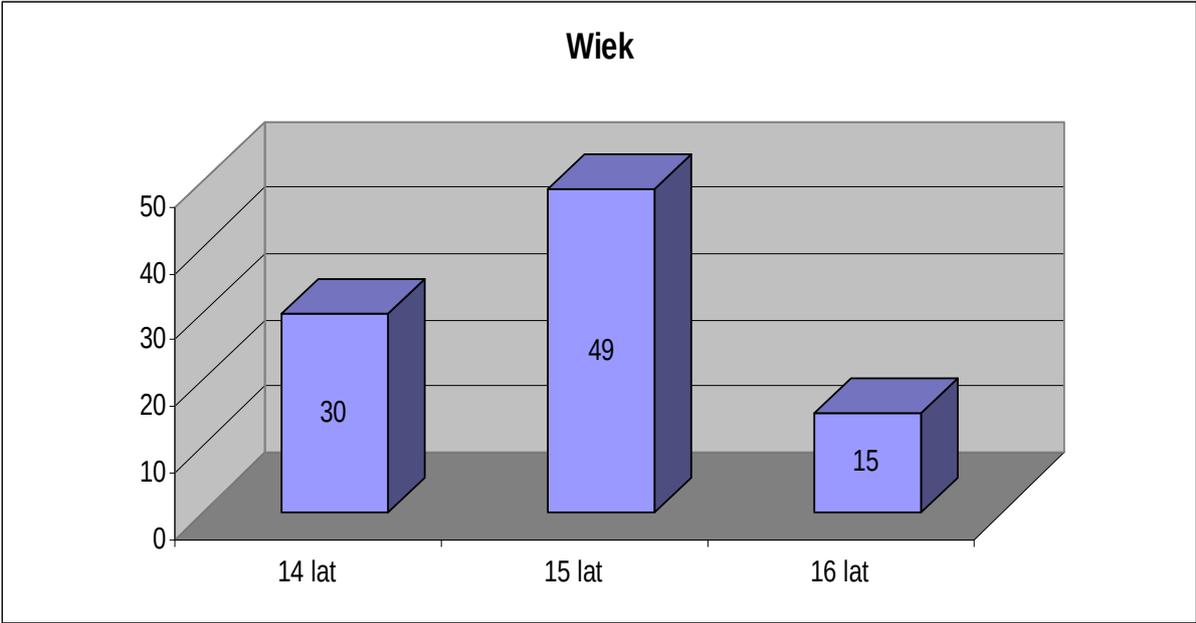
The selection of research methods and techniques follows after formulating research issues and making hypotheses and this is the next stage of the research process, which Łobocki aptly named . designing research tools. The diagnostic method that was used in the study was the diagnostic survey. The research tool used was the scale "Attitudes of junior high school students towards sexual behavior". It consists of 21 questions, of which eight are questions from the record. Questions from the record relate to sex, age, middle school class, place of residence, number of siblings, type of family, family situation and Another thirteen statements refer to sexual attitudes. Respondents had the opportunity to mark the following answers for each part of the question: I agree (symbol "Z"), I have no opinion (symbol "?"), I disagree (symbol "N" Each sheet contained instructions regarding the scale and purpose of the tests.

General characteristics of the study area and the studied population

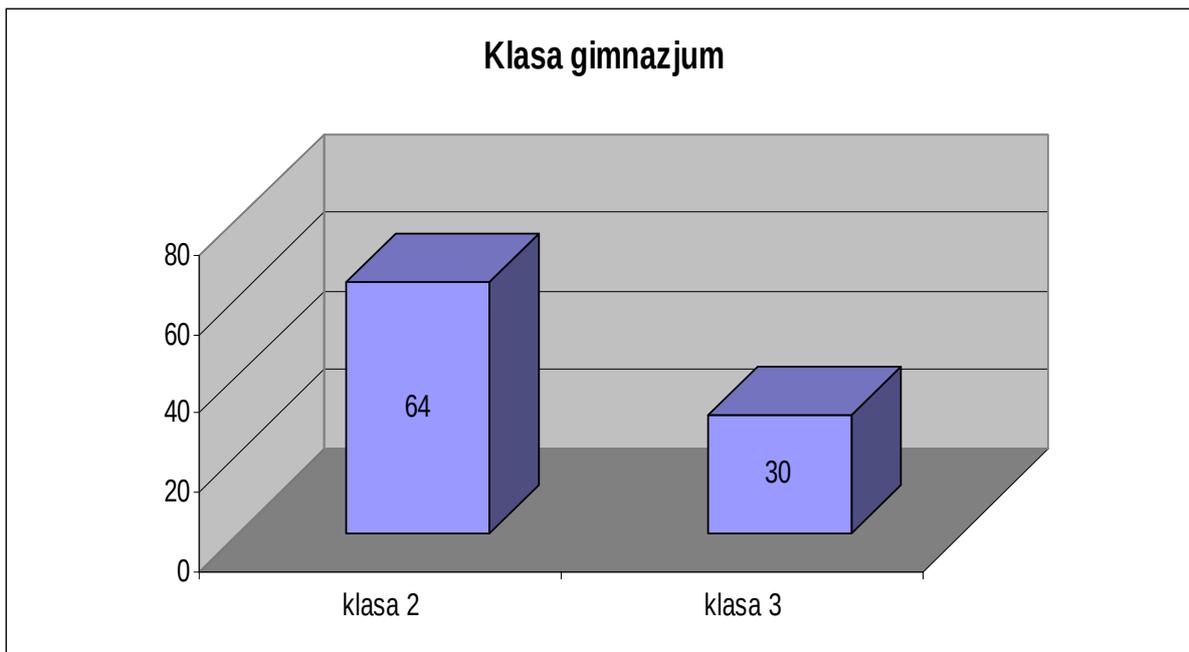
The participants of the study were junior high school students. The first bell to open the activity of the Junior High School in Wólka Pełkińska sounded during the academy on September 1, 1999 and G of Junior High School No. 9 in Lublin was established by Resolution No. 152 / VIII / 99 of the City Council in Lublin of March 11, 1999

Group characteristics

The research sample is 94 people, of which 42 (%) are women, while 52 (%) are men.



The survey results in Figure 1 indicate the level of education of the respondents. A large majority of students from the 2nd grade of junior high school took part in the survey, as many as 64 (%) of all respondents. The rest of measurement participants 30 (%) attended the third and last grade of junior high school.



Particular attention was paid to the selection of the group in relation to the place of residence. The main goal was to maintain similar proportions, because comparing these two groups with respect to residence can have a significant impact on the results of the study. The results are shown in chart number 2. The city has over 100,000 inhabitants, inhabited by 38 (%) respondents. However, the majority of junior high school students come from rural areas and it is 56 (%) people.

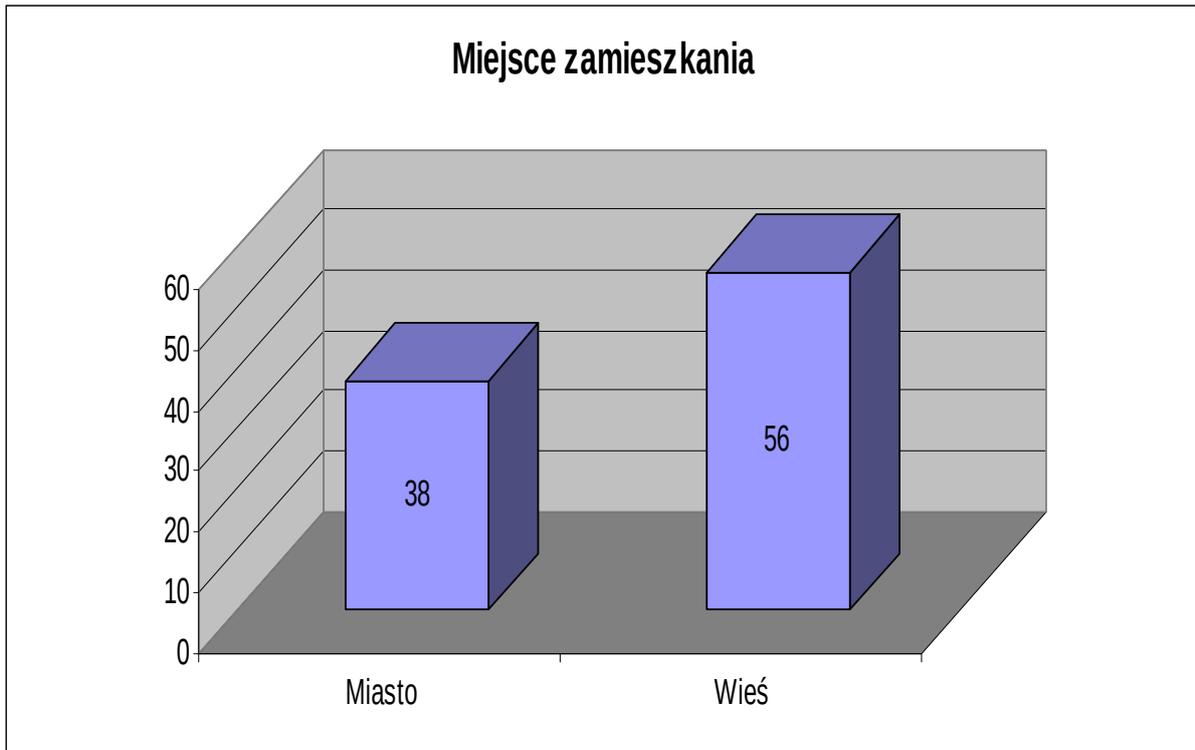


Chart 3 shows the number of siblings of the subjects. The largest number of respondents 33 (%) have one sibling. 28 (%) youth have siblings. 25 (%) of respondents have three or more siblings. However, it does not have siblings of 8 (%) junior high school students. Referring to the results obtained by junior high school students who come from rural areas, it appears that the child is not a problem, maintaining premarital chastity is not a invention of the church, and that being a virgin is not a reason for shame. Respondents also believe that watching pornography offends their values as well as represent the view of happiness regarding premarital chastity. In most questions, rural youth avoided answering, namely regarding the satisfaction of my partner 's sexual experience , expressing their sexuality through words or touch as well as embarrassment of the conversation they heard about breaking the rules of purity.

Results

Table 1. Place of residence in relation to the village and attitude of junior high school students

lp	theorems	Village							
		I agree		I have no opinion		I do not agree		altogether	
		N	%	N	%	N	%	N	%
1	I express my sexuality through words	19	33.93	24	42.86	13	23.21	56	100
2	I express my sexuality through touch	11	19.64	25	35,71	25	44.64	56	100
3	Premarital purity is obsolete	15	26.79	21	37.50	20	35,71	56	100
4	Virginity is a problem that should be disposed of as soon as possible	2	3.57	13	23.21	41	73.21	56	100
5	Being a virgin is a shame	3	5.36	14	25.00	39	69.64	56	100
6	I would be pleased if my partner had extensive sexual experience	9	16,07	17	30.36	30	53.57	56	100
7	Young people should have their first sexual contact only after getting married	17	30.36	22	39.29	17	30.36	56	100
8	Keeping premarital chastity is a church	7	12.50	14	25.00	35	62,50	56	100

	invention that makes life difficult								
9	I would / I'd be happy / wa , if I managed to keep premarital chastity	29	51.79	12	21.4 3	15	26.7 9	56	100
10	I feel embarrassed when I witness a conversation about breaking premarital chastity	11	19.64	28	50.0 0	17	30.3 6	56	100
11	I quit watching pornography because it is against my values	thirti	53.57	16	28.5 7	10	17.8 6	56	100
12	I regularly obtain information on sexuality from various sources	15	26.79	13	23.2 1	28	50.0 0	56	100
13	I feel disgusted watching TV shows with a lot of sexual promiscuity	15	26.79	21	37.5 0	twenty	35,7 1	56	100

Table number 2 shows us the results of the thirteen statements made, which were answered by young people living in the city with over 100,000 inhabitants. The table above shows that 16 (42, 11%) respondents have no opinion and agrees with the statement that " I express my sexuality through words". And 6 (15, 79%) of the respondents do not identify with this view. Whereas 21 (55, 26%) junior high school students "Expresses their sexuality through touch". 11 (28, 95%) students do not have a position. 6 (15, 79%) study participants disagree with this statement. "Premarital purity is not outdated" for 16 (42, 11%) students. 13 (34, 21%) respondents have no opinion. However, 9 (23, 68%) agree that chastity before marriage is old-

fashioned today. 20 (52, 63%) of young people living in the city disagree with the fact that "A child is a problem that should be removed as soon as possible". And 13 (34, 21%) people do not have a position on this matter. 5 (13, 16%) junior high school students think that the child is a problem and should be disposed of. "Being a virgin is a shame" -23 (60, 53%) do not think so. But 8 (21, 05%) young people have no opinion on this topic. But according to 7 (18, 42%) junior high school students, being a virgin today is embarrassing. 16 (42, 11%) respondents have no opinion on the statement "I would be pleased if my partner had extensive sexual experience". And 11 (28, 95%) young people living in the city express their approval as well as the same number of people, on the contrary, dislike this slogan. Regarding the sentence "First sexual contact young people should only have after getting married" - 22 (57, 89%) respondents disagree. 11 (28, 95%) students did not refer to this claim. And 5 (13, 16%) middle school students agree with the above opinion. 15 (39, 47%) of respondents did not show their position on the claim that "Preservation of premarital chastity is an invention of the Church making life difficult." However, 12 (31, 58%) students disagree. But 11 (28, 95%) people participating in the study agree and believe that cleanliness before marriage is a church history. Again, 18 (47, 37%) - the majority of middle school students living in the city have no opinion on the further allegation of "I would / I'd be happy / wa , if I managed to keep premarital chastity". However, 11 (28, 95%) respondents approve of this position. Only 9 (23, 68%) respondents disagree with this view. As for the next question whether "I feel embarrassed when I witness a conversation about breaking premarital chastity", the results rank in similar positions, among others 18 (47, 37%) of respondents do not have a position regarding this statement. 11 (28, 95%) respondents feel embarrassed when they hear about breaking the rules of chastity before marriage. And 9 (23, 68%) students do not feel shy. 19 (50, 00%) of the surveyed youth did not respond to the statement "I quit watching pornography because it is in conflict with my values." Watching pornography offends 12 (31, 58%) junior high school students. And 7 (18, 42%) of the surveyed youth disagree with the above opinion. The penultimate sentence for junior high school students living in the city is whether "I systematically get information on sexuality from various sources" - 14 (36, 84%) respondents have no opinion on this topic. However, 13 agree (34, 21%). And 11 (28, 95%) of respondents do not get information on sexuality. "I feel disgusted watching TV programs with a lot of sexual promiscuity" - this is the last question that has been put to junior high school students living

in the city. Regarding the above statement, 16 (42, 11%) respondents disagree. And 12 (31, 58%) have no opinion on this topic. However, 10 (26, 32%) feel embarrassed watching TV where there is a lot of sexual promiscuity.

Table 2. Place of residence in relation to respondents living in the city and attitudes of junior high school students

lp	theorems	City							
		I agree		I have no opinion		I do not agree		altogether	
		N	%	N	%	N	%	N	%
1	I express my sexuality through words	16	42.1	16	42.11	6	15,7	38	100
2	I express my sexuality through touch	21	55.2	11	28.95	6	15,7	38	100
3	Premarital purity is obsolete	9	23.6	13	34.21	16	42.1	38	100
4	Virginity is a problem that should be disposed of as soon as possible	5	13.1	13	34.21	20	52.6	38	100
5	Being a virgin is a shame	7	18.4	8	21.05	23	60.5	38	100
6	I would be pleased if my partner had extensive sexual experience	11	28.9	16	42.11	11	28.9	38	100
7	Young people should have their first sexual contact only after getting married	5	13.1	11	28.95	22	57.8	38	100
8	Keeping premarital chastity is a church invention that makes life difficult	11	28.9	15	39.47	12	31.5	38	100

9	I would / I'd be happy / wa , if I managed to keep premarital chastity	11	28.9 5	18	47.37	9	23.6 8	38	100
10	I feel embarrassed when I witness a conversation about breaking premarital chastity	11	28.9 5	18	47.37	9	23.6 8	38	100
11	I quit watching pornography because it is against my values	12	31.5 8	19	50.00	7	18.4 2	38	100
12	I regularly obtain information on sexuality from various sources	13	34.2 1	14	36.84	11	28.9 5	38	100
13	I feel disgusted watching TV shows with a lot of sexual promiscuity	10	26.3 2	12	31.58	16	42.1 1	38	100

Conclusions

To sum up the obtained results regarding junior high school students living in the city with over 100,000 inhabitants, it results that respondents express their sexuality through touch and words. On the other hand, the majority of respondents did not have any opinions regarding claims regarding pornography, as well as those about embarrassment regarding the subject of chastity before marriage. Junior high school students think that being a virgin is not a shame. But they do not agree that young people should have their first sexual contact after marriage.

BIBLIOGRAPHY

1. Ajdukiewicz K., *Zarys logiki* , Warsaw 1953
2. Bajkowski T., " *Femininity and masculinity in the perception of academic youth*".
Warsaw 2010
3. Academic Publishing House "Żak".
4. Bujnowska A., Determinants of the attitudes of pedagogy students towards the disabled, Lublin 2009
5. Brannon L. *Psychology of the genus* . Gdańsk 2002 ,: GWP.
6. Brzezińska A. " *Social development psychology*" . Warsaw 2000 ,: SCHOLAR Publishing House
7. Brzeziński J., *Methods of psychological research in outline* , Poznań 1975
8. Cybal-Michalska A., Pro- development attitude. In: Pilch T. (ed.) *Pedagogical Encyclopedia of the 21st Century. Volume IV* (727). Warsaw 2005 ,: Akak Publishing House.
9. Drabik L., Kubiak-Sokół A., Sobol E., Wiśniakowska L. " *Dictionary of the Polish Language PWN*" , Warsaw 2007 ,: PWN Scientific Publishing House.
10. Dziewiecki M. "Love that amazes". Kraków 2005 ,: Publisher, eSPe .
11. Dziewiecki M. "How to help young people develop? Suggestions for parents and educators. " Szczecinek 2009 ,: "Our Future" Foundation . Pachecka G.
12. Erikson E. " *Childhood and Society*" . Gdańsk 1997, 272: REBIS Publishing House
13. Fijałkowski W. Human sexuality. Fertility. In: Troczyński M. (ed.) " *Fertility recognition. Handbook* . " (11) Warsaw 2009, p. 11: BONAMI Publishing House - Printing House.
14. Gnitecki J., Introduction to the general research methodology in pedagogical sciences, vol. II. Creating knowledge about education in pedagogical sciences, Poznań 2007
15. Grzelak J., Jarymowicz M. Identity and interdependence. In: Strelau J. (ed.) " *Psychology. Academic Handbook. Volume III* ". Gdańsk 2000 ,: GWP.
16. Gruszczyński LA, Elements of methods and techniques of sociological research, Tychy 2002
17. Kamiński A., Method, technique, research procedure, [in:] *Pedagogical studies*, vol. XIX, Wrocław 1970

18. Kamiński S., Science and method. The concept of science and science classifications, Lublin 1992 Kotarbiński, Logic Course, Warsaw 1960
19. Kirenko J., M. Korczyński, In view of disability, Lublin 2008.
20. Lutyński J., Methods of social research. Selected issues, Łódź 2000
21. Larkowa H., *Attitudes of the environment towards invalids* , Warsaw 1970
22. Łobocki M., *Methods and techniques of pedagogical research* , Kraków 2005
23. Mandal E. "Femininity and masculinity: popular opinions and research". Warsaw 2003, ed. Academic "Żak".
24. Mandal E. Femininity and masculinity in psychology. In: Barska A., Mandal E. (ed.) "*Identity of socio-cultural gender*". Opole 2005 ,: Publisher of the University of Opole.
25. Mądrzycki T., Psychological regularities in shaping attitudes, Warsaw 1977.
26. Mika S. *Social psychology*. Warsaw 1984.
27. Muszyński H., *Introduction to pedagogy methodology* , Warsaw 1971
28. Nowak S. *Teorie attitude* , Warsaw 1973.
29. Nowak S. *Introduction* [in that:] *Methods of sociological research. Choice* , Warsaw 1965
30. Zaczyński W. *Teacher's research work* , Warsaw 1968;
31. Juszczak S., *Methodological foundations of empirical research in computer science* , Kraków 1998;
32. Goriszowski W., *Methodological foundations of pedagogical research* , Warsaw 2006; S. Urban, W. Ładoński , *How to Write a Good Master's Thesis* , Wrocław 2001,
33. Gnitecki J., *Introduction to the General Research Methodology in Pedagogical Sciences* , vol. II. *Creating knowledge about education in pedagogical sciences* , Poznań 2007.
34. Oleś P. Personality development. In: Herwas-Napierała B., Trempała J. (ed.) "*Psychology of human development. Development of mental functions. Volume III*" . Warsaw 2002 ,: PWN.
35. Okoń W. "*New Pedagogical Dictionary. Third edition revised*" (408). Warsaw 2001: Academic Publishing House "Żak".
36. Opozda D. "*The structure and content of individual knowledge about education*" . Lublin 2012, Scientific Society of the Catholic University of Lublin John Paul II Catholic University of Lublin.

37. Pabis S., *Methodology of empirical sciences. 12 lectures* , Koszalin 2007
38. Perico G. " *Youth and Sexuality*" . Kraków 1996 ,: WAM Publishing House.
39. Pieter J., *Zarys methodology of scientific work* , Warsaw 1975
40. Pilch T., *Principles of pedagogical research* , Wrocław-Warsaw-Kraków-Gdańsk 1977
41. Póltawska W. Sexuality as a gift and task. In: Kornas-Biela D. (ed.). " *Family: source of life and school of love*" . Lublin 2000 ,: Scientific Society of the Catholic University of Lublin.
42. Póltawska W. Shame and shame as an affirmation of mystery. In: John Paul II. " *He created them male and female. Christ refers to the "beginning."* For John Paul II *theology of the body* ". Lublin: 1981, RW KUL Publishing House
43. Póltawska W. " *Eros et iuventus !*" Częstochowa 2009: Edition of Saint Paul
44. Rawa-Kochanowska A. " *Sense of gender identity in theory and research*". Warsaw 2011 ,: Engram.
45. Skarzyńska M. " *May you live in more interesting times .*" Will changes in the understanding of gender categories change our society ?. Barska A., Mandal E. (ed.). *The identity of the socio-cultural gender* . Opole 2005 ,: Publisher of the University of Opole
46. Sołoma L., *Methods and techniques of sociological research. Selected issues* , Olsztyn 1999
47. Skorny Z., Master's theses in psychology and pedagogy, Warsaw 1984
48. Wojciszke B. Man in relations with others. In: Strelau J. (ed.) *Psychology. Academic Handbook* . T.3. Gdańsk 2003 ,: GWP
49. Wojtyła K. " *Love and responsibility .*" Lublin 1982 ,: Publisher of the Scientific Society of the Catholic University of Lublin.
50. Żegnałek K., *Methods and techniques used in pedagogical research* , Warsaw 2008