

## การให้ความรู้เรื่องเพศศาสตรศึกษาในโรงเรียนมัธยมโดยใช้ชีดี-รอม

ไพลิน ศรีสุข โภ<sup>\*</sup> สิริรักษ์ ศรีปัญจพงษ์ ศิริยุพา นันสุนาณนท์  
มนทกานต์ เชื่อมชิต อรอุมา ชองรัมย์ รัตนา สินธุภักดิ์ นิกร คุสิตสิน

### บทคัดย่อ

เพศศาสตรศึกษายังคงเป็นเรื่องที่อ่อนไหวในสังคมไทย ถึงแม้ว่ากระทรวงศึกษาธิการไม่ได้ห้ามให้มีการสอนในโรงเรียน แต่ยังคงไม่มีหลักสูตรเพศศาสตรศึกษาที่สามารถนำไปใช้ได้ รวมทั้งยังมีปัญหาการขาดแคลนครุภู่สอนอีกด้วย การที่จะแก้ไขปัญหานี้ของการสอนเพศศาสตรศึกษาให้เป็นไปอย่างรวดเร็ว จึงต้องมีทางเลือกใหม่ที่เข้าถึงโรงเรียนได้ง่าย ศูนย์วิจัยและพัฒนาเพศศาสตรศึกษาจึงผลิตชีดี-รอมชุดเพศศาสตรศึกษาในรูปแบบของภาพเคลื่อนไหว ละคร การตุน และคนตี เพื่อตึงดูดความสนใจของวัยรุ่น เนื้อหานั้นครอบคลุมทั้งมิติทางชีวภาพ จิตใจ และสังคม มีความยาวทั้งสิ้น 3 ชั่วโมง แบ่งออกเป็น 3 ตอน ตอนที่ 1 เพศศาสตรศึกษาในชีวิตประจำวัน การเปลี่ยนแปลงเมื่อเข้าสู่วัยรุ่น การปฏิสนธิ และการคุณกำเนิด ตอนที่ 2 ความรักและการคบเพื่อนต่างเพศ โรคติดต่อทางเพศสัมพันธ์ และการติดเชื้อเอชไอวี/เอดส์ ตอนที่ 3 อันตรายทางเพศในวัยรุ่น ได้แก่ การล่วงละเมิดทางเพศ การติดสารเสพติด และอินเตอร์เน็ต ทั้งนี้ได้ทดสอบชีดี-รอมในโรงเรียนมัธยม 4 แห่งในเขตกรุงเทพมหานคร มีนักเรียนเข้าร่วมโครงการ 373 คน ให้นักเรียนดูชีดี-รอมครั้งละ 1 ชั่วโมง และตอบแบบสอบถาม ผลการวิจัยแสดงให้เห็นว่าทั้งนักเรียนและครุ มีความพึงพอใจเป็นอย่างมาก ถึงแม้ว่าครุจะเห็นว่าระยะเวลา 1 ชั่วโมงนานเกินไปก็ตาม การให้ความรู้เรื่องเพศศาสตรศึกษาโดยใช้ชีดี-รอมนี้ จึงเป็นการให้ความรู้ ความเข้าใจเรื่องเพศศาสตร์ที่ถูกต้อง ลดความอ่อนไหวของสังคมในเรื่องเพศ สร้างกระแสให้สังคมยอมรับเรื่องเพศศาสตร์ นอกจากนี้อาจจะเป็นทางหนึ่งที่กระตุนให้โรงเรียนลดอคุณธรรมที่กระทำการเกิดการยอมรับ และมีหลักสูตรเพศศาสตรศึกษาในโรงเรียน การดำเนินงานจะต่อไปก็อีกด้วย

คำสำคัญ : เพศศาสตรศึกษา, วัยรุ่น

สถาบันวิจัยวิทยาศาสตร์การแพทย์ จุฬาลงกรณ์มหาวิทยาลัย อาคารสถาบัน 2 ถนนพญาไท ปทุมวัน กรุงเทพมหานคร 10330

\*ติดต่อได้ที่ nikorn.d@chula.ac.th, โทรศัพท์ 0 2218 8154, โทรสาร 0 2253 2395

## Sex Education in Secondary Schools *via* CD-ROMs in Thailand

Pailin Srisookho\* Siriruk Sripunchopong Siriyupa Nansunanon

Montakarn Chuem-chit Onuma Zongram Ratana Sindhuphak Nikorn Dusitsin

### Abstract

Sex education (SE) is still a sensitive subject and is largely not accepted by Thai people. The Ministry of Education has no objection to SE in schools, however SE has not been implemented due to the lack of sexuality educators. To circumvent this draw back, our group decided to take an informal approach to deliver SE in secondary schools via CD-ROMs. Centre for research and development of sexuality education had produced a three-hour CD-ROMs, divided into three different parts, covering bio-psycho-social aspects. The first part contains the scope of SE, adolescent development, conception and contraception. The second part is related to the subject of love and relationships, STDs and HIV/AIDS. The last part deals with sexual harassment, sexual and drug abuses, and cybersex. Animations, skits, cartoons and music are used generously to draw the audience's attention. We had tested our CD-ROMs in 4 Bangkok secondary schools with 373 students participating. After showing them one sixty-minute-CD-ROM at a time. From the questionnaire evaluation, our CD-ROMs are well accepted, not only by most students but also by supervising teachers. Although there have been some comments by teachers that it is too long to show for one hour at a time. We are quite confident that this approach, with some modification, would be acceptable to schools and ultimately to the Ministry of Education. Our approach will give accurate knowledge and understanding, reduce social sensitivity, develop constructive attitude and advocacy to SE and hence the prelude to the formal SE in schools. Further testings of our CD-ROMs are now being evaluated in different regions of the country.

**Key words :** sex education, adolescence

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Institute of Health Research, Chulalongkorn University, Institute Building 2, Phyathai Road, Pathumwan, Bangkok 10330

\*Correspondence to nikorn.d@chula.ac.th, Tel. 0 2218 8154, Fax. 0 2253 2395

## Introduction

Sex education (SE) is still a sensitive subject and is largely not accepted by Thai people. Most don't understand what SE is and think that its focus and teachings are only about sexual intercourse. Society is generally not open to sexuality issues and sexual problems are increasing more and more. The research shown that teenagers are becoming sexually active at an earlier age and incidence of unwanted pregnancies and HIV infection are rising<sup>1</sup>. Sexuality education is one method that can be used to reduce sexual problems. Based on behaviour theory, the aim of SE is to increase the safety of individual's sexual behaviour by improving knowledge and fostering safer sex attitudes<sup>2</sup>. Many researches reported that adolescents would like to know more about sexuality from adults such as teachers and parents<sup>3</sup>.

The Ministry of Education has no objection to SE in schools, however, SE has not been implemented due to the lack of sexuality educators. The teachers who are responsible for teaching about sexuality topics generally don't know how to teach about this subject and are unsure about what the information means. Most teachers of SE feel that they need more training and often complain of a lack of educational materials<sup>4</sup>. Training teachers in the proper methods to educate students about sexuality may take a long time and there is a need for effective and accessible programmes now. Therefore, we decided to take an informal approach to delivering SE in secondary schools via CD-ROMs. The objectives are to provide quick means for sex education and to create awareness and advocacy for sex education amongst students and teachers.

## Materials and Methods

The contents of CD-ROMs for secondary schools based on the sexuality education manual was written by Prof.Nikorn Dusitsin, Dr.Vira Niyomwan and Mrs. Pailin Srisookho of the Centre for Research and Development of Sexuality Education, Institute of Health Research, Chulalongkorn University<sup>5</sup>. This CD-ROMs was created in an “edutainment” style that combines knowledge and entertainment. It is composed of animations, skits, cartoons and music that are used throughout the CD-ROMs to draw the audience's attention. Entertainment education, also known as prosocial entertainment or “edutainment”, is used throughout the world to put educational content into entertaining formats to increase knowledge, create favorable attitudes, and change overt behaviours concerning an educational issue<sup>6</sup>.

The CD-ROMs is 3-hours in length and is divided into three different parts, covering bio-psychosocial aspects.

The first part contains the scope of SE (15 min.), adolescent biological development (20 min), psychological/social development (15 min) and conception and contraception (10 min).

The second part is related to the subject of love (20 min.), relationships (25 min.) and STDs, HIV/AIDS (15 min.).

The third part deals with sexual harassment, sexual and drug abuse and cybersex, with each issue lasting approximately 20 minutes.

#### **Production of the CD-ROMs – Steps:**

1. Set objectives and concept for CD-ROMs
2. Develop the content for CD-ROMs
3. Select the production company
4. Construct a script
5. Edit the script
6. Produce the CD-ROMs
7. Correct the CD-ROMs

The sex education CD-ROMs were tested in 4 Bangkok secondary schools, 2 schools in an urban area and 2 schools in a suburban area with a total of 373 students participating. Before the CD-ROMs presentation the students answered a pre-test questionnaire. After watching parts one to three of the CD-ROMs the students answered a post-test questionnaire.

Data were collected by using the pre-test and post test questionnaire. The pre-test was 30 multiple choice questions, examined knowledge of all three parts such as what is the main factor which stimulates development change in adolescence, what is the fact of love and what should you do if you are sexual abused. The post-test questionnaire was similar to the pre-test questionnaire with the addition of a 7-item scale that examined satisfaction with the CD-ROMs. Information on age, gender, grade and previous sexual education experience was also collected. Each student was given up to 15 minutes to answer the questionnaire. Finally, the teacher's satisfaction was evaluated by giving a percentage and using open-ended questionnaire.

#### **Statistical analysis**

The data was analyzed using SPSS. Specifically, descriptive statistics were analyzed and expressed in percentages, means and standard deviations and analytical statistics was analyzed using paired t-test.

## Results

This study was carried out in 4 Bangkok secondary schools with a total of 373 students participating, 62.5% of the students were female and 37.3% were male. The mean age of the students was 13.4 years and more than 50% of students had previous experience in sex education. (Table 1)

**Table 1.** Characteristics of the Sample

Characteristics		n	%	Characteristics	n	%	
Sex	Male	139	37.3	Grade	Grade 7	112	30.0
	Female	233	62.5		Grade 8	129	34.6
Age	12	63	16.9	Location	Grade 9	132	35.4
	13	135	36.2		Urban	161	43.2
	14	139	37.3		Suburban	212	56.8
	15	36	9.7				
Mean $\pm$ SD		13.39 $\pm$ 0.88		Experience of Sex Education	Ever	196	53.8
					Never	168	46.2

There was a significant difference between pre-test and post-test knowledge scores. The mean knowledge score on the post-test was higher than these on the pre-test (difference = 1.21) (Table 2).

**Table 2.** Difference in knowledge score

	Mean	SD	P-value
Pre-test	16.16	3.63	0.000*
Post-test	17.37	4.46	

\* analyzed by paired t-test

More than 90% of the students reported being satisfied with the CD-ROMs programme. Sixty-two percent reported a high level of satisfaction. The students were most satisfied with section 3 of the CD-ROMs which dealt with sexual harassment, sexual and drug abuses and cybersex (Table 3).

### Teachers' Satisfaction

Teachers' satisfaction was included as a part of the assessment. The mean satisfaction score was 81.32%. Some teachers reported that this CD-ROMs was most appropriate for older adolescents while

some reported it is best for younger students. Many teachers thought that the SE could reduce sexual problems amongst adolescents because it taught students about understanding themselves and their bodies, how to protect themselves from sexual harassment and how to access existing services. Furthermore, teachers felt that students who participated in this programme would share the information that they learned with their friends.

The teachers reported that they would be able to adopt the CD-ROMs for teaching in their classrooms. They suggested that the presentation be formatted like a movie and that the developers arrange a teacher manual and activities after showing the CD-ROM. They criticized the length of the CD-ROMs stating that at one hour at a time was too long.

**Table 3.** Level of Student Satisfaction

Items	Low		Moderate		High	
	n	%	n	%	n	%
<b>Presenter</b>	22	5.9	133	35.8	217	58.3
<b>Sound</b>	29	7.8	135	36.3	208	55.9
<b>Music</b>	23	6.2	104	28.1	243	65.6
<b>Sequence</b>	36	9.7	133	36.1	199	54.1
<b>CD-ROM Part I</b>	22	5.9	110	29.6	239	64.5
<b>CD-ROM Part II</b>	22	5.9	106	28.5	244	65.5
<b>CD-ROM Part III</b>	26	7.0	87	23.4	259	69.6
<b>Average</b>	<b>6.91</b>		<b>31.11</b>		<b>61.93</b>	

## Discussion

CD-ROMs are a stimulating way to develop sex literacy amongst students and teachers. Moreover are an effective way to desensitize teachers and students to the social sensitivities surrounding sexual issues. The results of this study show that both the teachers and students were satisfied with the CD-ROMs programme. The teachers had several comments showing that they are interested and opened to the topic of SE.

Most of students don't know what SE is because in the same class some students reported that they have experience of SE but some students reported that they have not experience of SE. To promote understanding of SE in students should be done urgently.

Increasing levels of knowledge score show that the students understood and are interested in the information presented by CD-ROMs, and that they can learn from them. It is important to give young people the opportunity to acquire accurate information on sexual health. The CD-ROMs can present this information in a way that captures the audience's attention.

Many schools now have VCD players and televisions available to present the CD-ROMs, so it will not be difficult to distribute the CD-ROMs to schools in all of the provinces in Thailand. The CD-ROMs offers a simple and economical educational programme that educators can adopt in secondary schools. Teachers can also adapt the content of the presentation using the CD-ROMs and students can easily borrow the CD-ROM to view at home if they have the necessary equipment. We are quite confident that this approach, with some modification, would be acceptable to schools and ultimately to the Ministry of Education.

This has been a short term study, so it is possible that students may forget some of the information. They have learned and the process of shifting attitudes may not occur quickly. Therefore, it is important that SE be a continuous process that addresses issues of values and beliefs, including small group discussions that allow teachers and students to share opinions and reactions. These discussions will be important to shifting attitudes and behaviours in the long term. Future studies using the CD-ROMs will divide the various topics into 15 –20 minute sessions. This format will allow for classroom activities to be arranged between students and educators. A CD-ROMs manual will be developed that will include activities and information for teachers.

Further testing of our CD-ROMs programme is now being conducted in different regions of the country and follow-up will take place in the next three months.

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