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KEY WORDS : INTEGRATED TEACHING/PROTECTION MOTIVATION THEORY  
INFORMAL EDUCATION STUDENTS

SITTIPON NILABUT : ACHIEVEMENT OF INTEGRATED TEACHING  
USING THE APPLIED PROTECTION MOTIVATION THEORY ON AIDS PREVENTION  
AMONG INFORMAL EDUCATION STUDENTS IN SARABURI. THESIS ADVISORS :  
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The study was designed as a quasi-experimental research aimed to study the effect of integrated teaching on AIDS prevention using the applied Protection Motivation theory on informal education students in Saraburi. Seventy-six non-formal education male students were selected as subjects of this study. Forty subjects were assigned to the experimental group and the rest were in the comparison group. The experimental group participated in the health education program while the comparison group did not. The health education activities included games, experience group discussion, role playing and demonstration. Self administered questionnaires were used for data collection, before and after the intervention as well as at follow up. Percentage, arithmetic mean, standard deviation, student's t-test and Paired Samples t-test were applied to data analysis.

The result showed that after the program, the experimental group had significantly better perceived severity and susceptibility of AIDS, self-efficacy, response efficacy and intention to develop AIDS prevention behavior than prior to the program. However, there was no significant difference in AIDS prevention behavior due to the short period of time for conducting the intervention. The research findings showed that integrated teaching on AIDS prevention using the applied Protection Motivation theory was useful with informal education students and can be applied to other similar groups.