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MOTIVATION THEORY FOR AIDS PREVENTIVE BEHAVIORS MODIFICATION  
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AIDS is a major public health problem. It has negative effects to the society and the economy of the country. The main antecedent of infection was the sexual relationship without precautions. Nowadays, adolescent girls in education institutions have tendency to be infected by AIDS more than before. The objective of this quasi-experiment research was to assess the effectiveness of a health education program created to enhance AIDS preventive behaviors of students. The program applied Rogers' Protection Theory integrated to five subject classes regarding AIDS. Fifteen lesson plans were carried out. Participants comprised 96 female vocational students of the private commission, Chachoengsao province. Forty-six were assigned to the experimental group and 50 were assigned to the control group. The experimental group enrolled in fifteen lesson plans. Each lesson emphasized student centered teaching methods, brain storming, modeling observation, group discussion, role-playing, demonstration and practice. Data was collected three times. The first was before the lessons, the second was one week after the lessons, and the last was for the follow up, five weeks after the lessons. Questionnaires and interviews were used to collect data.

At the end of the study, the experimental group gained a significant higher level of threat appraisal, comprised of the perceived severity and susceptibility, higher level of coping appraisal, comprised of self-efficacy expectancy and response efficacy, intention to prevent AIDS, and AIDS preventive behaviors. The results of this study indicated that integrated teaching applying the Protection Motivation Theory was effective for changing AIDS preventive behaviors among female students. This health education program should be applied to strengthen AIDS preventive behaviors of all female students.