Independent Study Title	Factors Affecting Self Practices in Iodine Deficiency Prevention Among 6th Grade Primary School Students in Chiang Khong District, Chiang Rai Province
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Abstract

The purposes of this study were to investigate knowledge, belief and practices in iodine deficiency prevention; the correlation between knowledge, belief, supportive and stimulating factors and self practices in iodine deficiency prevention among 6th grade primary school students ; and compare self practice among students with different individual factors. The sample consisted of 8 teachers who were responsible for school health programs, 10 parents and 215 grade 6th students (except hill-tribe students) from 8 primary schools in Chiang Khong district, Chiang Rai province. Sample was selected by multi-stage random sampling. Data were collected by

using a questionnaire and in-depth interview. Content validity and reliability were tested. Data were analysed by using frequency, percentage, mean, standard deviation, Pearson 's product moment correlation coefficient, t- test, analysis of variance and Scheffe's multiple comparison method.

The findings were as follow:

The students had total score on knowledge about iodine deficiency in moderate level. The scores were low in the items related to risk group for iodine deficiency and symptoms of severe iodine deficiency. Only 7.0 % knew the method of supplement iodine in fish sauce. Most of students' belief was correct concerning the cause and method of iodine deficiency prevention but was incorrect concerning the use of iodine salt solution for treatment of simple goitre. The score on self practice in iodine deficiency prevention was low especially drinking iodinate water. Only 9.8 % and 31.2 % drank iodinate water at school and home, respectively. About 73.5 % used iodine salt for cooking, 39.0 % had seafood two to three times per week, and 48.4 % knew how to buy iodine salt correctly. More than half bought salt without noticing the trade sign and the composition of iodine in salt.

The correlation between knowledge, belief, supportive and stimulating factors and self practices in iodine deficiency prevention was positive with statistical significance at .01. The practice scores of students with different status of health promotion student - leader and zone of school was statistically significant different at .05 and .01. The practice scores of students with different sex, stage of iodine deficiency and parents' education and occupation were not different.