

Abstract

The research, entitled "Development Primary School Teachers Who Teach Sex Education" were to study (1) the nature of sex education management in primary school (2) development methods for primary school teachers who teach sex education. The subject of this study were 205 teachers and 284 administrators in primary schools. The instrument was a set of questionnaire with Cronbach's alpha coefficient 0.859. Data analysis was conducted by ready-made program for the research on social administration.

The result of the study revealed that there was sex education in health and recreation classes. There was no budget appropriated for development teachers about sex education and for educational media used in learning activities. Sex education in classes were taught by lecture at most. For extra curriculum activity on sex education was mainly set up for life skill training purpose. Besides, the primary schools always sent teachers to participate sex education workshop for 3 times per year or more.

Most agreed that learning management and development teachers who teach sex education was necessary. And sex education should be taught since 4th grade. Suitable development methods for primary school teachers who teach sex education should be training techniques and skills for teaching.

Period of occupation ($p<0.05$), being home-room teacher or not ($p<0.05$), sex ($p<0.01$), and number of teaching hours ($p<0.001$) made significant difference in the opinions of the necessity for development primary school teachers who teach sex education.

For development methods for teachers who teach sex education in primary school, it was found that status ($p<0.05$) and sex ($p<0.01$) made significant difference in the opinions of supporting teachers to pursue continuing education in sex education. Period of occupation ($p<0.05$) made significant difference in the opinions of development of teachers in providing educational equipment in sex education classes. Being home-room teacher or not ($p<0.05$) made significant difference in the opinions of supporting education equipment and educational media such as TV, VDO, VCD and Internet for sex

educational purpose, supporting teachers to study tour the best-practiced school in management about sex education, training teachers about techniques and skills to teach sex education, and workshop provision to change experience about teaching sex education. Being home-room teacher or not ($p < 0.001$) made significant difference in the opinions of activities for supporting positive attitude of teachers who teach sex education, providing printed materials e.g. newspaper, magazine, and journal about sex education for teachers to use in class room and to conduct research, and training subject matter about sex education for teachers. Number of teaching hours ($p < 0.05$) made significant difference in the opinions of the network management among primary schools that encourage sex education classes.

Recommendation drawn from this study would be that administrators in primary schools should encourage management about sex education since primary school level by providing budget appropriated for supporting development teachers and educational media for learning activities. Administrators should provide opportunities for primary school teachers through self-development programs in developing knowledge, techniques and skills, and attitudes of primary school teachers who teach sex education.