

Thesis Title	A Development of a Training Program on Sex Education for Young Students, Health and Physical Education Strand Group, for Prathomsuksa 5 and 6 Students
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ABSTRACT

The objectives of this study were to: 1) develop a training program on sex education for young students, Health and Physical Education Strand Group, for Prathomsuksa 5 and 6 students and 2) evaluate and improve the training program on sex education for Prathomsuksa 5 and 6 students. The sample, obtained by simple random sampling, consisted of 50 Prathomsuksa 5 and 6 students from Ban Bueng Na Chan School during the 2014 academic year. The research instruments were: 1) a training curriculum, 2) a training plan, 3) a learning achievement test with a reliability value of 0.866, 4) a questionnaire on attitude towards sex behavior in teenagers, and 5) an assessment form on students' satisfaction towards the training program. Data were analyzed in terms of mean, standard deviation, t-test, and content analysis.

Findings were as follows:

1. The training curriculum on sex education for Prathomsuksa 5 and 6 students consisted of principles, objectives, structure, content framework, training activities, training media and materials, training duration and evaluation and measurement. The training lasted 2 days totalling 12 hours.

2. The results of training evaluation and improvement were as follows:

2.1 The students' learning achievement after the training was significantly higher than that before the training ($p < .05$).

2.2 The students highly agreed on teenagers' sex behavior presented in the training curriculum on sex education.

2.3 The students' satisfaction towards the training curriculum on sex education was at the highest level.

2.4 The training curriculum improvement was as follows:

1) The training content should present knowledge on sexual health and effects of premarital sexual behavior so that students know how to take care of themselves and act properly towards the opposite sex.

2) The training included activities that encouraged students to brainstorm and contribute to group presentations. In the early stage of training, students were not confident to participate in class presentations, so they were asked to give presentations in groups. Moreover, the researcher and the trainer provided additional explanation.

3) The training duration seemed to last longer than expected because every group had to give presentations on the same topic. Therefore, each group was required to give a presentation on only one topic. Individual group members were required to take part in the presentations.