

**MEANINGS OF SEXUAL HEALTH AMONG  
UNIVERSITY STUDENTS**

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Entitled  
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The objectives of this research were: 1) to study the meanings of sex, health, and sexual health among university students; 2) to study the turning points and importance of these meanings for the university students; and 3) to study lifestyles and experiences related to these meanings. The main data in this qualitative research was collected through in-depth interviews with 28 university students in Bangkok, who were divided into 3 groups, respectively characterized by their propensity for night life, propensity for extra-curricular activities, and their membership of the honors class.

The results revealed that: 1) among sexually experienced university students, an acceptance of premarital sex with their lovers was one of the meanings attributed to sex. Physical health was seen as important to them because it related to their daily lives. The 28 university students' meanings of sexual health showed that different risks applied to the different groups in the study depending on experiences. Not every group understood sexual violence because they thought they could protect themselves from sexual violence by not having sex or by only having sex with known sexual partners. The night life group had the highest risk in terms of STDs, HIV/AIDS, and unwanted pregnancy because their protection methods were based on a concept of sexual enjoyment in which condoms were not used, types of sexual partners, cost saving on condoms, and misunderstanding about protection methods. In contrast, the activity group and honors class group considered that sexual self-control, i.e. not having sex, was the best protection method from any sexual health problem. Some of the more sexually experienced university students in these two groups often used condoms with their lovers because their sexual enjoyment was enhanced as condoms gave them greater confidence in protection from unwanted pregnancy. 2) The university students' new meanings were the result of important turning points which came out of their direct experiences. Each group considered sexual health less important than sex and health themselves because they thought they were not at any risk or did not face any problem about their sexual health. 3) Having self-control of their lifestyles and experiences was an important condition in the development of their meanings of sex, health, and sexual health.

The recommendations are that: 1) counselors should organize suitable programs to address sexual health risks of each group; 2) counselors should increase university students' awareness of the importance of sexual health by recommending that university students use their experiences as "the risk turning points of sexual health" before problems occur, i.e. prevention is better than cure; and 3) counselors should give them suitable and correct knowledge about protection methods to prevent sexual health problems.

**KEY WORDS: MEANINGS/ SEXUAL HEALTH/ UNIVERSITY STUDENTS**

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การให้ความหมายเรื่องสุขภาพทางเพศของนักศึกษามหาวิทยาลัย  
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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาการให้ความหมายเรื่องเพศ สุขภาพ และสุขภาพทางเพศของนักศึกษามหาวิทยาลัย เพื่อศึกษาจุดหักเหและความสำคัญของการให้ความหมายเรื่องเพศ สุขภาพ และสุขภาพทางเพศของนักศึกษามหาวิทยาลัย และเพื่อศึกษาวิถีชีวิตและประสบการณ์ที่ส่งผลต่อการให้ความหมายเรื่องเพศ สุขภาพ และสุขภาพทางเพศของนักศึกษามหาวิทยาลัย โดยใช้ระเบียบวิธีวิจัยเชิงคุณภาพซึ่งเน้นการสัมภาษณ์เจาะลึกกับนักศึกษามหาวิทยาลัยในกรุงเทพฯ รวม 28 คน ประกอบด้วยกลุ่มที่วัยกลางคืน กลุ่มทำกิจกรรม และกลุ่มที่มีผลการเรียนดี

ผลการศึกษาพบว่า 1) นักศึกษาที่มีประสบการณ์ทางเพศได้ให้ความหมายเรื่องเพศที่ยอมรับการมีเพศสัมพันธ์ก่อนแต่งงานโดยเฉพาะกับคนรัก การให้ความหมายเรื่องสุขภาพของทุกกลุ่ม พบว่า สุขภาพกายมีความสำคัญเพราะเกี่ยวข้องกับชีวิตประจำวัน สำหรับการให้ความหมายเรื่องสุขภาพทางเพศได้แสดงให้เห็นถึงความเสี่ยงที่ต่างกันไปตามแต่ละกลุ่มและประสบการณ์ นักศึกษาไม่ตระหนักเรื่องความรุนแรงทางเพศ เพราะสามารถป้องกันได้โดยการไม่มีเพศสัมพันธ์หรือมีเพศสัมพันธ์กับคู่นอนที่ตนรู้จัก กลุ่มที่วัยกลางคืนมีความเสี่ยงมากที่สุดในด้านโรคติดต่อทางเพศสัมพันธ์/เอดส์ และการตั้งครรภ์ไม่พึงประสงค์ เพราะมีวิธีการป้องกันที่อยู่บนพื้นฐานของความพอใจทางเพศจากการไม่ใช้ถุงยาง ประเภทของคู่นอน การประหยัดเงินจากการไม่ใช้ถุงยาง และความเข้าใจผิดเกี่ยวกับวิธีการป้องกัน แต่กลุ่มทำกิจกรรมและกลุ่มที่มีผลการเรียนดีให้ความหมายว่า การควบคุมตัวเองโดยการไม่มีเพศสัมพันธ์ถือว่าเป็นวิธีการป้องกันปัญหาสุขภาพทางเพศได้ดีที่สุด และพบว่านักศึกษาที่มีประสบการณ์ทางเพศในสองกลุ่มนี้ได้ใช้ถุงยางกับคนรักอย่างสม่ำเสมอ เพราะถุงยางทำให้เกิดความพอใจทางเพศได้ในแง่ของความมั่นใจในการป้องกันจากการตั้งครรภ์ไม่พึงประสงค์ 2) การให้ความหมายใหม่ในเรื่องใดๆ เป็นผลมาจากจุดหักเหที่สำคัญ คือ ประสบการณ์ตรงของนักศึกษา และทุกกลุ่มได้ให้ความสำคัญกับสุขภาพทางเพศน้อยที่สุด เพราะไม่มีความเสี่ยงและไม่เคยประสบกับปัญหาใดๆ 3) การควบคุมตัวเองในวิถีชีวิตและประสบการณ์เป็นเงื่อนไขสำคัญที่ส่งผลต่อการให้ความหมายเรื่องเพศ สุขภาพ และสุขภาพทางเพศของทุกกลุ่ม

ข้อเสนอแนะคือ ผู้ให้คำปรึกษาควรจัดโปรแกรมที่เหมาะสมกับความเสี่ยงต่อสุขภาพทางเพศของแต่ละกลุ่ม ควรให้คำปรึกษาแก่นักศึกษาเพื่อเปลี่ยนไปสู่การให้ความหมายใหม่ที่เห็นความสำคัญของสุขภาพทางเพศก่อนที่จะประสบปัญหา โดยการนำประสบการณ์ของนักศึกษามาใช้ในฐานะเป็น “จุดหักเหที่เป็นความเสี่ยงต่อสุขภาพทางเพศ” และควรให้ความรู้ที่ถูกต้องและเหมาะสมเกี่ยวกับวิธีการป้องกันจากปัญหาสุขภาพทางเพศ

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## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background and significance of the problem**

Adolescence is the stage of change from childhood into adulthood including physical, mental, emotional, social, and full sexual maturation (Amporn Benjapholpitak, 2005: 1). This stage is very important because adolescents have to decide carefully that will affect their long-term future. For this reason, adolescents' success and quality of life in the future are based on their ways of life in this stage (Chai Podhisita, Orawan Sudthangkul & Malee Sanphoowan, 2005: 40).

The problems of the adolescent quality are related to the sexual health. Sexual health (The Southeast Asian Consortium on Gender, Sexuality & Health, 2007: 59) refers to women's and men's ability to enjoy and express their sexuality free from the risk of sexually transmitted diseases, unwanted pregnancy, coercion, violence, and discrimination. It means being able to have an informed, enjoyable, and safe sex life, based on a positive approach to sexual expression and mutual respect in sexual relations. In summary, Sexual health is about the protection from STDs, sexual violence, unwanted pregnancy, control over sexual access and sexual enjoyment (Dixon-Mueller, 1993: 277).

By situational studies domestically and internationally, it is found in the U.S. that 11 percent of sexually experienced adolescents ages 17 to 18 reported seven or more lifetime sexual partners. Moreover, 31.1 percent of sexually experienced females and 45 percent of sexually experienced males reported six or more sexual partners by age 21. The most recent youth risk behavior survey of the United States found that 79.5 percent of college students ages 18-24 have had sex, and found that the percentage of adolescents ever having sex will be increased in number by levels of education (Child Health, USA, 2004: 36-38; Dillard, 2002: 1-2). However, American

adolescents are at high risk of sexual health as can be seen that there were 63 percent of sexually active students reported using a condom during their last sexual intercourse. Condom use by male students is reportedly higher than condom use by females in every grade, and younger students reported more condom use during their last sexual intercourse than older students.

As for the sexual health problems of American adolescents, adolescents (ages 15-19) and young adults (ages 20-24) are at much higher risk of contracting STDs than are older adults. Of the 7,446 cases of HIV infection ever reported among adolescents (ages 13-19), males made up close to 44 percent and more than half of adolescent HIV infection cases ever reported, 56 percent, were among females. Birth rates were highest among the oldest adolescents, those ages 18-19, at 72.8 births per 1,000 (Child Health, USA, 2004: 39-41). In a study of students ages 12-16, seven percent had been forced against their will to do something sexual with an adult; 17 percent, with a teenager. Nineteen percent felt pressure from their friends to have sexual intercourse. Six percent said that they had sexually coerced someone else with words or actions (Dillard, 2002: 1-2).

It is found that Thai adolescents' situation is similar to the Americans adolescents. ABAC POLL (2004 quoted in Chuenruthai Kanjanajittra, et al., 2005: 32) found that youth with higher education tend to have sex more. Students in lower and upper secondary schools have sex at 8.0% whereas university students have sex at 29.9%. There is evidence that Thai adolescents and youth in general, who are sexually active, are at high risk of STDs and HIV/AIDS (UNESCO, 2003: 2).

Thai adolescents particularly in Bangkok have their thoughts, attitudes, and behaviors which may lead to sexual health problems. It can be said that some adolescents accept hug and kiss, having sex with lover, and one-night stands (ABAC POLL, Assumption University, 2004: 1). At the meantime, youth love to have relations with "giks" (casual partners), who is more important than being a friend but less important than a lover. This value might lead to various problems (Faculty of Education, Chulalongkorn University, 2004: 1).

Many researches find that youth love having sex with their lovers or the acquainted persons more than with sex workers and likely have sex with many partners in a short period of time (Ford & Kittisuksathit, 1996: 78-83; Phimpawan

Boonmongkol, et al., 1998: 53-59). It is also found that most adolescents studying in Bangkok have first sex without using condom and never use condom with close partners and one-night stands (Ministry of Public Health, 2005: 1; Noppadol Kannika, 2005: 1; Ruedej Kerdvichai, 2005: 259; Suwanna Ruengkanjanaset, 2003 quoted in Chuenruthai Kanjanajittra, et al., 2005: 94). In addition, in surveying 1,513 youth in Bangkok, it is found that 39.5% considered that Valentine's Day was the Day of Love by having sex. 60% of youth were at risk of sexually transmitted diseases or STDs and HIV/AIDS because of no condom use (Noppadol Kannika, 2005: 1).

The sexual health problems among Thai youth are HIV/AIDS. In 2005, approximately 18,000 youth of 15-24 years of age have been infected by HIV/AIDS and at present 30,000 youth have already infected. Eighty-four percent of the youth are HIV/AIDS infected by having sex (Chuenruthai Kanjanajittra, et al., 2006: 83). In addition, it is found that 47% of the aborted females in 787 public hospitals are not more than 24 years of age and 45% are less than 20 years of age (Department of Public Health, 1999 quoted in Chuenruthai Kanjanajittra, et al., 2004: 96). It is found with sexual violence among youth that they have been increased from 1,735 cases in 2003 to 2,417 cases in 2004. There were 942 rape cases in 2004 greater than in 2003 for more than 324 cases or daily victims raped by youth are increasing for 2.6% (Chuenruthai Kanjanajittra, et al., 2005: 51).

I consider that behavior is shaped by such meanings in different social and cultural settings (Parker, Herdt & Carballo, 1991: 78). Naphaporn Hawanont (1999: 82-83) also explains that meanings of sex will become youth's consciences, values, thoughts, sensations, and sexual behaviors.

According to the concept of Social Construction of Sexuality, social constructionist believes that sexuality is not determined by human's biological functions. Instead, it exists and is shaped through social organization (Weeks, 1986 quoted in Kusumawardoyo, 2006: 12). Each society has its own social organization allowing human beings to learn about the sexual norms (Naphaporn Hawanont, 1997: 92). In addition, sexual meanings are derived from experiences (Lally & Maddock, 1994: 53). Then, meanings as an interpretation are derived in a social context and are created through social interaction (Steele, 2005: 14-15). In summary, meanings are derived significantly from lifestyles and experiences.

The body of knowledge from the previous researches on meanings among youth has been found that it does not cover the scope of sexual health because most researches are about premarital sex, condom use, and sexual violence.

Results from these researches found that there might be more problems because youth define one-night stands as a sexual relief, enjoyment, and without bond or responsibility. Male youth consider premarital sex is the expression of satisfaction and enjoyment whereas female youth consider it as love and bond. One problem about sexual health is that using condom with lover will destroy the closeness, bond, and reduce the sexual enjoyment. In addition, sexual violence is considered as the physical assault to the female only.

There are many researches surveying the meanings of sexual health. However, there are still knowledge gaps as follows:

First, most quantitative researches on sexual behavior are characterized by outsiders' perspectives because there are bias as we can see the negative images of the Thai youth sexual relations that mass media stigmatize or conclude that they are “dek thai jai taek”, “gik-focused”, “sex addicted”, including the Valentine's Day is the day of their virginity loss (Chuenruthai Kanjanajittra, et al., 2005: 64). In addition, lessons learned from many studies about adolescents' KAP surveys of many countries (UNESCO, 2003: 2) suggest that there should be more qualitative research by including the socio-cultural norms of the community. Therefore, the body of knowledge currently lacks of in-depth studies on the meanings of sexual health which lead to the understanding on the roots of thoughts, beliefs, and the interpretation among youth (Lally & Maddock, 1994: 53; Naphaporn Hawanont, 1997: 93; Parker, Herdt & Carballo, 1991: 78-79). In other words, we are lacking of solution from youth's viewpoints.

Second, many researches of the meanings among youth often emphasize on premarital sex or premarital cohabitation. The results just show only love, satisfaction, and enjoyment or prohibitions which are different from each gender or socio-cultural context.

From the youth's present situation, it has been accepted that the premarital sex is widely. However, there are many sexual health problems such as unwanted pregnancy leading to induced abortion, HIV/AIDS and sexual violence. In addition,

the past researches in Thailand on the meaning of premarital sex and sexual health were the studies from the rural youth in the northeastern and northern regions, youth from the Hotline Services, youth in the secondary school and vocational colleges in the central region. But investigation on the meaning of sexual health among university students in Bangkok, who are at high risk of sexual health, has not been conducted yet.

The knowledge on the meanings of sexual health is mostly restricted because most researches are conducted only on the meaning of using condom. Therefore, there should shift the issue of the study from premarital sex to sexual health in every aspect in order to understand the current situation.

Finally, the past researches on meanings among youth were specific such as premarital sex and descriptive rather than the study to explain about the processes which are the roots of meanings (Naphaporn Hawanont, 1999: 85).

In summary, the study on the meanings of sexual health is important because it leads to the understanding in the roots of behaviors. Because of the gaps in the past knowledge, I have to holistically study the meanings of sexual health among university students in Bangkok by using qualitative research methods. This research is focused on the university students' meanings of sex, health, sexual health, turning points and importance of meanings in each issue including their lifestyles and experiences related to the meanings. Finally, because of the meanings have linkage with behaviors, therefore, the protection and reduction of sexual health risk behaviors need solutions at the meanings. Organizing a program of knowledge giving and counseling is one way to solve the problem at meanings. Rationally, counseling is a process helping human to think, understand oneself and problems, including helping human to decide on alternatives to solve one's problems (Pradinan Upparamai & Samorn Thongdee, 2002: 31). So I will use the findings to appropriately organize a program of knowledge giving and counseling in order to protect and reduce sexual health risk behaviors among university students.

## **1.2 Research objectives**

1.2.1 To study the meanings among university students on:

1.2.1.1 Sex and health.

1.2.1.2 Three aspects of sexual health:

1) Protection from STDs and HIV/AIDS.

2) Protection from sexual violence and unwanted pregnancy.

3) Control over sexual access and sexual enjoyment.

1.2.2 To study the turning points and importance of the meanings of sex, health, and sexual health among university students.

1.2.3 To study lifestyles and experiences related to the meanings of sex, health, and sexual health among university students.

## **1.3 Contribution of the study**

1.3.1 To gain the body of knowledge in the meanings of sexual health among university students in order to understand their roots of thoughts, beliefs, and behaviors about sexual health.

1.3.2 To gain recommendations for organizing suitable programs of knowledge giving and counseling in order to protect and reduce university students' sexual health risk behaviors.

## **1.4 Scope of the study**

The main data in this qualitative research was collected by in-depth interviews with 28 university students who were studying at a university in Bangkok, divided into 3 groups, namely honors class, activity, and night life by using the snowball sampling technique.

## **1.5 Definition of terms**

These terms are just the guideline for data collection because I will emphasize the definitions from the university students' viewpoints finally.

1.5.1 Meanings of sex, health, and sexual health are referred to a process that university students interpret the content of sex, health, and sexual health collected from their social contexts which related to their lifestyles and experiences.

The scope of meanings of sexual health contains the protection from STDs & HIV/AIDS, protection from sexual violence and unwanted pregnancy, and control over sexual access / sexual enjoyment.

1.5.2 Experiences are referred to the university students' experiences of sex, health, and sexual health which related to their meanings.

1.5.3 Turning point is a process of the university students' lives involving the change to the "new" meanings of sex, health, and sexual health.

## **CHAPTER II**

### **LITERATURE REVIEW**

I have reviewed literatures about the theoretical concepts and researches as follows:

2.1 The theoretical concepts and researches related to social process affecting the meanings of sex

2.2 The theoretical concepts and researches related to the individual and socio-cultural conditions affecting the different meanings of sex among youth

2.3 The theoretical concepts on meanings of sexual health

2.4 Researches related to youth sexual relations' situation

2.5 Researches related to the meanings of premarital sex and sexual health among youth

2.6 Conceptual framework

#### **2.1 The theoretical concepts and researches related to social process affecting the meanings of sex**

Social Construction Theory/ Social Constructionism is a theoretical perspective that holds the reality is created and sustained through human social interaction. The roots of this perspective are grounded in the sociological perspective known as "Symbolic Interactionism". For social constructionists, meanings are shaped by social environments. In other words, human learns from society and will give meanings. So meanings are derived in social context and are created through social interaction that occurs in particular social environments which human can learn how to interpret the world (Steele, 2005: 5-6, 15).

Mead views that interpersonal is a process of giving meaning and common understanding, Mead found that all behaviors are symbolic with some meaning.

However, those meanings are flexible and individuals must interpret before responding. How to give meaning is depended on an individual's learning experience. In addition, the Symbolic Interaction postulates that individual behaves how the matter interpreted is meaningful and important to him/her. Such interpretation is directly depended upon his/her past experiences with other persons. Blumer (1969 quoted in Nisa Xuto, 1997: 28-29) explains that

1. Human behaves only with matter meaningful and important to him/her only.
2. Meaning and importance come from interactions he/she has with others surrounding.
3. Meaning is what happens in the decorative and interpretive process an individual uses in managing what has happened in the past.

For over the past 20 years, the social constructionist paradigm has emerged as one of the foremost theoretical perspectives applied to the study of sex in the social sciences. Foucault (1980 quoted in Steele, 2005: 15) explained that ideas about sexuality are not hard-wired or "natural"; they arise in particular social-historical contexts.

Social constructionist also sees sexuality as a product of social and cultural influences during any specific historical periods. For example, popular ideas in Western societies at the 18<sup>th</sup> century held that women were lustful creatures who would tempt and seduce men. By the 19<sup>th</sup> century, experts said the opposite: men were supposedly more naturally sexually aggressive and women felt very little desire. In the twenty-first century, sexologists then say that they find no inherent difference between the sexual capacities of men and women. This according to social constructionist is an example of how ideas change from time to time (Edwards, 2004 quoted in Kusumawardoyo, 2006: 11-12).

In the case of the Thai societies, the economic and social changes (Yos Santasombat, 2005: 12-14) such as capitalism, consumerism, urbanization, and expansions of entertainment industries partly affect the meaning of sex and sexual relationship. This changes the social norms and values on sex. Meaning, it reduces the belief in the social sanction of sex.

Dixon-Mueller (1993: 273, 275) explains that sexual meanings in terms of masculine/feminine sexuality, perception of partnerships, and meaning of sex acts are the social construction of sexuality. Sexual meaning is a part of sexuality which has different meaning for different people in different contexts.

Therefore, social constructionism believes that sexuality is not determined by human's biological functions. Instead, it exists and is shaped through social organization (Weeks, 1986 quoted in Kusumawardoyo, 2006: 12). For social constructionists, sexuality is an arrangement of cultural norms, values, and expectations which themselves are fundamentally shaped by social power relations (Steele, 2005: 15).

In summary, the concept of meaning and the understanding in Social Construction of Sexuality is applicable to study the process related to the meaning. Rationally, meaning is the consequence of the social context and this research is focused upon meaning derived from lifestyles and experiences of the university students.

## **2.2 The theoretical concepts and researches related to the individual and socio-cultural conditions affecting the different meanings of sex among youth**

I have reviewed concepts of "meaning and understanding of social Construction of Sexuality" and found that it comes from the social process including experiences. In other words, sexual meanings are derived from a variety of sources, including affective qualities of body-related experiences, interaction with significant others (Lally & Maddock, 1994: 53).

Sexuality has different meaning for different people in different contexts (Dixon-Mueller, 1993: 273) or different behaviors are shaped by such meanings in different social and cultural settings (Parker, Herdt & Carballo, 1991: 78-79). Therefore, I have reviewed all theoretical concepts and different research works in order to summarize personal condition, social and cultural context or individual experiences affecting the differences on meanings among youth as follows.

### 2.2.1 Sex

Sex is the condition to contribute different meanings among youth. It is generally found that male and female youth provide different meaning. For example, what action is identifying sexual abuse in the sexual relation?, who will begin and who will respond?, who has rights to refuse? (Naphaporn Havanont, 1997: 93).

It is found from various studies (Kritaya Atchavanijkul & Waraporn Chaemsanit, 1995 quoted in Naphaporn Havanont, 1997: 94-98; Limsumphan, 1997 quoted in Niramol Muangsom, 2000: 35; Narin Karinchai, 2001: 201-203; Nimitr Mangmeesap, 1999: 102; Niramol Muangsom, 2000: 166-167; Phimpawan Boonmongkol, et al., 1998: 55; Sophin Mookaew, 2003: 205-206; Sujitra Thongrong, 2003: 110-113) that male and female youth contributed different meaning of sexual relationships. For example, female youth considered that premarital sex and sexual relations were love affairs, satisfaction, and female was not expected to know about sex. But male youth considered that sex was a kind of satisfaction, enjoyment, and also considered that using condom would destroy intimacy, bond of love-based and decreasing satisfaction of sexual relations.

Kritaya Atchavanijkul & Waraporn Chaemsanit (1995 quoted in Nimitr Mangmeesap, 1999: 29-30) explains about the thinking system in the different meaning of premarital sex among youth as follows:

1. Male defines that having sex is advantageous for male, but disadvantageous for female; having sex is a sexual opportunity and a distinction to be disclosed. While female considers that having sex is disadvantageous if problem occurs.
2. Male is unlikely conscious of the entailed problems of having sexual relations such as pregnancy but more worried among female.
3. They do not realize about their virginity.

### **2.2.2 Sexual experience**

Sexual meaning influences behavior and, in turn, is influenced by behavior (Lally & Maddock, 1994: 53)

Nimitr Mangmeesap (1999: 151-155) found that sexual experience had relationship with meaning. Females' meaning of premarital sex was determined by their experiences, and by evaluating actions or reactions of the partner to what extent. Female youth defined that the premarital sex was possible if being treated with love and sincerity from male. It's also found that female youth with sexual experience or abandoning partner decided to have premarital sex again with new meaning. They decided to define "premarital sex" as rejecting the social norms on discrimination of gender. They defined that there must not be any discrimination and if male could do, it was possible for female.

### **2.2.3 Living arrangement and lifestyles**

Theoretically, meaning of sex is differed by social and cultural contexts or experience (Dixon-Mueller, 1993: 273, 275; Lally & Maddock, 1994: 53; Parker, Herdt & Carballo, 1991: 78-79). So I have reviewed relationship between the living arrangement and the lifestyles in urban affecting meaning by youth. It showed that in Cambodia, young men who lived in urban area and had their lifestyles in nightclubs, bars and places of entertainment such as snooker saloons explained that sexual practices was for pleasure or the release of semen. Moreover, "paying for sex" or visits to sex workers were part of the normal routine for the majority of urban young men (Tarr & Aggleton, 1999: 378-382).

Female adolescents in the northeastern of Thailand differently defined the meanings because of different lifestyles and living arrangements (Niramol Muangsom, 2000: 145). For example, in the case of staying with relatives and taking nightlife considered sexual relations as being raped by their lovers and boyfriends because of drunkenness. In the case of staying in the dormitory, they defined sexual relations as love and satisfaction.

In summary, it's found that sex, sexual experience, living arrangement and

lifestyles in urban are conditions, which turn youth differently contribute any meaning. In addition, their experiences possibly play partially in changing the meaning. These conditions would be used in the data analysis about the patterns of university students' meanings.

### **2.3 The theoretical concepts on meanings of sexual health**

Sexual meaning is the social construction of sexuality, refers to the process by which sexual thoughts, behaviors, and conditions (for instance, virginity) are interpreted and ascribed cultural meaning. It incorporates collective and individual beliefs about the nature of the body; about what is considered erotic or offensive; and about what and with whom it is appropriate or inappropriate for men and women (according to their age and other characteristics) to do or to talk about sexuality. Sexual meaning has different meanings for different people in different contexts. Sexual meanings consist of masculine/feminine sexuality , perception of partnerships, and meaning of sex acts (Dixon-Mueller, 1993: 273- 276).

Sexual meaning includes social definitions of femaleness and maleness, attitudes toward physical embodiment, and moral values regarding sexual expression. Meaning and sexual meaning have several properties of systems and can be analyzed on three hierarchical systemic levels: individual (subjective), relational (shared), and cultural (objective) (Lally & Maddock, 1994: 53).

Symbolic Interaction Theory addresses the connection between meaning, or the internalized interpretations of experience, and external interpersonal behavior. Moreover, sexual meaning is closely intertwined with deeply rooted beliefs about human nature and the meaning of life (Lally & Maddock, 1994: 53). This theory focuses on the covert behavior – a thinking process which is the kind of behavior that others are impossible to notice (Suthep Soonthornbhesat, 1997: 206-207). In other words, the sexual behavior is determined by meaning (Parker, Herdt & Carballo, 1991: 78).

Chai Podhisita (2004: 190-196, 203) explains that the phenomenological concepts count that in every human experience or phenomena, an individual always perceives and interprets the phenomena and what interpreted is the meaning of the

phenomena. In addition, in the study of any lived experiences; researchers should count on samples' meanings who have direct experienced rather than researchers' meanings.

Naphaporn Havanont, (1997: 93; 1999: 82-83) explains that youth will interpret and give the meaning what they have received from the social contexts, which will be their consciences, values, thoughts, feelings, perspectives about sex and finally their sexual behaviors.

In summary, meaning of sex is a process that an individual interprets the sexual contents gained from experiences or the social contexts turning those who give meaning adopt sex meaning as their own through the meaning, it will further become an important root to be shifted to thoughts, attitudes, values and sexual behaviors. In addition, meaning of sex is changeable.

It has become increasingly apparent that most quantitative surveys of sexual behavior have offered only limited insights into the complex range of social and cultural meanings that may be associated with different behaviors – and to the ways in which behavior itself is shaped by such meanings in different social and cultural settings. Many researchers have recognized the importance of the individual and society as two poles of description and analysis, and new attention has focused on meaning systems in understanding both individual and social patterns of sexuality. Sex is no longer perceived as merely a biological fact, but rather as a culturally informed experience, shaped by the inner world and the material world in which humans live (Parker, Herdt & Carballo, 1991: 78-79).

Meaning is an important component of human experience, and is also important in understanding the roots of beliefs, sexual attitudes, and behaviors. Alternatively, the meaning of sex in various cultures has interlinked with the human roots (Lally & Maddock, 1994: 53). It is similar to what Naphaporn Havanont (1997: 93) notes that to understand the root of sexual behaviors among youth, we have to understand their meanings of sex.

Therefore, the significance of understanding the meaning of sexual health is the learning of interpretation and the forming meaning among youth where they gain from their experiences or the social context. It creates roots of their thinking, belief, and behavior. Although shifts in the meaning of sex occur throughout the life cycle for

both women and men (Dixon-Mueller, 1993: 275), meanings of adolescents are very important in quality of life because they are at high risk of sexual health (Kritaya Atchavanijkul & Pramote Prasartkul, Eds., 2005: 35).

Sexual health is a state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction of infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence (WHO, 2004: 1).

Sexual health is the ability to express one's sexuality free from the risk of sexually transmitted infections (STDs), unwanted pregnancy, coercion, violence, and discrimination. It means being able to have an informed, enjoyable, and safe sex life, based on a positive approach to sexual expression and mutual respect in sexual relations. It is positively enriching, includes pleasure and enhances self-determination, communication, and relationships (EngenderHealth, 2005: 1).

The Southeast Asian Consortium on Gender, Sexuality and Health (2007: 59) explains that sexual health refers to women's and men's ability to enjoy and express their sexuality free from the risk of sexually transmitted diseases, unwanted pregnancy, coercion, violence, and discrimination. It means being able to have an informed, enjoyable, and safe sex life, based on a positive approach to sexual expression and mutual respect in sexual relations.

Elements of sexual health consist of protection from STDs, protection from harmful practices and violence, control over sexual access, sexual enjoyment, and access to information on sexuality (Dixon-Mueller, 1993: 277). Moreover, "The sexuality connection in reproductive health" of Dixon-Mueller (1993: 273-276) consists of four dimensions of sexuality and sexual behavior that are socially organized along gender lines. The first two dimensions are primarily behavioral and objective, the last two are physiological or cultural, and subjective as details below.

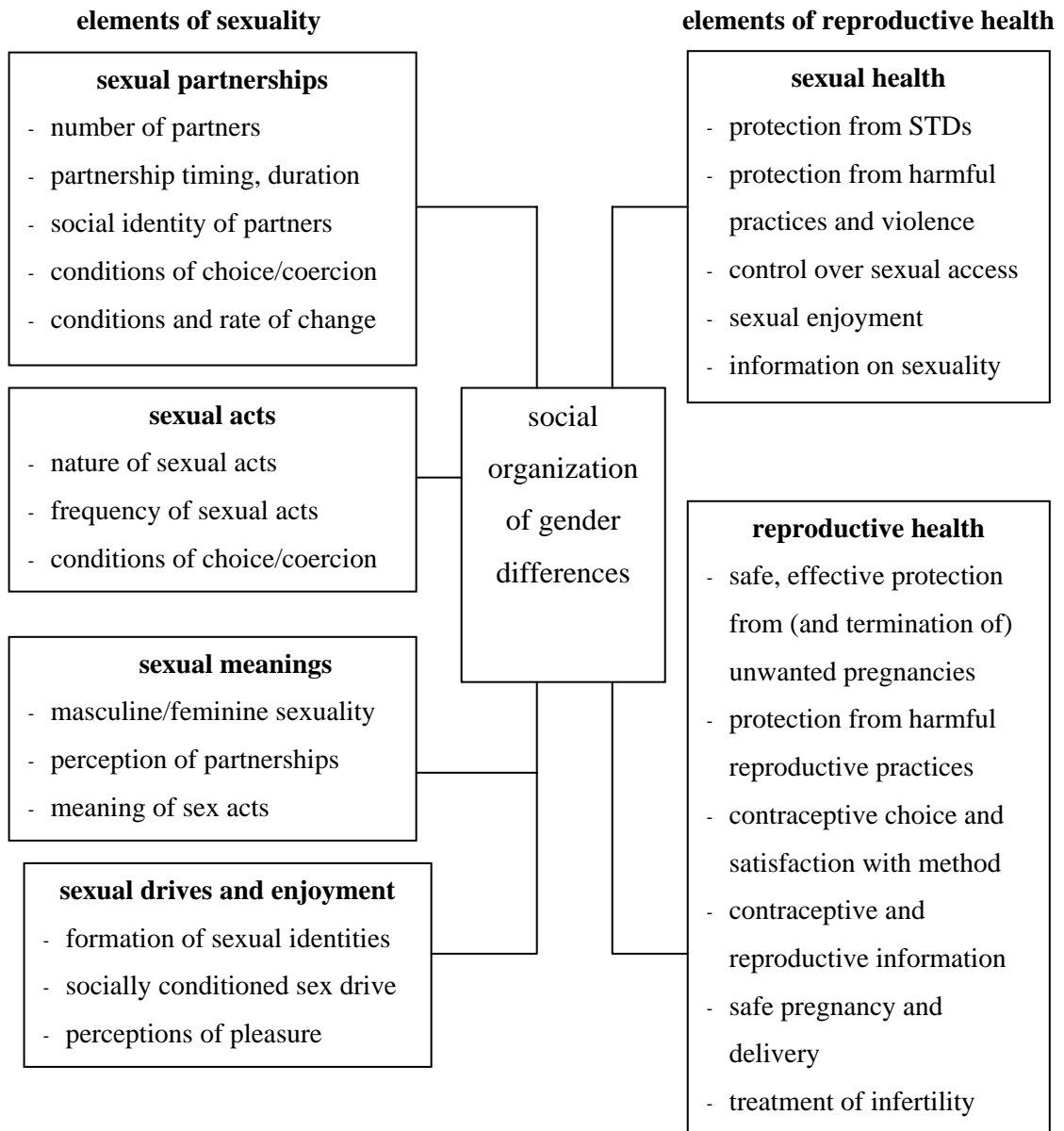
1. Sexual partnerships: this element addresses the number of each person's sexual partners, current and past; the timing and duration of sexual partnerships throughout the person's lifetime; the identity of partners (socioeconomic characteristics, relationship); the conditions of choice under which each partner is

selected or imposed; and the rate and conditions of change of partners, conditions of choice or coercion. Numbers and identities of partners are commonly incorporated into models of sexual networking and disease transmission.

2. Sexual acts: this element encompasses the nature, frequency, and conditions of choice of specific sexual practices in which individuals and couples engage, different styles of intercourse such as oral or anal intercourse, nonpenetrative forms of sexual expression such as mutual or solitary masturbation, rape or “milder” forms of coerced sex, the frequency and forms of sexual expression in which people engage are important elements of sexual and reproductive health, the need for contraception.

3. Sexual meanings: the social construction of sexuality, refers to the process by which sexual thoughts, behaviors, and conditions (for instance, virginity) are interpreted and ascribed cultural meaning. It incorporates collective and individual beliefs about the nature of the body; about what is considered erotic or offensive; and about what and with whom it is appropriate or inappropriate for men and women (according to their age and other characteristics) to do or to talk about sexuality. Sexual meaning has different meanings for different people in different contexts. Sexual meanings consist of masculine/feminine sexuality, perception of partnerships, and meaning of sex acts

4. Sexual drives & enjoyment: this element includes women’s and men’s knowledge of the body’s sexual and reproductive capacities and the ability to obtain physical and emotional pleasure from fantasy, sexual encounters, or self-stimulation, the nature of the individual’s sexual identity and response. Four elements of sexuality are related to sexual and reproductive health (Dixon-Mueller, 1993: 276-277) as figure below.



**Figure 1** Linkages between the sexuality/gender framework and reproductive health

Dixon-Mueller (1993: 278-279) proposes “ideas for research” by using this framework. The framework offers a numbers of ideas for exploring such connections. For example, meanings of sexual acts influence the decisions about contraceptive use or the experience of induced abortion. In turn, contraceptive use or the experience of induced abortion influences the meanings of sexual acts. In summary, this idea can explain that the adolescents’ experiences can affect the meanings and the meanings are

the key leading to the problems of sexual health because their thoughts, values and sexual behaviors are influenced by their meanings.

Finally, the meaning is changeable and related to lived experience. Therefore, I'm also interested in the turning points of university students' meanings.

The turning point (Clausen, 1998: 202-203) is a process involving the alternation of life path. Turning point represents circumstances or decisions that lead in time to new opportunities or events that will influence one's life such as going to the college at which one would meet one's future spouse. Generally, every life is fulfilled by minor turning point but most researchers are interested in the key turning point. So this idea is applied to investigate the turning points of the university students' new meanings.

## **2.4 Researches related to youth sexual relations' situation**

Literatures have been reviewed to determine the target population for this investigation. It is concluded in to the personal and socio-cultural conditions related to youth sexual relations, i.e. sex, education, age, sexual experience, urban area, living arrangement, and youth lifestyle as below.

### **2.4.1 Sex**

The past researches showed that male youth accepted premarital sex more than female and had sexual relations earlier (ABAC POLL, 2004 quoted in Chuenruthai Kanjanajittra, et al., 2005: 32; Choe, Hatmadji, Podhisita, Raymundo & Thapa, 2004: 5; Naphaporn Chayowan, et al., 2003: 88).

However, it is found at present that female youth have dramatically changed their values and sexual behaviors differently from the past. In other words, they admit premarital sex more with less prioritizing virginity before marriage and with more liberal sex relations (Choe, Hatmadji, Podhisita, Raymundo & Thapa, 2004: 5; Ministry of Culture & Chulalongkorn University, 2005: 1).

### **2.4.2 Education and age**

ABAC Poll (2004 quoted in Chuenruthai Kanjanajittra, et al., 2005: 32) found that youth with higher education tended to have more sexual relations. Most sexually experienced youth were studying in the universities at 29.9% and 8% in the secondary schools.

The past researches found that the more youth with higher education the more they would have sexual relations. Naphaporn Chayowan, et al. (2003: 88) found that youth with higher education tended to have higher rate of sexual relations than those with lower education. Similarly, Rampai Srinuan (2003: iv) concluded that youth had more sexual relations by levels of education.

Age – the average ages of the Thai youth having the first sexual intercourse (Chuenruthai Kanjanajittra, et al., 2004: 93) were as follows.

The average age of the Thai people having the first sexual intercourse was 18.7 years (Durex Global Survey, 2001 quoted in Chuenruthai Kanjanajittra, et al., 2004: 93). Age period of having first sex of the Thai people was 18 years, and 21.2 years for single male and female respectively (Naphaporn Chayowan, et al., 2003: 88).

In summary, it's found that the higher level of education affected more spread of having sex and most youth had the first sex at the age of 18 years. So Thai university students tend to have more sex and are also at risk of sexual health.

### **2.4.3 Sexual experience**

There is evidence that adolescents and youth in general, who are sexually active, are at high risk of STDs and HIV/AIDS (UNESCO, 2003: 2). The studies of the Ministry of Culture & Chulalongkorn University, (2005: 1) found that the Thai youth with 15-23 years preferred to have many partners, which was risky to STDs and pregnancy. It's also found that youth in cities had sex with friends or one-night stands with less using condom or never used condom (Janphen Choopraphawong, 1998: 1; Ministry of Public Health, 2005: 1; Noppadol Kannika, 2005: 1; Ruedej Kerdwichai, 2005: 259; Suwanna Ruengkanjanaset, 2003 quoted in Chuenruthai Kanjanajittra, et al., 2004: 94).

Wiphada Iamyam & Atchara Ance (2006: 93) found the causes of adolescents' one-night stands were their previous sexual experiences, heart-broken, and loneliness after separating from their lover.

In addition, adolescents considered that known sexual partners were not at risk of STDs. That's why they did not use condoms with these partners (Ford & Kittisuksathit, 1996: 92-93; Phimpawan Boonmongkol, et al., 1998: 54; Ruedej Kerdwichai, 2005: 259).

#### **2.4.4 Urban area and living arrangement**

Many researches found that youth educating in the urban tended to have more sexual relations than youth in upcountry and had sex with friends or lovers more than sex workers (Ministry of Culture & Chulalongkorn University, 2005: 1; Phimpawan Boonmongkol, et al., 1998: 54; Sukamol Wiphawipholkul, 2001 quoted in Chuenruthai Kanjanajittra, et al., 2004: 94-96). It's corresponded with the work of Ruedej Kerdwichai (2005: 259) finding that male and female youth in cities had more premarital sex than those living in the rural.

The Child Watch Program in Thailand (Thai Health Organization, 2006: 11) found that youth in the province of economic growth would have more sexual health problems. In addition, it's found that youth staying with friends or in dormitory had sexual relations more than those staying with parents (Suebphong Chaipak, 1996 quoted in Niramom Muangsom, 2000: 30-31).

#### **2.4.5 Lifestyles**

Youth lifestyles had relationship with their sexual relations particularly the liberal lifestyles e.g. going out with lover and close friends, visiting entertainment complexes, and staying in the isolated place with the opposite sex. Using drugs or alcoholic drinks were behaviors that led to the unintentional sexual intercourse. This might lead to the sexual health problems such as sexual violence, and unwanted pregnancy (Balzer & Srionsri, 1996 quoted in Niramom Muangsom, 2000: 32-33;

Phimpawan Boonmongkol, et al., 1998: 53-55; Sanengdow Wattanasakulkiat, 2004: 29-30).

In addition, Phimpawan Boonmongkon, et al. (2000: 16-21) found that youth with more liberal lifestyles had more risk of sexual relations. Places related to risky sexual lifestyle of youth were discotheque, cinema halls, and department stores. Youth used these places to know each other and court the opposite sex.

In summary, the target population in this research are male and female university students with the ages between 18-21 years in Bangkok because they are at high risk of sexual health.

## **2.5 Researches related to the meanings of premarital sex and sexual health among youth**

Knowledge of meanings in the past given by youth is found that most were the studies on meanings given to the premarital sex or the premarital cohabitation. However, knowledge of meanings on sexual health is found uncovering the framework of the sexual health.

### **2.5.1 Researches in abroad**

Amuchastegui (1999: 83, 89-90) found that female adolescents had different constructions of meanings of first intercourse in the three communities in Mexico as follows:

1. Peasant females from rural communities embraced the ideal of female chastity before marriage most strongly and did not describe themselves as having sexual desires and pleasures.

2. Rural females with better education or who had worked in an urban context recognized the existence of sexual feelings, but if they had intercourse out of wedlock they felt they were betraying local and family mores.

3. Females from Mexico City were more ready to talk to the right to sexual desire and pleasure and questioned the idea that a woman should remain a

virgin until she was married, especially when men were not expected to follow the same code.

As for the meanings of premarital sex among Cambodian adolescents, Tarr & Aggleton (1999: 378-382) found that young men, who lived in urban area which had their lifestyles in nightclubs, bars and places of entertainment such as snooker saloons, explained that sexual practices was for pleasure or the release of semen. Moreover, “paying for sex” or visits to sex workers were part of the normal routine for the majority of urban young men. In contrast to young men interviewed, young women in Cambodia did not go out in groups seeking recreational sex as part of their regular socializing activities. They realized that sex was about the notion of love.

As for the meanings of premarital sex among American adolescents, Peplau (1976 quoted in Narin Karinchai, 2001: 26) presents the concepts of sexual values among adolescents in 3 categories:

1. The traditional, which encompasses adolescents who believe that sexual abstinence is a sign of integrity and maturity.
2. The moderate, which includes adolescents who may be expected to move gradually toward full sexual intimacy as a way of communicating emotional closeness and commitment.
3. The liberal, which characterizes adolescents who are primarily interested in recreational sexual relationships.

Reiss (1960 quoted in Narin Karinchai, 2001: 22-23) presents the Reiss’s model from a study on adolescents about premarital sexual standards. There are four kinds of standards as follows:

1. Abstinence: premarital intercourse is considered wrong for both males and females.
2. Permissiveness with affection: premarital intercourse is permissible for both males and females if it occurs in the context of a stable relationship that involves love, commitment, or being engaged.
3. Permissiveness without affection: premarital intercourse is permissible for both males and females, simply on the basis of physical attraction or having a sexual relationship without love or commitment.

4. Double standard: premarital intercourse is acceptable for males, but not acceptable for females. The double standard holds regardless of the couple's relationship. On the other hand, sexual relation is considered acceptable for woman only if she is in love or she is engaged. Premarital intercourse is widely considered acceptable among males more than females in most societies.

The studies in the United States on meaning of sexual health regarding using condom (Sibthorpe, 1992 quoted in Niramom Muangsom, 2000: 35-36) found that there are 4 patterns as follows:

1. Economic-related – it is found that in sex-service of both male and female are related to money and defining it as condom-used in sexual relations.

2. Social distance-related – i.e., upon the case of superficially knowing the partner or never know before, they will use condom.

3. Intimacy-related – as for known partner, there will be confident of being safe from STDs. It is considered from cleanness, prolong intimacy, and they become the standard criteria of selecting a partner to abstain from STDs without using any condom.

4. Marriage-related and illegal relation, i.e. such pattern is related to trust and love leading not to use condom except the distrustful case.

### **2.5.2 Researches in Thailand**

There are many studies on the meaning of sex from the standpoint of youth. Most studies are about the meaning of the premarital sex or cohabitation among youth in the Bangkok slums, youth in factories, students in non-formal educational systems, youth in the northeastern region, university students in the northern region, students in the secondary school, students in the vocational school, and youth in universities and factories in Nakhonpathom province (Kritaya Atchavanijkul, 1995 quoted in Naphaporn Havanont, 1997: 94; Limsumphan, 1997 quoted in Niramom Muangsom, 2000: 35; Nimitr Mangmeesap, 1999: 59; Niramom Muangsom, 2000: 145; Sophin Mookaew, 2003: 116-117; Wiphada Iamyam & Atchara Ance, 2006: 93). It's found

that youth defined sex as one-night stands and a kind of sexual enjoyment, excitement, and free from bond or responsibility of the relations.

In addition, male youth defined sexual relations or premarital cohabitation was normal or the response of satisfaction. It was the phallocentrism, enjoyment, advantages of cohabitation on having sexual relations. The sex with payment was defined that it was the search for sexual satisfaction, new exposure, excitement, and curiosity. Female youth defined the premarital sex or cohabitation as the root of love, intimacy, bond, understanding, hope to have marriage and no hope of it, the matter of enjoyment, willingness, satisfaction or happiness. However, some female youth considered sex was prohibition.

Knowledge of sexual health meaning among the Thai youth is mostly investigated on the areas of protection of STDs which related to using or not using condoms among the rural youth in Ubonratchathani province, the youth groups using the hotline services in Bangkok and Chiangmai province (Narin Karinchai, 2001: 211-212; Phimphawan Boonmongkol, et al., 1998: 54-55; Sujitra Thongrong, 2003: 109-114). It's found that male youth viewed that using condom would destroy their intimacy, love, trust, and sexual enjoyment. But female youth viewed that they were expected not to know about sex, and they had to follow the will of their lovers.

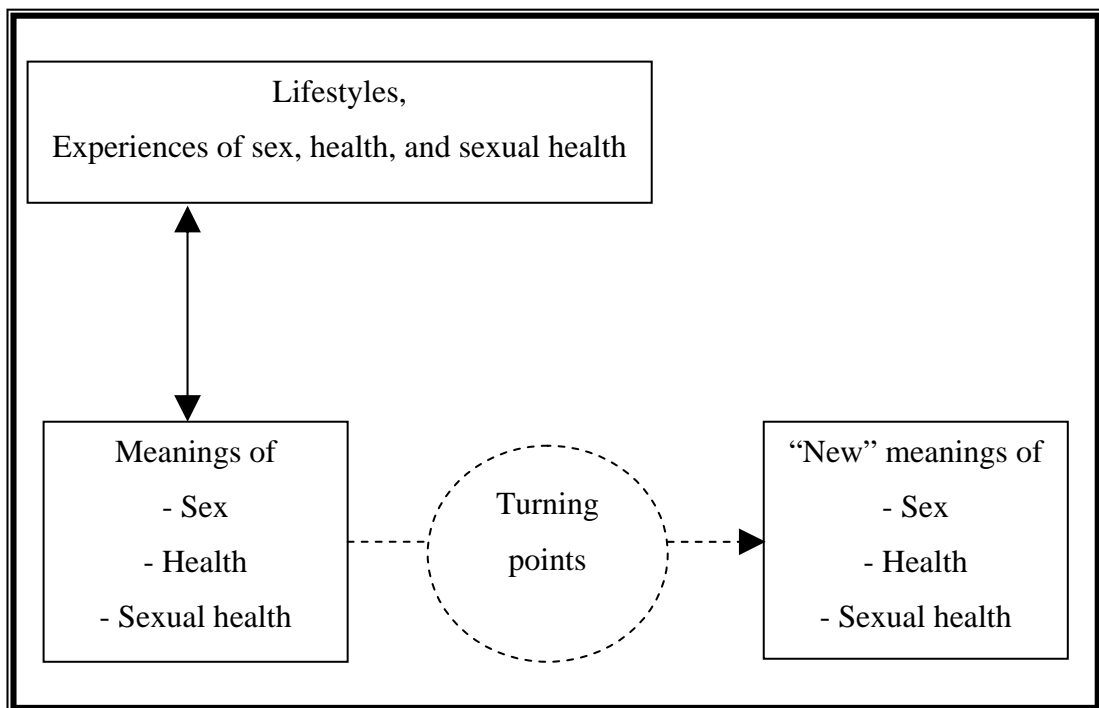
Meaning of sexual violence among female youth in the northeastern region, students of lower secondary education level, students of upper secondary education level, and students in a vocational school in the Central part of Thailand (Rampai Srinual, 2003: 49) was a physical violence of women. The sexual harassment by wording was not counted as the sexual violence but just the bad feeling such as stress, humiliation, worry, sadness, and dislike.

In summary, the previous researches were mostly the meaning of premarital sex or premarital cohabitation. That's why I have to study the meanings of sexual health in all areas especially with the university students in Bangkok who are encountering risks.

## 2.6 Conceptual framework

This conceptual framework is based on the literature reviews of the Social Constructionism and related researches. It can be explained that the university students' meanings are the result of their social contexts which are their lifestyles and experiences. In addition, this framework emphasizes their “new” meanings and “turning points”.

In summary, this framework emphasizes every meaning by views of the university students or called the “subjectivity - emic view”. However, this conceptual framework is just formed as a guideline for collecting data because it can be adjusted after data analysis.



**Figure 2** Conceptual framework

## **CHAPTER III**

### **RESRARCH METHODOLOGY**

#### **3.1 Methodology**

I chose qualitative research because of previous limitations. In the aspect of qualitative research (Bencha Yoddumnern-Attig & Kanchana Tangchonlatip, 2007: 3), “meaning” is compared to an “explanation” of the phenomenon. Therefore, it is necessary for the researcher to understand the reasons or thoughts behind the phenomenon.

I applied a qualitative approach focusing on the phenomenology in order to understand the university students’ emic-views by using in-depth interviews with the university students who had direct experiences.

#### **3.2 Site of the study**

A university in Bangkok was selected by purposive sampling. This university was selected because it’s a private university in Bangkok distinguished by most university students came from upcountry. Out of 15,344 undergraduate students, there were 10,116 students from northern region, northeastern region, and southern region where as there were 5,228 students from Bangkok or 65.9% and 34.1% respectively. Most students thus stayed in dormitory. The important context of this university was characterized as communities with many dormitories surrounding it.

I also found that most university students got the loan from “The Student Loans Fund” for the fees and daily expense. They selected to study at this university because of many reasons. For examples, their residence were near the university, they’re recommended by friends and relatives, they liked the program of study, and they thought that it’s possible to graduate more than at the public open universities

because of the compulsory class attendance policy. In summary, this private university was worth investigation because there were diversified samples who were at high risk especially university students who lived in dormitory.

The surrounding physicality of the university has been found that the university requested the local public agencies to cooperate in social organization about the dormitory orders by establishing a police station within a lane located collective dormitory and to safeguard and inspect each dormitory by lecturers from the university once a month. This is to prevent and to solve immoralities by encouraging and promoting to register the dormitory enacted by the laws and the Dormitory Act.

University students' dormitories are divided into 2 types as follows:

1. The in-campus dormitories for female students: there are 2 dormitories located in the university campus and run by the university emphasizing security for female students who come from upcountry. Each room accommodates 2 students. Both dormitories run 132 rooms. The fan-room is charged 1,800 Baht a month while the air-conditioned room is 2,500 Baht a month. The standard of security is witnessed by guard, maids, and key-card for residents to enter the dormitories.

2. The out-campus dormitories: they are outside the university campus but located near the university with registration and join the project of the social organization organized by the university. There are 31 dormitories and most are located in the lane opposite to and surrounding the university. The fan-room is charged 2,000 – 3,000 Baht s a month while the air-conditioned room is 3,200 – 3,800 Baht a month. The out-campus dormitories are divided into 2 types: 1) there are 8 dormitories for female students, 2) the co-dormitories accommodate for both female and male students. I accompanied with a male student to his dormitory for observation. It's found that most dormitories impose security measures by using key-card to enter their dormitories or installing close circuit cameras, and give freedom for their residents to stay together. In addition, some dormitories regulate the floor by gender, e.g. Floor 1-3 are for female students and Floor 4-6 are for male students. However, by observations and inquiries, it's found that in fact the dormitories cannot separate by gender because male students can stay in the same floor with female students even some couples live in the same rooms.

In addition, there are 5 night entertainment houses characterized in pubs and restaurants. Generally, they are where university students from this university spend their leisure times. Around the university campus, there are round-the-clock groceries, 2 drug stores where students buy condoms and oral contraception pills. Further, there is a clinic for some students to medicate their sexual health problems.

### 3.3 Samples

University students in Bangkok are the target population in this research because the urban areas have various types of entertainment places and if the students enjoy more liberal lifestyles, they will be at high risk of sexual health.

I integrated samplings between dimensional sampling and snowball sampling as in the following procedure.

In the dimensional sampling, I surveyed the site to explore “lifestyles” of students in order to categorize them because I found in the literature review that different lifestyles of students affected different meanings. In addition, I could not categorize samples based on sexual/sexual health experiences because this would be after I received their trust. In general, I could categorize them into 3 groups, namely honors class program, activity, and nigh-life.

After selecting the 3 groups, I applied snowball sampling because this investigation involved sex that the Thai societies viewed it a secrecy and privacy. Therefore, it needed their consent before data collection. Significantly, it needed trust building. The snowball sampling, accessing samples, and problems of data collection of each group are as below.

1. The honors class group: I approached this group in the Faculty of Law and the Faculty of Arts through the recommendations of the university lecturers. The class chiefs with honors degree of both faculties had been introduced. This was to allow them to understand how to collect data, to help explain the procedures to their friends for understanding, and to gain their trust. After collecting data from them, the I asked them to introduce their friends as samples. In addition, this group usually spent their free time in the library, so I visited them there to gain their acquaintance and

interview them in the library by sitting distant from their friends in order to prevent them to know information, which might be their secrecy. It is found that few students in this group had sexual experiences. In summary, I did not have any problem in collecting data with this group.

2. The activity group: lecturers introduced me to meet students who were in the Buddhist and Tradition Club and students working as Teaching Assistants (TA) in the Office of Student Affairs of the university who were studying in the Faculties of Information Technology and the Faculty of Business Administration. I emphasized making familiarity with the group leaders or those recognized by the members. This was to allow them to understand how to collect data and to help explain the procedures to their friends for understanding and to further introduce other samples. It's found that introduction of the sample group such as trustful chiefs create acceptance and trust on me.

However, problem of data collection with this group was about time for interviews because they spent their free time for activities and events. To solve this problem, I therefore made appointment in the evening or interviews more than one time until the data were complete.

3. The night life group: I known this group by recommending from the lecturers and students who were intimate to this group, which could make them trust on me.

This group was from Faculty of Communication Arts, IT, Business Administration and Arts. After acquainting, I introduced myself, explained how to collect data, and asked for their recommendation to meet other samples after interviewing them. I convinced them that all data collected would be top confidential and asked for their class schedule to find their free time including their mobile phone numbers in order to appoint them for in-dept interview. Most of their free time was the breaks during daytime and in the evening.

I acquainted with the nightlife group by meeting them at the first floor of their faculty building or around the swimming pool near the gymnasium and the classroom building where there were no classes. I found that I could make trust with them, before using in-depth interviews and snowball technique, by taking a walk with

them to their dormitories, going to department stores and pubs with them, and having meal with them.

I faced the problems in data collection with this group. Because some samples in the Faculty of Communication Arts did not have any time for me. In addition, at first, I was introduced to a female student in this group but she could not introduce any sample because her closed friends did not study at this university. Therefore, I had to request the lecturers to introduce new students. In summary, I considered that the success of trust building with this group was participating with their activities, knowing them by recommending from their trustful lecturers, and benefits of the research that adults would understand them more.

Number of samples was not fixed at first because this research was based on a snowball sampling technique and theoretical criteria, i.e. I stopped collecting the data when I found that there were the certain patterns of the data and no new issues. Number and types of samples in this research were as below.

**Table 1** Types of samples for in-depth interviews

Types of samples	Sex		Total
	M	F	
The honors class group	3	3	6
The activity group	3	3	6
The night life group	8	8	16
<b>Total</b>	14	14	28

### 3.4 Data collection

Being a qualitative research, I needed to access data in multiple ways under the principal method which was in-depth interviews. The associated methods were free listing technique and non-participation observation.

### **3.4.1 Free listing technique**

In the first month of data collection, the free listing technique was applied for preliminary exploration on the meanings of sexual health. I contacted a male student in the Faculty of Communication Arts introducing as a doctoral candidate from Mahidol University and conducting a dissertation and needed his assistance to introduce to some of his friends who lived in dormitory. They were believed to be at risk of sexual health because they were free from their parents. Therefore, it was necessary to know primary information from this group.

The preliminary sample group was 12 university students from the Faculty of Communication Arts. Seven were males and five were females. Nine were 20-21 years old and three were 18-19 years.

I asked these students about the meanings as the open-ended questions: 1) meanings of lover, partner, sex and masculinity/femininity; 2) meanings of types of sexual relations, and 3) meaning of having sexual relations and not having sexual relations of male and female youth, good sexual health, STDs and HIV/AIDS, sexual violence, pregnancy during learning or unwanted pregnancy, abortion, sexual enjoyment, safe and unsafe sex.

I used the findings from this technique to seek advice from my advisor in order to improve the interview guideline for in-depth interviews with other students who were not in this technique. Moreover, I checked the validity of the results by checking these findings with the results from in-depth interviews.

### **3.4.2 In-depth interviews**

I prepared the interview guideline developed from theoretical concepts and results from free listing technique. However, during the in-depth interview, I found new issues and added them to the interview guideline, e.g. protection method against STDs by cleaning the sexual organ, not using condom for economy, sexual enjoyment from using condom with partner. Questions in the in-depth interview guideline contained major topics as follows.

3.4.2.1 General information, lifestyles and experiences of the university students

3.4.2.2 Meanings of sex and general health of the university students including the turning point leading to the new meanings.

3.4.2.3 Meanings of sexual health among the university students including the turning point leading to the new meanings.

3.4.2.4 Importance of meanings of the university students

In interview, I emphasized informal interview or conversation for familiarity. I asked for their permission to take notes and record their voices, and allowed students to make appointment and set their free time for me to conduct in-depth interview. 1-2 hours were mostly spent in each in-depth interview during their free time or during they were free from classes. There was also later appointment for checking information if interviews did not cover all necessary issues.

Atmospheres of interviews were remarkable because of their trust and cooperation during informal interview. They gave me their private experiences such as gonorrhoea, cohabitation, and abortion. In addition, I selected to interview them at their group's table and the reading space in the library for the honors class program. Rationally, I viewed such places contributed friendly atmosphere and informality. One-on-one interview was emphasized each time because some points were secret which samples did not reveal to their friends.

I used the principle of "data saturation", i.e. the in-depth interviews would finish when there were no new issues, all data could answer all research objectives, and patterns of meanings were relevant to each group. For example, they preferred withdrawal and contraceptive pills with lovers because of their cost saving and sexual enjoyment, using condom could give them sexual enjoyment in terms of the confidence in protection from unwanted pregnancy, and their turning points were their experiences.

In summary, I spent 9 months in data collection by applying techniques of free listing in June 2007, in-depth interviews and non-participant observation from July 2007 to February 2008.

### **3.4.3 Non-participant observation**

Non-participant observation especially with university students' living arrangement and lifestyles was a supportive technique in data collection. I chose definitely the role of a researcher without participation because I wanted to prevent from prejudices.

I observed their lifestyles after classes in the campus especially taking observation and conversation at their club groups where they spent their times. In addition, I sometimes had meal with them. If the interview ended in the evening, I would go with them to the department store, their dormitory or the pubs. Further, the dormitories and entertainment places around campus were also observed. These observations helped me deeper understand about their lifestyles and living arrangement. Overall view, the non-participant observation created benefits of familiarity and trust from the university students.

## **3.5 Research quality control**

I used triangulation technique in order to control the research results' quality in both validity and credibility.

### **3.5.1 Data triangulation**

I checked data by using the time criteria. The same student was interviewed in different time which meant he/she could respond more than once in order to check credibility of the data. In addition, I rechecked the data from 3 groups by questioning lecturers and students who introduced these groups. This was to recheck whether data given by the lecturers and the students responded to what I had received from in-depth interviews. In general, it's found that the data were relevant which ensured that all data were credible.

### 3.5.2 Methodological triangulation

In-depth interview as key was applied in the data collection and was supported by free listing technique as preliminary exploration, and non-participant observation. It's found that the data from each technique was relevant. For example, the meanings of sexual violence and sexual healthiness from free listing technique were relevant to the data from in-depth interview, and the data from non-participant observation on living arrangement were relevant to the data from in-depth interview.

**Table 2** Methods of research quality control

Dimensions of research quality		Methods of research quality control
Internal validity	Descriptive validity	- Triangulation technique was used to check the relevancy of the data before concluding the findings.
	Interpretive validity	- Direct quotes of students were used in the analysis of the meanings. These quotes controlled validity in terms of interpretation and reflection of students' direct meanings
External validity		- This research used sampling of variations which consisted of the honors class group, the activity group, and the night life group in order to be applied with other universities.

## 3.6 Data analysis

Key in analyzing phenomenological research is emic-view based on meaning of samples who had direct experiences. Finally, I would analyze from my viewpoints to give the recommendation from the findings. Data analysis was taken as below.

### 3.6.1 Data organizing

This process was to sort and to code data. It was also to organize and check the data in order to investigate their relevancy with the research objectives and their

sufficiency for analysis. I emphasized to analyzed data along with data collection in each sample in each group. In general, the data organizing is as follows:

3.6.1.1 Physical organizing: I decoded all data from records, notes and summarized the data from observation.

3.6.1.2 Content organizing: I specified the coding especially data related to meanings of sex, health, and sexual health in each dimension, turning points, importance of meanings, lifestyles and experiences in order to respond to the research objectives. Finally, this process was used as foundation for analysis leading to recommendations.

### **3.6.2 Data display**

I selected data of the same code to group with each other in order to gain relationship responding to the meaning given in each statement. It was a procedure that the recording units were coded and corresponded in grouping for analyzing the meaning of sex, health, and sexual health, turning points, importance of meanings, lifestyles and experiences.

### **3.6.3 Conclusion**

3.6.3.1 Noting patterns and themes: I analyzed data in order to find patterns of various issues in the meaning of sex, health, and sexual health, turning points, “new” meaning, lifestyles and experiences.

3.6.3.2 Comparative approach:

1) Cross-case comparison: I compared the data between groups. It's found that there were similarity and difference in patterns of lifestyles/experiences, importance, turning points, and meanings between groups.

2) Time-series analysis: I analyzed the meanings by using time-series analysis in order to find the change in their meanings and turning points.

3.6.3.3 Content analysis: I analyzed the interpretive process related to the meanings, importance, turning points, and contents of all meanings, which finally led to the recommendations for the counselors.

### **3.7 Ethical considerations**

This research involved with university students' sex and sexual health which were their secrecy and privacy. So I considered the ethics in this research as follows:

#### **3.7.1 Informed consent**

Due to data collection emphasized interviews related to meanings and the process affecting the meanings of sexual health which were privacy. Therefore, I had to ask for university students' permission by informing the research objectives, methodology, expected benefits and reasons of selecting the informant.

In summary, I emphasized the consent from the university students before collecting data. In addition, I had to ask for their permission to record their voices during interviewing.

#### **3.7.2 Confidentiality**

Because this research related to privacy, so I must secure their secrecy confidentially by not disclosing their real names. In addition, I used the personal interview that other people would not hear about their secrecy.

Finally, I realized about "Ethics in Human Research". Therefore, after analyzing the data, the raw data were eliminated such as data by note-taking, data in the Microsoft Word Program, and data in the voice recorder in order to secure their confidentiality.

### **3.8 Limitations of the study**

This qualitative research conducted with 3 sample groups through snowball sampling in a university. That's why there were similarity of experiences and risks in each group. So there might be limitations in using these findings for explanation in general view.

## **CHAPTER IV**

### **LIFESTYLES AND EXPERIENCES AMONG UNIVERSITY STUDENTS**

#### **4.1 General information of university students**

The 28 university students for in-depth interviews can be divided into 3 groups by their major lifestyles – 6 university students from the honors class program, 6 university students from the activity group, and 16 university students from the night life group. 14 samples are male and 14 are female. 11 are 19 years old, followed by 7 are 20 years, 5 are 22 years, 2 are 21 years, 2 are 23 years and 1 is 18 years.

Their domiciles are found that 11 samples are from in the provinces especially in the south (Pattani, Nakhonsrithammarat, Suratthani, Pattalung, and Songkhla). 7 are from central and eastern region (Phra Nakhon Si Ayutthaya, Angthong, Saraburi, Uthaithani, Prachuap Khiri Khan, Rayong, and Trad). 5 are from northeastern region (Loei, Udonthani, Nakhonphanom, and Surin) and 5 are from Bangkok and perimeter (Samuthprakhan).

Nine students are sophomore, 8 are senior, 6 are junior and 5 are freshy. 13 are in the Faculty of Business Administration. 4 are in the Faculty of Communication Arts, 4 are in Faculty of Law, 4 are in Faculty of IT, 2 are in the Faculty of Arts, and 1 is in the Faculty of Economics.

The honors class program earns the highest GPA which more than 3.00, followed by the activity group earning GPA 2.00-3.00 and the night life group earns lower than 3.00 and 2.00

Their lifestyles and experiences affecting the meaning given will be presented as below.

## **4.2 Lifestyles and experiences of the honors class group**

Samples in the honors class program are the sophomore in the Faculty of Law and the juniors in the Faculty of Arts. The program is to categorize the program for 4 academic years beginning from the sophomore year with study achievement by the criteria of the Faculty or more than GPA of 3.00. The purpose is to enable students with good study background potentially develop themselves consistently throughout the program.

The lifestyle of the honors class program is related to learning, spending free time, economy, living arrangement, sexual/sexual health experience, life goal and self-control as follows:

### **4.2.1 Learning and free time spending**

The honors class group usually earn higher grades than other groups or more than 3.00 of GPA. Therefore, this group's lifestyle is mostly involving learning ,i.e. if there are free time from classes or after classes each day, this group preferably spends time in the library with friends from the honors class program to read books, to finish their reports and homework with friends. Evidences of learning and free time spending of this group is rising from bed at 07.00 hrs., arriving their classes at 08.00 hrs., and after classes, they read books in the library or in their dormitory since the beginning of the semester and reading until 24.00 - 01.00 hrs.

In addition, with affordably economic status, they need no work to raise their income for their expenses. Spending free time apart from reading or group activity with friends, they are found those staying with their families will have good relationship with their families and likely join their family activities regularly upon free time such as shopping in the mall or watching movies in family.

Opportunity to do favorable activity upon being free from classes is because they have been financially supported by their families such as money to study and money to rehearse music, the join military program of the National Defense Department.

It is found with their nightlife that most never takes nightlife trip but occasionally only such as friend's birthday party, previous classmate associating, and associating after exams. Main reason of not taking regular nightlife is dislike, and seeing no significance of it.

It's found that just only one sample regularly takes nightlife trip by 2-3 times a week visiting a pub near the university during 21.00-23.00 hrs. This is because the sample knows a peer group outside the program. They are the peer group of joint activity but this group loves nightlife and invites the sample. However, the sample can arrange his time for studying and his GPA is 3.66. He spends his evening hours to finish his reports with friends and acts as "tutor" or anticipating examinations for his friends registered in the honors class program.

As for free time spending for sports, this group does not like exercises on excuses of "having no time" or "no company". In addition, a female student loses her weight by taking pills introduced by her peer group.

The university activities are found being most of the time spent with learning and completing reports with friend groups incorporate with financially supported sufficiently by their families for living. Therefore, they are not interested to work or any activity to raise their earning. A student is found working but it is a "teaching assistance (TA)" in the Office of the Student Affairs since freshy year until present because the lecturer persuades him to work and most are the document filing, speakers during the university camping, and road show for PR for the university. Receiving small sum from home, he sees the necessity to work in order to raise his income for 10 hours a week and 1,500 Bath pay a month. This amount is pent for the dormitory rent in order to help saving for his family. However, he sees that working is not only raising income but also developing oneself.

#### **4.2.2 Economy**

Most have parents with stable occupation such as owner of private business and police. Therefore, they can afford to sufficiently pay for fees and expenses. This group earns from their parents 5,500 -20,000 Baht a month or 10,583 Baht by average. Most spending are dormitory rent, textbooks, and food and renting an air-conditioned

room with the charges of more than 3,200 Baht a month a long with 1,000-2,000 Baht for electricity and water supplies. Earning from parents sufficiently, this group can stay alone in the dormitory and needs no sharing of expenses. Basically, most students of this group never take nightlife trip or in some occasion because they spend most of their time in learning. Therefore, there are no expenses in this matter.

### **4.2.3 Living arrangement**

Generally, there are those staying home with relatives/ parents, and dormitory. Living arrangement is found related to sexual relation. That is some students have first sex and cohabitating with their boyfriend/girlfriend when move to dormitory during studying in the university. For example, a case of a female student who asked her parents to stay with her classmate for convenience to go to the university. In addition, she had first sex with her partner at dormitory and now she's living with her boyfriend. However, her parents do not know about her relations because it is under covered and her boyfriend must collect his belonging out of their room before her parents' visits.

### **4.2.4 Sexual and sexual health experiences**

Most of this group never have sex because they consider that they are not ready to have sex, fear of the problems from having sex. Therefore, they have no experience about any protection method.

As for students ever having partners and broke-off, they're involved in lifestyle, i.e. they are in the same university. However, causes of their broke-off are from their lifestyles such as separated to higher education; different lifestyle such as the male students dislike trips like their lovers . In the past, students ever having lovers express their love just holding hands or hug each other in department stores seeing that it is a love expression without having sex.

In the case of students never having lovers before, it's found that one of the causes is they studied in either the boy schools or the girl schools before which made

them uninterested of having lovers. They view others as opposite sex friends only and not ready to have lovers. Therefore, they focus on learning only.

It is further found that there are only 2 students who had first sex after changing their living arrangement from staying with parents to staying in the dormitory during studying in the university, because they can have sex easier.

In summary, most of them never have sexual experience because their lifestyles are related to learning and overlooking having lovers or if they have lovers, they do not want to have sex because they think that it's improper and fear.

However, few students in the group of having first sex at the age of 19 years or after studying in the university and staying in the dormitory. Reasons are they have liberal life or more opportunity than when they have been in the secondary education levels and stayed with their parents. Among those ever having sex, I finds that their sexual partners are persons near them or lovers or giks (casual partners) met in the university as well as friends of friends in another universities. Female students will have single lovers while male students have 3 sexual partners. This is because their gender discrimination of thought, i.e. the female finds sexual relation comes from closeness of people in love but the males find they must have sex with giks because there is no commitment and they should not have sex with their lovers at the moment because true love needs nurturing cares.

Some sexually experienced students had the same sexual health experience. That was the first sex happened unexpectedly. Therefore, they did not prepare condom but using withdrawal and emergency pill. For a drunken male student, he did not protect with any method. After that, he uses condom every time. It reflects that they are responsible in having sex and conscious of the necessity of condom to prevent STDs and HIV/AIDS upon having sex with giks and to prevent pregnancy when having sex with their faens (boyfriend/girlfriend).

#### **4.2.5 Life goal and self-control**

With the family context of this group, even their families are certain their children never have sex but their families teach them when they find their children

change their behaviors or are under the risky environments such as living in the dormitory. The male students are taught that they can have sex but have to protect themselves from HIV/AIDS and unwanted pregnancy. Anyway, the female students are taught to behave well or not having lovers during learning age. Even some female students ever have sex before and their families still do not know, they are not taught to have safe sex. As a whole, their families do not want students to have sex because it will affect learning and their life goals.

Their lifestyles, such as over emphasizing learning, never taking nightlife trips, and never having sex, are the result of they have their life goals (graduation and achievement of working) and self-control or living scope to achieve their goals. Significantly, self-control by not having sex during being students will not affect their learning and life goals. If straying from the scope such as having sex, it might entail many problems and affect one's goals. They thus lead their lives by the scope set with procedures and with cautions.

Female students find that having sex related to their learning and future goals because having sex now will collapse their future and worthless in oneself or they are uncertain whether the males will share true love with them. Male students can control themselves on nightlife trips and learning similar to the female students. There is also another cause shows that sex is improper at this moment because it is the period of disability to take responsibility for the consequences of having sex. Therefore, they intend to have sex after marriage or after graduation. They consider that having sex is horrifying and the females may possibly be infected by STDs or pregnant. A case of the male student, who has obvious goal in occupation, considers that having sex may lead to affect his life goal.

“I think to have sex after marriage. It should not have now because women are likely terrible, untrustful and if having (sex) it'll have problems, deadly diseases, failure by pregnancy. So I refuse...I'm worry about my future and want to be the judge...I control myself more and not having sex during studies fearing most on my future. I shall not do anything to spoil myself because I desire to be a judge and white recorded...” (Male Student, age 19 years).

However, for those ever having sex consider that having sex during studies is not related to their life goals or affecting their studies and goals. They consider that they can have sex and cohabit with their partners including taking nightlife if their GPA is not falling. They can control themselves and regularly spare their times to study by not taking nightlife during examination periods.

“Having sex now is not concerned with exams results because it is different. Sex is not related to goal because I stay with my partner and with also future is another matter. Working is depended on ourselves. Even I have my partner, I still come to class and not destroying my studies.” (Female student, age 20 years).

Most of them who never have sex and few who have sexual experiences consider that their lifestyles related to their studies, and life goals. So they control themselves by not taking regular nightlife trip or not taking nightlife trip during exams period. In the case of sexually experienced students, they strictly emphasize to prevent from of STDs, HIV/AIDS and unwanted pregnancy in order to not affect their studies and goals. In other words, they have their scope of lifestyle with the responsibility to every act because it is the way leading to their life goals.

### **4.3 Lifestyles and experiences of the activity group**

This group is in the extracurricular activities of the university e.g. students in Buddhist and Tradition Club, “TA students” organizing activities for the Office of the Student Affairs, and students working in the Sport Center. Natures of activities will be further discussed.

#### **4.3.1 Learning and free time spending**

They have to do the extracurricular activities but they are still interested in learning. This is so because they had their turning points, i.e. not wanting to be a burden to their parents who are facing different problems in life (divorce, bankruptcy), viewing “passive or learning-hated” as a drive to pay attention to learning for

graduation because they don't want to study again, and learning disappointment from other universities.

In the case of the “(fos)sil student” or students transferred from other universities, they find that studying in private universities possibly definite to be graduated more than public universities because they have the compulsory class attendance policy. Failure in another university is an important turning point to pay more attention to learning in this university. So, they reduce their nightlife trips and focus only learning and activities.

In general, there is self-control and well time sparing to learning and activities. Significantly, this group takes nightlife visits only on special occasion because of turning point as stated above including the personal habit of disliking nightlife visits, drinking or smoking. Free-time spending on sports is found that most students spend their free time from learning and organize activities or exercises with close friends and peer group met in the gymnasium. They see that playing sport is useful beside healthiness it gives well mental health. This group spends their free time to organize activities in the university persuaded by lecturers and friends who see that they have potential and suitable for the activity, e.g. the activities of the Buddhist and Tradition Club which are suitable with the responsible and disciplinary students. The “TA students” in the Office of the Student Affairs must have leadership.

Activities of the Buddhist and Tradition Club is mainly organized on Thursday related to preparing food for selling to lecturers and students during morning Buddhist religious alms and some are in charge of donation for the temples and the club.

As for the “TA” in the Office of the Student Affairs, they must spend their times for 10 hours a week. Most works are document filing, the speaker for students who join the university camping, and representing the university to join the front group countering AIDS such as campaigning using condom in the Valentine's Day and Songkran Day. As for a student working in the Sports Center, she has to supervise and coach those visiting to use equipments for physical exercises and swimming pools. Students organizing activities especially in the Office of the Student Affairs and Sports Center earn 30 Baht an hour or around 1,500 Baht a month. What I

significantly find is that this group sees the benefits from the activities beyond money – developing skills of various aspects and training to be the responsible persons.

“They are useful activities making me higher responsible. I think working brings more benefits than other people who just return home after learning. It gives me knowledge, work skills, punctuality, working with others, knowing people inside and outside the university, and being more maturity.” (Male student, age 20 years).

### **4.3.2 Economy**

This group earns around 6,000-12,000 Baht a month or 8,350 Baht by average. Most of them got the loan from “The Student Loans Fund” for their entire education and monthly expenses (2,000 Baht a month) because their parents earn unstable income or insufficient to meet the entire courses. Moreover, someone earns salary from their activities. Their major expenses are for food, transportation to study for those staying with relatives, dormitory rental fees with water supplies and electricity, which are around 1,100 -2,600 Baht a month. This group has to economize especially rental fees such as sharing the same room with friend or boyfriend/girlfriend. It is further found that there are many way for saving, e.g. staying in the fan-room rather than the air-conditioned room, staying in the university dormitory, using the boyfriend’s money.

### **4.3.3 Living arrangement**

It is found that some university students in this group had first sex and cohabitation with their lovers during studying at this university and living in the dormitory.

#### **4.3.4 Sexual and sexual health experiences**

The main reason which this group does not want to have sex is fear of problems from having sex, especially, the female students also consider in the values of not having premarital sex.

However, I find that some students had sex and cohabitated with their partners when they were 18 years old or studying in this university because of their liberal lifestyles. Someone who stays at relatives' home can have sex at their partners' dormitory.

Female students have partners or lovers with strong relations but the male students have both faens (lovers: boyfriends/girlfriends) and giks (non-lovers: casual partners). This is so because the different thinking that the female students should have sex with their lovers only while the males consider that they can have sex with their lovers and giks whom they do not love.

Male students in this group do not want to have sex with lovers. Because they consider that they should be more serious with their lovers (faens) by not having sex. Moreover, having sex with their lovers will make them get bored. So they express their sexual desire by having sex with giks and masturbation rather than having sex with their lovers.

As for sexual health experiences, it is found that they do not regularly use condoms with lovers. For example, a male student often uses withdrawal method when he does not have condom.

#### **4.3.5 Life goal and self-control**

It is found that their families differently teach about sex, i.e. they teach the male students to have safe sex by using condoms but they teach the female students not to have sex. I find that some families never teach about safe sex to sexually experienced students. In general, their families do not want students to have sex or even having safe sex in order to prevent the obstruction in their studies and future.

This group has life goal that they want to receive bachelor's degree to be the ladder to the life goal or having job. Moreover, they consider that having sex will be

problems, such as pregnancy, to them and their families and premarital sex in women will devalue themselves. This is the consequences on perceiving from friends who have sexual/sexual health experiences affecting their studies such as induced abortion.

As for those having sexual experiences, their life goals are obvious as the majority in the group who never have sex. They view that they can control themselves on nightlife visits because basically, they dislike nightlife visits. Therefore, they can spare time to prepare examinations or it is noted that there is a linkage view between studies, activities, sexual relations, and future goals. However, it is found with the group of not having sexual experience that having sex is not related to life goal because they view that having sex and cohabitation will not affect their studies and life goals if they have safe sex and have times for preparation before exams.

## **4.4 Lifestyles and experiences of the night life group**

### **4.4.1 Learning and free time spending**

They see themselves as “dislike studying” and “interested in nightlife more than learning”. So, they prepare before exams just few days and join extra activities unrelated to studying especially nightlife visits. In addition, they are familiar with poor grades, so they do not prioritize learning or reading to prepare their exams.

I find that one reason that they are not interested in their studies is because the university’s system that allows them to register again or “regrade”. This reflects that they want to solve the problem at the end.

However, I find out one thing among the night life group is someone can control themselves by reducing their nightlife visits because of the turning point about studying, i.e., they are almost graduate and afraid of “failing”. They pay attention to their studies more than in the past. In addition, I find that a case a male student cohabitating with his partner turns to pay attention to his studies more because his partner help him in studying and completing reports.

I find that only a female student in this group earns GPA of 3.57 even regularly enjoying nightlife but her peer group has poor GPA. This is so because she

has high responsibility on learning. This is an example witnessing that those love nightlife visits can earn high GPA if they properly spare their times.

As for free time spending in sports, I find that they do not exercise regularly but spend most of their free time in department stores, cinemas, taking nightlife with friends or lovers. Causes of not exercising are “laziness”, “no friends to invite”, “dislike”. As for the outside class activities, it is found that most students especially the female students do not work overtime to earn income because they see it unnecessary, and they can rely on their lovers’ or giks’ supports. However, the male students work extra hours to earn additional income and see the benefits of working beyond income that are self-improvement.

As for nightlife visits, the female students who have sex with their boyfriends and others like to go to the restaurant around Pinkhlao with female friends. Other group usually goes to pubs in Ratchadaphisek Road and Soi Thonglor where they visit 2-3 times a week around 21.00-02.00 hrs. by taking taxi with friends. Their visits are to enjoy drinking. Actually some dislike but drink because of persuasion by their friends.

The male group having sex with girlfriends and others are found that they love to go to pubs with their male friends 1-3 times a week around 21.00-02.00 hrs. They visit with more than 2 friends to save expenses by sharing pay for food and drinks with their friends. Nightlife places commonly are pubs or restaurants in Ratchadaphisek Road (Soi 4 and Soi 8), Soi Thonglor, and around the university campus. Every trip emphasizes on drinking and smoking.

As for students having sex only with their lovers, it’s found that most take nightlife trip with friends and faen, 2-3 times a week around Ratchadaphisek and near the university campus during Fridays and Saturdays around 21.00-02.00 hrs.

It’s found that students who have sex with their lovers only do not want to have regular night trip because:

Money and peer group: I find that to go or not for nightlife trip is related to money and persuasion from peer group. They take nightlife trip when they are invited and critically with sufficient money. Nightlife visits with friends help share expenses especially drinks. This is differed from the female students having sex with lovers and

others because they have income from their faens and giks. So, they can enjoy nightlife more often than this group.

Personal reason: cohabitating with lovers or having sex with lover only reduces nightlife visits because of satisfaction in life and boredom with nightlife experience. If they take nightlife visits, they will take their lovers with them. This group does not seek new partners whereas the group having sex with others favor nightlife visits regularly because they favor liberal lifestyle. Moreover, they want to find the opposite sex for having sex.

Study reason: I find that many students meet turning points on learning, i.e. it is near graduation and afraid of failing. They therefore pay attention more to study by reducing the number of nightlife visits.

In summary, spending liberal life in city lead students fail to control themselves from nightlife visits. But targets of nightlife visit are different among groups, i.e. male and female students, who have sex with lovers only, visit for enjoyment and relaxation. However, male and female students, who have sex with others, visit for enjoyment, relaxation, and one-night stands. In addition, female students of this group also look for financial support from their one night stand partners.

#### **4.4.2 Economy**

Most of them get the loan from the “The Student Loans Fund” for their fees and expenses. This is to share their family burdens because some parents earn uncertain or insufficient income to pay fees for the entire courses. This group earns 5,000-18,000 Baht a month or 8,331 Baht a month by average. It’s also found that the female students earn 8,000-18,000 Baht a month from their lovers and giks.

In general, students mostly pay for their dormitory rent including water supplies and electricity. For example, students staying alone pay 2,600-4,500 Baht a month for rent. Those staying with friend pay 1,400-2,400 Baht a month. Moreover, the male students usually help the female students by being responsible for room rent because the female students have uncertain income or unaffordable status.

Expenses for nightlife are found that this group earns additional income by dependency method or saving for night life which have similarity and difference as follows:

Similarity: it's found that students save money by taking nightlife with friends for sharing drinks. For examples, they spend 200-1,000 Baht a visit which depended on number of friends. In addition, they save money by buying snacks and food when going to pubs. They also save money by not taking nightlife visit when they can't afford or going to pubs on Wednesday because food is discounted.

Difference: it's found that most female students rely on their lovers and giks for money. Their lovers and giks also have to pay for their nightlife visits. So they consider that they do not have to find any job. But male students can't do that, that's why male students have to find extra job such as playing music at night in the restaurant and waiter for additional income.

#### **4.4.3 Living arrangement**

Those taking nightlife had sex before studying in the university. Although they lived with their parents, they had many ways to find place for having sex, such as having sex in their homes or lovers' homes when their parents are away, and using their friends' homes.

“If I ask for a room from friends, he'll allow. No one at home knows even my mom. I know when my mom is away and when she will return. I know when I bring my lover (for sex).” (Male student, age 19 years).

“Having first sex with my lover at my friend' rented room because at that time we both stay with our parents. So I asked the room from my friend.” (Female student, age 23 years).

In addition, a hotel was another option for having sex besides home and friend's dormitory. Each check-in was around 350-500 Baht. When they went to a hotel, they did not wear the student uniform because they did not want anyone to judge

them as bad students. In summary, places of having sex before studying at this university were depended on appropriateness or convenience of each situation.

When they are studying at this university, It's found that they have more opportunities to have more sex with faen or gik because dormitory are more liberal than staying at home with parents.

“Now I have sex with my lover. It's easier than before in our room. I stay alone and can use the room for having sex at any time.” (Male student, age 20 years).

“After moving to a dormitory, my lover visits me at the room and it is more convenient than before.” (Female student, age 22 years).

Students, who stay in the room with the same sex friends, have their ways to have sex with their lovers or giks by agreeing with their friends that if anyone comes to the room with his/her partner, their friends have to leave the room.

“When I and my lover or gik come to the room to have sex. It is known among my friends that they must leave the room and leave us stay together. It depends whether the room is free or not. If a friend's room is available, I will use it” (Male student, age 21 years).

“I stay with a friend and know that if my lover arrives, she will have to leave and stay in a friend's room. And if her boyfriend/gik arrives, I will leave to another room. We know our duty.” (Female student, age 22 years).

It's found that a male student, who is staying with a male friend, has sex with his giks or casual partners in the room. However, his friend does not leave the room because they are close friends since the upper secondary school. So he is not shy to have sex while his friend is in the same room.

“I have sex with my gik in our room while my friend is sleeping and no shame because we are so intimate and it is the nighttime, so I turn off the light. Previously we stayed in a one bed room and I had sex with my gik on the floor. But

now we have 2 beds and I can have sex in my bed. My friend also has sex while I am in the room.” (Male student, age 19 years).

Spending liberal life in dormitory also make them easier to cohabit with partners. For someone who lives with their relatives, they can find a place for having sex such as hotel, and friend’s room.

“The present lover stays with her parents. So I ask a room from my friend for having sex.” (Male student, age 19 years).

“My gik calls to have sex not so often, only twice a month, by taking nightlife with our friend group. After that, we go to a hotel around Pinklao. If we go to hotel and I am in the student uniform, I shall find cloth to cover not to look like student because of fearing bad image.” (Female student, age 23 years).

#### **4.4.4 Sexual and sexual health experiences**

All members of this group had first sex at 16.4 years by average. The males had first sex at 15.8 years by average and the youngest age of having sex was 13 years. The females had first sex at 17.1 years by average and the youngest age of having sex was 14 years. Then, most students of this group ever have sexual experience since being the secondary school students. It’s found that there are just 2 students that had their first sex when they studied in the university.

As for their partners, it is found that the male students have sex with their partners more than the females. The males have sex with 9 partners by average while the females have 4 partners by average. I find that a male student has the largest number of lovers and giks at 23 persons and he is the youngest one to have first sex. A female student has the largest number of lovers and giks at 8 persons and she is the youngest one to have first sex. In addition, I find that most students have first sex with intimate lovers and partners.

Their patterns of having sex are categorized into 2 groups, i.e. students having sex with lover only and those having sex with lovers and others.

First group, students having sex with lovers only: this group spends the free time in nightlife with friends and some take nightlife with lovers and friends. Even nightlife allows meeting more opposite sex but they have sex with lovers only because there is a scope that they will have sex with their lovers who are trustful only.

Lovers of this group are students from the same school in the same province or university students who are studying in the same university including from different universities by the introduction from their friends. In addition, it is found that some students cohabit with their lovers, and some male students accumulates the number of sexual partners.

“I have known my lovers (7 faens) in the university, in the same dorm, in the same faculty, and other university by approaching to ask for a telephone number and we had sex after knowing only in a week.....Some partners, I had sex with her after knowing in one day.....I started counting the number of partners after first sex ,now I have 10 partners.” (Male student, age 20 years).

The second group, students having sex with lovers and others: Their partners are lovers, giks, and persons met in nightlife trip (casual partners). Their partners are studying in the same school and in the same university. Causes of ending relations are conflict, boredom, knowing that their partners having sex with others, and studying in other university. This group has different perspective from the group having sex with their lovers only because they think that they can have sex with distrustful partners by using condoms.

It's found that the female students usually have lovers or giks who are older than them and having job in order to depend on their money as noted in the topic of economy. It is further found that lovers and giks of some female students have been married. Because of their relations with faens and giks at the same time, they must find ways to conceal their lovers by agreeing with their giks that they will not disclose their relations and using 2 mobile phones to prevent the giks calling them during staying with their lovers.

In addition, it is found that some male students in this group behave like male students in other groups, i.e. they need to have sex with other females who are not

their lovers. They consider that their lovers are the dear ones and should be cherished by not having sex. They see that if having sex with their lovers, it may be boredom, so they decline to have sex with their lovers but with other partners who are not their lovers such as giks, and girls met in nightlife trip (casual partners).

Experiences of sexual health are found that most emphasize on the prevention of unwanted pregnancy by the male students use withdrawal and the female students favor using contraception pills. Students, who have sex with others which are not lovers, have different protection methods between sex, i.e. the female students always use condom every time with non-lovers. However, the male students do not use condom every time when having sex with non-lovers. It is further found that some males and females in this group prevent STDs by cleaning their sexual organs after having sex especially when they do not use condom. These experiences reflect their risks of sexual health as some cases had sexual health problems, e.g. unwanted pregnancy, induced abortion, gonorrhoea, and vaginal candidiasis.

#### **4.4.5 Life goal and self-control**

It's found that most families allow this group to have their free lives with no prohibitions. However, male students' parents warn them to prevent from STDs and unwanted pregnancy when they are studying in a university or staying in a dormitory. As for female students, They are taught differently from males, i.e. when their families knew that they had sexual experiences or lived with their boyfriends, they would be taught about prevention from unwanted pregnancy because pregnancy may lead to problems for their families and themselves. But families who did not know about female students' sexual experiences, they taught about not having sex only.

Although this group has life goal like other groups, their self-control's different from other groups. They consider that having sex is just a part or a daily routine and does not involve with studies and life goal. If they have safe sex, there will be no limitations to their studies and life goal. It's found that they control themselves in nightlife visit only because it involves their studies and life goal. However, their control is temporary such as before exams because they consider that

low GPA or “fail” in some subject is “common” and this problem can be solved by “regrade”.

#### **4.5 Summary: lifestyles and experiences among university students**

It's found that each group has similar life goals but different lifestyles and experiences because of the differences in their self-control. In addition, these lifestyles and experiences also affect on the different sexual health experiences.

Most samples in the honors class program and the activity group consider that having sex will be the obstacle for their studies and life goals because it can lead to many problems, e.g. unwanted pregnancy, and STDs. The female students also consider that having premarital sex would devalue themselves. In general, the only way to achieve their life goals is to pay attention to study.

Sexually experienced students in every group consider that having sex will not affect their studies and life goals if they have safe sex. It's also found that sexual health risk of each group is prioritized as below:

The night life group is the highest risk group because they do not see the importance of relationship between having sex and life goal. This group also has many number and variety of sexual partners compared to other groups. Moreover, they are not interested in the protection from STDs when having sex with boyfriends/girlfriends, i.e. by not using condoms, but they are interested in the protection from unwanted pregnancy only by using withdrawal method. Some male university students do not use condom with non-lovers/ giks. Anyway, they protect themselves from STDs by cleaning their sexual organs after having sex. In addition, some university students in this group had sexual health problems. As for the activity group, sexually experienced university students do not aware of STDs when having sex with their boyfriends/girlfriends because they do not regularly use condom. The lowest risk group is the honors class group because sexually experienced university students in this group use condoms every time. However, they were at risk when having sex for the first time only because they did not use condom.

## **CHAPTER V**

### **MEANINGS AMONG UNIVERSITY STUDENTS**

The results of this research would be presented in 5 major topics as follows:

- 5.1 Meanings of sex among university students
- 5.2 Meanings of health among university students
- 5.3 Meanings of sexual health among university students
- 5.4 Turning points of meanings among university students
- 5.5 Importance of meanings among university students

#### **5.1 Meanings of sex among university students**

##### **5.1.1 Meanings of sex**

I divide this issue into sex, secondary student/university student and sexual relations, and appropriateness of having sex as follows:

###### **5.1.1.1 Sex**

Each group defines “sex” differently and it is the consequence of interpretation of their lifestyles and experiences proving their different thoughts between the honors class program, the activity group, and the night life group as discussed below:

The honors class program and the activity group give similar meaning of “sex”– differences of male and female bodies evidently found in daily living. They further define that sex is the role and duty of male and female explaining that at present female is able and responsible, so they can complete their duties like male. This comes from learning their lifestyles and the social context. In addition, they find that even female is possible to work like male but by their bodies they are more

fragile than male. This gives them disadvantages to the male. For example, females taking night life visits are at risk to alcoholic intoxication or rape. Some positions emphasize physical vigor and permit patriarchy. However, some sexually experienced students in the honors class group and the activity group define “sex” is sexual relations and responsibility. That is to aware of safe sex from STDs and pregnancy by using condom.

But the night life group defines differently from the other groups that sex is having sexual intercourse between male and female base on the thoughts gained from their own sexual experiences, experiences of cohabitation, and having sexually experienced peer groups but they do not extend to the issue of having safe sex like the honors class program and the activity groups. Therefore, this group defines sex into the same direction, i.e. it is the matter of having sex or “affairs”. It shows that this group emphasizes having sex which is meaning given by direct experience.

“I see as having sex since I have ever seen some kiss marks in the neck when I was in secondary school. It must be having sex.” (Male student, age 20 years).

“I think of having sex by my own experience. This recalls me having sex between a male and a female.” (Female student, age 22 years).

#### 5.1.1.2 Secondary student, university student, and sexual relations

Every group relatively define that there is different meaning between the “Secondary Student” and the “University Student” regarding having sex, i.e. the “University Student” is more mature than the student. This is the age liberal from their families, courageous, shameless to have sex and disclosing experience of having sex with peers more.

However, the “University Student” is mature to prevent and to be responsible for the act of having sex more than the “Secondary Student” because experiencing having sex and sufficiently learning about protection method ,which make them realize to have safe sex more.

“The “university student” has high education, more responsibility than being the ‘Secondary Student’. In so far as found in the university, it is more opened and the age of love and accessible to sex because of more liberty but responsibility is needed or caution to its consequences more than the “secondary Student.” (Male student, age 19 years).

It’s found that there are different meanings on “self-control” among groups. That is the “University Student” is the age of more adulthood and more liberal in life spending more than the “Secondary Student” which is controlled by adults. So, most members in the honors class program and the activity group define that the “University Student” still needs “self-control” more by not having sex and it is the meaning given by the scope of their life spending.

“I find that the university students must control themselves more than when being the secondary students. But in the university, it is at risk and must control oneself more than before because no lecturers will monitor.” (Female student, age 19 years).

The night life group defines differently and based on their own direct experiences. This group has liberal lifestyle on having sex especially when staying in the dormitory during studying in the university because they are free from parental monitoring. This leads to not controlling oneself from having sex but see that it is the age of courage to have sex more because there is no control.

“During secondary studies, we were close to families and could not fully do things. But when we are the university students we have more free lives. Staying in the dormitory plays more parts since spending life alone, no control, and we follow society and peers.” (Male student, age 21 years).

“Having sex is normal to daily life. During my secondary years, I was shy and found it as virginity loss. But in the university, I do not think about that idea because I have sex with anyone.” (Male student, age 20 years).

“When I was a student, I returned home after class. But when I study in the university, it is a fashion when all have lovers and have sex. It makes me more courageous.” (Female student, age 22 years).

#### 5.1.1.3 appropriateness of having sex

University students give different meanings by groups and sexual experiences as follows.

The honors class group and activity group define it as a proper time to have sex, i.e. after graduation, after marriage, or having job. Rationally, it is the time enabling to be responsible for the consequences after having sex especially pregnancy or child. But it is found that the sexually experienced students in these two groups give meaning that appropriateness of having sex is the responsibility of having safe sex especially being the “university students” because it is the age of adulthood and ready for having sex. Such meaning given is corresponded with a meaning in the night life group.

The night life group defines that it is the proper time to have sex, which is divided into 2 issues, i.e. first, being the university students and more mature than being the secondary students, and ever having experiences before helps being more responsible and protective on having sex.

Second, being responsible of having safe sex is when realizing the way to have safe sex from STDs and unwanted pregnancy, it counts appropriation of having sex. Appropriateness in this issue is, then, interpreted that youth is able to have sex before studying in the university if it is safe sex.

**Table 3** Meanings of appropriateness of having sex

Sample groups	Meaning of appropriateness of having sex
<b>The honors class group and activity group (no sexual experiences)</b>	<p><b>Having sex after graduation/ working/marriage</b>                      “Having sex is possible when being able to take responsibility and should be after marriage because being responsible to pregnancy for the child and not born to make social problem”.</p>
<b>The honors class group and activity group (with sexual experiences)</b>	<p><b>Responsibility of having safe sex and being the “university student”</b>                      “It depends on readiness to take responsibility for self-protection”.                      “Should be during university life since having more responsibility than student”.</p>
<b>The night life group</b>	<p><b>Being the “university student”</b>                      “Should have sex during the university life since being able to care oneself and better thinking than student”.                      “Should have sex during the university life since being more mature...know things more and better self-protection”.</p> <p><b>Responsibility of having safe sex</b>                      “I think it is impossible to prohibit youth to have sex... since during staying with each other alone, so we should think that youth must have safe sex by using condoms”.                      “Both male and female can have sex if they know how to protect themselves, if able to protect, they can have sex and no need to wait till studying in the university”.</p>

**5.1.2 Meanings of “rak nuan sa-nguan tua”**

They interpret that bad girls are promiscuous, easy to have sex with men, polygamous, and adulterous with many men at the same time. Bad men are similar to women, i.e. adulterous which means courting women and desiring for sex.

It’s found that among the group members of night life visits, they have sex with their lovers and others. They give meanings differently from the other groups and differences among gender within the same group on “kon jao choo” or having many sexual partners. From their experiences, male university students consider that men being “kon jao choo” are normal and not counted bad. However, women being “kon jao choo” associating with giks (casual partners) are bad. On the contrary, female

university students consider that men being “kon jao choo” are bad because they are counted betraying women and creating problems with their partners. On the other hand, women associating many men or giks are not problems if there are no troubles, i.e. women can have relations with giks and their boyfriends do not know. Therefore, meanings are corresponded or agreeing with their behaviors.

In terms of the meanings of “rak nuan sa-nguan tua” (Thai social norms about woman’s value of virginity: to reserve/ save woman’s virginity before getting married or to take pride in being untouched and sexually reserved). There are similarities and differences of meanings between gender, sample groups, and sexual experiences, i.e. their meanings support and accept their experiences and would be changed when their behaviors conflict with the social norms. So their experiences are the important conditions which related to their meanings. These meanings can be concluded as below.

**Table 4** Meanings of “rak nuan sa-nguan tua”

Sample groups	Meanings of “rak nuan sa-nguan tua”
<b>The honors class group and activity group (no sexual experiences)</b>	<ul style="list-style-type: none"> <li>- “Rak nuan sa-nguan tua” is the value of not having premarital sex for male and female.</li> <li>- “Rak nuan sa-nguan tua” belongs to male and female.</li> <li>- Woman’s value will be reduced if having premarital sex.</li> </ul>
<b>The honors class group and activity group (with sexual experiences)</b>	<ul style="list-style-type: none"> <li>- “Rak nuan sa-nguan tua” is the value that female can have premarital sex with her lover only.</li> <li>- “Rak nuan sa-nguan tua” belongs to male and female.</li> <li>- Woman’s value does not involve with premarital sex.</li> <li>- Woman’s value will not be reduced if having sex with her lover. But woman’s value will be reduced if having sex with other partners.</li> </ul>
<b>The night life group</b>	<ul style="list-style-type: none"> <li>- “Rak nuan sa-nguan tua” is the value that female can have premarital sex with her lover only.</li> <li>- “Rak nuan sa-nguan tua” belongs to female only.</li> <li>- Woman’s value is involved with premarital sex.</li> <li>- Woman’ value will not be reduced or will be higher if having sex with her lover only. But woman’s value will be reduced if having sex with other partners.</li> </ul>
<b>Female university students who have sex with lovers and other partners (the night life group)</b>	<ul style="list-style-type: none"> <li>- “Rak nuan sa-nguan tua” is not necessary for woman anymore.</li> <li>- “Rak nuan sa-nguan tua” belongs to a coward and unready woman.</li> </ul>

### 5.1.3 Meanings of sexual relations

#### 5.1.3.1 Sexual relations

##### 1) The honors class group and activity group

They want to have stable relations with lovers (faens) because they think about their future on having their own families. Having lovers is for counseling and spiritual supports. They do not want to have sex with faens at this moment because of their self-control that they will have sex after graduation or after marriage.

Few sexually experienced university students in these groups are found that they give the meanings corresponded with those never have sex. That is they want to have relations with their faens for counseling, supports, and help. They do not want to have relations with giks because it's the uncertain relationship. In particular, the females do not want to associate with their giks because they do not want to be looked as bad girls.

##### 2) The night life group

I divide their sexual relations into 2 categories by their sexual experiences, i.e. the group having sex with lover only and the group having sex with lover and other partners.

First Group: the group having sex with lover only wants to have sexual relations with "faen" which are based on tie and stability. They see that having faens or lovers is to help each other or for counseling in different matters such as studies, life spending in the university, happiness and suffering. In addition, they see that association as 'faen' is possible to involve with sex because of intimacy.

They give the meaning that having sex is the expression of love between man and woman as we can see that a female university student decides to have her first sex with her faen because of love. In addition, they give the meaning that having sex is a part to create enduring relations such as a university student consents to have sex with her faen because she fear that her lover might have sex with others.

“For me, I don’t want to sex, I have to consent because he pleads me. I fear he will get bored. I think having sex with me is better than he has with others.” (Female student, age 22 years).

It’s found that this group have sex with their faens or lovers only because of these following reasons.

First, they need stable relations with their faens only because they have witnessed that relations with giks are uncertain. They do not therefore want to waste time associating with giks.

Second, they are conscious about good sexual relations between themselves and their faens. So, they see that associating with giks might lead to problems with their faens. In addition, the Thai societies consider women associating with many men and faens will be seen as “Promiscuous” or bad women. Therefore, during associating with faens, they will not associate their giks and effort to associate with their faens as long as possible.

Finally, they give meaning that having sex is based on love and define “faen” differently from “gik” that a faen is the person one loves. That’s why they want to have sex with their lovers only.

Second Group: the group of having sex with lover and other partners is found that they have many sexual partners such as faen, gik, and persons met during night life visits. Male and female university students of this group give different meaning from the group having sex with lover only because life spending is liberal and no life frame that they must have sex with their lovers only. Therefore, they have sex with their giks, men/women met during night trip while associating with their faens.

Although they have sex with their lovers and others, they want to have long-term relations with their lovers for support each other. They explain that their relations with giks are not based on love, sincerity, and they are just short-term relations because both already have faens. So, they must prioritize and take care of their faens more.

As noted above, female university students' sexual relations of this group is related to economy. Because most of them are not wealthy status and night life-addicted. So they rely on their faens in terms of their expenses each month. In addition, some females earn from their giks.

It's found that why this group have sex with their lovers and others. It is because they frame themselves to have sex with giks. This meaning usually happens after having sex with giks.

“After having sex, I see it as common. After having it with my gik, it is unnecessary to have it only with my faen.” (Female student, age 22 years).

In addition, female university students interpret having sex with giks as no tie because their giks are already have their faens but with responsibility not allowing their faens to know by using many methods. They consider that having sex with giks is unnecessary to be in love but preference, enjoyment, and relaxation from loneliness or being away from their faens. Some females consider that associating with giks is another option of seeking new lover or to develop their relations from being gik to faen.

“Gik is the person I like and admire. I have a gik because I like but unnecessary to let my faen knows....Now it is better to have a gik. I hate tie. Gik can be my faen if opportunity permits but observing habits first. Having gik is for fun. If I meet at the night life trip and satisfy, I will have sex with him.” (Female student, age 22 years).

Finally, an issue is found with male university students in every group who have sex with their lovers and others. That is, some male university students and their male peer group do not want to have sex with their faens and give meaning of sexual relations as follows:

They give the meaning that if they have sex with their lovers, they will get bored with them, or do not want to have sex with them again and desire to have sex with other new girls.

“I’ll get bored with my faens if I have sex with her. It’s like you taking rice and spicy-fried chicken with basil everyday, it get bored.” (Male student, age 20 years).

The male university students still give the meaning of sexual relation with lovers as true love, sincerity and related to future marriage. They do not want to separate from their lovers again. So, they do not want to have sex with their faens in order not to get bored or to prolong their relations with their lovers. It is found that if they want to have sex, they will have sex with giks because they are partners who can give sexual enjoyment and no tie. With experiences of associating with many giks while having faen, they get bored to lie to their faens. Meaning is therefore given on relations with faens based on serious love and respect on their faens’ decisions that they should not have sexual relations with faens.

“I don’t want to have (sex) now because I fear that if I do I will get bored. So, I have (sex) with my giks instead. I think, it is a true love and I don’t want to let her go as those previous ones. I think to find a wife is easy but to find a mother to my children is difficult...I think I must be serious with this one...She never have (sex)... I told her we better should not have (sex), we are not ready and should be graduated first for both to be ready. If I have (sex) I might have with my gik but I do not want to have giks any longer.” (Male student, age 20 years).

They also compare their partners between their lovers and their other partners (giks) that their lovers are more worthier than their giks. This causes the idea of “do not wish to have sex with lovers” but to cherish them by not having sex. If they desire to have sex, they will do with others who are not their lovers such as giks because their giks have less value than their lovers.

“Most giks are beautiful, and I want to have sex with them. But faen must be cherished and not often (having sex) just timely. Giks are for enjoyment and not over loving them.”(Male student, age 19 years).

“Because of love, I do not wish to do (having sex). Like my friends, they do not (have sex) with their faens because of true love. So they have sex with others instead. (Male student, age 20 years).

“I never think to have (sex) with my faen but with giks because I do not love my gik. We have sex for enjoyment. Sometimes if taking a trip I call her to join....Now, I concentrate associating with my gik. I emphasize giks for enjoyment, and talking during free time and we agree each can have faen by without any intervention.” (Male student, age 20 years).

#### 5.1.3.2 Premarital cohabitation

I compare the pattern of meanings of “premarital cohabitation” among university students with experiences and those without experiences as follows:

##### 1) Meanings among university students with experiences of premarital cohabitation

The critical condition driving university students to cohabit with their lovers is seeing that the associating faens is the true love. For example,. A female university student decided to leave her home to stay with her faen when she was studying in the lower secondary level (M.3) because of love.

“Cohabiting with my faen is a sense that she is the one for me and then trying to spend life together.” (Male student, age 21 years).

“Staying with my faen is because of love. Love blinds me and make me thoughtless and view that why do adults intervene? (Female student, age 19 years).

Other conditions found beyond the matter of love are convenience of association or intimacy. That is, before cohabiting, they and their

lovers stayed in different dormitories or some lived with their roommates. This was inconvenient for association or having sex. So, the persuasions for cohabitation are to have intimacy and prolong their relations. I want to raise an example about the convenience of association as a condition of cohabitation. For example, a female university student cohabitates with her faen who is a student in M.5 by cohabitating in a dormitory near her faen's school because her university is far from her faen's. She explained about this condition as below:

“I wanted to move out because felt uneasy and I counseled my faen. So, we moved to cohabitate.....have affairs (sex) easier than before.” (Female student, age 20 years).

Considering the consequences of cohabitation, it is found that male university students do not visualize it as money-dependency or cost saving because most female university students usually depend on their faens' money, or male university students have to pay for the dormitory rent alone. The male university students can do because they have enough support from their families.

“My faen doesn't help me pay for the dormitory rent...My faen's mom knows our cohabitation but she has no words or might agree because my faen pays nothing.” (Male student, age 22 years).

“Cohabitation is common .....and I learn many things, know his habits and rely on his money.” (Female student, age 22 years).

“My parents know that during semester close, I stay with my faen and he support my spending, my home has no need to send me money. My parents say nothing seeing that I can take responsibility over myself.” (Female student, age 23 years).

However, male and female university students see the benefits of cohabitation, mutual dependency in studies, counseling each other, and learn each other habits. Most do not anticipate about marriage after graduation because

future is uncertain and there is possible to have new faen after graduation or after working.

“Associating now is not meant marriage later because after graduation each one might meet new one...It is just helping each other, and counseling each other. Advantage is to learn each other habits but still waiting if it is possible with marriage. If we do not quarrel, we will marry but now we have some quarrels.” (Male student, age 22 years).

“I live without goal just think as if I have a friend stay with me. I shall further associate others and never think of marriage, just as good now, no tie. Future is uncertain because societies change; there are changes.” (Female student, age 20 years).

## 2) Meanings among university students without experiences of premarital cohabitation

The honors class group and activity group who never have sex give the meaning that cohabitation is an expression of lovers. However, they control themselves by not having premarital sex. Therefore, their cohabitation is likely improper especially with women because women will be assumed bad.

“I never think to stay with my faen because it is to humiliate and dishonor myself. It must be after marriage.” (Female student, age 19 years).

Sexually experienced university students in every group give the meaning of cohabitation that it provides convenience of association and sexual relations. However, the cause leading these university students not yet deciding cohabitation with their lovers, is fearing their families may not accept. So, cohabitation is bad and affects on their parents. In addition, staying with parents makes impossible for the university students and their faens to cohabitate.

“I never think of premarital cohabitation. It looks weird and

I fear my parents get sorrow. My elder sister in Bangkok does not even know. I just inform my parents that I have a faen but conceal them about our sexual relations because they usually caution me all the time that if having a faen I must not to have sex.” (Female student, age 22 years).

Sexually experienced university students with faens and other partners, they give the meaning that non-cohabitation with faens is the need of independency to have sex with others or giks. They also see unnecessary of cohabitation to study each other habits before marriage because association without cohabitation can study each other habits. This includes, they do not have any goal on their marriage. In addition, male university students of this group give the meaning of cohabitation with lovers is depended on men’s “economic status”. That is the men must earn enough income to help their faens.

“I never think of cohabitation because I have my duty and she has hers. I must return home to take care of my elder sister. I am not ready since studying. I can not support anyone and must wait till I am ready for cohabitation...I associate with my faen to study each other and we both want to continue our education. So, we do not think of marriage.” (Male student, age 20 years).

## **5.2 Meanings of health among university students**

### **5.2.1 Meanings of health**

Overall, each group considers that physical health is seen as important to them but there are different processes related to this meaning among groups. That is, the honors class group and activity group give the meaning as the body comes first since it is visibly extrinsic or from daily routine such as studying, illness, and vigor. It is seen that a physically vigorous health or no-illness efficiently affects life spending in studying and working. The mental health is second because it is intrinsic and evidently invisible.

“I prioritize my body because it is like machine to carry me to study. If I can draw myself from bed ready to study, there is no problem. Body should be more important than the mind.” (Male student, age 19 years).

“Body is the most important. If it is strong, it makes the mind strong. I play sports everyday making me fit, no illness. The mind is stressful only during examination because I have to reread textbooks many times for memorizing.” (Female student, age 20 years).

The night life group gives the meaning like the other groups, i.e. physical health is more evidently visible. Anyway, the process affecting the meaning is different because of their lifestyle related to night life trips. They have to drink and to smoke and less rest, which would affect their bodies such as exhaustion, and coughing.

“Body comes first because night life taking, whisky, and smoking show many symptoms by often coughing along the night...sometimes wake with fatigue and hang.” (Male student, age 19 years).

“Body comes first since now there are many deadly diseases...night life taking affects health and if not enough of rest, it makes drowsy.” (Female student, age 23 years).

In general, the night life group gives the meaning like the other groups. It is seen that a physically vigorous health or no-illness efficiently affects life spending in studying and working, and strong body strengthens good mental health. Mental health is second by university students because mental health is not met everyday and evidently unobservable like physical health. They realize that they have no mental health problems which turn them to take more care for their physical health.

An issue in physical health found with female university students in every group is they are interested in their physical outlooks or beauties. They seek their ways to reduce their weight by meeting medical doctors in order to take pills to reduce their obesity. They consider that physical outlooks are more important than their mental health because the latter is not a problem to meet everyday.

“Body comes first now since I fear obesity and think I am over-shapy. I can reduce 15 kilograms but still I think I am stout. But, the mind is depended on emotion. If a day I am in good mood, my mind is healthy. I do worry about my studies but not more than my obesity.” (Female student, age 20 years).

The night life group gives meaning that physical health is more important than mental health because it is visibly extrinsic. But mental health is intrinsic and finds no problems. They prioritize their physical health especially their beauties and physical outlooks by interpreting their effects of taking night life, i.e. night life trip effects them less rest and erodes their bodied and physical outlooks. Female university students consider that their physical outlooks are important because they need to be beautiful to attract the opposite sex.

“Body comes first, it is my overall view. My mind is normal, cool, no problem and my body is external and to attract others, it needs good outlook.” (Female student, age 22 years).

“I concern my body first since in front of the mirror I see myself why I am like this, too eroded by often taking night life and less rest.” (Female student, age 19 years).

### **5.2.2 Meanings of healthiness**

It is found that all groups have the same meaning of healthiness. Good health means no illness and vigor. In addition, good health can be observed from their outsides, i.e. fair and good shape such as no obesity, or too skinny or gloomy.

“Ill-health is skinny, thin arms, over obesity, and careless to oneself.” (Female student, age 19 years).

“Good or bad health is seen by outlooks and face. Ill-health is pale, eroded and skinny.” (Male student, age 20 years).

The night life group also gives meaning of healthiness like the other groups, i.e. it is free from illness. It is the result of learning from their own experiences and observing the peer group such as dislike physical exercises leading to illness, allergy, stress, ill-effect from smoking, or being second-hand smokers. In addition, this meaning comes from their night life effects.

“Ill-health is over night life taken, drinking, smoking, eroded body. My friends are night life lovers, ill-health, taking rest at 2 or 4 or 6 o'clock in the morning.” (Male student, age 21 years).

“Now I have allergy to dust, cured by medication and stop smoking. But when I am the second-hand smoker or in the cool air-conditioned room, its symptoms return.” (Male student, age 19 years).

“My own experience, if chain smoking, just 2-3 steps, I feel exhausted. My female friends regularly smoke.” (Male student, age 19 years).

In summary, the meaning of good health is related to the meaning of health by emphasizing their physical outlooks. This meaning is the result of their health experiences including their peer group's experiences which can be seen evidently.

### **5.3 Meanings of sexual health among university students**

In terms of the meanings of “good sexual health” among university students, it's found that there are 2 meanings as follows.

First, the honors class group and activity group interpret that good sexual health is about having clean and safe sex from STDs (sexually transmitted diseases) by using condoms or taking care of one's health, and sexual partners' free from STDs. This meaning is caused by the learning from schools.

Second, it is the meaning given by the night life group, i.e. good sexual health is about sexual desire and sexual efficacy.

Sexual efficacy is the “durability” of having sex which is related to controlling ejaculation, orgasm, and delaying ejaculation.

The problems of erectile dysfunction and premature ejaculation are about sexual impotence/ sexual dysfunction or seen as sexual health problems. This meaning is given by interpreting their own experiences or peer groups' experiences.

“Premature ejaculation or delaying it, erectile, durability are important for women because they are more delaying for their orgasm and I have to meet theirs.” (Male student, age 19 years).

“When we have sex and orgasm, we both enjoy. Mostly I have no problems but I have learned from friends that their boyfriends have had the problem of erectile ejaculation and premature ejaculation.” (Female student, age 18 years).

“Good sexual health is having continuing sex without break. If I want it and do not have, it makes me ill-health...I think like this because I have experienced with my faen. So, I find that a good sexual health must be as such.” (Female student, age 19 years).

Meaning above shows that good sexual health is sexual efficacy and no sexual impotence/sexual dysfunction. In addition, they still give meaning how to have sexual efficacy by interpreting from their direct experiences and their peer group's experiences as follows:

1. Sufficient rest, physical exercises, and no sex during illness lead to sexual efficacy.

“If I am sick then it is unable to control good sexual relation. If normal, it is OK on having sex...If sick, I shall not have any sex.” (Male student, age 22 years).

“With physical exercise then there will be good sexual health. My ex-boyfriend was so fit, he was a soccer player. We had long sex once we had sex for almost two hours that I could not walk to university.” (Female student, age 18 years).

2. Drinking leads to “durability” of having sex or delay ejaculation which is counted good sexual health.

“Good sexual health is about man’s sexual efficacy.....if you drink, there is sexual durability.” (Male student, age 19 years).

In summary, the meanings are difference among groups, gender, and sexual experiences. That is, the honors class group and activity group who never have sexual experiences interpret from learning that good sexual health is about safe sex from STDs. However, sexually experienced male university students in those groups and the night life group give its meaning as a good sexual efficacy which involves sexual enjoyment. Therefore, it needs to study university students’ meanings of sexual health in other aspects in order to holistically understand as it will be further discussed.

### **5.3.1 Meanings of protection from STDs and HIV/AIDS**

#### 5.3.1.1 Meanings of STDs and HIV/AIDS

They similarly give meaning of HIV/AIDS and STDs such as gonorrhea that these diseases are infected through having sex but there are differences in their effects. That is, HIV/AIDS is more deadly than STDs because it is incurable or leading to death while other diseases are curable. Besides they further give meaning that HIV/AIDS causes more critical ill effect than other diseases because it involves with social sanction which effects on patients’ mental health. The details from in-depth interviews are as follows:

“AIDS is infected through sex. My 2 relatives have been infected but I have no disgust knowing that it is not easily infected...Other disease known is gonorrhea when one of my friend got infected since he was promiscuous and did not use condom.” (Male student, age 20 years).

“AIDS is infected through sex and blood. STDs well known is gonorrhea...a girl friend told me she got infected from her faens. She had sex with every faens without prevention...there is difference because gonorrhea is curable but AIDS is deadly.” (Female student, age 19 years).

“I know only gonorrhoea. I know it from an infected friend during my secondary education and from leaflets...My friends have ever cautioned me saying look what he had got and he got gonorrhoea...AIDS is differed from gonorrhoea because AIDS is incurable but gonorrhoea is curable in short time..” (Male student, age 19 years).

“AIDS means torturing death and affects the mind. That is it can turn one mad or better dead because of humiliation.” (Male student, age 20 years).

It is found that few university students in the night life group ever had experiences of STDs - gonorrhoea and vaginal candidiasis. They interpret from their experiences that “gonorrhoea” is from the partners’ uncleanness and carelessness of not using condom. However, gonorrhoea and vaginal candidiasis are curable by taking pills or meeting medical doctor. Therefore, they consider that STDs are curable and not deadly as HIV/AIDS.

In summary, most of them give meanings only that HIV/AIDS is infected through sex and most deadly because of its incurability and leading to death whereas STDs are also infected through sex such as gonorrhoea and some called and vaginal candidiasis. They can explain only that these diseases are differed from HIV/AIDS because they are curable and not disgusted by societies. Sources of meanings are from schools where they emphasized HIV/AIDS while gonorrhoea is learned from peer groups. Such meanings show that there is problem in teaching in the schools where they emphasize only HIV/AIDS.

#### 5.3.1.2 Meanings of sexual partners

##### 1) The honors class group and activity group

These groups give the same meaning that sexual partners are involved with STDs and HIV/AIDS. Men are at more risk than women because they have many partners that’s why they have more opportunity to be exposed to STDs/HIV/AIDS if unprotected. They consider that sexual partners known during night life, sex workers, and giks are possible to carry STDs to them. So “faens” who are intimate

or cohabitating with them are reliable for not being promiscuous and free from STDs and HIV/AIDS.

Criteria for selecting sexual partners among these groups are divided into 2 groups as follows:

First group - selecting partners by emphasizing their habits that must be similar such as dislike night life, non-smoker, modest, diligent, and attentive to studies.

Second group – selecting partners by emphasizing physical outlooks. Beauty or handsomeness is important to help decide selecting a faen.

It is found that sexually experienced male university students consider that criteria for selecting a faen or a gik similar to those without having sex by emphasizing partner's physical outlooks. They desire to have sex with gik or casual partner because there is no tie. So, they have no strict criteria for selecting a gik. Selecting a faen as a partner is not only emphasizing their beauties but also habit of being study-focused.

“When I select a faen and a gik I first look at outlooks. My faen must be beautiful, but beauty with fool, I will not select except beauty and smart. A gik with beauty but fool, is alright..” (Male student, age 20 years).

## 2) The night life group

Both male and female university students of this group give similar meaning to the other groups that partners involve STDs and HIV/AIDS. They interpret from their experiences that those partners met during night life are unknown in their personal records or sexual behaviors. So there is no confidence that these partners are free from STDs and HIV/AIDS.

This group is confident that faens will not carry STDs and HIV/AIDS because faens are trustful partners. However, they consider that their trustful faens might carry such diseases to them if they stay apart, that's why they do not know whether their partners have sex with others.

“If partners are dishonest and promiscuous, they can carry diseases. We must trust each other. I often ask and check by telephone whether he has sex with others so that I can protect myself.” (Female student, age 19 years)

“If my faen takes night life, he might be infected. Now he often works in upcountry, I also fear STDs he carries to me.” (Female student, age 23 years).

Criteria for selecting sexual partners of the night life group are divided into 2 groups as follows:

First group – university students who have sex with their lovers only emphasize that their lovers must have good looks. They also emphasize that their lovers must not have promiscuous behaviors or having many partners. They select their lovers by considering that their faens must not have risk behaviors. That’s why they select those who are studying in the same school or in the same university in order to know their faens’ sexual behaviors.

Second group – as for male university students who have sex with their lovers and other partners, they have criteria to select their faens by behaviors that their faens must not have sexual health risk behaviors. Anyway, they select their other partners by considering their physical outlooks only.

“Selecting a faen, I look at her heart..... I will select a gik by her physical outlooks because I want to have sex only.” (Male student, age 19 years).

As for female university students who have sex with their lovers and other partners, they have criteria to select their faens or giks similar to males by considering physical outlooks. The important criteria of this group is they emphasize that their partners must be wealthy status or rich which can be observed by their dressing and cars. This is for money-dependency because of being the poor group but night life-oriented. So, they select wealthy partners but never care for their risky behaviors because they can accept that their partners may have sex with other women.

“The man met must be attractive, clean dress, simple, not so good, not overacting. If such met during night life and complacent, I am ready to have (sex)...If attractive man met, dressing well, quite rich, and complacent, I am ready to have sex.” (Female student, age 19 years).

“I similarly select my faen and my gik based on money so that I shall not trouble my parents because they have to foster my younger sisters, so I need not ask them money. My faen must have good outlooks, but gik must be rich.” (Female student, age 22 years).

“Selecting a faen, he must be rich and attractive, but a gik must be at least bachelor degree because good education leads to good status and must dress well. His outlooks are also important. 2-3 times met with the gik, then we shall have sex but I have to accept that my gik might have other giks. Now my gik is already married and is acceptable.” (Female student, age 23 years).

#### 5.3.1.3 Meanings of STDs and HIV/AIDS protection methods

There are similarities and differences in the meanings of STDs and HIV/AIDS protection methods among groups as follows:

##### 1) The honors class group and activity group

Most non-sexually experienced university students consider that the best protection methods of STDs and HIV/AIDS is not having sex because they have their life frame to have sex after their marriage or after graduation. They give the meaning that having sex now is risky to the loss of future or to underachieve their life goals. They have learned from their families and societies that HIV/AIDS at present is prevalent among youth group and having sex at this age might end at HIV/AIDS infection.

They also consider that blood test is a protection method against HIV/AIDS because it shows whether the partners are HIV/AIDS infected. However, this method is worth for those planning marriage and to have sex after their marriage. Because blood test during association or not yet associated might be found distrust their faens. Source of prioritizing this issue is the result of their experiences and media's report to see the importance of protection from STDs, HIV/AIDS, and

anticipation before having sex. In addition, blood test before marriage ensures that their lovers are free from AIDS or not, and is counted as the best protection method before having sex.

“I must be certain that my faen is not infected by using blood test.... If I do it before marriage or during studying, my faen will not agree. .. I think of blood test before having sex because I find from TV and admit it is good.” (Female student, age 19 years).

“To have a faen, she must be trustful and need her to have blood test. But I will not directly tell her. I shall ask her to donate her blood and have blood test at the same time. If there is blood problem she will be rejected for her donation and I shall know the result....I got this idea when I had operation of my appendix and the doctor must have me blood test and I asked to see HIV/AIDS test because I was scare of my first sex without using condom.” (Male student, age 20 years).

They consider that the best protection methods of STDs and HIV/AIDS for those having sex is using condom and not promiscuous. This meaning is the result of learning from their schools, media, and outside class activities. In addition, male university students have learned from the social context. For example, they are taught by their families about how to prevent STDs and HIV/AIDS. They also have learned from their peer group.

“I have learned from media, and male friends keep condoms since they were studentsl. My university friends carry condoms bought from drug stores or 7-Eleven stores around the dormitory.” (Male student, age 19 years).

“Mom doesn’t know I have gik but I guess she knows that I might have sexual experiences. She often says I am mature and must be cautious and know how to protect when having sex....My 2 relatives get AIDS infection, One is my uncles and he died last year...another one is not yet dead. Mom teaches me to observe them who like night life and after drunken they aware careless till infected by

AIDS...My friends caution me not to forget to use condom. I and my friends take condoms from the Student Affairs and keep them at the dormitory.” (Male student, age 20 years).

## 2) The night life group

They consider that the best protection method of STDs and HIV/AIDS is using condom and having trustful sexual partners. Basically, they do not want to use condoms with their faens or lovers because they believe that their faens are not at risk of STDs. They realize that non-promiscuity is a way to prevent STDs. So, some university students do not want to have sex with other partners. However, university students who have sex with other partners or casual partners realize that they should use condoms to prevent STDs and HIV/AIDS.

“Good prevention is using condom. The best is not having sex with those who are not faens or those met in night life..... Even using condom with distrustful partners, it can be infected through saliva. So I do not want to have sex with them in order to save myself.” (Male student, age 20 years).

“We must use condom with giks.....My giks have married and have other giks apart from me.” (Female student, age 23 years).

It is found that some university students of the night life group give meaning that cleaning or washing their sexual organs after having sex is the protection method of STDs. Such method is believed to be the way to prevent STDs but unable to prevent HIV/AIDS because it is the most deadly one. They give meaning that STDs are about uncleanness and not using condom. Therefore, cleaning sexual organ after having sex is a way to prevent STDs when not using condom with any partner.

Many male university students and their peer groups give meaning that gonorrhoea infected because of uncleanness from unclean having sex. However, they consider from their previous experiences that they can protect

themselves from STDs when not using condoms with their distrustful partners by cleaning their sexual organs after having sex.

“My peer group cautions me that if not using condoms, after having sex, I must hurry to clean my sexual organ and it is possible to prevent STDs. It is my friends’ belief, practiced and respectively informed.” (Male student, age 21 years).

“If not using condom, I must clean it (sexual organ) thoroughly... because we do not trust these distrustful women...Sometimes, by sudden desire, I did not use condom but realized later so I got worry. For example, a girl picked from a pub. I thought she was too easy and I did not know what disease she was infected...So I had to clean my sexual organ after having sex...I know this method because it is dirty and my friends tell me.” (Male student, age 19 years).

“Cleaning my sexual organ help prevent bacteria leading to gonorrhoea. All my friends do...But AIDS even cleaning it is not saved, it is deadly.” (Male student, age 19 years).

A case of a female university student being infected by vaginal candidiasis, her experience related to her meaning that having sex with her lover by not using condom or “ejaculation in the vagina” caused uncleanness leading to vaginal candidiasis. So, cleaning sexual organ is necessary after having sex without using condom in order to prevent STDs. This belief is the result of her direct experience and perception from her female peers who have the same experience.

“It infected because of uncleanness by having sex and did not clean it. With this faen he always ejaculate in my vagina. Now I have to clean it after having sex which helps protection from infections...” (Female student, age 22 years).

#### 5.3.1.4 Meanings of condom

##### 1) Meanings of condom

Most non-sexually experienced university students in the honors class group and activity group interpret that objectives of using condoms are differed by types of partners. That is using condom with faens is to avoid pregnancy but with giks is to prevent STDs and HIV/AIDS.

With the life frame, they intend to have sex with faens after marriage. So, they give meaning of using condoms that it is not involved with distrust or fear STDs and HIV/AIDS but to prevent pregnancy believing that their faens are free from STDs and HIV/AIDS.

“Condom is suitable even with my faen when we are not ready to have children. It is convenient and certainly safe. I never see using condom is to fear STDs from women but the girl whom I shall have sex with must be my married faen. Certainly, she will not be infected but using condom is to avoid pregnancy.” (Male student, age 19 years).

“Using condom with my faen is to prevent pregnancy. If taking night life and meeting the man, condom is used to prevent STDs....If I have sex with my faen, I won't use condom because of sincerity, trust, and believing that my faen is not infected.” (Female student, age 19 years).

As for sexually experienced university students in the honors class group and activity group, they also interpret that using condom with their faens is to prevent unwanted pregnancy because they are trustful partners or free from STDs and HIV/AIDS. Using condom with giks is to prevent STDs and HIV/AIDS because they are not trustful as faens. This is the result of learning from outside class activities and schools showing the necessity of using condoms.

“I use condoms because of safety first, fearing pregnancy, but not fearing infected from my faen because he is not. He is not promiscuous and we associated for long time before we had first sex. Now, we cohabitate with trust....If we

use condoms, it is to prevent pregnancy, it is not because of distrust.” (Female student, age 20 years).

“I use condoms fearing pregnancy rather than diseases. I never think whom I have sex with is infected with AIDS... I used condom since my first sex. I use condom when I have sex with my faen.” (Male student, age 20 years).

It is found that by the honors class group’s experiences of not using condom on their first sex, and the activity group’s experiences of not using condom sometimes affect their meanings that using condom or not depends on “knowing when to have sex” and “preparing condom in advance before having sex.” This means that university students encounter situations where condoms cannot be found because they do not know when they will have sex especially their first sex. So, they prevent unwanted pregnancy only by withdrawal and emergency pills. In addition, not using condom depends on “drunkenness” after night life. This in turn lacks having unsafe sex.

“Once I thought I had condom at my room, but there was no condom. I did not think to go and buy when I wanted to have sex with my faen. I did not use condom but fearing errors so I used withdrawal.” (Male student, age 20 years).

“I did not prepare condom for my first sex in advance and my faen used withdrawal. I still feared pregnancy so I took emergency pills which I bought from nearby drug store around the dormitory. At that time, I never thought he was infected because we associated for 8 months before having first sex.” (Female student, age 20 years).

It is found that key issue in “using condom and trust” is related to making agreement with their partners since the first sex. That is, using condoms in the first sex for safety make their partners see the aim is for safety rather than distrust that their partners infecting STDs and HIV/AIDS. If there is no agreement about using condoms with their partners in the first sex, but using condom in the later sex, they will interpret that using condom is distrusting their partners or

perceiving that their partners are promiscuous and might be infected by STDs and HIV/AIDS.

“I consider using condoms can be divided into 2 ways. First, I discussed with my faen and my gik that why I use condom. I explained that now we were not ready to have sex because both were studying. Using condom is a deep concern and good will unrelated to distrust because I used it since first sex. So there is no problem with my partner. Second, if not using condom at first sex and later the man uses it, woman will ask why and think of distrust.” (Male student, age 20 years).

The night life group interpret from their direct experiences and peer groups that using condom is related to trust of their partners. That is condom symbolizes prevention of STDs and HIV/AIDS on having sex with distrustful partners such as having many partners and possibly infected by STDs and HIV/AIDS. So, using condom among lovers or faens represents uncertainty and fear that their partners might be infected by STDs and HIV/AIDS.

In general, they do not usually use condom when having sex with their faens. Particularly, females are conscious that asking their lovers to use condoms might lead to distrustful relations. In addition, they still believe or assume that their faens are not promiscuous and thus it is not necessary to use condoms to prevent STDs and HIV/AIDS. In fact, some of them have other partners during associating with their faens. It's found that they use condoms with their other partners and apply other methods which are not condoms to prevent unwanted pregnancy only when they have sex with their faens.

“If asking my faen to use condom, I think we distrust each other. I never ask him to use, I'm afraid that he might think I distrust him. So, I do not prevent diseases but pregnancy by taking contraceptive pills...Condoms suit whom we are not seriously associating and needed to prevent diseases.” (Female student, age 22 years).

“Using condoms with my faens seems distrust each other. Do we have something or fear something? If having sex with giks, I use it because I distrust them...I think my faen is not promiscuous by my sense, he does not need sex much...I use condom with my giks and they use because I know them little. So I need to protect myself.” (Female student, age 22 years).

The night life group also gives meaning of “using condom with faen” in terms of prevention from STDs and HIV/AIDS. Particularly, it is during they are uncertain or suspicious about their faens’ sexual health risk behaviors, such as at first association, or when their faens are in upcountry. However, female university students cannot regularly bargain with their faens on using condoms. Because females are considered that they also need sex as males, and they must agree with males’ decisions to use or not to use condoms or they should not claim their faens to use condoms.

Female university students interpret that although sometimes they do not trust their faens’ behaviors, they have to agree to have sex with them by not using condoms because bargaining looks distrusting their faens. In addition, they further interpret that when their faens do not use condoms during time of distrusting them, it proves that their faens do not have risk behaviors of STDs and HIV/AIDS.

“Only trust him and not using condom. I told him that he must use condom with others. I always remind him because with me, he never uses condom... I also never use condom, wishing to know can he make me trust him.” (Female student, age 19 years).

It’s found that few university students among the night life group use condoms with their faens. Anyway, the objective of using condoms does not involve with prevention of STDs, HIV/AIDS and distrust. Because they consider that using condom with faens is to prevent unwanted pregnancy. It’s also found that some university students consider the objective of using condoms with their faens as sexual

enjoyment. Because some types of condoms can give them enjoyment. Moreover, condoms can give them enjoyment in terms of ejaculation in the vagina, and having sex during menstruation.

“I think it is good to use condom. I can ejaculate in the vagina rather than withdrawal ejaculation that I cannot reach orgasm.....It is better to use condom. I use condoms with my faen and it is to prevent pregnancy rather than diseases.” (Male student, age 22 years).

“One of my faens requested me to use unsmoothed condom because she liked enjoyments.” (Male student, age 19 years).

This group interprets that not using condoms with lovers related to economy and frequency of having sex. If they often have sex with their faens, they won't use condoms in order to save their money. In other words, they realize about cost saving and they trust their lovers that they do not have sexual risk behaviors to STDs and HIV/AIDS. Therefore, it is unnecessary to use condoms and possibly use other methods to prevent unwanted pregnancy, i.e. withdrawal which can give them more sexual enjoyment than condoms.

“At first we used condom but later we never use it and we have sex often 5-7 times a week and best record was 7 times a day. Not using condom because of we do not have, do not prepare, and it becomes habit as well as we dislike it also.” (Male student, age 19 years).

“At first we used condom but later we decline because we have sex often. We do not like to buy condoms often and seeing it saving if I use withdrawal and trust my faen more.” (Male student, age 20 years).

In addition, causes of using condom are depended on “unknowing when to have sex” and “preparing condom before having sex”. They never used condom with faens for their first sex because they did not know in advance when they had sex. Although they prepare condoms before having sex, they do not use

condoms because they conceive on trusting their lovers. Also, they emphasize about enjoyment of not using condoms. That's why they often use other protection methods especially for unwanted pregnancy only such as withdrawal.

“I hardly ever use condoms ...Not using it because of timing and sometimes I do not have and I do not want to buy it when I want to have sex. Sometimes, condoms were on the top of the refrigerator I had no mood even to pick it because it spoiled my mood.” (Male student, age 20 years).

In general, they consider using condoms as a protective method against STDs and HIV/AIDS which is suitable for those having sexual health risk behaviors such as sex workers, giks, girls/men met during night life. It's found that male university students who have sex with other partners are at more risk of sexual health than females as follows.

Although female university students, who have sex with lovers and giks agree to allow their lovers not to use condom to prevent STDs and HIV/AIDS, they can bargain their giks to use condoms to prevent STDs and HIV/AIDS because they are conscious on the importance of protection. So, they will disagree to have sex with distrustful partners if these partners do not use condoms. On the contrary, male university students do not use condoms with their casual partners every time because they do not prepare condoms before having sex and because of drunkenness. So they are not conscious on the importance of condoms to prevent STDs and HIV/AIDS. They also see that they can prevent STDs and HIV/AIDS by cleaning their sexual organs after having sex.

## 2) Meanings of “condom and sexual enjoyment”

Non-sexually experienced university students of the honors class group and activity group interpret that using condom for protection from STDs and HIV/AIDS can give sexual enjoyment. They have learned from media, pornographic media, and schools that using condom does not reduce sexual enjoyment.

As for sexually-experienced university students of these 2 groups, they interpret that condom can give them sexual enjoyment in terms of the confidence in protection from unwanted pregnancy by not considering about protection from STDs and HIV/AIDS. Because they realize that their faens are trustful partners. Those using condoms with giks interpret that condom can give them sexual enjoyment because it ensures that they will not be infected by STDs and HIV/AIDS.

However, the night life group interprets that condom does not give them sexual enjoyment particularly among male university students. Condom reduces sexual enjoyment because it gives them “no joy”, “no touch”, “no fun”, and “not exciting”.

“I have to use condom with my gik because it’s necessary, but when I use I feel bad as it is better not to use it, I compare between using and not using like when we feel itching at an arm and we scratch through the shirt, It is different.” (Male student, age 20 years).

As for female university students of the night life group, they divide meanings from their experiences into 2 groups as follows:

First group- they did not feel anything about using or not using condoms. Anyway, they interpret from their experiences that their lovers did not like to use condoms because condoms gave their lovers no sexual enjoyment.

Second group - they considered that condoms could give them no sexual enjoyment. Because 1) their lovers did not like it, and 2) condoms made them pain at their sexual organs. Anyway, they were satisfied to use condoms when having sex with their distrustful partners because they thought they could protect themselves from STDs and HIV/AIDS. It shows that they were aware of the importance of protection from STDs and HIV/AIDS by using condoms with giks.

“I am satisfied when not using condom. If using it, I feel pain and dislike. My faen hates it too and I’ve heard from my friends who never use it.

But my gik must use it because I distrust. Pain is better than risk of STDs.” (Female student, age 23 years).

### **5.3.2 Meanings of protection from sexual violence and unwanted pregnancy**

#### 5.3.2.1 Meanings of sexual violence

Every group interpret from the media that “sexual violence” is women being raped by men or sexual coercion without women’s consent including men harass women who are not their lovers.

“Sexual violence is a female is raped by a male because male is stronger and more aggressive than female...it is witnessed in the news that female is hurt by the male.” (Male student, age 19 years).

“Violence is that a male has sex with his non-lover female, a rape with strong sexual desire as we can see in the news.” (Female student, age 22 years).

They also call sexual violence as “sadism” resulted by learning from media particularly the pornographic media such as having sex with beating, assaulting women, uncommon or abnormal sex, and using objects like chains chaining women during having sex. They interpret that such sex is called “sadism” and this sex is characterized of having mental problems or “psychosis”.

However, they consider that “sadism” or using objects in having sex may not be violence because of personal preference, enjoyment, complacency, and sexual arousal by the consent of both men and women. They have learned this meaning from media and peer group that it’s just seen as sexual enjoyment.

“It is a personal enjoyment. Outsiders might think it is violent. If a woman does not consent, it becomes violence.” (Male student, age 19 years).

“My friend told me that her faen violently had sex with her by beating and biting but she liked it. I never have such experiences because I dislike.” (Female student, age 22 years).

### 5.3.2.2 Meanings of “criteria of sexual violence”

The Criteria that all groups use in determining which action being a sexual violence can be divided into 2 issues are as follows.

First, they consider that “woman’s consent” is a key to determine any action by a man is violent or not. So, coercing a woman to have sex with her consent is not sexual violence or sexual abuse.

“I think it depends on the woman whether she agrees or not. If coercing to have sex by faen and she agrees, it is not violent but love.” (Male student, age 20 years).

Second, female university students give the meaning that to determine which actions are violent or sexually abused must consider at “relations between a man and a woman”. If a man coerces a woman to have sex or expresses to have sex in various styles as a “lover” status, it is not counted sexual violence or sexual abuse. It is common that a woman consent to follow the needs of her lover. By her love, she finds such actions are not sexual abuse. On the contrary, if a man is not her lover and expresses in such a way with a woman, it is a sexual abuse or violence because she dose not consent.

“First, I will see who he is. Do I know him? If my faen touches me, it is the expression of love. If I do not know him and he touches me, it is the sexual abuse.” (Female student, age 19 years).

“It depends on whether the man is my faen or not. If he is, I will agree.” (Female student, age 23 years).

As for the criteria used in determining sexual violence in 3 situations (man's speeches, having sex with the underage girl, and VDO clips), it's found that there are similarities and differences in these meanings among groups as follows:

1) Man's speeches – the honors class group and activity group interpret that man's speeches such as inviting to have sex is sexual violence/sexual abuse by law. By their perspectives or experiences, they consider that such speeches cause humiliation or dishonor to a woman. So, sexual violence is not only physical violence but also speeches.

“Teasing and molesting a woman by speeches is violating personal rights by law and it is dishonoring.” (Male student, age 19 years).

“Molesting or teasing is a sexual abuse because a man should not do. It hurts and humiliates a woman.” (Female student, age 19 years).

However, the night life group differently interprets that molesting by teasing or kidding is not violent because it is just wording. Some just see it as “vulgarily and bad mouth”. Overall, they consider that verbal abuse is not counted a sexual abuse or violence because it is not physical coercion, and it is common that a man is a “jao choo” (a dandy) and wishing to know a woman by using speeches.

“Teasing is not sexual abuse because it is just words and does not touch us.” (Female student, age 22 years).

2) Having sex with the underage girl – although they consider that sexual violence depends on woman's consent, they also consider that having sex with the underage girl is counted as sexual abuse. This is the result of their leaning about law. Beside legal issues, it is seen as sexual violence or abuse because the girl is helpless to protect herself or has safe sex, and a man should be conscious by himself that such action should not be performed.

“Having sex with a girl who is younger than 15 years even by her consent, it is sexual abuse because by law.” (Male student, age 19 years).

“Having sex with a girl is a sexual abuse since she is innocent and violating her rights even she agrees, it is still an offense. Such thinking is from studying law.” (Female student, age 19 years).

“I think it is sexual abuse because a man must know what is wrong or right. Being an adult, he must know if having sex with a girl, it is a sexual abuse.” (Male student, age 20 years).

However, the night life group differently interprets from the other groups, i.e. a man having sex with a girl is not sexual abuse or sexual violence because their criteria emphasizes on girl’s consent. So, this situation is irrelevant to sexual violence or abuse. It’s found that this is the result of their previous sexual experiences, that’s why they do not emphasize on law.

“Having sex with a girl, if she agrees, it is not sexual abuse.” (Male student, age 19 years).

“A girl of the underage or a child having sex with a man must be under her consent and if so, it is not sexual abuse.” (Female student, age 19 years).

3) VDO clips – it is found that each group gives the similar meaning by interpreting from their experiences, perceptions, and their own thoughts that recording VDO clips of a woman with her consent and willingness is not mental violence or sexual violence. They consider that this situation is the personal preferences or uncommon preferences only. However, VDO clips are charged as sexual abuse when woman’s pictures are on-air and humiliate her.

### 5.3.2.3 Meanings of method and ability to prevent sexual violence

#### 1) The honors class group and activity group

Most non-sexually experienced university students interpret from their life frame that they have to control themselves by not having sex in order to prevent sexual health problems so as not to affect their life goal and families. Male university students interpret that they can control themselves from sexual violence on women because they honor women by not touching or abusing their bodies. Not having sex is a good protection method from not only sexual violence but also other sexual health problems such as unwanted pregnancy and STDs.

“I can control myself...I think watching pornographic media affects my sexual desire but I can control and think of reality that I have to control myself for my future.”(Male student, age 19 years).

Female university students interpret that they can prevent sexual violence by not staying alone with man and not going home late at night. However, they do not protect themselves when staying alone with male friends or lovers because they are trustful.

As for sexually experienced university students in these groups consider that they can protect sexual violence by having sex with lovers. Experiences of cohabitation make them consider that association should base on the criteria that a man must understand the woman's need and must emphasize her consent. In other words, a woman can refuse to have sex with her lover by explanation.

Sexually experienced male university students consider that they can control themselves not to coerce any woman to have sex because they can control their sexual desires and respect woman's decision whether to have sex or not.

“By my experience, sometimes, I was sleepy and no mood, so I refused him. He did not grumble and coerced.” (Female student, age 20 years).

“If both agree, it is not violent. I see it depends on me and my faen. If desiring to have sex, it begins with kissing and automatically we know and ready for sex with out coercion.” (Male student, age 20 years).

## 2) The night life group

Male university students interpret their experiences that having sex with any woman needs no coercion because woman always agrees. They are able to control themselves not to coerce a woman because having sex requires understanding a woman’s desire and consent especially their lovers whom they have to concern on their feeling more than other partners

In addition, male university students consider that their sexual desires, by threatening and pacifying or showing that they are dissatisfied when their lovers refuse to have sex with them, are not sexual violence because these behaviors are not physical violence and they still emphasize their lovers’ consents.

“I used to pretend pouting and turned my back to her while sleeping when she refused. She feared that I might be angry, so she had sex with me finally. It is not sexual abuse because she consents.” (Male student, age 20 years).

“I asked my lover that “why not having sex with me, I am your faen.” – this is not sexual abuse. Sometimes, I say “never mind, if you are not ready” – such words make she feels better.” (Male student, age 19 years).

Female university students give the meaning that the way to prevent sexual violence or coercion from their faens is to explain to their lovers to understand why they do not want to have sex. They found from their experiences that their lovers listened to them because their relations are based on understanding, respect, and consent. So direct explanation is the best way to prevent coercion from their lovers. In addition, they consider that staying alone with their lovers will not make them encounter sexual violence or coercion to have sex. So it’s unnecessary to prevent sexual violence from their lovers.

“I see that protection from violence is by directly telling my faen. If I do not want (to have sex), I’ll tell him. Our relations emphasize the consent.” (Female student, age 19 years).

Moreover, female university students interpret from their direct experiences and peers’ experiences that although women do not desire to have sex with their lovers, sometimes they do not refuse their lovers because they emphasize their lovers’ happiness and fear that their lovers will get bored and will have sex with other partners. Anyway, they still do not see it as sexual violence.

In general, female university students interpret that protection from sexual violence is to avoid staying alone with male strangers such as having female friends during night life to prevent sexual violence. In addition, they interpret that it is not necessary to prevent sexual violence with giks because they are known sexual partners and it’s about their consents.

“If I like him, there is no need to avoid him.” (Female student, age 19 years).

#### 5.3.2.4 Meanings of unwanted pregnancy protection methods

##### 1) The honors class group and activity group

Non-sexually experienced university students interpret contents from schools and various media that there are many methods to prevent unwanted pregnancy, i.e. condom, intra-uterine device (IUD), sterilization, and oral contraceptive pills. In addition, female university students consider that the best protection method from unwanted pregnancy problem is not having sex while being university students. This is the result of their life frames.

“I think the best contraception for adolescent is not having sex. There won’t be any problem.” (Female student, age 19 years).

Some sexually experienced university students in these groups interpret that another protection method for unwanted pregnancy is withdrawal. They consider that this method is the man's duty. This meaning comes from their direct experiences and their peers.

## 2) The night life group

They interpret that protection methods of unwanted pregnancy are condoms, oral contraceptive pills, emergency pills, IUD, and sterilization. Although schools have taught various contraceptive methods, they emphasize "ejaculation" because they have learned from their direct experiences. Also, they can make agreement with their partners about contraceptive methods such as asking their lovers to buy contraceptive pills.

"Contraceptive methods are contraceptive pills, injection, IUD, withdrawal. My ex-boyfriend used withdrawal. But with this boyfriend, he told me to take pills. So, now I take contraceptive pill." (Female student, age 22 years).

"My first faen used withdrawal and sometimes he ejaculated in the vagina, and I told him to buy emergency pills for me. My second faen used withdrawal. My third faen used the same. I don't want pregnancy now and need to be precautious." (Female student, age 19 years).

In summary, associating with peer groups with similar experiences related to their interpretation that withdrawal is by men while taking oral contraceptive pills is by women. They often use withdrawal and oral contraceptive pills with their lovers more than condoms. This meaning reflects that their direct experiences and peer group affect on their meanings more than learning from schools.

It is found that there is a female university student who has experience of induced abortion. Although she took oral contraceptive pills, she was pregnant because of her negligence in taking pills. So she solved her problem by induced abortion.

“I was pregnant with my present faen. I had pregnancy sickness and checked myself. I knew I was a month pregnancy. So I discussed with the drug store and I was advised to take induced abortion at...(a clinic in Bangkok)...So I did and paid 5,000 Bath. I did because I was studying and, unable to take responsibility. My faen, my friends, and my parents did not know because I did not want them to be worry.....pregnancy because I forgot to take pills continuously.”  
(Female student, age 23 years).

She also considers that induced abortion does not affect her body. Anyway, it affects her mind or fearing sin from her induced abortion. Finally, she considers that the reasons of induced abortion are inability to take responsibility to raise the child and need to achieve her life goal.

“Induced abortion is not dangerous for my body. When I did, my body was alright. After that, I went home as if nothing happened. My body might be strong, never get ill and might the first month of pregnancy. But I felt sinful, deadly sinful because when I was a child my grand mom often took me to temple. So I see it as sinful...Anyway, I had to do. I knew it alone because if my family knew, they would not allow. ...I am not ready to have a child. If so, I have to drop but I must finish my studies. So I decided to solve by induced abortion without telling anyone. It’s better to take responsibility by myself. It’s my fault so I had to solve by myself.”  
(Female student, age 23 years).

#### 5.3.2.5 Meanings of “appropriateness, satisfaction, and unwanted pregnancy protection methods”

##### 1) The honors class group and activity group

They interpret that condom is a method for contraception that is suitable for distrustful partners who might have STDs and HIV/AIDS. Condom can give the confidence because it has more efficient than other methods. That is, it enables to prevent unwanted pregnancy, STDs and HIV/AIDS.

Sexually experienced male university students satisfy using condoms because they can protect themselves from STDs, HIV/AIDS including unwanted pregnancy. They also consider that using only contraceptive pills with distrustful partners might be at risk of STDs and HIV/AIDS.

“I like using condoms which ensuring pregnancy prevention for 100%. I have visited its factory and found that they manufactured efficiently. No women ever talk about condom. They could be satisfied.” (Male student, age 20 years).

In addition, they consider that condom is better than oral contraceptive pills in terms of its side effects. That is, non-sexually experienced university students interpret that they will use condom for preventing unwanted pregnancy because they are afraid of oral contraceptive pills' side effects on women. However, they cannot explain about their side effects.

“If I have (sex) with my faen, I shall use condom since it is easiest. I don't want her to use pills because it might have side effects.” (Male student, age 19 years).

“I don't want my faen uses pills because I fear side effects. But I don't know what they are. That's why I fear.”(Male student, age 20 years).

Sexually experienced female university students interpret from their experiences and peer group that oral contraceptive pills lead to side effects, i.e. obesity, irregular menstruation, and might be unable to have children in future. In addition, inconsistently taking oral contraceptive pills might lead to unwanted pregnancy. Therefore, they do not want to use oral contraceptive pills. They prefer condom because it does not have side effects.

“I don't want to take pills because I am afraid of obesity, irregular menstruation, and at the side of its package reminds that taking often is not

good...Condoms make us 100% enjoyment not to be pregnant....better than taking pills because pills make me obesity. My friends are fat because of pills. If forgetting, it cannot prevent 100% pregnancy.” (Female student, age 20 years).

“In fact, my faen dislikes me to take pills he fears its effect to my uterus which I cannot have children. I took it for 2 months because I become fat. Now I use only withdrawal ....But I think I never mind it because I do not have sex with others but only with my faen.” (Female student, age 22 years).

They consider that withdrawal and oral contraceptive pills are appropriate methods for married couples or having sex with a lover only. Because these methods do not prevent STDs and HIV/AIDS. So, they should be used with the trustful partners who do not have risk behaviors. In addition, using contraceptive pills is depended on frequency of having sex. For example, contraceptive pills are appropriate with permanent spouses. But the emergency pills are appropriate with couples having irregular sexual relations.

They also consider that oral contraceptive pills appropriate for the married couples is that oral contraceptive pills might be at risk of unwanted pregnancy.

“Pills are appropriate with the married couples rather than students because it is mistakable. It doesn't matter if married couples are pregnant.” (Male student, age 20 years).

As for sexually experienced university students in these groups, it's found that they are conscious of their safety and effects of using contraceptive method. They prioritize using condoms with other partners in order to prevent STDs and HIV/AIDS rather than pregnancy. But it is seen that using condoms with lovers is to prevent pregnancy.

However, they do not want to use oral contraceptive pills and withdrawal because both ways cannot certainly prevent pregnancy. For example, discontinuity of taking pills might have pregnancy, and they are worry that pills may

affect their lovers. Whereas, using withdrawal might be risk because some sperms release in the vagina. That's why these methods are at risk of pregnancy. In addition, withdrawal is risky to STDs and HIV/AIDS if it is used with other partners or distrustful partners. So they consider that withdrawal is appropriate to use with their faens especially during the first sex or other times when condoms are not prepared.

“Condoms are better than contraceptive pills and withdrawal. I think pills affect woman's body and irregular menstruation. Withdrawal is risky to AIDS and pregnancy. I knew from my friends that before orgasm, my sperm flow first and might be risky...my friends fear pregnancy rather than diseases. So, they use condoms. (Male student, age 20 years).

“I always carry condoms taken from the Office of Student Affairs and my friends normally ask from me. But once I did not have condom and did not want to buy so I used withdrawal.” (Male student, age 20 years).

“We did not prepare condom before having first sex, my faen used withdrawal but I still feared pregnancy. So I bought emergency pills.....After that, he bought and used condoms every time for safety. It is more ensuring than withdrawal. I do not fear he has infection but pregnancy. So, condom is used.” (Female student, age 20 years).

## 2) The night life group

This group interprets like the other groups that oral contraceptive pills and withdrawal are appropriate with married couples or non-promiscuous couples because these methods are unable to prevent STDs and HIV/AIDS. However, they believe that their lovers are not at risk of STDs and HIV/AIDS. That's why they still use these methods to prevent pregnancy when having sex with their lovers.

“Taking oral contraceptive pills is appropriate for married couples more than youth cohabitating but I am certain that my faen is not

promiscuous, and I never have sex with others. So I take pills.” (Female student, age 22 years).

“Withdrawal and taking emergency pills are appropriate with faen because pregnancy is more important than disease. It is difficult to get infected if both are not promiscuous.” (Female student, age 18 years).

Most male university students enjoy using withdrawal more than condoms. They consider that withdrawal is appropriate with lovers because lovers are not at risk of STDs and HIV/AIDS. However, they have learned from their experiences that withdrawal is not fully possible to prevent pregnancy. So it is appropriate with the married couples because they are able to take responsibility for their children.

“I was satisfied with this method (withdrawal) and nothing happened. It was better than using condom. I used to ejaculate in the vagina because of uncontrollability but my faen regularly took pills....Ecstasy gained from ejaculation in the vagina is better than withdrawal. In fact, I had no intention for ejaculation in the vagina but it was a nick of time... withdrawal is risky because some sperms are released and cannot 100% prevention. Sometimes, I ejaculated at the mouth of her vagina and she might get pregnancy but she took pills...she bought her pill for monthly control, she might fear mistaken. She took them herself without my demand... Withdrawal is appropriate for married couples but not for students because it is easy to get mistaken. Couples can use withdrawal, however, it might get pregnant but it's not troublesome...” (Male student, age 19 years).

This group gives the meaning like sexually experienced university students in the other groups that withdrawal, oral contraceptive pills, and emergency pills are related to male university students' “preparing condoms before having sex”, “unknown time to have sex” and “sexual enjoyment”. That is, having especially first sex is usually using no condom because unpreparing it in advance or unknowing when to have sex. So, they use withdrawal method to prevent pregnancy.

This group often uses withdrawal and oral contraceptive pills in order to prevent unwanted pregnancy because these methods give them more sexual enjoyment than condoms.

“First time, he did not use condom, and I did not prepare because I did not know I would have so he used withdrawal.” (Female student, age 18 years).

“Not using condom because I did not have it. It became habits and I disliked condoms. So I used only withdrawal....My friend said that he did not used condom because it’s not natural.” (Male student, age 19 years).

“I prefer my faen to use oral contraceptive pills..... We weighed more on feeling. Not using condom gives better feeling.” (Male student, age 20 years).

In general, they consider that oral contraceptive pills might have side effects or endangering women in many ways such as difficulty to have children in the future, obesity, cancer risk, and “dry uterus” by explaining that: “oral contraceptive pills can cause dry uterus, dry uterus is not good when having sex with my lover because there is no vaginal lubrication.” (Female student, age 23 years).

Although they realize about side effects of oral contraceptive pills, it is found that there are 2 groups as follows:

First Group: avoiding from using oral contraceptive pills – they are conscious of pills’ effects, so they use condom or withdrawal so as not to affect women.

It’s also found that some university students are satisfied with using condoms because they can ejaculate in the vagina and still gain sexual enjoyment more than withdrawal. They are certain that condom is more efficient than withdrawal. Some female university students realize that sometimes their lovers cannot control withdrawal. So they have to solve this problem by taking emergency pills.

“Condom is good because I can ejaculate inside the vagina. I think it gives more enjoyment than withdrawal...I don't want my faen to take pills because it might have danger..... I don't like withdrawal, it is like not having orgasm.” (Male student, age 22 years).

“I enjoyed withdrawal rather than condom and pills...I am certain my faen has no infection from anyone. I will use emergency pills if my faen ejaculate in the vagina.” (Female student, age 19 years).

Second Group: using oral contraceptive pills – some female university students still use oral contraceptive pills when not having sex with their lovers because it give them benefits in another way rather than protection from pregnancy such as preventing pimples and curing menstrual pain.

It is found that their meanings of contraceptive methods related to frequency of having sex, sexual enjoyment and economy. That is, oral contraceptive pills are cheaper and give more sexual enjoyment than condoms. Moreover, they do not have to worry about STDs, HIV/AIDS when using this method with their lovers because they are trustful partners. For irregular sex, it is better to use withdrawal because of cost saving and avoiding oral contraceptive pills' side effects.

“I dissatisfy and do not want her to take pills. But it is necessary because sometimes I have no condom I do not prepare it. It is more saving since condom is 40-50 Baht, pills are about 40-50 Baht but condom has 3 pieces and use for 3 times only. If I do not use condom and my faen take pills, it'll be more saving.” (Male student, age 21 years).

“I am satisfied with taking pills, it is cheaper than condom and a piece cost 350 Baht which can be used for a month. Now, we have sex often and we think buying condom is more costly. I am certain that it is not risky to pregnancy, certainly controlled better than condom because condom is breakable. I have talked with my friend and she said it is breakable. My faen is satisfied without using condom it is excited than using condom.” (Female student, age 22 years).

Moreover, the meaning of protection from unwanted pregnancy is related to protection from STDs and HIV/AIDS. That is, protection methods and objectives of protection are depended on types of sexual partners. They consider that their lovers are trustful partners who are not promiscuous or at risk of STDs and HIV/AIDS. So they emphasize only protection from unwanted pregnancy by not using condoms in order to gain sexual enjoyment. As for other partners such as giks or men/women met during night life, they interpret that these partners are distrustful and at risk of STDs and HIV/AIDS. Therefore, they emphasize on protection from STDs and HIV/AIDS when having sex with these partners by using condoms which can also prevent unwanted pregnancy.

In other words, they fear about pregnancy when having sex with their lovers but they fear STDs and HIV/AIDS when having sex with other partners. On the contrary, they also emphasize sexual enjoyment from the protection methods, which turn them to choose different methods by types of their partners.

“To me, I think AIDS is quite far because I will have sex with a student faen and not promiscuous. I am rather serious about pregnancy, and withdrawal is efficient. I am certain that my girlfriend has no infection and after having sex I wash my sexual organ....I am satisfied with withdrawal and it is better than using condom.” (Male student, age 19 years).

“With my gik, I used condoms every time because we just recently knew each other before having sex. But I use withdrawal with every faen even it was our first time...I am satisfied to use condom with other women. It is good method and able to prevent disease. With my faen, I am satisfied not to use condom and no problem has happened.” (Male student, age 20 years).

“With this faen, even having condom, he never uses it because we trust each other. If I have sex with distrustful partner, I'll tell him to use condom.” (Female student, age 19 years).

“I use contraceptive pills when having sex with my faen. But with my giks, condoms are used because of fearing disease. I sense that my faen has sex with me only...He uses withdrawal sometimes and I take pills. Most friends

take emergency pills because they are lazy to take regular pills.” (Female student, age 23 years).

In summary, the meanings of “appropriateness and satisfaction with protection methods of unwanted pregnancy” among university students show that they have intricate thinking. It can be explained that their meanings are based on various conditions such as enjoyment and effect of each method, types of sexual partners, trust, and cost saving.

### **5.3.3 Meanings of control over sexual access and sexual enjoyment**

#### 5.3.3.1 Meanings of control and appropriateness of sexual access

##### 1) The honors class group and activity group

It is found that they can control themselves in approaching opposite sex. They see that men should not touch their female friends because they should honor women. Moreover, they control themselves from having sex with any kind of partners because they have their life frames that they must not have sex during this time in order to prevent any sexual health problem.

In addition, they give the meaning on appropriateness of sexual access that sexual expression with opposite sex relies on place, i.e. they should express their love to their faens by holding hands only. However, they will not do such thing in the university because it is improper and dishonoring the place. Significantly, people in the university usually view a woman who expresses her love by holding hands with her boyfriend as a bad girl or a sexually experienced girl. That’s why male university students do not want to express such expression in order to protect their girlfriends.

“I express with my faen only by holding hands because honoring each other. But in the university, I cannot do much because I fear that my girlfriend will have negative image.” (Male student, age 19 years).

“When I walk with my faen outside the university, I hold her hand. But not in the university. It is not I do not love her but it is improper to do it in the university. In fact, I concern her that she will be negatively perceived.” (Male student, age 20 years).

## 2) The night life group

Although they are sexually experienced university students, they can control themselves to access sex consciously and appropriately. It's found that male and female university students who have sex with their lovers only give meaning that expressing intimacy or love to their lovers such as holding hands and hugging is based on places. That is, expressing love by holding their lovers' hands is possible in the university. But if it is more than this, it is indecent to do in the university because it dishonors the place and their lovers will be perceived as bad girl. However, such expression outside the university or at dormitory is fully possible because there is no need to be conscious of other persons except their lovers. In addition, they control to have sex with their lovers only because they realize about safety from STDs and HIV/AIDS. Therefore, they do not want to have sex with casual partners such as giks or man/woman met in a pub.

“If taking night life trip with my faen and by her overlook, I sometimes talk with women met, just only talk and need nothing because I fear diseases. If using condom, infection can be from saliva. So, it can do nothing for self-safety.” (Male student, age 22 years).

“Outside the university, I kiss on my faen's cheek and walk holding hands and hugging. But I dare not do in the university fearing lecturers to see and it is indecent. If I do it in the university, I shall be looked a bad girl. I see only tom girls (lesbian girls) do because they are girl and girl. But man and woman should not because it is indecent. When my faen sleep in my room and when he leaves to his home, I send him off at a bus-stop and kiss him good bye.” (Female student, age 22 years).

As for university students who have sex with their lovers and other partners, they also consider that they should not express love to their lovers in the university because their girlfriends will be looked as bad. But they can express their sexual desires such as hugging and persuasion to have sex with gik or person met during night life because they are not their lovers and it's outside the university. So they do not have to worry that they might be looked bad.

“If I like a man in the university, I approach him and ask about his faculty and his name and dare not do more than this. If I do more than this, it defames me. Even much in love, I can do just talk and walk with my faen.” (Female student, age 19 years).

#### 5.3.3.2 Meanings of situation and sexual expression

The situations of sexual expression in this topic can be divided into 2 steps, i.e. the start of sexual relations and the negotiation of condom use. The results are as follows:

##### 1) The honors class group and activity group

They interpret that although women in the present societies dare to start sexual relations or approaching men, they consider it is still looked as indecent, bad, and “easy heart” because women must keep the value of “rak nuan sa-nguan tua”.

In the case of male university students who have sex with giks, they give the meaning that they still respect their lovers by concealing their lovers not to know about their relations. Anyway, they consider that their relations with giks are not necessary to honor or respect them as their lovers because these relations are temporary.

“My girlfriend should not know I have a gik. My gik doesn't know that I have many giks. If she knows she must accept it. With my faen, I dare not disclose because I fear her.” (Male student, age 20 years).

Sexually experienced university students in these groups interpret that they realize their partners' sexual desire and enjoyment by observing their partners' behaviors. For example, if their partners want to meet them or their partners begin to arouse sex, it can be interpreted that their partners want to have sex. So their sexual relations are based on their sexual desire and consent, which are not related to sexual coercion.

“Just she calls to meet me at my dormitory, I know she wants sex.” (Male student, age 20 years).

“I never think of this because I never start first. When I took a rest in my faen's dormitory in the evening. She began first by hugging and kissing me.”(Male student, age 20 years).

“Mostly, my faen hugs me, kisses on my cheek and I know he wants to have sex.....and I know he enjoys to have sex with me.” (Female student, age 20 years).

However, they consider that if women really want to have sex, they should emphasize their safe sex first. That is, women have rights to protect themselves from unwanted pregnancy or STDs, HIV/AIDS by requesting or negotiating their partners to use condoms. So they are not looked as indecency or sex experts, but their actions are looked as self-love.

“Women this day flirt with men more, I think it is improper. It looks overconfident and men may not see their values. But if they want sex, they should ask men to use condom. It is to prevent their pregnancy...I and my faen use condom to prevent pregnancy not distrusting.” (Female student, age 20 years).

“I think women talking about condoms are proper because they will have sex. It is a way to prevent diseases and pregnancy. Not worsening oneself.” (Female student, age 19 years).

“I think woman must not flirt with any man first, she must reserve herself. But now, it is common....I think a woman asking a man to use condom is proper since it is self-protection.” (Female student, age 19 years).

“To me, Negotiating using condom suits for a woman. She must take care herself ...prevention is better than cure.” (Male student, age 20 years).

## 2) The night life group

This group interprets the meaning of “the start of sexual relations” differently from the other groups. That is, they accept that women can approach men.

They explain that because of the present social context, it gives freedom to women which make them dare to express their sexuality more. They accept that women can approach men to build relations. In other words, women have sexual rights for their enjoyment. Female university students also consider that some men fear to approach women. So women should approach men.

“I think societies change. Women begin to flirt with men because they may search for their satisfaction.” (Male student, age 20 years).

“Woman starts flirting is not wrong but equal rights.” (Female student, age 18 years).

“I think it is common, man and woman are equal and able to do the same. Sometimes men feel good and need not flirt because some scare.” (Female student, age 22 years).

This group interpret like the other groups that they respect their lovers by not only having sex with their partners' consent but also being conscious of their partners' feeling. In addition, they consider that they honor their lovers by concealing them not to know that they have sexual relations with others.

It is also found that they know their partners' sexual desires and consents by interpreting their behaviors in the bedrooms. For example, touching each other by not using any word is a kind of sexual arousal before having sex.

“I kiss on her cheek, hold her hand and if she reacts, I know that she desires to have sex.” (Male student, age 19 years).

“I know her sexual desire because she kisses and arouses my sexual organ.” (Male student, age 21 years).

“I know my faen desires by holding my hand and hugging me.” (Female student, age 19 years).

As for the meaning of “the negotiation of condom use”, it is found that male university students accept that women have rights to bargain or to ask their partners to use condom. It is to protect themselves from STDs, HIV/AIDS, and unwanted pregnancy regardless of indecency or bad for women.

Female university students interpret that although asking their lovers to use condoms might be considered that they distrust their lovers, they have rights to protect themselves especially from unwanted pregnancy and have rights to choose any protection method. Anyway, they consider that they have their rights to protect themselves from STDs and HIV/AIDS when having sex with their giks, men met in the pub by negotiating these partners to use condoms. So, it shows that they can control themselves from sexual health risk behaviors in terms of STDs and HIV/AIDS when having sex with their giks.

“I see that it is worth to bargain with giks because I have to protect myself ... ...With my faen, there is no need. I am certain he has no sex with others.” (Female student, age 19 years).

“It is worth to talk about condom. It protects both. One gik asked me why to use, I told just for protection.” (Female student, age 22 years).

#### 5.3.3.3 Meanings of sexual enjoyment and sexual fantasy from media

##### 1) The honors class group and activity group

Most female students interpret that they have no necessity to receive any porn media for their sexual fantasy. They interpret that receiving porn

media such as Japanese cartoon and video clips is just to know how to have sex. However, those media do not effect their sexual imitation or sexual desire. Because they still want to have sex after marriage.

As for male university students, they give the meaning that porn media give them sexual enjoyment and new sex technique. However, they control themselves that they should not have sex now in order to achieve their life goals. Sexually experienced male university students in these groups also consider that they should not imitate sexual violence from porn media because they must consider their partners' enjoyment and consent.

## 2) The night life group

They are satisfied with porn media because it gives them sexual fantasy and sexual enjoyment. They apply some sex techniques from media in their real sexual intercourse in order to receive their enjoyment. However, they can control themselves by avoiding sexual assault because they are conscious about their partners' feeling and safe sex. In addition, porn media effect their sexual desire which can release by masturbation. They consider that it is a kind of safe sex.

“Video clips give me sexual fantasy and effect what I must do with my faen...it works and some sex techniques make my faen's vagina tighten... and better orgasm” (Male student, age 19 years).

“I watch video clips for fun..... I can control myself by masturbation, it is a safe sex.” (Male student, age 20 years).

“I often watch porn VCD with my faen before having sex for sexual arousal ...Sometimes we want to do like in the VCD but not weird. We do not like sadism.” (Female student, age 22 years).

### 5.3.3.4 Meanings of sexual enjoyment and safe sex

#### 1) The honors class group and activity group

They interpret that their sexual enjoyment and safe sex are based on having sex with lover/faen only because they can protect themselves from

STDs and HIV/AIDS. In addition, they consider that they should have sex after marriage in order to prevent any problem especially unwanted pregnancy which might obstruct their life goals.

Sexually experienced male university students interpret that using condoms with all types of partners is for sexual enjoyment and preventing from STDs, HIV/AIDS, and unwanted pregnancy. As for sexually experienced female university students, they interpret that having sex with their lovers only can give them sexual enjoyment and safety from STDs and HIV/AIDS. In addition, having sex with their lovers only can protect themselves from sexual coercion.

## 2) The night life group

They interpret that having sex with their lovers can give them safety from STDs and HIV/AIDS. So they have to protect themselves from unwanted pregnancy only by using oral contraceptive pills or withdrawal because these methods give them sexual enjoyment during having sex.

“Having sex with my faen is safest because she is not promiscuous. So I protect her only from pregnancy by withdrawal.” (Male student, age 19 years).

“I am satisfied with withdrawal. It is the best protection method. My boyfriend likes this method. It gives more enjoyment than condom.” (Female student, age 19 years).

“My faen does not like condoms because withdrawal gives better orgasm.” (Female student, age 22 years).

As for those who have sex with their lovers and other partners, they interpret that having sex with their lovers can give them enjoyment because their lovers are free from STDs, HIV/AIDS. So they do not have to use condom with their lovers. Moreover, they give the meaning that condom can give them sexual enjoyment when having sex with other partners who are distrustful because condom can give them safety from STDs and HIV/AIDS.

“Enjoyment and safety must be based on protecting each other, self-care, and condom....My faen said that he disliked condom. But having sex with my gik, I always request for condom use.” (Female student, age 22 years).

## **5.4 Turning points of meanings among university students**

### **5.4.1 Turning points of meanings of sex**

#### 5.4.1.1 The honors class group and activity group

It is found that non-sexually experienced university students do not have any turning point which will affect their meanings of sex, i.e. they still control themselves by not having sex.

Anyway, sexually experienced university students in these groups give the new meaning of “rak nuan sa-nguan tua” that they do not realize about woman’s value if having premarital sex with her lover. This new meaning is the result of their previous direct experiences which are the important turning points.

“After having my first sex, I never think of “Rak Nuan Sa-Nguan Tua” as before. I think I can have sex before marriage with my faen because I love him.” (Female student, age 22 years).

“I can accept women who had sex with other guys before. We understand each other. I do not think about her value. She can have sex like a man.” (Male student, age 22 years).

In addition, male university students give the new meaning that they should not have sex with their lovers because of their previous sexual experiences such as getting bored when having sex with faens. Therefore, they interpret that they should not have sex with their faens in order to prolong their relations, and they should have sex with other partners when they have sexual desire. They also interpret from their sexual experiences that having sex with other partners is based on enjoyment not

love. So they give the new meaning that they should have sex with only giks or other partners because these partners can give them enjoyment.

In summary, their direct sexual experiences are the important turning points of their new meanings.

#### 5.4.1.2 The night life group

They give the new meaning that women have no need to be self-reserved persons or it is accepted that women can have premarital sex. Because they have the important turning points which are their sexual experiences.

Male university students found that their sexual partners were not virgin before having sex with them by observing their partners' sexual organs, asking their partners about previous experiences, or their feelings. So their experiences are the turning points of their new meanings.

“I know my faen had had sexual experiences with her ex-boyfriend. I did not ask but observed her sexual organ when having sex with her. It is acceptable because she is my faen.” (Male student, age 18 years).

“If I have to choose, I'll choose a virgin woman. Anyway, my faen is not virgin. It is acceptable because men are not virgin before meeting women.” (Male student, age 20 years).

“I can sense whether she has had it (sex) before or not. But I shall not ask her directly. Now, I can accept she has had sex before.” (Male student, age 19 years).

As for female university students, they consider that the new meaning of “rak nuan sa-nguan tua” is the result of the first sexual experience. In other words, their sexual experiences are the important turning points which related to their new meanings that they can have premarital sex especially with their lovers by not realizing about virginity or their values.

“Previously, I thought virginity was very important for women. But after having sex, I think it is not necessary to keep virginity before marriage. I do not see my values are lowered because I have sex with my lover...He knows and accept my past sexual experience.....My own experience is the turning point.” (Female student, age 23 years).

Moreover, female university students who have sex with other partners give the new meaning that women can have sex with other partners or casual partners. This is so because they have the turning points from their sexual experiences such as having insincere lover. They consider that associating with other men or girls is counted a way out or a solution to heal a heart broken.

“When I was a child, I thought I must have one faen. But my ex-boyfriend had many partners....So, I better have many for choice if I have to separate this one and I will not be deeply sorry because I have reserved faens....I associate with many persons as well as my faen. I know I am not sincere but I don't know whether he is sincere. So I decide better to choose insincerity else sorrow.” (Female student, age 19 years).

It is also found that male university students in this group give the new meaning like males in the other groups that they do not want to have sex with their lovers. Because they have the important turning points which are their own direct experiences such as getting bored when having sex with faens, honoring their faens by not having sex.

## **5.4.2 Turning points of meanings of health**

### **5.4.2.1 The honors class group and activity group**

It is found that changes of their lifestyles are the important turning points affecting the new meanings of health especially physical health. That is, studying in the honors class program forces them to dedicate their free times in

preparing for examinations and reports with peer group. As for the activity group, they spend part of their free times for activities. So they have no time for physical exercises like in the past. They see themselves as ill-health and weak. This is the result of learning from their direct experiences such as falling sick and getting fatigue easily.

“Now, my health is eroding, little exercise because of reading more. I would like to receive the scholarship, so I have less time for exercises with my friends. Now I feel easier fatigue. It might be from reading too much. I go to bed at midnight and rise at seven to the university because I have class at eight everyday.” (Male student, age 19 years).

“Since learning and working hard as TA, I have less rest. Previously I felt sick for 2 days to recover but now it takes a week to recover. I think I take less exercise, not enough rest.” (Male student, age 20 years).

#### 5.4.2.2 The night life group

It is found that the new meaning of this group is the result of their turning points which are lifestyle changes from staying with their families and regularly taking exercises to spending their free times for night life which also give them the chance to drink and smoke.

These lifestyles/experiences are the important turning points related to their new meaning that physical health is very important because they are facing with many health problems such as falling sick, easily fatigue, and exhausted body. In addition, no exercises and no diet bring them obesity or more weight. In particular, female university students also interpret that they are facing the impacts from taking night life on their physical outlooks or beauties.

“I smoke often. Sometimes I sleep late and not enough rest leading to erosion. I smoked since M.6. Now I smoke only just a pack a day. Here, I see my health eroding.” (Male student, age 19 years).

“During my secondary education, I had more time for exercises, playing football, and basket ball. But in the university, my health is bad. Time for

exercise is none but more for night life. I feel I hurt my body by drinking, smoking.” (Male student, age 21 years).

“Now I feel my body is eroding because of night life. When I watch myself in the mirror, I think my face is corroding and needed more make-up. Sleepiness during studying is the result of night life. In fact during my secondary education, my study was not well but better than now...I see my health is not well because of fatigue, often taking night life and no exercises.” (Female student, age 19 years).

### **5.4.3 Turning points of meanings of sexual health**

#### 5.4.3.1 The honors class group and activity group

##### 1) Protection from STDs and HIV/AIDS

Non-sexually experienced university students do not have any turning point of this meaning because they still control themselves by not having sex. As for sexually experienced university students, they also do not have the turning points of this meaning because they think they can protect themselves from STDs and HIV/AIDS by having sex with trustful partners and using condoms regularly. So this group does not have any new meaning of protection from STDs and HIV/AIDS because they do not have the risk turning points of STDs and HIV/AIDS.

However, a sexually experienced male university student gives the new meaning that STDs, HIV/AIDS are near to him, and he's afraid of HIV/AIDS because he has the risk turning point, i.e. he did not use condom with his distrustful partner at his first sex.

“My first sex was without condom. At first I feared that I might be infected by HIV/AIDS because of diarrhea. When I got operation of appendix, I had bloods test. I felt relieve when knowing I was not infected. I think that when having sex, diseases are near and I have to protect myself every time... I use condom because of fearing AIDS. Once I did not use. But now I always use. I don't want to be frightful like that time.”(Junior male student, age 20 years).

## 2) Protection from sexual violence and unwanted pregnancy

Non-sexually experienced university students have the important turning points by learning from peer group's experience of pregnancy and induced abortion. These turning points affect their new meaning that unwanted pregnancy is a big problem for them. That's why they have to control themselves by not having sex at this moment.

"Today, pregnancy is easy. My friend was pregnant. So, not having sex now is the best." (Male student, age 20 years).

"Such matter was near during my secondary education because my friend had pregnancy and took hemagogue pills in the school toilets. Pregnancy is possible since secondary level. Then I should not have sex before marriage because it can bring problems." (Female student, age 19 years).

As for sexually experienced university students, their experiences such as not using condom sometimes, cohabitating with their lovers are the important turning points of the new meaning that pregnancy is near to them, and they are afraid of unwanted pregnancy. So they have to protect themselves more carefully.

"I did not use condom with my faen once and I used withdrawal. Later, her menstruation did not come. I scared whether she was pregnant or not. After that, her menstruation came. So, I did not want to have a risk of pregnancy anymore." (Male student, age 20 years).

"Since the first sex, I take heed to prevent pregnancy more. From the first sex without using condom, we discuss that it is necessary to use." (Female student, age 20 years).

## 3) Control over sexual access and sexual enjoyment

It is found that non-sexually experienced university students have the important turning points which are their changes of lifestyles, i.e. living in the

dormitory allows them to perceive from friends that life spending at this time is more independent from their families and involves with having sex. In other words, now they have more opportunity to have sex. However, they realize that sexual health problems will affect their life goals. So they have to control themselves from having sex.

Sexually experienced university students have their turning points which are their sexual experiences. They realize that they do not have to control themselves from having sex because they consider that they have more convenient and easier to have sex. In addition, they consider that having sex is the matter of sexual enjoyment, willingness, and sexual desire of each side.

“I think staying in the dormitory easily leads to have sex, and further cohabitating with my faen, it is easier to have sex since it is privacy. It is alternately viewed that having sex needs willingness and enjoyment of both sides.” (Female student, age 20 years).

“I think because all my faens and giks stay in the dormitory which allows me more potentially to have sex with them. Sometimes I am lazy to go home, I stay with my faen at her room, and I cannot avoid having sex.” (Male student, age 20 years).

#### 5.4.3.2 The night life group

##### 1) Protection from STDs and HIV/AIDS

University students who had experiences of STDs consider that their experiences are the important turning points which affect to the new meaning. They realize that STDs are near to them.

Overall, university students who have sex with other partners give the new meaning that STDs and HIV/AIDS are near to them because they believe that these partners are promiscuous. They are afraid of STDs and HIV/AIDS when having sex with these partners. That's why they have to use condoms with these partners.

“If I have sex with giks, I will fear AIDS. So I must use condom with giks every time.” (Male student, age 20 years).

“Because of associating with more men, I start thinking that if not protected, infection is possible.” (Female student, age 22 years).

“Now, diseases are near because of having sex with giks. So I must bargain my giks to use condoms. Although I do not like condom because it is painful, I have to use it. Because I don't trust him.” (Female student, age 23 years).

In addition, cleaning their sexual organs after having sex is the turning point of the new meaning that this method can protect themselves from STDs if they do not use condom.

“Since infected by vaginal candidiasis, I have to take care myself more. I am certain my faen is not promiscuous and impossibly infected with AIDS. But when infected by vaginal candidiasis because of uncleanness and ejaculation in the vagina; I prioritize cleaning.” (Female student, age 22 years).

In particular, male university students who have sex with other partners or giks interpret that these partners are distrustful. However, they interpret that they can protect themselves from STDs by cleaning their sexual organs after having sex. This new meaning is the result of the turning points which are their direct experiences and male peer groups' experiences.

## 2) Protection from sexual violence and unwanted pregnancy

They change the meaning from fearing STDs, HIV/AIDS to fearing unwanted pregnancy because they have the turning points, i.e. having sex with their lovers by not using condoms. Therefore, it makes university students more conscious of prevention by other methods such as withdrawal and oral contraceptive pills.

“Before having first sex, I was worry about diseases. After that, I fear only pregnancy because I trust my faen and use only withdrawal. So, I do not think about diseases. I protect her only from pregnancy.” (Male student, age 22 years).

So this new meaning is the result of their risk turning points of sexual health, i.e. having sex with their lovers by not using condoms. Moreover, their turning points come from their peer groups who have experiences of unwanted pregnancy and induced abortion.

Male university students consider that they have to control ejaculation in order to use withdrawal. However, they think that using only withdrawal is risk of unwanted pregnancy. So female university students have to prevent pregnancy by using oral contraceptive pills or emergency pills.

“Now I fear pregnancy because I do not use condom with my faen. So, I must be conscious all the time not to make any mistake.” (Male student, age 20 years).

“In fact, he does not want me to take pills because he fears their side effects, and he uses withdrawal. But I use pills for my peace of mind fearing his ejaculation.” (Female student, age 22 years).

It is similar to a case of a female university student having induced abortion experience. Her experiences of pregnancy and induced abortion are the important turning points of the new meaning that she has to protect herself carefully and no mistake must be happened for the next time.

“In the past, when having sex with faen and taking pills, I always thought that it could control 100%. But when I forgot to take. I was pregnant. So I fear and I have to protect more that I must not make mistake again. I do not want to have a sinful induced abortion again.” (Female student, age 23 years).

In terms of sexual violence, it is found most of them do not give the new meaning of sexual health. Because they do not have any risk turning point. In other words, they do not realize about sexual violence because they can protect themselves from sexual violence by only having sex with known sexual partners.

### 3) Control over sexual access and sexual enjoyment

Their sexual experiences are the important turning points entailing new meaning that women can approach men to associate and to express their sexual desires with their lovers. So they accept that women have no need about self-reservation (*rak nuan sa-nguan tua*).

In addition, another turning point is the change of lifestyle from staying with parents to staying in the dormitory. It gives them more independent which entails university students to give the new meaning that they have more opportunity to have sex.

“I never approach women but they approach me especially in the pub. Staying in dormitory in Bangkok is easier to have sex with many girl because my parents do not know.” (Male student, age 19 years).

Moreover, their sexual experiences and cohabitation with their lovers are the important turning points of the new meaning that they should not look for only enjoyment when having sex with their lovers because they should realize their lovers' happiness. In addition, their relations should not be based on sexual intercourse. But they should consider about their lovers' feelings, taking care and helping each other in various matters.

“Cohabitation with my *faen* is not about sex. I have to make my *faen* happy such as ignoring any incoming call during staying with my *faen*. Because I want him to trust me that I do not have any *gik*.” (Female student, age 23 years).

## **5.5 Importance of meanings among university students**

I realize that to understand the meanings, I must also study the importance of each meaning. So this topic shows the importance of each meaning among groups as follows.

### **5.5.1 The honors class group and activity group**

They consider that health is the most important meaning. On the other hand, sexual health is considered the least important meaning.

Health is very important because it related to their daily lives, i.e. they spend their free times in studies and activities. Such lifestyles entail them to interpret that physical health is important because it is affected by not taking exercise and it is evident by their direct experiences such as illness and obesity.

They also interpret that health is very important because good health or no illness enables them to study without interferences or it is noted that good health is a key to achieve their life goals.

In summary, health is the most important meaning because they have the turning points in their lives which are their physical health experiences. However, they consider that sexual health is the least important meaning because most of them never have sex. They can control themselves from any problem by not having sex in order to achieve their life goals. So they see sexual health is irrelevant to their daily lives or they are not at risk of sexual health problems.

As for sexually experienced university students in these groups, they interpret that they are not at risk of sexual health because they can protect themselves from any sexual health problems. They often use condom or sometimes not using it because they do not know in advance when to have sex. Moreover, they do not have any impact from their sexual experiences. That's why sexual health is the least important in their lives.

### **5.5.2 The night life group**

This group considers that health is the most important meaning because their lifestyles emphasizing night life affect their physical health and physical outlooks. Moreover, male university students realize that health is very important because it can affect their sexual efficacy. Female university students also give priority to their physical outlooks and their beauties because they attract the opposite sex.

It is found that they often give priority to the impacts or evident effects such as consequences of not taking physical exercise and night life. In addition, it is noted that good health is important to their lives because it involves the wellness such as physical outlooks, personality, attractiveness, self-confidence, and sexual efficacy (sexual enjoyment and good relations with their lovers). It is concluded that this group gives priority to health because they have direct experiences about its effects in their daily lives.

Although they are at risk of sexual health such as having sex with many partners, not using condom with their lovers and other partners, they do not give priority to sexual health because 1) university students having sex with their lovers only explain that they are not at risk of STDs and HIV/AIDS because their lovers are trustful. Overall, this group gives priority to the protection from unwanted pregnancy only because they do not use condom with their lovers. In addition, they never face any sexual health problem. So they pay little attention to sexual health. 2) Male university students having sex with their lovers and other partners interpret that they are not at risk of STDs or HIV/AIDS when having sex with their lovers. But they are risk of STDs and HIV/AIDS when having sex with other partners or giks because these partners have risk behaviors. So they have to protect themselves by using condoms. Some males believe that they can protect themselves from STDs when not using condoms with other partners by cleaning their sexual organs after having sex. However, they never face any sexual health problem. That's why they do not give priority to sexual health. 3) Female university students having sex with their lovers and other partners interpret that they are not at risk of sexual health especially STDs and HIV/AIDS. Because they can bargain their giks to use condoms every time. They

are more conscious of protection from pregnancy only because they do not use condoms with their lovers. However, they never face any problem. So they do not give the priority to sexual health. It is found that there is only a female university student who gives the priority to sexual health because she has her important turning point which is her experiences of unwanted pregnancy and induced abortion. She gives the priority to prevention of unwanted pregnancy only because she uses only oral contraceptive pills when having sex with her lover. But she can protect herself from STDs and HIV/AIDS by asking her distrustful partners to use condoms every time. Overall, they realize that they are at risk of unwanted pregnancy only because they do not like to use condoms with their lovers.

In summary, each group considers health is the most important meaning because it effects their daily lives and physical health. But they consider sexual health less important because they realize that they are not at risk of sexual health, i.e. non-sexually experienced university students can protect themselves by not having sex. On the contrary, sexually experienced university students in every group do not have risk or they are able to protect themselves from sexual health problems. Therefore, their thinking of importance is based on their direct experiences or impacts/evident effects.

## CHAPTER VI

### DISCUSSION

#### 6.1 Meanings of sex and health among university students

It is found that contents of their meanings were the result of the interpretation their sexual experiences and lifestyles which related to social context and self-control in terms of having sex and types of sexual partners.

These results can be explained by the Social Constructionism. Meanings of sex are not the result of the nature but are the result of the interpretation from the social interaction especially personal experiences counted as the key process in giving the meanings.

Dixon-Mueller (1993: 275) explains that sexual meaning is the social construction of sexuality, refers to the process by which sexual thoughts, behaviors, and conditions (for instance, virginity) are interpreted and ascribed cultural meaning.

Besides, the meanings are the result of their experiences, social contexts such as family, and peer group. Under such process, it makes one interprets and gives meaning of what have been received. These things become value, idea, sensation and attitude about sex which will effect sexual behavior finally.

The meanings of sex among university students reflected the social norms of sex, e.g. “self-reservation” (rak nuan sa-nguan tua), having post-marital sex, promiscuity or having many sexual partners. It is explicable that university students received the sexual norm, value, and social expectation from social organization (Steele, 2005: 14-15; Weeks, 1986 quoted in Kusumawardoyo, 2006: 11-12).

It's found that they gave similar and different meanings of sex in each issue by each group, gender, and sexual experience. For example, 1) meanings of sex were different between those having and not having sexual experiences within the group of honors class program and the activity group. But there were similar meanings of sex

among sexually experienced university students in every group. 2) In terms of the meaning of sexual relations/sexual partners, it is found that there was similarity among various groups having sex with their lovers and others. 3) As for the meaning of having/not having sex, it is found that there were differences between those having sex with their lovers only and those having sex with their lovers and others, including the differences of meanings between genders of those having partners as lovers and others.

In addition, the important conditions of similarity and difference in their meanings were the change of lifestyle especially when being the “university student” in Bangkok and living in the dormitory. But meaning was differently given – the group of honors class program perceived that it needed self-control to be more disciplinary for not having sex, in contrast, the night life group perceived that liberty allowed the opportunity to have sex more.

It's found that differences of the meanings were the result of the different sexual experiences and the concept of double standards. It can be explained by using the concepts of Dixon-Muller (1993: 273) that sexual meaning is a part of sexuality which has different meaning for different people in different contexts. It is also noted that meaning is constructed by lived experiences. Moreover, the results corresponded with previous researches that meanings were different among genders.

As for meanings of health, the concept related to illness (Manop Khanato, 1998: 122) explains that lifestyle and behavior are the social factors affecting health. I apply this idea with the Social Constructionism which can explain that the meanings of health were the result of the interpretation of various factors affecting health which were their direct experiences. They gave the meanings by comparing their lifestyles (such as spending free time) and health experiences before and after being the university student.

In addition, it is found that the process of interpretation did not come only from university students' behaviors but also from their peer groups. That was there was lack of physical exercise among their peer groups because they liked to spend their free times on taking night life or studying which finally affected their illness. It is further found that female university students interpreted physical outlook (such as

skinny) was a good health which was influenced by their peer groups and interpreted that having good body shape was important because it could attract the opposite sex. So they considered that their physical outlooks were important to them.

From the past researches related to meanings of sex, there are relevancies with this investigation. At the same time, there are “new findings” as below.

A part of results giving the meaning of “self-reservation” or not having premarital sex is the matter of women. It is corresponded with the past research (Naphaporn Havanont, 1997: 94) finding that sexual discrimination in the Thai societies particularly having premarital sex shows a double standard. For example, societies accept having premarital sex among men but not of women. This is the belief that it is natural for men to desire sex and to find somewhere to relieve. So, having premarital sex is common for men. But women are not expected by societies desiring sex or there are strict obligations for them on having premarital sex.

In addition, in the work of Narin Karinchai (2001: 191-192), it is found that male and female youth give the meaning of sex as enjoyment and love only. But this research found that male and female university students gave the meaning of sex as sexual relations incorporate with responsibility, i.e. emphasis on protection from unwanted pregnancy when having sex with lovers but emphasis on condoms in the protection from STDs and HIV/AIDS when having sex with other partners who were not their lovers. This showed that they were more conscious of protection about their sexual health. They also perceived that appropriateness of having sex among them was depended on well-preparedness, responsibility, capacity to protect themselves from sexual health problems, appropriateness to have sex when being the “university student” because of more maturation in taking responsibility in protecting themselves from sexual health problems.

From the past literature reviews, it is found that male and female youth gave the meaning that there were different causes of sexual relations. That was female youth having premarital sex was the matter of love while male youth having premarital sex in order to respond to their enjoyment. This investigation found that men did not have sex only for enjoyment, curiosity, or experience but for love too. In addition, meanings of the night life group having sexual partners being their lovers and

others interpreted from their experiences that causes of having sex among women were required to consider the “types of sexual partners”. Women had sex with their lovers because of love but with other persons because of enjoyment. It is further found that university students who never had sex were very common because of no courage, fear, no lover, and no opportunity for having sex including self-control which was the result of their families and societies.

However, female university students in the night life group gave the meaning that men without sexual experiences were not only because of no courage and fear, but also because of being strange, being gay, or having sexual efficacy problems. These meanings came from the learning from their own sexual experiences and peer groups.

This research is partially corresponded with the work of Sophin Mookaew (2003: 205) finding that university students considered cohabitation as love, convenience for having sex, and mutual help. However, the new finding in this research is that the male university students did not realize about the benefit from cohabitation in terms of financial dependency or cost saving because most female university students often received the financial help from their lovers or the male university students had to pay for the rental of dormitory alone. So, a reason the male university students did not cohabit with their lovers was the “economic status” to support their lovers.

In addition, Jullani Thianthai (2005: 173) explains in her research that we can consider a bad girl by looking at her seductive dressing or nude dressing because it is to arouse the opposite sex. This is corresponded with this study. However, this investigation found a new issue, i.e. the previous researches found that the image of “kon jao choo” was accepted for men but not for women. But I found that there were different meanings among men and women having experience with their lovers and others. Male university students accepted that such behavior was common among men but it was bad or promiscuous for women. In contrast, female university students considered that men should not behave because it was insincere to their lovers but they considered that women can have sex with other men which was irrelevant to be bad girls because there were no any problem. With the finding, it showed that male university students were still influenced by societies on double standard while female

university students rejected it and corrected it for their gender and behaviors by giving new meaning.

It's found that the patterns of sexual experiences of this sample groups are corresponded to the patterns in a foreign country (Peplau, 1976 quoted in Narin Karinchai, 2001: 26) which can be explained as follows:

1. The traditional – most of the group of honors class program and activity group never had sex because of life frame to control themselves in order to prevent from sexual health problems.

2. The moderate - the group of honors class program, activity group, and night life group who had sex with their lovers only.

3. The liberal – the male university students in the group of honors class program, activity group and, night life group perceived that they could have sex with others for sexual enjoyment or did not have frame that they must have sex with their lovers only.

In addition, the pattern of meaning about “self-reservation” (rak nuan sa-nguan tua) in this research can be compared with the premarital sexual standards concept of Reiss (1960 quoted in Narin Karinchai, 2001: 22) by grouping as below.

1. Abstinence – the groups who gave the meaning of “self-reservation” as not having premarital sex of men and women.

2. Permissiveness with Affection - the groups who gave the meaning of “self-reservation” as possibility to have sex but with condition that the partner must be the lover only.

3. Permissiveness without Affection - the groups who gave the meaning that they could have sex with other partners, who were not their lovers such as giks.

4. Double Standard – most sexually experienced university students in every group gave the meaning of “self-reservation” as women could have sex with their lovers only because having sex with other partners would decrease women's self-values. In contrast, it was seen that men could have sex with all types of partners.

The research of Nimitr Mangmeesap (1999: 52-53) explains that the values of “self-reservation” of women are changed because of social changes. That's why youth change their values by perceiving that sex is personal affairs and based on love and

enjoyment. So, youth seek reason to bargain with societies by perceiving that having sex is common for both male and female. This leads to male youth accept that female youth can have sex.

Results above are corresponded with this research, i.e. sexual experience is the turning point leading university students to change the meaning of “self-reservation” in order to accept and correct their direct experiences by ignoring the social norms. It’s found the new findings that although university students accepted that both men and women could have premarital sex, they still were influenced by societies on the double standard in terms of women’s types of sexual partners, i.e. women could have premarital sex with their lovers only if not they would be identified as not having “self-reservation” and would decrease their self-values. However, female university students, who had with other partners which were not their lovers, rejected the meaning of “self-reservation” as having sex with the lover only.

It’s found the new findings that some male university students did not want to have sex with their lovers because of their turning points. Their turning points which were their sexual experiences related to the new meaning that their relations with their lovers were true love. So they needed to prolong the relations by not having sex because having sex with their lovers would lead to boredom and they also respected their lovers’ decision about not having sex. In addition, male university students interpreted that having sex was for enjoyment and interpret that “faen” (lover) had more value than “gik” (other partners/ casual partners). Therefore, having sex for enjoyment needed to have with partners whom they did not love or those having less value. In other words, if male university students want to have sex, they must have sex with “gik” because it’s not about love. They must express their love by not having sex with their lovers.

The finding of changes in giving the meanings of sex and the turning points related to the new meanings are as follow:

The change of the meanings of sex on various aspects by university students were the result of the “turning points” especially their sexual experiences. Most in the group of honors class program and activity group never had sexual experiences

although they had sexually experienced friends. Because they had their life frames about virginity or not having premarital sex.

However, sexually experienced university students in the honors class group and activity group considered that first sexual experience was “the important turning point” affecting the change in the meaning of “self-reservation”. They changed the meaning of “self-reservation” from “not having premarital sex for both men and women” to “possibility to have premarital sex especially for men and if women wanted to have premarital sex, they must have it with their lovers only because it would not devalue themselves”. In other words, they still accepted the “double standard norm” in terms of the women’s types of sexual partners. In addition, the first sexual experience related to the new meaning that they could have more sex easily and sexual intercourse was very common in their daily lives. The night life group also changed their meanings because of their turning points or their direct sexual experiences. However, female university students, who had sex with gik, accepted their experiences by ignoring the double standard norm that women should have sex with lovers only.

Some male university students, who had sex with faen and gik, had various incidents, e.g. boring their lovers, and considering sex was enjoyment and suitable for gik. Such incidents were the important turning points of their new meanings that they should love and cherish their lovers by not having sex. It is then noted that sexual experiences and types of sexual partners were the important turning points of change in the meanings among university students.

Findings on changes of meanings of health and their turning points are as below.

Changes in the each group’s meanings of health were the result of the important turning points which were their lifestyles changes. Each group changed their lifestyles from previously staying with families to dormitory when admitted to the university. They had more freedom in their lifestyles, but it’s found there were differences in self-control among groups. Most in the group of honors class program and activity group controlled themselves by not taking night life, but spending their times in preparing their examinations or organizing extra curricular activities rather

than taking physical exercises. While the night life group did not control themselves such as taking night life, smoking/drinking, and never taking physical exercises. Overall, they interpreted their experiences that physical health was more eroded or damaged in terms of illness, fatigue, and physical outlooks which were the result of their lifestyles.

The important turning points of the new health meanings were their health experience. Their new meanings of health were about their experiences which can be explained by the concept of Blumer that various meanings come from interpretation which related to the organizing of previous experiences. So, the new meanings of health among university students were the result of the process of organizing their health experiences.

In terms of the importance of the meanings, it's found that all groups considered that health was more important than sex and sexual health because they learned from their own experiences that their physical health related and affected their daily lives.

The process leading university students to pay attention to health was different among groups. The group of honors class program and activity group interpreted from their lifestyles which lacking of physical exercise. They learned from their health experiences about pros and cons of their behaviors that's why they considered that physical health was important. The night life group learned from their impacts such as illness and health erosion which were their direct experiences from taking night life and lacking of exercises. Moreover, they gave the meaning that physical health had relationship with physical outlooks and sexual efficacy. So they considered health was more important than sex and sexual health.

It's found that the most or the least importance of any meaning depended on their direct effects or impacts. It can be explained by applying the theory of Social Constructionism that prioritizing any meaning comes from direct experience. So physical health was seen as important to them because it related to their daily lives

## 6.2 Meaning of sexual health among university students

This research is based on the Theory of Social Constructionism which can be explained that all meanings are the result of interpreting the contents from experiences and social interactions. Various contents in the meanings of sexual health among university students were the result of their lived experiences which related to sexual relations and sexual health including the learning from social contexts through their lifestyles.

This theory explains that meanings are different among different people and different contexts. Moreover, meanings influence behaviors and, in turn, are influenced by behaviors. Therefore, the meanings of sexual health are different by each group and experience. The findings were found that there was a correspondence with the theoretical concept and the past related researches. There were differences in the meanings between contexts: the differences between 3 sample groups about self-control, relationship between life goals and lifestyles. It was also found that there were differences of the meanings between gender, sexual and sexual health experiences.

The results were corresponded with the past researches about using or not using condoms (Narin Karinchai, 2001: 211-212; Phimpawan Boonmongkol, et al., 1998: 54-55). Male university students considered that using condoms would decrease their sexual enjoyment and intimacy but female university students considered that they could not refuse their lovers if their lovers did not want to use condoms. The past researches were corresponded with this study that factors related to using or not using condoms involved with patterns/types of relations and perception of the sexual partners' behaviors. For example, they thought they were at low risk of STDs when not using condoms with their "faens" (lovers). However, they thought they were at high risk of STDs when having sex with "giks" or casual partners.

It's found that a part of the research results was corresponded with the past researches about meanings of sexual violence (Niramol Muangsom, 2000: 145; Rampai Srinual, 2003: 49-50). They considered that sexual violence was the physical hostility on women acted by men. In addition, the results were corresponded with the work of Phitak Siritwong (1999: 94), although they receive porn media which had the

content of sexual violence, they still had normal sexual fantasy and wanted to have normal sex because they emphasized the consent of their partners.

It's found that there is the new finding about "good sexual health". It is different from the theoretical concept or it is noted that there is a gap between definition by the theoretical concept and the definition of the university student's perspectives. University students who never had sexual experiences in the honors class group and activity group gave the meanings by interpreting the contents from social contexts, which were media and school, that good sexual health was to prevent STDs by using condoms. But sexually experienced university students in every group interpreted from their experiences that good sexual health was about having sexual efficacy which related to sexual desire, orgasm, and ejaculation. Therefore, different meanings among groups reflected that university students' thoughts, understanding, and awareness about sexual health were related to their sexual experiences.

The new findings on the meanings of protection from STDs and HIV/AIDS are as follows:

It's found that the issue of "using condoms and trust" among the honors class group and activity group showed that condoms used with their lovers were not necessarily about distrust, but for preventing unwanted pregnancy. Significantly, there must be agreement in using condoms with their lovers since the first sex because it would be considered as using for safety which was not involved with fear or distrust about STDs and HIV/AIDS from their lovers.

Although few of university students in the night life group used condoms with their lovers, it's not about protection from STDs and HIV/AIDS because they focused on prevention from unwanted pregnancy and sexual enjoyment. Condoms could give them sexual enjoyment because they could ejaculate in the vagina, and some types of condoms could give them fun.

The night life group had the highest risk of sexual health because they had several partners and also considered that protection from STDs and HIV/AIDS when having sex with their lovers was not important. Moreover, male university students, who did not use condoms with other partners such as giks, considered that they could

protect themselves from STDs by cleaning/washing their sexual organs after having sex. This belief gained from their direct experiences and peer group.

Using or not using condoms were about trust in their sexual partners, preparing condoms before having sex or knowing in advance when to have sex. Drunkenness during having sex led to lack of responsibility or awareness in using condoms. By sexual experiences with their lovers, they considered that they did not want to use condoms because of cost saving and the important reason was that they preferred other methods to prevent unwanted pregnancy.

There were different meanings among genders in the night life group who had sexual experiences with other partners. Female university students were able to protect themselves from STDs and HIV/AIDS more than male university students by using condoms every time when they had sex with their distrustful partners. Because they interpreted that men, who were not their lovers, were distrustful. So they had to control themselves and bargain with their partners to use condoms and would reject to have sex if there was no condom. As for male university students, they gave the meaning that having sex with other partners could lead to STDs problems. Anyway, they still did not use condoms with other partners because of drunkenness, not preparing condoms, and conceiving that they could protect themselves from STDs by cleaning/washing their sexual organs after having sex without using condoms.

It's found that the meanings of "using condoms and sexual enjoyment" were different among groups which related to the awareness of responsibility. The night life group did not use condoms with their lovers because they believed that their lovers were not at risk of STDs and HIV/AIDS. They also realized that condoms gave no sexual enjoyment or dissatisfaction. However, sexually experienced university students in the honors class group and activity group often used condoms with their lovers because condoms could give them sexual enjoyment in terms of the confidence in protection from unwanted pregnancy that would not affect their life goals.

The new findings on the meanings of protection from sexual violence and unwanted pregnancy are as follows:

It's found that giving the meanings to various situations related to sexual violence/harassment were different among groups. Most of university students who

never had sex in the honors class group and activity group interpreted the sexual violence by words was counted as sexual violence/harassment because it humiliated and dishonored women.

In the case of men having sex with underage girls or children, it was seen as sexual harassment because children could not protect themselves to have safe sex and men should know that they should not have sex with girls, in addition, it was because of laws regarding child sexual abuse and age of consent. However, the night life group considered that sexual violence by words was not counted as sexual violence because it was not about sexual coercion or using physical force. They further gave meaning in the case of men having sex with girls that was not seen as sexual abuse because their relations were based on girls' consents.

With the different meanings, it came from the differences in their life frames related to self-control. The night life group was not conscious of law because most of them had their first sex before studying in the university. On the contrary, the other groups had their life frames that they had to control themselves by not having sex in order to not affect their life goals.

Therefore, it reflects that various situations such as using word for molestation and having sex with girls are still found in societies if there are still these meanings.

It's found that with sexually experienced female university students, who used oral contraceptive pills, were afraid of their side effects. However, they still used these pills even not having sex with their lovers because they found other benefits from them such as preventing pimples and curing menstrual pain.

In addition, the meaning of protection from unwanted pregnancy by not using condoms among the night life group was the idea related to cost saving, trusting in their lovers, and sexual enjoyment. They found that using oral contraceptive pills or withdrawal could save their money more than using condoms. Significantly, not using condoms gave them sexual enjoyment while having sex, and they did not worry about STDs and HIV/AIDS because their lovers were not at risk.

Overall, they are satisfied with not using condoms and at the same time, they were confident that using withdrawal with oral contraceptive pills could prevent

unwanted pregnancy. In addition, it is noted that choosing methods for birth controls were depended on many conditions such as sexual enjoyment and effects of each methods, types of partners, trust, and cost saving.

The meanings of appropriateness and enjoyment of protection from unwanted pregnancy were different among groups which were depended on their responsibilities and the meanings of sexual enjoyment as below:

First, the honors class group and activity group used condoms with their lovers because condoms gave them enjoyment in terms of the confidence in protection from unwanted pregnancy. Moreover, they were afraid of the side effects of oral contraceptive pills such as obesity, infertility in the future, including the risk of pregnancy. They thought that withdrawal and oral contraceptive pills were risky to pregnancy. So these methods were suitable for married couples because they could take responsibility on their children. They also interpreted that withdrawal was proper to the situation of “not preparing condoms” or “not knowing when to have sex” such as first sex only.

Second, the night life group gave the meanings that sexual relations were to response their sexual desires which affected the meaning that condoms gave them dissatisfaction during having sex. In addition, withdrawal or oral contraceptive pills should be used together in order to protect themselves from unwanted pregnancy which would give them sexual enjoyment more than condoms.

It's found that protection methods and objectives in having safe sex were depended on types of sexual partners. They considered that their lovers were not at risk of STDs and HIV/AIDS, that's why they emphasized on prevention of pregnancy only by using withdrawal and oral contraceptive pills. Some groups used condoms with their lovers but for preventing unwanted pregnancy. With other distrustful sexual partners, it required to use condoms because condoms could prevent them from pregnancy, STDs, and HIV/AIDS.

The new findings on the meanings of control over sexual access and sexual enjoyment are as follows:

They considered that women could bargain with any sexual partner to use condoms by not interpreting that women were sex experts because of focusing on “having responsibility on safe sex” and “self-love”.

University students perceived their partners’ sexual desires by learning from their experiences about sexual arousal when being alone with their partners. In addition, they thought they could decide to select the protection method with their partners. Because of this, they considered that their relations were not at risk of sexual violence.

Although the past researches found that media effected on sexual behaviors among youth, I found that every group were able to control themselves under their life frames. That was they could control themselves not to imitate media particularly the sexual violence because they realized about partner’s consent.

I found that the meanings of “sexual enjoyment and safe sex” had different patterns among groups. These meanings involved with their different life frames of self-control which were about relationship between life goals and sexual relations, responsibility for safe sex, and sexual enjoyment from using condoms with types of partners. The honors class group and activity group considered that sexual enjoyment and safe sex were to have post-marital sex in order to prevent various problems. In the cases of sexually experienced university students for these two groups, they thought using condoms could gave them sexual enjoyment in terms of the confidence in protection from unwanted pregnancy. In contrast, the night life group gave the meanings that there was no need to prevent STDs and HIV/AIDS by using condoms with their lovers because they were trustful partners. They wanted to use ejaculation and oral contraceptive pills with lovers because these methods gave them sexual enjoyment and safe sex. For those having sex with others partners (their distrustful partners), they realized that condoms could gave them sexual enjoyment because they could protect themselves from STD and HIV/AIDS.

The new findings on the new meanings and their turning points are as follows:

Most university students changed their meanings because of “the risk turning points of sexual health” which were their direct experiences such as not using

condoms with their distrustful partners. These turning points affected their new meanings that STDs and HIV/AIDS were near to them and they had to use condoms every time with their distrustful partners. As for university students who never had sexual experiences in the honors class group and activity group, they also had their turning points, i.e. learning from their friends who had sexual health problems especially gonorrhea. These turning points affected their meanings that they had to prevent these problems by not having sex. Anyway, for sexually experienced university students in the honors class group and activity group, they interpreted that they had to control themselves by using condoms regularly.

Similarly, the night life group changed to the new meanings that STDs and HIV/AIDS were near to them including washing/cleaning their sexual organs was the protection method from STDs. These new meanings were the result of their “risk turning points of sexual health” such as having sex with their distrustful partners, having problems of STDs, learning from peer group who had problems with gonorrhea, and having experience in cleaning/washing their sexual organs when not using condoms.

Moreover, every group changed to the new meanings of protection from unwanted pregnancy because of their “risk turning points of sexual health”. Their turning points were their sexual experiences, their protection methods, pregnant experience, and indirect learning from their peer group who had experiences of pregnancy and induced abortion. However, it’s found that there were different meanings by their life frames of self-control in each group. University students who never had sexual experiences in the honors class group and activity group considered that they had to control themselves by not having sex in order to prevent unwanted pregnancy. While sexually experienced university students in every group interpreted that they could have sex but they must control themselves strictly by using any protection method to prevent unwanted pregnancy every time because they were afraid of pregnancy.

In summary, the “new” meanings of sexual health were found that their patterns corresponded and supported their experiences and self-control of each group.

Moreover, their direct experiences and the learning from their peer group's experiences were the important turning points of their new meanings.

In terms of the importance of the meanings of sexual health, I found that they considered that "protection from unwanted pregnancy" was the most important to them. Because this problem was near to them and their friends. It can be explained that having sex with lovers or trustful partners would be risky to only unwanted pregnancy because of not using condoms.

In addition, they considered sexual health less important than sex and health. The honors class group and activity group considered that they were not at risk of sexual health problems because they controlled themselves by not having sex. While sexually experienced university students in every group considered that they were not at risk of sexual health because they thought they had safe sex.

In summary, the criteria that university students used to evaluate the importance of any meaning was based on its obvious impact. In this research, their health experiences influenced on their daily lives evidently. In other words, most of them never had direct problems of sexual health. That's why they considered sexual health less important than sex and health.

### **6.3 New conceptual framework from the results**

The research findings can be presented in the conceptual framework by using the Social Construction Theory. It can be explained that university students' social contexts or their lifestyles and experiences related to their meanings of sex, health, and sexual health. The new findings after data collection in this new conceptual framework are 1) the differences of university students' lifestyles and experiences in each group are the result of their self-control, and 2) their turning points, which are their experiences, are the important conditions which related to their "new" meanings of sex, health, and sexual health.

From the new conceptual framework, it can be explained that:

First, the honors class group and activity group have to follow their self-control by not taking night life and not having sex because they realize about the

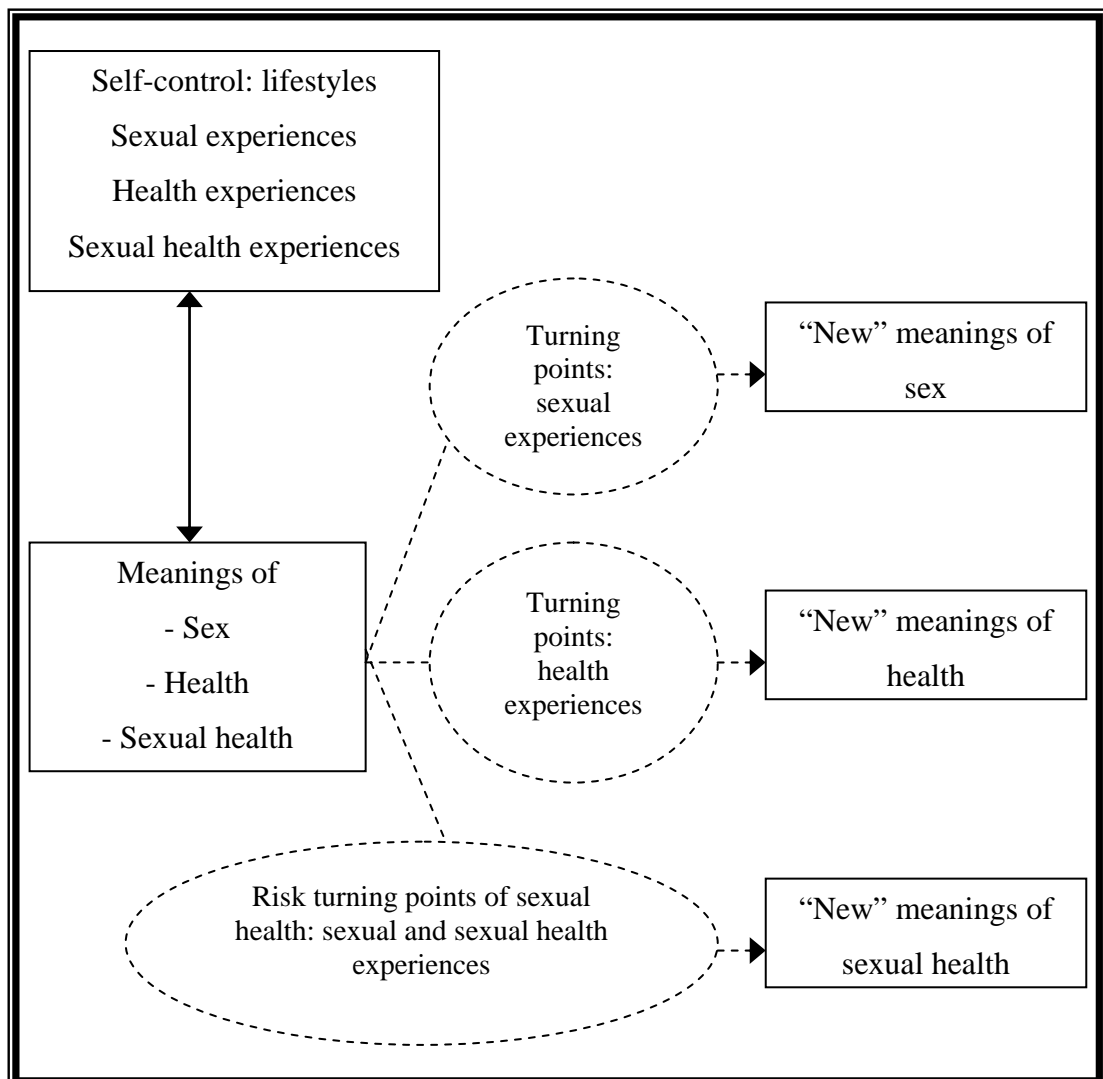
negative impacts on their studies and life goals. In other words, they realize the relationship between their life goals and lifestyles. That's why they have to control themselves. However, few sexually experienced university students of these groups do not control themselves about having sex because they do not have any sexual health problem that will affect their studies and life goals.

Second, the night life group do not control themselves from sexual relations because they consider that having sex is not involved with their life goals, and they do not have any sexual health problem.

Third, they have learned about sex, social norms, and health from their direct experiences and lifestyles which related to their meanings of sex and health finally. In addition, the change to the "new" meanings of sex and health among university students are the result of the important turning points, i.e. their experiences of sex and health. The new meanings of sex and health show their acceptance in their experiences. In other words, their meanings would be changed when their behaviors conflict with the social norms

In addition, the relationship between their self-control, lifestyles, and experiences also related to their meanings of sexual health. It's found that their meanings reflect their experiences and lifestyles. In addition, their "new" meanings of sexual health are the result of their "risk turning points of sexual health" which are their sexual and sexual health experiences e.g. having sex with their distrustful sexual partners, having various experiences of protection methods, having experiences of pregnancy and induced abortion, having experiences of STDs, including the perception from their social contexts especially their peer groups' sexual health problems. The "new" meanings of sexual health show different risks depending on experiences of each group.

Finally, the research results can be concluded into the new conceptual framework as in the Figure 3 below:



**Figure 3** New conceptual framework from the results

## **CHAPTER VII**

### **CONCLUSION AND RECOMMENDATIONS**

#### **7.1 Conclusion**

Overall, different meanings among university students are the result of social construction by interpreting their social contexts which are their lifestyles and experiences.

Conclusions are divided into lifestyles and experiences among university students, university students' meanings of sex and health, their meanings of sexual health, the turning points and the importance of the meanings among university students.

##### **7.1.1 Lifestyles and experiences among university students**

The samples in this research are 28 university students in Bangkok, which can be divided into 3 groups, namely honors class, activity, and night life. Although all groups have the same life goals, i.e. graduation and having a desired career, there are differences among groups in terms of lifestyles, experiences, and self-control. For example, sexually experienced university students interpret that having sex is not related to their life goals. So there is no self-control on sexual intercourse. But most of the honors class group and activity group interpret that having sex and night life will affect their studies and life goals. So, it needs self-control not to involve with these things.

These lifestyles and experiences under self-control are important condition leading to their meanings. So, similar or different meanings among groups are the result of groups' lifestyles, experiences, and self-control.

### **7.1.2 Meanings of sex and health among university students**

Meanings of sex in various aspects such as appropriateness of having sex and “rak nuan sa-nguan tua” are found that there are similarities and differences in each group. This is the result of their lifestyles, social contexts, sex, sexual experiences, and self-control. It is further found that the interpretation shows their acceptance in experiences and lifestyles or rejection of the social norms in order to equalize the gender imbalance when their experiences conflict with the social norms.

7.1.2.1 The turning points lead to the “new” meanings of sex is their sexual experiences. Sexually experienced university students in every group give new meanings about sex characterized by building the acceptance and corrections for their own behaviors and their lovers. However, female university students, who have sex with giks or casual partners, reject the social norms, i.e. they reject the previous meanings about “rak nuan sa-nguan tua” totally.

7.1.2.2 In terms of the meanings of health in every group, physical health and outlooks are very important to their lifestyles. It is because of learning from daily life and it is related to sexual efficacy in views of those having sexual experiences.

Every group gives the “new” meanings of health because of the turning points, i.e. health experiences. This is the consequences of lifestyle changes when admitted to the university. Giving the new meaning on health contains contents agreeing with individual experience or behavior. So, the ideas of new meanings come from the learning of their direct experiences or observable impacts.

### **7.1.3 Meanings of sexual health among university students**

The important issues in the meanings of sexual health of each group can be summarized as the following tables:

**Table 5** Meanings of good sexual health

<b>Samples</b>	<b>Meanings of “good sexual health”</b>
<b>The night life group</b>	- Sexual efficacy, sexual desire.
<b>The other groups</b>	- Having safe sex by using condoms.

**Table 6** Meanings of protection from STDs and HIV/AIDS

<b>Samples</b>	<b>Meanings of protection from STDs and HIV/AIDS</b>
<b>The night life group</b>	<ul style="list-style-type: none"> <li>- Not using condoms with trustful partners or lovers, but criteria of selecting partners emphasizes on physical outlooks.</li> <li>- Condom is a method showing fear and distrust in their partners about STDS, HIV/AIDS.</li> <li>- Not using condoms can give them sexual enjoyment.</li> <li>- Sexual relations are based on trust: women must agree with their lovers on using or not using condoms.</li> <li>- Not using condoms are caused by sexual enjoyment, cost saving, not knowing when to have sex, not preparing condoms before having sex, and drunkenness.</li> <li>- Using condoms with lovers is not meant for protection from STDs, HIV/AIDS but for sexual enjoyment e.g. enjoyment from some kinds of condoms, enjoyment from ejaculation in the vagina, and enjoyment from having sex during menstruation.</li> <li>- Some university students interpret that cleaning/washing their sexual organs after having sex by not using condoms is a protection method from STDs.</li> <li>- No risk of HIV/AIDS, but risk of STDs which are curable.</li> </ul>
<b>The other groups (no sexual experiences)</b>	<ul style="list-style-type: none"> <li>- The best protection method is not to have sex, post-marital sex, blood test of lovers before having sex.</li> </ul>
<b>The other groups with sexual experiences</b>	<ul style="list-style-type: none"> <li>- Not using condoms with lovers are caused by not knowing when to have sex particularly the first sex.</li> <li>- Objectives of using condoms are depended on types of sexual partners: using condoms with lovers are to prevent pregnancy, but using condoms with other partners are to prevent STDs, HIV/AIDS.</li> <li>- Using condoms with lovers will not decrease enjoyment and irrelevant to fear or distrust, but it needs to make agreement with lovers since the first sex.</li> <li>- Using condoms with lovers can give them sexual enjoyment in terms of the confidence in the protection from unwanted pregnancy.</li> </ul>

**Table 7** Meanings of protection from unwanted pregnancy

Samples	Meanings of protection from unwanted pregnancy
<b>The night life group</b>	<ul style="list-style-type: none"> <li>- Methods and objectives of protection methods are depended on types of partners: withdrawal and oral contraceptive pills are suitable for lovers because they are trustful, but using condoms with others are used for preventing STDs and pregnancy.</li> <li>- Condoms decrease enjoyment, but withdrawal and oral contraceptive pills can give them sexual enjoyment.</li> <li>- Being sexually active with their lovers should not use condoms because other methods are cheaper than condoms or it's because of cost saving.</li> <li>- Female university students interpret that oral contraceptive pills are useful for preventing pimples and curing menstrual pain (for their physical outlooks or physical health).</li> </ul>
<b>The other groups (no sexual experiences)</b>	<ul style="list-style-type: none"> <li>- The best protection method is not to have sex, or having post-marital sex.</li> </ul>
<b>The other groups with sexual experiences</b>	<ul style="list-style-type: none"> <li>- Using condoms with their lovers make them sexual enjoyment during having sex in terms of the confidence in the protection from unwanted pregnancy.</li> <li>- Withdrawal and oral contraceptive pills are risky to pregnancy.</li> <li>- Withdrawal and oral contraceptive pills are suitable methods for the married couples because they will be capable to take responsibility if there is mistake.</li> <li>- Emergency pills and withdrawal suit for the no condom situation. The disfavor of emergency pills is caused by fearing their side effects.</li> </ul>

**Table 8** Meanings of protection from sexual violence

Samples	Meanings of protection from sexual violence
<b>The night life group</b>	<ul style="list-style-type: none"> <li>- Sexual violence is a man coerces a woman to have sex without her consent.</li> <li>- Sex among children or pedophilia is common and not counted as sexual abuses if both parties agree, and without physical coercion and assaults.</li> <li>- Words or teasing on sex and threat to have sex with lover are not sexual violence.</li> <li>- Having sex with known partners such as faens or giks is the protection method from sexual violence.</li> </ul>
<b>The other groups</b>	<ul style="list-style-type: none"> <li>- The best protection method is not having sex or having post-marital sex.</li> <li>- Sexual violence is a man coerces a woman to have sex without her consent including words or teasing on sex (verbal abuses) and pedophilia is illegal.</li> <li>- No realization about sexual violence from male friends and lovers because they are trustful.</li> </ul>

**Table 9** Meanings of control over sexual access and sexual enjoyment

<b>Samples</b>	<b>Meanings of control over sexual access and sexual enjoyment</b>
<b>The night life group</b>	<ul style="list-style-type: none"> <li>- Woman can express sexual desire.</li> <li>- Woman can bargain condom use with her partner but her relation must be based on distrust. Woman is powerless to bargain her lover to use condom.</li> <li>- Enjoyment and safety are “having sex with the lover without condom” because it gives enjoyment and no risk of STDs. Condoms give enjoyment and safety when having sex with their distrustful partners.</li> </ul>
<b>The other groups (no sexual experiences)</b>	<ul style="list-style-type: none"> <li>- Woman should not begin sexual relations / approach men because she will be viewed as bad woman.</li> <li>- Woman can bargain condom use with her partner because it shows responsibility, self-protection and self-love.</li> <li>- Enjoyment and safety are “post-marital sex”.</li> </ul>
<b>The other groups with sexual experiences</b>	<ul style="list-style-type: none"> <li>- Woman should not begin sexual relations / approach men because she will be viewed as bad woman.</li> <li>- Woman can bargain condom use with her partner because it shows responsibility, self-protection and self-love.</li> <li>- Enjoyment and safety are “using condoms with all types of sexual partners”. Condoms give sexual enjoyment because they can prevent pregnancy and STDs.</li> </ul>

Finally, their “new” meanings are the result of “the risk turning points of sexual health” such as experience of not using condoms with partners who were not lovers, experience of protection from unwanted pregnancy by not using condom with lovers, and learning from peer groups who have had problems of unwanted pregnancy and induced abortion.

In addition, giving “new” meaning is different by groups and experiences. The group of honors class program and activity group mostly interpret that liberal sex causes pregnancy which is the critical problem affecting their life goals. So they must control themselves by not having sex in order to prevent such problem. In contrast, sexually experienced university students in every group interpret that it is possible to have sex but prioritizing prevention of pregnancy more and also consider in each protection method in order to receive the sexual enjoyment.

#### **7.1.4 Importance of the meanings among university students**

Although every group spend their lives differently, they prioritize that the meaning of health is very important to them because it related to their daily lives such as physical outlooks, sexual relations, studying, and life goals.

Every group do not realize about sexual health because they have no risk of sexual health. The group of honors class program and activity group viewed that self-control by not having sex can protect them from any sexual health problem. Other groups with sexual experience viewed that they have no risk of sexual health because they can protect themselves and are satisfied with the protection methods. Significantly, problems or any effect are never found.

Comparing the importance of the meaning of sexual health in various aspects, it is found that every group consider that the protection from unwanted pregnancy is the most important. Because there is the risk turning point rising the consciousness that this problem is near their daily lives and will affect their futures. Such turning point is the experience of not using condom with the lover which is risk of pregnancy only. In addition, learning from peer group encountering problems of unwanted pregnancy and induced abortion is counted important factors allowing all university students consider that this issue is the most important.

In summary, the most or least importance in the meanings among university students are based on their direct impacts in the lived experiences. So, having no impact or any problem about sexual health is the important condition allowing every group consider that sexual health is the least important.

## **7.2 Recommendations for organizing suitable programs of knowledge giving and counseling on university students**

The way to prevent and reduce university students' sexual health problems should correct at their "meanings" because meaning is the process of each one, and is the important root of behavior. The concept of counseling (Praditnan Upparamai & Samorn Thongdee, 2003: 16, 31) explains that human behavior can be changed by

“counseling” because it is a process to help people think, understand, and solve their problems by themselves. I use the findings for organizing suitable programs of knowledge giving and counseling for each group. It is divided into 3 major topics, i.e. sexual health risks among university students, organizing programs of knowledge giving on university students, and organizing programs of counseling for the “new” meanings of university students.

Nevertheless, counselors might apply these recommendations to university students in other universities who have lifestyles, social contexts, and experiences like the samples in this research.

### 7.2.1 Sexual health risks among university students

First step of organizing suitable programs for university students, counselors should understand the sexual health risks of each group. It’s found that each group has the sexual health risks, but has different conditions as follows:

**Table 10** Conditions of the sexual health risks among university students\*

Groups	Conditions of the sexual health risks
<b>The night life group (with sexual experiences)</b>	<ul style="list-style-type: none"> <li>- Sexual experiences do not affect their life goals.</li> <li>- Not using condoms with their lovers because of various causes. Woman cannot bargain about condom with her lover.</li> <li>- Not using condoms with partners who are not lovers because of drunkenness, and washing sexual organ when not using condoms with these partners.</li> <li>- No realization about prevention of sexual violence with known sexual partners.</li> </ul>
<b>The honors class group and activity group (with sexual experiences)</b>	<ul style="list-style-type: none"> <li>- Sexual experiences do not effect their life goals.</li> <li>- Not using condoms with their lovers at first sex, Not using condoms with their lovers sometimes when there is no condom.</li> <li>- No realization about prevention of sexual violence with known sexual partners.</li> </ul>
<b>The honors class group and activity group (no sexual experiences)</b>	<ul style="list-style-type: none"> <li>- No realization about prevention of sexual violence with friends or boyfriends.</li> </ul>

\* Counselors should apply these conditions to university students in other groups who have social contexts, lifestyles, and experiences like the samples of this study.

## **7.2.2 Organizing programs of knowledge giving on university students**

Counselors should organize suitable programs of knowledge giving to each group in order to prevent and reduce their risks of sexual health as follows:

### **7.2.2.1 The night life group**

1) Counselors should recommend university students to realize that good sexual health is about protection from STDs, HIV/AIDS, unwanted pregnancy, and sexual violence at the same time. They should not think about sexual efficacy only.

2) Counselors should recommend university students to understand about protection method of STDs, HIV/AIDS correctly particularly male university students who must understand that protection from STDs by washing their sexual organs is incorrect method.

3) Counselors should recommend university students to understand the criteria for selecting sexual partners that they should not select at physical outlooks of their partners because it's not the correct way to protect them from STDs and HIV/AIDS.

4) Counselors should recommend university students to realize the importance of using condoms every time with their lovers, i.e. using condoms with their lovers should not be founded on cost saving and sexual enjoyment because withdrawal and oral contraceptive pills are still risky.

5) Counselors should recommend university students to understand that relations with lovers are not necessary to avoid condoms because it might be at risk. They should realize the importance of using condoms as self-love or eliminating obstacle to achieve their life goals. They have to make agreement with their lovers at first sex in order to consider that using condom is for protection particularly from unwanted pregnancy and it is not about distrust. In addition, it needs to recommend university students to change their meaning of sexual enjoyment that using condom can give them sexual enjoyment during having sex because condom gives them greater confidence in protection from unwanted pregnancy.

6) Counselors should recommend particularly male university students to control themselves when taking alcohol drinks and to prepare condom in advance to prevent risk of STDs, HIV/AIDS, and pregnancy.

7) Counselors should recommend university students that considering sexual violence and sexual abuse should not interpret from their experiences. They should consider by law, respect of decision-making, rights and feelings of women. It includes reinforcement women to be courageous to reject the lovers if do not want to have sex, and to bargain the men to use condom for safe sex.

8) Counselors should recommend female university students about the side effects of oral contraceptive pills. In addition, counselors should explain that withdrawal and oral contraceptive pills are still risk to pregnancy. That's why these methods are suitable for married couples only.

#### 7.2.2.2 The honors class group and activity group

1) Counselors should recommend female university students that the protection from sexual violence by not having sex or by having post-marital sex might not be the best method. They should prevent sexual violence in their daily lives especially when staying with their male friends or lovers alone because there might have a risk situation of coercive sex or rape.

2) Counselors should recommend that if they want to have sex, they should realize about safe sex by using condoms. In addition, they should control themselves by not having sex, if they have no condoms.

3) Counselors should recommend university students to make agreement with their lovers at first sex in order to consider that using condom is for protection particularly from unwanted pregnancy and it is not about distrust. Moreover, condoms can give them sexual enjoyment in terms of the confidence in protection from unwanted pregnancy.

### **7.2.3 Organizing programs of counseling for the “new” meanings of university students**

The social contexts or the university students’ lifestyles and experiences have relationship with their meanings. So suitable counseling should emphasize university students to think “constructively” about their self-understanding, problems, and way to solve their problems by themselves.

In order to prevent and reduce university students’ sexual health risk behaviors, counselors should organize suitable programs of counseling to help university students give the “new” meanings as follows:

#### **7.2.3.1 The night life group**

1) Counselors should observe the potency of each university student and develop their strength such as encouraging them to join activities by their skills which make them realize the importance of the benefit which will be useful for their works in future, including encouraging the night life group to take exercises for better health.

2) Counselors should stimulate university students to interpret that sexual health is very important, and to equalize between sexual health and physical health by introducing that they should not be partially prioritized just what gives impact evidently because some problems like HIV/AIDS is incurable. Counselors should also stimulate them about the relationship between sexual health and life goals before sexual health problem occurs. This is to encourage their awareness in prevention before problem occurs which will not affect their life goals.

3) From the findings, university students would change to the “new” meanings when they had risk experiences. So, organizing suitable programs must use their direct experiences by stimulating them to revise their previous experiences as “the risk turning points of sexual health”. This is to lead to the new meanings of STDs, HIV/AIDS, and pregnancy which are always near them.

4) Counselors should stimulate university students to think and to seek the “turning points” leading to the “new” meanings which encourage their

lives such as seeking the turning points (e.g. their families' financial problems) to pay attention to their studies and life goals.

#### 7.2.3.2 The honors class group and activity group

1) Majority of these groups never have sexual experiences because they control themselves according to their life frames. Therefore, suitable counseling should support their experiences and self-control.

2) Counselors should propose university students to change to the new meanings that realize about the importance of sexual health before problems occur.

3) For those who have sexual experiences, they should be advised that sexual relations and life goals are related. So using condoms irregularly might cause sexual health problems which possibly affect their life goals.

4) Counselors should organize suitable programs by stimulating university students to revise their previous experiences as “the risk turning points of sexual health” in order to realize about the importance of sexual health and its protection methods.

### **7.3 Recommendations for further studies**

7.3.1 Although the snowball sampling technique has its strength that help the researcher to find some sample groups, there is still weakness that the sample group is not extensive, in other words, they have the same experiences. So other sampling techniques should be integrated for the further research.

7.3.2 This issue should be continuously investigated because university students will change their meanings because of the change in their experiences and lifestyles. So continuous study will make us understand the situations

7.3.3 Meanings of sexual health in other groups should be researched in order to organize suitable programs for prevention and reduction on sexual health risk behaviors among youth.

7.3.4 Recommendations of knowledge giving and counseling should be applied in other researches by investigating results, problems, limitations, and factors leading to the achievement of knowledge giving and counseling.

7.3.5 The turning point concept as the important factor of the “new” meanings should be applied in other researches in order to seek approaches to stimulate the “new” positive meanings which will lead to the proper behaviors among youth.

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