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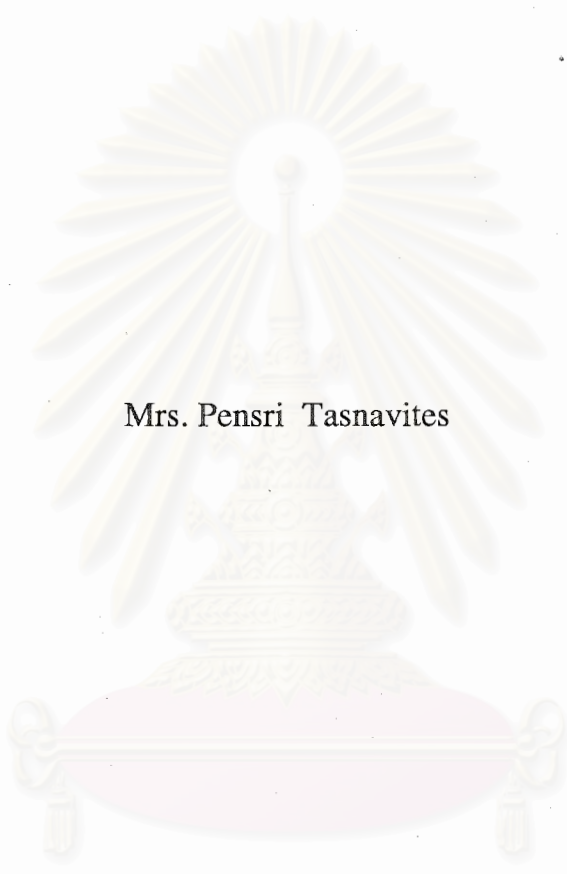
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**PREDICTORS OF ADOLESCENT PREMARITAL SEXUAL
ATTITUDE: THE INFLUENCE OF PSYCHOSOCIAL AND
SOCIOCULTURAL FACTORS**



Mrs. Pensri Tasnavites

A Dissertation Submitted in Partial Fulfillment of the Requirements
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การศึกษานี้มีวัตถุประสงค์เพื่อวัดระดับทัศนคติการมีเพศสัมพันธ์ก่อนแต่งงานของวัยรุ่นตอนกลาง และค้นหาตัวแปรที่มีผลต่อทัศนคติดังกล่าว ทำการศึกษาโดยใช้แบบสอบถามสำรวจนักเรียนมัธยมศึกษาตอนปลาย (ม.4-ม.6) และนักเรียนอาชีวศึกษา (ปวช.1-ปวช.3) ทั่วประเทศรวม 8 แห่ง จากมัธยมศึกษา 4 แห่งและอาชีวศึกษา 4 แห่ง กลุ่มตัวอย่างที่ศึกษา คัดเลือกจากโรงเรียนมัธยมศึกษาและอาชีวศึกษาอย่างละแห่ง จากจังหวัดที่เป็นตัวแทนภาคแต่ละภาค ประกอบด้วย ภาคเหนือ ได้แก่ จังหวัดเชียงใหม่ ภาคใต้ ได้แก่ จังหวัดสงขลา ภาคตะวันออกเฉียงเหนือ ได้แก่ จังหวัดขอนแก่น และภาคกลาง ได้แก่ จังหวัดกรุงเทพมหานคร จำนวนตัวอย่างที่ตอบแบบสอบถามรวมทั้งสิ้น 1623 คน เป็นชาย 610 และ หญิง 1013 คน หากจัดตามกลุ่มสถาบันศึกษาพบว่ามาจากโรงเรียนมัธยมศึกษา 794 คน และจากโรงเรียนอาชีวศึกษา 829 คน การวิเคราะห์หาความสัมพันธ์ระหว่างตัวแปรอิสระกับตัวแปรตาม เพื่อทำนายถึงอิทธิพลต่อทัศนคติการมีเพศสัมพันธ์ก่อนแต่งงานของวัยรุ่นโดยอาศัยเทคนิคการวิเคราะห์ถดถอยพหุแบบขั้นต้น ตัวแปรอิสระบุคคล ได้แก่ self-esteem และประสบการณ์การมีเพศสัมพันธ์ ตัวแปรด้านสังคมที่ศึกษาครั้งนี้ได้แก่ ความสัมพันธ์ระหว่างพ่อแม่ลูก การสื่อสารเรื่องเพศสัมพันธ์ระหว่างพ่อแม่ลูก ความสัมพันธ์ระหว่างเพื่อน การสื่อสารเรื่องเพศสัมพันธ์ระหว่างเพื่อน การรับรู้ของกลุ่มตัวอย่างในเรื่องการมีเพศสัมพันธ์ของเพื่อน การรับรู้ของกลุ่มตัวอย่างกับการยอมรับการมีเพศสัมพันธ์ก่อนแต่งงานของท้องถิ่นที่อยู่ และข้อมูลพื้นฐาน เช่น เพศ ระดับการศึกษาของพ่อแม่ ท้องถิ่นที่กลุ่มตัวอย่างอาศัยอยู่ ตัวแปร 12 ตัวจาก 17 ตัวแปรที่นำเข้าวิเคราะห์ในสมการถดถอยพหุแบบขั้นต้น พบว่ามีความสัมพันธ์กับทัศนคติการมีเพศสัมพันธ์ ก่อนแต่งงาน โดยสามารถทำนายความสัมพันธ์ได้ร้อยละ 41.5 ($R^2 = 0.415$; $p < 0.001$) ตัวแปร 7 ตัวใน 12 ตัวมีทิศทางแปรผันตามกัน กล่าวคือเมื่อระดับตัวแปรอิสระเพิ่มขึ้น ระดับทัศนคติต่อการมีเพศสัมพันธ์ก่อนแต่งงานเพิ่มขึ้น ได้แก่ ประสบการณ์การมีเพศสัมพันธ์ของกลุ่มตัวอย่าง ความเชื่อของวัยรุ่นต่อการยอมรับการมีเพศสัมพันธ์ของชุมชน (gender role expectation) เพศชาย การสื่อสารระหว่างเพื่อน วัยรุ่นที่มีแฟน วัยรุ่นที่อยู่ภาคกลางและตะวันออกเฉียงเหนือ กล่าวคือตัวแปรดังกล่าวมีผลในเชิงบวกต่อทัศนคติการมีเพศสัมพันธ์ก่อนแต่งงาน แต่มีผลเชิงลบต่อความรับผิดชอบต่อพฤติกรรมการมีเพศสัมพันธ์ก่อนแต่งงาน นอกจากนี้ยังพบว่าความสัมพันธ์ระหว่างพ่อแม่กับวัยรุ่น ความสัมพันธ์ระหว่างเพื่อน วัยรุ่นในกลุ่มมัธยมศึกษา มีทิศทางผกผันกับทัศนคติต่อการมีเพศสัมพันธ์ก่อนแต่งงาน กล่าวคือ ไม่เห็นด้วยกับการมีเพศสัมพันธ์ก่อนแต่งงาน แต่มีผลเชิงบวกต่อความรับผิดชอบต่อพฤติกรรมการมีเพศสัมพันธ์ก่อนแต่งงานผลการวิจัยพบว่า ความเชื่อของวัยรุ่นต่อการยอมรับการมีเพศสัมพันธ์ของชุมชน (gender role expectation) มีอิทธิพลสูงสุดต่อ ทัศนคติของวัยรุ่นในเรื่องดังกล่าว กล่าวโดยสรุปปัจจัยส่วนตัวของกลุ่มตัวอย่างรวมถึงปัจจัยทางสังคมมีผลต่อทัศนคติของวัยรุ่นต่อการมีเพศสัมพันธ์ก่อนแต่งงานอย่างมีนัยสำคัญ

ภาควิชาคณะเภสัชศาสตร์

สาขาวิชาเภสัชศาสตร์สังคมและบริหาร (นานาชาติ)

ปีการศึกษา 2546

ลายมือชื่อนิสิต.....

ลายมือชื่ออาจารย์ที่ปรึกษา.....

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KEY WORD: ADOLESCENT PREMARITAL SEXUAL ATTITUDE

PENSRI TASNAVITES: PREDICTORS OF ADOLESCENT PREMARITAL
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This study aimed at examining multiple influences on middle adolescent sexuality, focusing on premarital sexual attitudes because of their influence on sexual behavior. The questionnaire survey was conducted on eight public schools, four high schools and four vocational schools. One of each type of schools will be purposively selected from each province. Four provinces were purposively sampled as representatives of four regions, i.e., Chiang Mai for the North, Khon Kaen for the Noreast and Songkhla for the South of Thailand. The total sample size was 1,623 with 610 were male and 1,013 were female students. When grouping by types of schools, 794 students were from high school while 829 were from vocational schools. Multiple regression analysis was conducted to predict the influences of independent variables both individual psychosocial factors and socio-cultural factors to premarital sexual attitude. Individual psychosocial variables were measured by self-esteem and sexual intercourse experience, and socio-cultural variables were measured by teen-parent relationship, teen-parent communication about sexual matters, peer relationship, communication with peer, perceived sexual behaviors of friend, and gender role expectation and other background variables such as region, gender, parent educational level were also included. Twelve out of seventeen factors demonstrated significant influence on adolescent premarital sexual attitude with R^2 of 0.41.5 ($p > 0.001$). While seven of twelve predictors, 1) Gender role expectation, 2) Peer communication related to sexual matters, 3) Sexual intercourse experiences, 4) Adolescent male, 5) Adolescent, who had steady boy/girl friend in the past year, and 6) Adolescent in the Northeast 7) Adolescent in the Central were positively related to premarital sexual attitude and had negative value toward responsible pre-marital sexual activity except for peer communication about sexual matters and adolescent living in the central. Other variables as teen-parent relationship, peer relationship, and adolescent in difference type of school system while negatively explained adolescent premarital sexual attitude were positively associated with responsible sexual activity. The result presented the gender role expectation as the strongest predictor. In conclusion, both the psychosocial and sociocultural factors were found to significantly explain the premarital sexual attitude.

Department Faculty of Pharmaceutical Science
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Student's signature.....

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Table of Contents

	page
Thai Abstract.....	iv
English Abstract	v
Acknowledgement.....	vi
List of Tables.....	x
List of Figures.....	xii
Abbreviation.....	xiii
CHAPTER I INTRODUCTION.....	1
Problem Analysis.....	1
Purposes of This Study.....	3
Contributions of This Study.....	4
CHAPTER II LITERATURE REVIEWS.....	6
Conceptual Framework.....	6
Theory and Model.....	7
Variables in This Study.....	9
Individual Psychosocial Variables.....	9
Social/Cultural Contexts.....	11
Attitudes, Beliefs and Knowledge.....	18
Sexual Attitudes.....	18
Adolescent Sexuality.....	20
CHAPTER III RESEARCH METHODOLOGY	24
Research Hypothesis.....	24
Research Design.....	25
Operationalization of Concepts and Measurement of Variables.....	27
Dependent Variable.....	27
Independent Variable.....	28
Other Variable.....	30
Questionnaires Development.....	30

Validity and Reliability.....	37
Self-esteem.....	38
Teen-parent Relationship.....	39
Teen-parent Communication about Sexual Matters.....	40
Peer Relationship.....	41
Peer Communication about Sexual Matters.....	42
Pre-marital Sexual Attitude.....	43
Attitude to Condom Use.....	44
Data Collection.....	45
Data Analysis.....	45
CHAPTER IV FINDINGS.....	46
Part 1: Descriptive Analysis of Study Samples.....	46
Part 2: Statistical Analysis to Test the Factors Influencing the Middle Adolescents' Attitudes toward Pre-marital Sexual Behavior.....	55
Reliability of Independent and Dependent Variables.....	55
Mean and Standard Deviation of Independent Variables Broken Down by Gender.....	58
Mean Scores and Standard Deviation of Independent Variables Broken Down by Institutions.....	58
Adolescent Sexual Intercourse Experience across Gender, Educational Institution, Level of Parent's Education, Family's Financial Status.....	63
Multiple Regression Correlation between Independent Variables & Dependent Variables: a 7-Item Measure of Pre-marital Sexual Attitude.....	63
Multiple Regression Analysis and Predicted Power of Pre-marital Sexual Attitudes of Adolescents (7-Item).....	68
Multiple Regression Correlation between Independent Variables & Dependent Variables: a 4-Item Measure of Pre-marital Sexual Attitude.....	70
Multiple Regression Analysis and Predicted Power of Pre-marital Sexual Attitudes of Adolescents (4-Item).....	74

Part 3: Condom Use Attitude of Middle Adolescent.....	76
CHAPTER V DISCUSSION.....	78
Individual Psychosocial Variables.....	78
Self-esteem.....	78
Sexual Experience.....	79
Social/Culture Contexts.....	81
Family Influence.....	81
Peer Influence.....	83
Peer Influence vs. Family Influence.....	84
Culture.....	86
Adolescent Pre-marital Sexual Attitude.....	87
CHAPTER VI CONCLUSION AND RECOMMENDATION.....	89
Conclusion.....	89
Adolescent Pre-marital Sexual Attitude.....	89
Limitation of This Study.....	92
Recommendation.....	93
Future Research.....	93
REFERENCES.....	95
APPENDICES.....	105
Appendix A: Questionnaires.....	106
Appendix B: T-Test.....	115
Appendix C: Reliability of Dependent and Independent Variables.....	129
VITAE.....	136

List of Tables

	page
Table 1: Number and Percentage of Respondents by Region, Educational Institute and Gender.....	47
Table 2: Number and Average Age of Respondents Divided by Sex.....	47
Table 3: Number and Percentage of Respondents Divided by Institute and Level of Education.....	49
Table 4: Religion of Respondents.....	49
Table 5: Year Stay in the Region.....	49
Table 6: Living Accompany.....	50
Table 7: Living Places.....	50
Table 8: Number of Sibling.....	51
Table 9: Parent Education.....	52
Table 10: Family Marital Status.....	52
Table 11: Family Financial Status.....	53
Table 12: Relationship with friends and having boy/girl friend.....	53
Table 13: Perceived Sexual Experience of Friends.....	54
Table 14: Sampled Adolescent Sexual Experience.....	54
Table 15: Mean, Standard Deviation and Alpha's Coefficient of Independent and Dependent Variables.....	56
Table 16: Comparison of Mean, Standard Deviation and Alpha's Coefficient of a 11-Item/ a 7-Item/ a 4-Item Measures' Pre-marital Sexual Attitude.....	57
Table 17: Comparison Mean and Standard Deviation Independent Variables across Gender.....	60
Table 18: Comparison Mean and Standard Deviation of the Samples in High School and Vocational School toward Independent Variables.....	61
Table 19: Adolescent Sexual Intercourse Experience across Gender, Institute, Father & Mother's Educational Level, Family's Financial Status.....	62

Table 20: Compare Mean and Standard Deviation of 7-Item Pre-marital Sexual Attitude across Gender, Region (North, South, North-East, Center), Perceived Sexual Behaviors of Friends, Steady Boy/Girl Friend, Type of Institute, Adolescent Sexual Experience.....	65
Table 21: Pearson Correlation among Independent Variables and 7-Item Pre-marital Sexual Attitude.....	66
Table 22: Multiple Regression of Adolescent Pre-marital Sexual Attitude using Stepwise.....	67
Table 23: Compare Mean and Standard Deviation of 4-Item Pre-marital Sexual Attitude across Gender, Region (North, South, North-East, Center), Perceived Sexual Behaviors of Friends, Steady Boy/Girl Friend, Type of Institute, Adolescent Sexual Experience.....	71
Table 24: Pearson Correlation among Independent Variables and 4-Item Responsible Pre-marital Sexual Attitude.....	72
Table 25: Multiple Regression of Adolescent Responsible Pre-marital Sexual Attitude using Stepwise Entered all 17 Independent Variables, Dependent Variable = ATTID (4-Item).....	73
Table 26: Compare Mean, Standard Deviation of Condom use with Sex, Institute, and Sexual Experience.....	77
Table 27: Compare Mean, Standard Deviation of Condom use with Father and Mother Educational Level, and Family Financial Status.....	77
Table 28: Compare Mean and Standard Deviation Independent (Self-Esteem) and Dependent Variable (Pre-marital Sexual Attitude) across Gender.....	79

List of Figures

	page
Figure 1: Conceptual Framework.....	7



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Abbreviation

MOPH	:	Ministry of Public Health
HCRC	:	House Committee on Religion and Culture
ACASI	:	Audio Computer Assisted Interviewing Technology
M4-6	:	Matayom 4 to 6
VS1-3	:	Vocational School year 1 to 3
RSC	:	Rosenberg Self-esteem Scale
FSS	:	Family Strengths Scale
PACS	:	Parent-Adolescent Communication Scale
APMIS	:	Attitudes to Pre-Marital Intercourse Scale
HC	:	High School
VS	:	Vocational School
IVs	:	Independent Variables
CONDOM	:	Condom Use
GenRole	:	Gender Role Expectation
PECOM	:	Peer Communication about sexual matters
PERELA	:	Peer Relationship
TEPACOM	:	Teen-Parent Communication related to sexual matters
TEPARE	:	Teen-Parent Relation
ESTEEM	:	Self-Esteem
EXP	:	Adolescent Sexual Experience
FEXP	:	Perceived Sexual Behaviors of Friends
SWEET-H	:	Having Steady Boy/Girl Friend or Sweetheart
HC-VS	:	Adolescent in Difference Type of Institution
NORTH	:	Adolescent in the North of Thailand
NORTH-E	:	Adolescent in the Northeast of Thailand
CENTRAL	:	Adolescent in the Central of Thailand
SOUTH	:	Adolescent in the South of Thailand
Mean	:	Mean Value
r	:	Correlation Coefficient
B	:	Coefficient

Beta	:	Regression Coefficient ($=b_i S_{xi}/S_y$)
Std. Error	:	Standard Error
R^2	:	Correlation Coefficient Square
F-Change	:	The Coefficient of Determination Significance of overall model
VIF	:	Variance Inflation Factor
SD	:	Standard Deviation
df	:	Degrees of Freedom
t	:	Square root of the F value
N	:	Number of Samples
p-value	:	The Partial F test
χ^2	:	Chi-Square Statistic



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

CHAPTER I

INTRODUCTION

Problem Analysis

Thai adolescent sexuality has received increasing public attention over the past few years. Sexuality is not unique to the adolescent period, but is a phenomenon that spans the entire life cycle. However, the complex physical, cognitive, and psychosocial changes that affect how sexuality is expressed among adolescents are unique.

The Ministry of Public Health found that there were 149,193 male AIDS patients and 50,617 female AIDS patients in Thailand. Of great concern was the fact that 80% out of these patients were aged between 20-39 years and contracted AIDS through sexual encounters (MOPH, 2002). This figure suggested that these patients were infected with HIV at an early age and developed AIDS later in life. Similar studies conducted by various agencies indicated that HIV infection among teenagers was disproportionately high, especially for those between the ages of 15 and 24 years. The actual number of AIDS patients was thought to be higher, and included those who knew they were infected but did not want to reveal their status and those who were not aware that they were infected. At present, there were about 1,000,000 HIV infected people in Thailand and most of them were adolescents (MOPH, 2002). A recent announcement from the Ministry of Public Health on July 2nd 2002 stated that new HIV infections in Thailand had decreased but the percentage of infections among adolescent groups had increased from 7% in 2000 to 17% in 2001.

On July 2001, a report by the House Committee on Religion and Culture stated that there were at least 30,000 students earning money in exchange for sexual acts, and it was expected to increase to 100,000 students a year in the next two years. Of a total 1,800 students, boys and girls, interviewed for this study, 20 percent said they had lost their virginity at the age 13 both boys and girls. The highest percentage of students reporting this behavior lived in the Northeast, particularly Ubon Ratchathani and Khon Kaen. Although young women selling sex were reportedly readily

available in Chiang Mai and almost indistinguishable from sex workers, students in Ubon Ratchathani reportedly solicited customers more openly at pubs and discotheques. It was considered normal to have sex with a client right outside a pub, in car parks or on building terraces. In Phitsanulok, students selling sex tried to portray themselves as bookworms in order to charge higher rates. Students in Khon Kaen were known for their beauty and could demand up to 10,000 baht a night. Most were from wealthier families and some had been educated abroad. Some young women in Khon Kaen had been sent to other provinces to provide services to big businessmen and influential figures because they could play golf and talked about the stock market. Southern provinces like Hat Yai and Phuket were known to be testing grounds for new drugs, such as a substance known as "blue ice" and "twingy" (a kind of addictive drug). These drugs were popular among young people in pubs and discotheques and were claimed to increase sexual activities (HCRC, 2001).

Several studies had highlighted other types of risky sexual behavior among adolescents. Boys had reportedly stopped visiting prostitutes for their first sexual experience but had turned to senior female students, who were sexually experienced, girlfriends, or other male students. Condom use was not popular among teenagers despite its ability to prevent both pregnancy and HIV/AIDS. Most teenagers claimed that condoms decreased their sexual desire and slowed the progression to sexual climax (Boonyabuddhi, 2001). Female teenagers were reportedly more afraid of pregnancy than AIDS because male partners would not take responsibility and their families and society rejected teenager who became pregnant. AIDS was viewed as a disease among adults and sex workers only as few HIV-positive adolescents had come out publicly. As adolescent's view sexual intercourse as a symbol of true love, many young people, upon breaking up with one partner, reportedly found new partners with whom they later had sexual encounters (Saison, 2000).

What make them think and have such sexual behaviors? What are the factors leading to such sexual attitudes? How are social norms changing? Thai society, like other countries in South East Asian region, regards sex as a taboo subject and young people remain misinformed about its realities. Most parents don't want to talk to their children about sex.

As it is impossible to prevent people from engaging in sexual activity, so teaching young people how to do so safely should be an alternative choice. Proper sexual relations should be praised, and we should not condemn people who pursue relationships that may be considered a deviation from traditional practices. Therefore, the purposes of this study aimed to understand middle adolescent sexual attitudes focusing on pre-marital intercourse. What are major factors influencing these sexual attitudes. The outcomes of this study could be valuable for both Thai sexual curriculum development and for programming of HIV/AIDS prevention among adolescents. Positive sexual attitudes are believed to lead to proper sexual behaviors. Efforts to help young people form positive attitudes towards sexuality and sexual behavior may alleviate some concerns towards adolescent sexuality in the age of HIV/AIDS.

Purposes of This Study

The consequences of unsafe adolescent sexual behavior are an enormous burden both for adolescents and society. The problem is not those teens are sexually active but rather that they have little preparation and guidance for developing responsible sexual behavior. By reviewing the literature on young people's sexuality, it is clear that many previous researchers have focused on a limited number of topics. Firstly, measuring patterns of sexual behavior (e.g., age at first intercourse; levels of sexual activity; experience of anal intercourse). Secondly, ascertaining the meanings of sexual activity for young people (e.g., familiarity with sexual partners before intercourse; characteristics of first sexual partner, such as age, level of experience; categorizing of first sexual partners, such as sex worker, client, peer, spouse; reasons for, and reactions to, first sexual intercourse; reported condom use). Thirdly, describing community norms regarding sexual activity (e.g., generational differences; traditional values; understandings of sex work). Fourthly, identifying reported sources of information on sex and HIV/AIDS (e.g., families; foreign influences; peer groups; schools; family planning programs; and the mass media). Lastly, some studies have analyzed the structural and contextual aspects of sexual behavior (e.g. gender, socio-economic issues)(Dowsett & Aggleton, 1999).

However, less research has been focused on explanatory models to explain the distinct and simultaneous influences on the individual and variables on the likelihood of sexual behavior. Therefore, the research question aimed at addressing the multiple influences on adolescent sexuality, focusing on sexual attitudes because of their influence on behavior.

Besides learning about middle adolescent attitude on pre-marital sexual activities, the study was interested in searching for significant factors that could explain pre-marital sexual attitude. These groups of factors including individual psychosocial, social-cultural, and background factors were the focus of the study.

The objectives of the study were:

1. To examine middle adolescent pre-marital sexual attitudes.
2. To analyze the influence of individual psychosocial factors, socio-cultural factors, and background factors toward pre-marital sexual activities among middle adolescents.

Contributions of This Study

1. To be used as a baseline study for carefully developing communication tools: sex education curricula, appropriate program strategies for middle adolescent in high school, Matayom 4-6 and vocational school, year 1-3.
2. To raise awareness among policy makers, institutions such as family, educational institutions, public health providers including community pharmacists, of the reality of adolescent sexual attitudes in order to help support them growing up in a better environment and enable them to have a positive attitude towards sexuality.
3. Understanding adolescent pre-marital sexual attitudes, a crucial subject in human reproductive health, will help in developing better health promotion strategies including extending family planning programs to unmarried adolescents.

4. Drugstores are often expected to be the first supply source for reproductive health products such as contraceptives and condoms, and pharmacists need to be able to provide better advice and services regarding these products.



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CHAPTER II

LITERATURE REVIEWS

Conceptual Framework

The conceptual framework underlying the study was presented diagrammatically in Figure 1. It was comprised two sets of variables, independent and dependent variables.

The **dependent variables** were concerning sexual attitudes with particular reference to pre-marital sexual behavior.

The **independent variables** used to explain the dependent variables were:

1. Individual psychosocial factors:

- 1.1 Self – Esteem
- 1.2 Sexual intercourse experience
- 1.3 Having boy/girl friend

2. Social-cultural factors:

2.1 Family influences through teen-parent relationship, teen-parent sexual communication related to sexual issues

2.2 Peer influences through their relationship and their communication related to sexual issues, as well as perceived sexual behaviors of friends

2.3 Cultural variables, defined as region of student stay and gender role expectations

3. Background variables, which served to describe the profile of the sample, comprised socio-demographic characteristic including gender, type of institution, and parent's educational level.

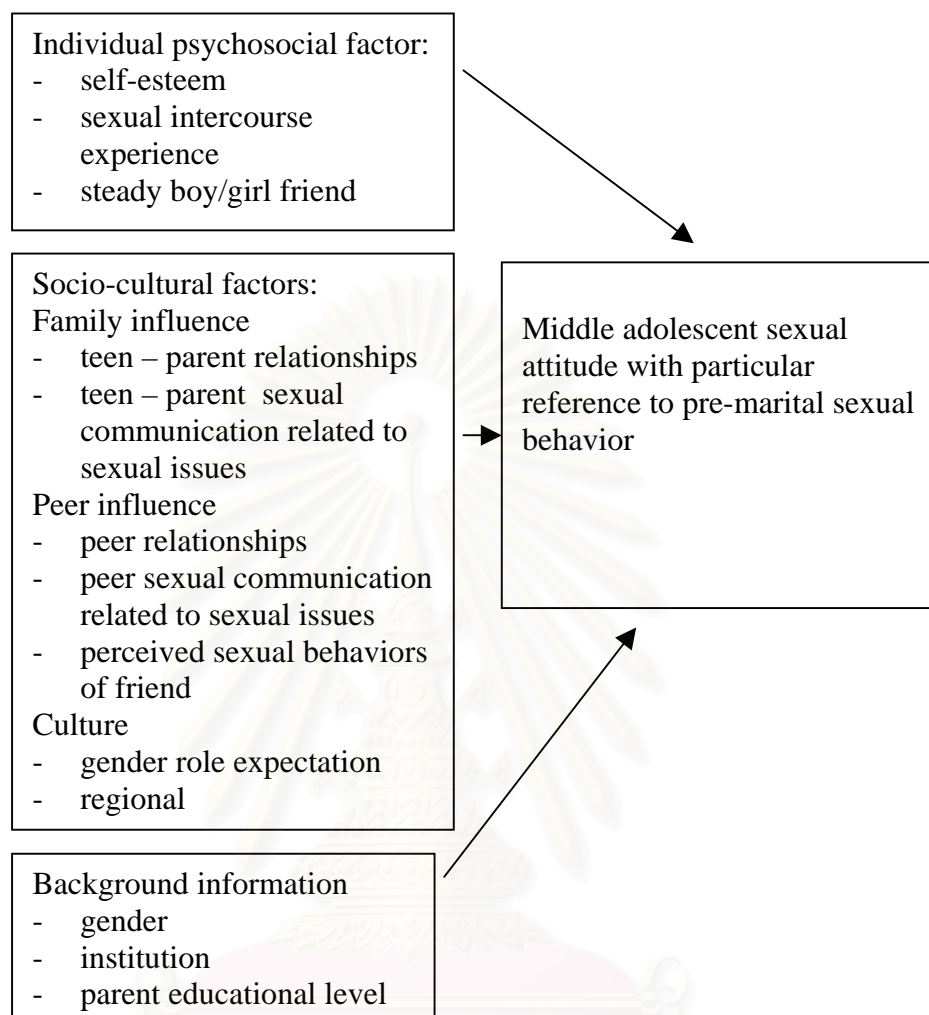
Independent variables**Dependent variables**

Figure 1 Conceptual Framework

Theory and Model

The theories and model used in this study were applied from social learning /cognitive theory (individual, environment and behavior). The two domains used in this study were individual (self-esteem) and environment. In this study environment will referred to socio-cultural context (socio-culture such as family, peer and living environment). The social learning/cognitive theory (Bandura, 1986) postulated that an individual behavior was the result of the interaction among cognition, behavior, environment, and physiology. The two primary domains widely used in HIV/ AIDS

programs were modeling (imitation of the behavior of a role model) and self-efficacy (one's perceived ability to adopt a recommended behavior). Although this model was believed to be very useful in HIV/AIDS communication campaigns in the United States (Freimuth, 1992; Maibach & Flora, 1993), there remained the question about its relevance in cultures where individual decisions were the result of group norms whereby being individualistic was going against the grain. The social learning/cognitive theory was an individual psychological model of behavior change (Yoder, Hornik, & Chirwa, 1996). Bandura (1986) advocated the need to focus on collective efficacy.

To avoid sensitive issues related to sexual lifestyle and behaviors and the target audience was middle adolescent, the study decided to address only on their sexual attitude. Attitudes toward pre-marital sexual intercourse were, therefore, explored in this study. Also surveyed in this study was the attitudes to use condom with different types of partner. As previous studies seemed to have confirmed the failures of condom promotion among adolescent, though awareness of AIDS and pregnancy have been reported. Social marketing, which is an organized approach to promote acceptability of a social idea, has been used as a strategy to promote condom use. Social marketing's four Ps-product, price, place, and promotion-have been applied extensively to HIV / AIDS prevention in condom promotion. A fifth P has recently been added to indicate positioning with regards to recognition of competing campaigns on the same subject in the same location. Among the criticisms of social marketing in HIV/AIDS are ethical concerns, given that it sometimes utilizes manipulation, such as fear, in promoting condom use. "Fear appeals emphasize the noxious consequences that will befall message recipients if they fail to adopt the recommendations of the source" (Dillard, Plotnick, Godbold, Freimuth, & Edgar, 1996). Furthermore, it is also believed that social marketing employs a simple solution (such as condom distribution) to a complex problem without addressing the social conditions (such as condom being associated with commercial sex workers) that cause the spread of HIV.

Theories based on the individual, which may be effective and meaningful in a Western context, have lesser relevance in self-efficating cultures of Asia, Africa,

Latin America, and the Caribbean. In these regions, family and community are more central to the construction of health and well being than the individual, even though the individual is always recognized as an important part of the cultural context.

Variables in This Study

Individual Psychosocial Variables

1. Self-Esteem

In this study self-esteem, an individual psychosocial variable, was selected to describe the differences of adolescent's attitudes towards pre-marital sexual behavior. A considerable number of research studies have been conducted to determine the various correlates of self-esteem. Jourard (1971), for example, has suggested that individuals with high self-esteem will engage in higher levels of self-disclosive behavior. Self-esteem has an influence on adolescent sexual behavior, but it is related to sexual attitudes. Self-esteem is positively related to sexual intercourse experience for adolescents who hold beliefs that sexual intercourse is always right, but negatively related to self-esteem for those who believe it is wrong (Miller, Christensen, & Olsen, 1987). Related to this is the rather consistent finding that low self-regard is associated with a variety of maladjusted and neurotic behaviors (Brownfain, 1952; Crandall & Bellugi, 1954; Block & Thomas, 1955; Hillson & Worchel, 1957; Leary, 1957). These research results led McCandless (1970) to conclude that the "literature is consensual that a good self-concept is related to other indices of social adjustment". An individual's level of self-esteem has also been related to persuasibility (Hovland & Janis, 1959; Cooper & Jones, 1970; Helmreich, Aronson & LeFau, 1970; Deaux, 1972) and influence attempts (Thomas & Burdock, 1954; Cohen, 1956), as well as liking (Walster, 1966) and motivation (Korman, 1970; Deci, 1975).

In classroom research the concept an individual has of self has also played an important role. Self-esteem, operationalized in various ways with diverse samples of subjects, has been consistently linked to achievement (Brookover & Thomas, 1964;

Bledsoe, 1967; Dyson, 1967; Paschal, 1968; Caplin, 1969; Alberti, 1971; Bailey, 1971). This relationship may start at a very early age (Hamachek, 1971) and extend through the school years, into choice of occupations (Priess, 1968), and further into adulthood and old age (Brim, 1966; Back & Gergen, 1968). It has been related in the classroom to role behavior in small groups (Crowell, Katcher, & Miyamoto, 1955), evaluation of instruction in discussion courses (Ober & Jandt, 1973), and classroom performance (Miyamoto, Crowell, & Katcher, 1956). The conclusion of research concerned with development of self-esteem may be summarised simply: individuals derive their feelings about self from their interactions with others. Cooley, (1902) labelled this initially the "looking glass self" and subsequent theorising by sociologists such as Mead (1934) and psychologists including Festinger (1954) supports such an interpretation. Research has provided empirical evidence as well. Brookover and Gottlieb (1964) and Snyder (1965), as well as a host of others (Manis, 1955; Miyamoto & Dombusch, 1956; Videback, 1960; Mannheim, 1966; Doherty & Secord, 1971), have clearly indicated that Cooley's early reasoning was essentially correct. We are what others make us be.

An individual's image of self has been examined under a wide variety of labels including, self-concept, self-esteem, self-image, and self-evaluation (Wylie, 1961). It has been central to theories of personality (Mead, 1934; Lewin, 1936; Allport, 1937; Murphy, 1947; Cattell, 1950; Secord & Backman, 1965), therapy approaches in counselling activities (Freud, 1943; Horney, 1950; Rogers, 1951; Sullivan, 1953; Maslow, 1954), and conceptualisations of interpersonal behavior (James 1890; Combs & Syngg, 1959; Goffman, 1961; Bales, 1970). The overwhelming conclusion from both research and theory is that the perceptions one has of self significantly affect attitudes, behaviors, evaluations, and cognitive processes. Individuals seek out those who confirm their self-image. This is so even when that self-image is not entirely positive. Consequently, the link between self-esteem and actual behavior is not a weak one (Greenhaus & Badin, 1974). Backman and Secord (1962) found, for example, that sorority girls interacted most frequently with those they perceived as confirming their self-concept. Similarly, and at first thought somewhat counter-intuitively, Deutsch and Solomon (1959) demonstrated that people with low self-esteem view low evaluations of themselves from others as more favorable than high

evaluations. Indeed, the research evidence is strong that individuals will modify their conceptions of self over time so that they are congruent with their perceptions of what others think of them (Kipnis, 1961).

2. Sexual Intercourse

Adolescents who begin to date earlier have more dates. The number of dating is positively associated with sexual experience, number of sexual partners and level of sexual activity during later teens (Miller & Olson, 1988; Miller et al., 1987; Thornton, 1990). Early sex initiation is a positive predictor of sexual frequency (Donovan & Jessor, 1985). Age at first intercourse is positively related with expectation for independence, but negatively related with expectation for academic achievement; and positively associated with tolerance for deviance, but negatively related with religiosity (Donovan & Jessor, 1985). There is also a negative association between early initiation of sexual intercourse and contraception use e.g., 50% of pre-marital pregnancies in teens occur within the first six months of their first sexual experience; 20% of the pregnancies occur within the first month (Pugh, DeMaris, Giordano, & Groat, 1990; Zabin, Kantner, & Zelnik, 1979)

Social/Cultural Contexts

Culture refers to a collective consciousness of a people often shaped by a shared history, language, and psychology. As the contribution presented by Airhihenbuwa and Obregon at the XI International AIDS Conference in Vancouver, 1996, culture is too often appropriated as a static and unchanging set of codes and meanings. Armed with a list of negative individual health beliefs and practices, the conclusion inevitably leads to blaming those beliefs and calling them cultural barriers. Western cultures, to varying degrees, tend to view the self as a production of the individual, whereas many other cultures view the self as a production of the family, community and other environmental influences for which we do not have, nor desire, total control.

A number of studies have expanded the understanding of the cultural factors affecting young people's sexual conduct, arguing for the extended use of a range of qualitative research methodologies. Focus groups and in-depth interviews feature strongly in a 13-country study of young women's sexuality described by Weiss, Whelan, and Rao Gupta (1996) at the XI International AIDS Conference in Vancouver. Similar work on young men's use of condoms in Zambia employed in-depth interviews (Feldman et al., 1993). Paiva (1993) used action-research methods among Brazilian young people, finding traditional sexual culture was an important factor influencing expectations about sex. A combination of quantitative and qualitative methods in Thailand allowed a more complex and culturally conceptualized picture to emerge of young people's communication and interpersonal concerns (Pattaravanich, 1993).

The following key issues related to socio-culture were considered for this study:

1. Family Influence

It was desirable to know how teen-parent relationship and their ability to communicate about issues related to sexuality and sexual behavior affect adolescent's sexual attitudes. The strength of peer influence on sexuality was mediated by parent-adolescent communication (Wright, Peterson, & Barnes, 1990). Although young college women rate friends, schools and books as more important than parents as source of information about sex, parents were rated as having more influence on sexual attitudes (Sanders & Mullis, 1988). Similarly, research conducted by Mackenzie in 1999 found that mother-daughter relationships and communication about sex influenced daughters' ability to make sexual decisions (Mackenzie JE, 1999).

Research by Stoakley, 1999, found that individual demographic factors and familial processes influence adolescents' sexuality-related attitudes and behaviors in specific ways. A whole combination of community factors and community norms

were related to adolescents' educational aspirations, and this relationship was moderated by ethnicity.

The qualitative research study conducted by (Mackenzie JE, 1999) found that the mothers influenced their daughters' sexuality decisions through their behavior, the quality of their connections with their daughter, and what they did and did not say about sex. The mothers who consistently guided their daughter's school decisions and peer choices had daughters who made sensible and safe sexual choices.

In a study by Somers and Paulson (2000) of 157 mixed students in grades 9 to 12 from two suburban high schools in the Midwest, canonical correlation analysis revealed two significant combinations of variables. Firstly, younger age and less maternal and paternal communication were related to less sexual behavior and less sexual knowledge. Secondly, being younger and female and receiving less maternal communication was related to less sexual knowledge and more conservative attitudes. Contrary to expectation in this study was that higher levels of parental closeness in conjunction with parental communication did not have a significant influence on these adolescents' sexual behavior.

An exploratory study of parent-child communication about sex and the sexual attitudes of early, middle, and late adolescents by Fisher (1986) concluded that the correlation between parents' and children's attitudes were high for all the early adolescents and low for all the middle adolescents. Only among the late adolescents was there a significant difference in the correlation between the sexual attitudes of parents and their children. As a function of family communication level, the attitudes of adolescents and parents in the high communication group were highly correlated and the attitudes of adolescents and parents in the low communication group were not significantly correlated. Middle adolescents had significantly more permissive sexual attitudes than early and late adolescents did.

Parental-family connectedness was seen as an important factor in delaying sexual debut among adolescents (Resnick, 1997). Findings from a study by Baker (2002) support this view. In a sample of 2,472 Thai students in six colleges, 64% of

whom were female and 36% were male, there was a statistically significant relationship between the level of connectedness with the family and whether the student has ever had sex. There was no statistically significant difference between male and female students and their connectedness with their family. One point of interest in Baker's study was that those students living at home had the lowest level of connectedness. It was unclear why students living at home would have the lowest level of family connectedness. According to Baker (2002) parental connectedness was the feeling of being close to, cared about and loved by a parent. It was not based on doing things together but rather having a parent whom conveyed their psychological availability. This, however, did not explain why the students physically living with their family would have the lowest connectedness with their family. A problem with the data on family connectedness and its relationship whether students had ever had sex, was that it was impossible to tell if high levels of connectedness was delaying first sex or if students who had had sex feel guilty and thus less connected with their family.

2. Peer Influence

Peer relationship, communication among peers about sexual matters and perceived sexual behavior of friends were examined in this study with regard to their influence on adolescent's sexual attitudes. Generally, adolescent males and females reported similar perceptions of peer pressure, but males were likely to submit to peer influence. Peer power was mediated by a U-shaped curve that was related to age (Brown, Clasen, & Eicher, 1986). Though there were strong similarities between sexual behaviors of peers, the congruence might not reflect peer pressure. Adolescents did not end their friendships due to difference in sexual behavior nor did they succumb to peer pressure to conform to sexual standards. Instead, similarity of sexual behavior occurred via acquisition of friends who had similar sexual behavior (Billy & Udry, 1985).

Teens spent most of their time with friends at school. Many studies had shown influences of peers towards teenagers' behaviors. A teenager's primary source of

information regarding sexuality was his or her peer group, all of whom were experiencing and reinforcing the same behaviors (Grant & Demetriou, 1988). Their talking and sharing of common experiences and interests could have formed their attitudes and perceptions.

A study done in sub Saharan Africa, Kenya found that peers were the chief source of information on sexuality (Grant & Demetriou, 1988). On the other hand, the family, the major socialize of other behaviors, was not as powerful a force in shaping responsible sexual behavior because of parental discomfort with sex education and sexual discussion. This was the result of a social milieu in which sex was frequently portrayed but rarely linked with responsible behavior or accurate, non-judgmental information (Grant, Demetriou, 1988).

Peer influence had been shown by Jorgensen and colleague (1980) to reinforce similar behaviors. In addition to that, female power in the relationship was found to be inversely correlated with frequency of sexual intercourse, and positively correlated with contraceptive use.

Peer to peer education had been found to be an effective method of HIV/AIDS prevention. As research among a young Latino population living in Los Angeles found, the peer to peer HIV/AIDS education could be an effective and low cost approach for providing educational interventions for Latino youth (Vallejo, Lewis & Donohoe, 1996). In a study of 100 adolescents in Nigeria it was concluded that peer pressure/relationship prevailed as the most significant influence on adolescent sexual behavior (Cole 1998). In other research done in Alabama, New York in 1998 by Whitaker and Miller (1998), 372 adolescents, aged 14-17, were recruited in the study to examine how parent-teen discussion about sexual initiation affect teens' beliefs about sex. Its result had shown that parent-teen discussions about sexual initiation could affect the age at sexual initiation by reducing the effect of peer norms. Parent-teen discussions about sexual initiation were also associated with teens' beliefs that parents are the best sources of sexual information.

In this study, peer and parent's relationships and communication including perceived sexual behaviors of friends were assessed to see their power affecting middle adolescent sexuality attitudes.

3. Culture

Gender differences: Adolescent males and females report differences in sexual expression for frequency of intercourse and attitudes about sexuality. Adolescent males were much more likely than females to report that they had engaged in sexual intercourse (Herald, Valenzuala, & Morris, 1992; Newcomer & Udry, 1985). Adolescent males and females also report different expectations about sexual behavior. There was a positive relationship between expectations for sexual intercourse and length of relationship for adolescent females, but not males (Collins, Kennedy, & Frandis, 1976; Knox & Wilson, 1981).

Sex/Gender has been increasingly recognized as one of key dimensions in efforts aimed at transforming and improving the lives of large numbers of people and around the world. Mendoza provides a comprehensive definition of gender: Gender is a socio-cultural variable and refers to the roles, behavior, and personal identities that the society or culture proscribes as proper for women and men. Thus it defines a person's opportunities, role, responsibilities, and relationships. These attributes, opportunities, and relationships are socially constructed and learnt through socialization processes. Gender roles vary across determinants such as race, culture, community, time, ethnicity, occupation, age, and level of education. While sex is biological, gender is socially defined. (Mendoza, 1997)

Other work concerning the meanings of sex builds on the idea of sexual culture. Domingo (1995), for example, has stressed the importance of motivation in assessing sexual activity among young Filipinos in order to develop prevention interventions. There has also emerged a concern with tensions in social life as a result of HIV/AIDS, notably in relation to religious attitudes and teachings on condom use (Castaneda, Allen & Castaneda 1996). This points to structural sources of conflict for young

people in determining decisions about sexual conduct. An added dimension to these reports on cultural context and sources of meaning for young people has been the documentation of significant gender differences. Bhende (1993) has highlighted the effects of gender inequalities on young women in Bombay, India, arguing that women's unequal status is an important factor to be taken into account in health promotion. Ford and Kittisuksathit (1994) have noted the gender nature of sexuality and sexual expression among young Thai factory workers. In their study in Mexico, Castaneda, Allen, and Castaneda (1996) have pointed to the contrast between young women's and young men's expectations of sex and the tension between cultural approval sexual experience among young men, despite demands for sexual abstinence among young women. These are important findings since they suggest that gender differences are deeply structured and culturally inscribed sets of meanings and understandings.

Regional differences, specifically rural and urban divides, which may be effective and meaningful in a Western context, have lesser relevance in self-effacing cultures of Asia, Africa, Latin America, and the Caribbean. In these regions, family and community are more central to the construction of health and well being than the individual, even though the individual is always recognized as an important part of the cultural context.

A number of studies have expanded understanding of cultural factors affecting young people's sexual conduct (Weiss et. al., 1996). Regional or living environment like in northern, southern, rural and urban area including their religion are cultural variables, which has shaped consciousness of the people by a shared history, language and psychology (Airhihenbuwa, 2000).

In this study adolescent living more than five years in the urban areas of Chiangmai, Songkla, Kornkang and Bangkok, representatives of northern, southern, northeastern and Central Thailand were questioned to find out whether the affects of cultural differences have directly influenced adolescent's sexual attitudes.

Attitudes, Beliefs and Knowledge

Attitudes are reinforced by beliefs (the cognitive component) and often attract strong feeling (the emotional component) that will lead to particular forms of behavior (the action tendency component) (Wellings, Field, Anne, Johnson & Jane, 1994). The boundary between attitude and knowledge measurement is both fine and blurred, and it has to be said that we could not always know whether respondents interpreted particular questions as attempts to test knowledge or elicit attitudes.

Adolescents appear to do best when they grow up in a family atmosphere that permits the development of individuality against a backdrop of close family ties. Psychiatrist Stuart Hauser and his colleagues (1984) have drawn a distinction between enabling and constraining patterns of interchange in the family; enabling interaction is explanation, problem solving, and empathy, while constraining interaction is distracting, judgmental, or devaluing of a family member's opinion.

The assumption is that attitudes might predict behavior, but it is equally plausible that those with experience of a particular pattern of behavior will adopt an attitude in keeping with their experience. It is sometimes assumed that a change in attitudes is a necessary prerequisite to any modification in behavior. There is more important sense in which knowledge of sexual attitudes can aid sexual health promotion. The value for health education of insights into attitudes lies not in the possibility of manipulating attitudes to modify behavior but in selecting and harnessing those attitudes most likely to support sexual healthy behavior.

Sexual Attitudes

Sexual attitudes vary across age, gender, and relationship status. Male and female adolescents have different values about sexuality; personal values and these attitudes contributed directly to sexual expression (Plotnick, 1992; Rotherham-Borus & Koopman, 1991). Values and attitudes about sex were positively related to behavior (Glass, 1972; Miller et. al., 1987; Miller & Olson, 1988; Thompson, 1982).

Sexual behavior that contradicted personal value is associated with lower self-esteem and emotional distress; these values are likely to match local social norms (Miller et. al., 1987). In this study sexual attitudes specific to pre-marital sexual activity were assessed.

Sex is heavily regulated in all societies (Ford and Beach, 1952). One measure of the strength of the regulation is the extent to which social rules governing sexual conduct are internalized into public attitudes and opinion. Sexual relations that take place between those in monogamous, heterosexual couples for procreative purposes are almost universally accepted in every culture. Precocious sex, sex before and outside marriage, non-exclusive sexual relationships, opprobrium (sex between two same sex), is often classified as socially inappropriate.

It is useful to examine sexual attitudes, which may be viewed as both influences upon, and rationalization of sexual activity especially in teen-age population. The cognitive aspects of sexuality variables have been developed to tap into the emotional, as well as the normative and personal attitudinal, dimensions.

Human sexuality can be defined as the physical characteristics of, and capacities for, specific sex behaviors, together with psychosocial values, norms, attitudes, and learning processes that influence these behaviors. It also includes a sense of gender identity and related concepts, behaviors, and attitudes about the self and others as women or men in the context of one's society.

The Sexuality and Education Council of the United States or SIECUS say that sexuality is more than what we do with another person sexually, is not only about having sex, or taking part in sexual behaviors. Sexuality is also about how you feel a person is, how a person feels as a boy or girl, man or woman, the way people dress, move and speak, and the way people act and feel about other people. These are all parts of which we as a person and everyone have his/her own way of being or feeling sexual.

Adolescent Sexuality

At the dawn of the new century, adolescent sexuality remains a topic of concern to adults throughout the world. This concern is not unique to this new age. In each era of recorded history, adults have been concerned about adolescent sexual behavior, particularly sexual intercourse and its consequences. Things have not changed all that much in the realm of adolescent sexual behavior. What has changed is our ability to prevent the serious consequences of this behavior and, hopefully, to help adolescents avoid behaviors that put them at risk for the negative consequences of expressing their burgeoning sexuality (Brown, 2000). A big change has been the difference between the age of puberty for boys and girls and the age at which they get married. Previously, women, in particular, would not have sex until they were married, which was often the same time or very close to menarche. In many societies now, the age difference between puberty and marriage is increasing. This is due to the decreasing age at menarche for girls and the increasing age of marriage. This means that men and women are physiologically ready for sex at a younger age, but not necessarily psychologically ready, nor is society.

In this era of HIV/AIDS, studies describe young people using different terms. Terms often used to describe young people are youth, youngsters, teenagers, juveniles, minors, and adolescents. However, the term 'young people' is itself ambiguous. The term is often used to refer to those between the ages of 12 and 26, although in many cultures the upper level of this cohort should properly be regarded as fully mature adults. Were the age of onset of sexual activity to be used as a starting point for the lower limit, then we would have to recognize that in some parts of Africa about 40% of 15-year-old young men have experienced intercourse. Whereas in some parts of Southeast Asia, over 80% of 20 year-olds are virgins, still waiting to transform themselves from 'children' into 'young people' (Cleland & Ferry 1995).

The category 'young people' is a recent one. Like its predecessors, the term attempts to distinguish between childhood and full adulthood, and in recent years the gap between these two has widened. In the West, and particularly since World War II, increased retention rates in secondary schooling and rising enrolments in post-school

educational institutions have increased young people's dependency on their families, communities and the state. In contrast, more than half of all 14-16 year old were likely to be in the workforce only a few generations ago, contributing to family incomes or working for family businesses, farms and/or in domestic labor in the home. This last point also highlights the fact that gender differences in relation to paid and unpaid work, and in relation to school retention and further workforce training, have changed rapidly in the West in the last 50 years.

Although adolescence may span up to a ten years period, most scientists and practitioners recognize that so much psychological and social growth take place during this decade, it makes more sense to view the adolescent years as composed of a series of phases than as one homogeneous stage. The 13-year old whose interests are centered around video games and football, for example, has little in common with 18-year old who is contemplating marriage, worried about the draft and the beginning of a career.

Social scientists who study adolescence usually differentiate between early adolescence, which covers the period from about age 11 through age 14, middle adolescence, from 15 through age 18, and late adolescence, or youth as it is sometime known, from about 18 through age 21 (Kagan and Coles, 1972; Keniston, 1970). These divisions, perhaps unsurprisingly, correspond to the way in which the society groups young people in educational institutions; they are the approximate ages that customarily make attendance at middle or junior high school, high school and college.

Middle adolescence was selected for this study due to increasing number of HIV/AIDS infections in this group and the associated concern and discussion surrounding their sexual activities. As belief that sexual behavior and contextual factors (location, relationship, sex of partner) during first sexual intimacy has predictive power for risky sexual activities in the later life of youth (Amarasiri de Silva, Schensul, Munoz-Laboy, Nastasi, Nedisinghe, 1998). Moreover, recent studies on Thai youth sexuality, in different geographical areas (re: central, northern, urban), different target populations (college student, vocational school, youth worker), and different methods (self-administrated questionnaires, in-dept interviews and group

discussions), have presented interesting findings. For instance, the anonymity of the data system in Baker's study (Baker, 2002) administered to male and female students of second-year of six different colleges in Thailand showed higher reported rates of students ever having sex, and particularly by female students compared to previous studies. Past studies of Thai youth sexuality using interviews or self-administrated questionnaires have shown only small numbers of females having pre-marital sex. An expectation that single Thai woman should be sexually innocent curtails their willingness to indicate that they are sexually active and provides an obstacle to obtain reliable and accurate data upon sexual behavior (Ford et. al., 1999; Isarabhakdi, 2000).

Results of Baker, (2002) with previous studies on Thai youth sexuality are different for five reasons. First, it is unclear whether differences are from changing sexual patterns or due to how these studies were undertaken. Second, the studies have taken place in different geographical areas, such as in Bangkok and in northern Thailand and it is unclear if there are real differences between regions, or whether the findings reflect different methodologies. Third, the studies tend to be based on slightly different age groups on slightly different age groups sex increases with age and a youth study, based on people aged up to 24, will show different results from a study focusing on students. Fourth, the studies have focused on youth from different socio-economic settings, such as army recruits and students, and who are likely to have different sexual patterns. Finally, the studies have used different data collection techniques; interviews or self-administered questionnaires seem to result in underestimations of the extent that young females have sex.

Soonthorndhada's study (1996) indicates that only 0.8 percent of female students and 5.2 percent of unmarried female factory workers had ever had sex. These results reflect differences between different socio-economic groups and also the problems of using non-anonymous data collection methods on this sensitive topic. On the other hand, the study by Podhista and Pattaravanich (1995) indicate much higher rates of young female sexual activity, with 29 percent and 38 percent of female youth in cities and in rural areas claiming to have had sex. However, it should be noted that

this study focused on youth aged 15-24 and included both married and non-married individuals.

The study with the highest rates of reported unmarried female youth sex was by Saisorn and others (2000), which used Audio Computer Assisted Interviewing Technology (ACASI) to collect data from vocational students in Chiang Rai, a northern Thai province. The results indicated that 43 percent of female vocational students had had penetrative sex and a further 15 percent had engaged in other sexual activity such as touching the sexual organs of their partner or oral sex. This result is much higher than any previous study, including study in second-year college students during 2000 conducted by Baker (2002). Saison's study (Saison, Kilmarx, Supawitkul, Uthaiworavit, Limpakarnjanarat, Mastro, 2000) was conducted in vocational school, in which the age of student is similar to the age of student in high school, which it can be classified as middle adolescent. As well as collecting data on sexual behavior, Saison's study also asked students about their drug taking patterns. They did this using both ACASI and a urine test and found that there was a high correlation between the two tests. Given that the students were giving truthful answers about their drug taking it was also likely that they were honest about their sexual activities.

Studies by Isarabhakdi (1995), Soonthorndhada A (1994) and Ruggao (1997) reveals the same results that male adolescents were more likely to engage in pre-marital sex than female adolescents. Age at sexual debut in males is 16 while females reported of two years older than males.

CHAPTER III

RESEARCH METHODOLOGY

This chapter covered the detail on research methodology focusing on answering the two research objectives: to assess middle adolescent pre-marital sexual attitudes and to investigate how the pre-marital sexual attitude of middle adolescents was influenced by individual background, psychosocial, and socio-culture factors.

Research Hypothesis

To answer the first objective, the pre-marital sexual attitudes were measured and described. The second objective investigated the influence of individual background, psychosocial, and socio-cultural factors on pre-marital sexual attitudes through 13 hypotheses.

Hypothesis 1: Adolescents who have sexual experience have higher positive pre-marital sexual attitude than those who never have sexual experience

Hypothesis 2: Male adolescent has higher or lower positive pre-marital sexual attitude than female adolescent

Hypothesis 3: Self-esteem is associated with adolescent's pre-marital sexual attitude

Hypothesis 4: Peer relations are positively correlated with pre-marital sexual attitude

Hypothesis 5: Peer communications about sexual matters are positively correlated with pre-marital sexual attitude

Hypothesis 6: Perceived sexual behaviors of friends are positively correlated with pre-marital sexual attitude

Hypothesis 7: Teen-parent relations are negatively correlated with pre-marital sexual attitude

Hypothesis 8: Teen-parent communications about sexual matters are negatively correlated with pre-marital sexual attitude

Hypothesis 9: Living in difference regions are associated with pre-marital sexual attitude

Hypothesis 10: Gender role expectations are associated with pre-marital sexual attitude

Hypothesis 11: Adolescents who have steady boy/girl friends have higher positive pre-marital sexual attitude than those who never have steady boy/girl friend

Hypothesis 12: Adolescents who study in different type of institution (high school vs. vocational school) are associated with pre-marital sexual attitude

Hypothesis 13: Parent educational levels are associated with pre-marital sexual attitude

Research Design

Survey research to explain the factors influencing the middle adolescent sexual attitudes was employed for the study. Self-administered questionnaires were developed as a tool for data collection in this study.

Population

The senior high school students of Matayom 4 to 6(M4-M6) and students of vocational school year 1-3 (VS1-VS3) were the study population.

Samples

The samples of study, defining respondents eligible for the study, were;

1. Middle adolescent student in senior high school M4-M6 and in Vocational school VS1-VS3, boy and girl,
2. Staying in the region of study more than 5 years,
3. Studying a day-school system of public school in Bangkok, Chiang Mai, Songkla or Khon Kaen.

The sample size was calculated by using the following formula

$$n = k + 1 + \frac{t^2(1 - R^2)}{\Delta r_\alpha^2}$$

where:

n = sample size

k = number of variables

t = t-value with selected α

α = significant level

R^2 = estimated R^2

Δr_α^2 = addition R^2 to be significant at t .

For an estimated of R^2 of 0.25 and addition of R^2 of 0.002 to be significant at $\alpha = 0.05$ ($t \sim 2$) and total of 15-20 variables, the needed sample size was approximately 1516-1521. The sample size of 400 per province was planned. Four provinces, Bangkok, Chiang Mai, Songkla, and Khon Kaen were purposively selected for this study.

$$\begin{aligned} n &= 15 + 1 + \frac{4(1 - 0.25)}{0.002} \\ &= 1516 \end{aligned}$$

$$\begin{aligned} n &= 20 + 1 + \frac{4(1 - 0.25)}{0.002} \\ &= 1521 \end{aligned}$$

Sampling Method

Four regions were targeted for this research. Each province was purposively sampled as a representative of each region, i.e., Bangkok for Central region, Chiang Mai for the North, Khon Kaen for the Northeast and Songkhla for the South.

Two public schools in the city area of the selected provinces, two public schools in the city area, one high school and one vocational school, were selected under the

condition that they have both boys and girls, and were considered as the principal school or college in the city of the selected provinces.

Sampled students for each province were selected approximately the same number in accordance with the calculated sample size (from pretest = about 386). The sampled students for both high school and vocational school were equally selected that were approximately 200 sampled students in each selected school.

Quota sampling was employed in student recruitment steps. Each school was divided into three levels (M 4, 5 and 6, or VS1, 2 and 3). The number of samples selected in each level proportionate to the number of students in each level to gain the total of 200. The number of boys and girls were also selected proportionately to the number of boy and girl students in that level of the particular school.

Operationalization of Concepts and Measurement of Variables

The focus of this study was to examine multiple influences of psychosocial and socio-cultural factors on adolescent sexual attitudes, emphasizing on pre-marital sexual behavior.

Dependent Variable

Adolescents' sexual attitude was the dependent variable, which was measured by attitudes to pre-marital sexual activities.

1. **Pre-marital sexual attitude** described in this study was the preference regarding the relationship especially sexual behavior before marriage whether it was acceptable for men same as women. The thought of having more than one sexual partner over different periods of time and at the same time was acceptable for men and women (measure of monogamy). Women were, as free as men, to have pre-marital sexual intercourse if they wanted either within a loving relationships or not partly to address double standard.

The measurement of the pre-marital sexual attitude was a 5-point Likert scale and was assessed through composite items.

Independent Variable

Several groups of independent variables attempting to explain the dependent variable were:

1. **Individual psychosocial factors.** This group of factors was represented by 3 variables as following:

1.1 **Self-Esteem** was described here as a good opinion, feeling proud, satisfying and respecting ones' decision, capability to do things as well as other, and having positive view of oneself. The Rosenberg Self-Esteem Scale (RSC) was adopted to measure Thai adolescents' self-esteem. This tool was selected based on the study of Wener-Wilson (1998). It was found that the RSC contained minimum items for the measurement, compared to other assessment tools.

1.2 **Sexual experience** was described as either or not having a sexual experience and either by intentional or unintentional.

1.3 **Having steady boy/girl friend** was described as the relationship of adolescents have had steady boy/girl friends in the part-year.

2. **Family influence.** This concept was a part of socio-cultural factors and was represented by teen-parent relationship and teen-parent communication related to sexual issues.

2.1 **Teen-parent relationship** was described by family strength. The family strength can be itemized as closeness of relationship and family connectedness, feeling of respect, trust, loyal, and proud of each other in the family, ability to

disclose concerns and problems without any barrier. Questions to measure family strength were adopted from a Family Strengths Scale (FSS), a 12-item instrument developed by David H. Olson (1994).

2.2 Teen-parent communication about sexual matters was assessed through the level of conversation about sex among teens and parents with trustfulness, compassion, comprehension, and satisfaction. Questionnaires to measure teen-parent communication about sexual matters were developed and modified based on a Parent-Adolescent Communication Scale (PACS) by Olson and colleagues (1994). PACS including 20 questions about communication between the adolescent and both their mother and father, which mostly based on general communication between parents and child. Therefore, in this study, the modification of a PACS 20-item instrument has been made by adjusting 15 questions to be specific on sexual matters and deleting the other five items, which were not appropriately applied to sexual matters.

3. Peer influence Another group of socio-cultural factors studied in this research were peer relationship, peer communication about sexual matters and perceived sexual behavior of friends.

3.1 Peer relationship was described by measuring peer strength. The peer strength could be itemized as close relationship, feeling of respect, trust, loyal, proud of each other among friends, and ability to disclose concerns and problems among friends without any barrier. The measurement tool for peer relationship was purposively modified from the questions that used to assess family relations.

3.2 Peer communication about sexual matters was assessed through the level of conversation about sex among friends with trustfulness, compassion, comprehension, and satisfaction.

3.3 Perceived sexual behaviors of friends was assessed through the perception on friend's sexual experience. Perceived Sexual Behaviors of Friends Scale was focus on the belief on close friends having sexual experience and the belief on their once friends or used to be friends having engaged in sexual activity.

4. **Cultural variables** were measured by 2 variables living in difference region, as well as gender roles expectation.

4.1 **Region** in this study were the urban area of Chaingmai, Songkla, Kornkang and Bangkok, representatives of northern, southern, northeastern and central of Thailand.

4.2 **Gender role expectation** in this study focused on perceived acceptance of community toward male and female having sexual activities/intercourse before marriage.

5. **Background variables**, which served to describe the profile of the sample, comprised socio-demographic characteristics such as gender, type of institution, and parent's educational level.

Other Variable

1. **Attitude on use of condom** referred to their thought of using condom with regular boy/girlfriend, sex workers, and all other sex acts. Relationship context of condom use, intention to use consistently, related to attitudinal factors, which might inhibit the practice of "safe sex" and perceived attitudes towards condom use in regarding to sexual pleasure, trust of partner, sense of friendship and quality of condom.

Questionnaires Development

The structured questionnaires were developed comprising 7 parts of contents:

1. **Background demographic characteristics** served to describe the profile of the sample, and comprised socio-demographic characteristics, such as gender, age,

educational level, number of years stay in the region, living accompany, living environment, number of sibling, religion, parent's marital status, perceived family financial status and parent's educational level.

All variables were coded and measured through categorical measurements except for age, number of years stay, living accompany, number of sibling. Background information which might influence through their living condition or cultural constructs such as regional, gender, type of institution (high school, vocational school), sexual experience, and having boy /girl friends in the past year were conversed from categorical measurement to dummy coding for measuring their effect on pre-marital sexual attitudes.

2. **The self-esteem scale** was measured by Rosenberg Self-Esteem Scale (RSC) (Rosenberg, 1965). RSC was a 10-item measure that was originally designed to measure the general self-esteem of high school students; it had strong reliability and demonstrated concurrent, construct, and predictive validity as recommended by Fischer & Corcoran (1994). The 10 items were; *1) “ At times I think I am no good at all”, 2) “I take a positive view of myself”, *3) “All in all, I am inclined to feel that I am a failure”, *4) “I wish I could have more respect for myself”, 5) “ I am able to do things as well as most other people”, 6) “ I feel that I am a person of worth, at least on a equal plane with others”, 7) “ On the whole, I am satisfied with myself”, *8) “ I feel I do not have much to be proud of”, 9) “ I feel that I have a number of good qualities”, *10) “I certainly feel useless at times”.

Judgment was made and measured through 5-point scales for each item. The self-esteem was assessed through composite items. The five point scales were, 1 for strongly disagree, 2 for disagree, 3 for neither agree nor disagree, 4 for agree, and 5 for strongly agree. Item no. *1, *3, *4, *8, *10 were negatively worded and therefore reversely scored for data analysis. Those with higher scores reflected high level of self-esteem.

3. **Family influences** were assessed through family relationship and teen-parent sexual communications.

3.1 Teen-parent relationship questions were developed based on a Family Strengths Scale (FSS), a 12-item instrument. This scale was based on research from the Minnesota Family Strength Project, directed by Judy W. Tiessel, Ph.D. and the scales was developed by Professor David H. Olson, Family Social Science, University of Minnesota (Olson, 1994). The 12 items were; 1) "We can express our feelings in our family", *2) "We tend to worry about many things in our family", 3) "We really do trust and confide in each other", *4) "We have the same problems over and over in our family", 5) "Family members feel loyal to each other", *6) "Accomplishing what we want to do seems difficult for our family", *7) "We are critical of each other", 8) "We share similar values and beliefs as a family", 9) "Things work out well for us as a family", 10) "Family members respect one another", *11) "There are many conflicts in our family", 12) "We are proud of our family". Judgment was made and measured through 5-point scales, 1 for strongly disagree, 2 for disagree, 3 for neither agree nor disagree, 4 for agree, 5 for strongly agree. Question no. * 2, *4, *6, *7 and *11 were negatively worded and therefor reversely scored for data analysis. The quality of family relationship was assessed through composite items. Those with higher scores reflected high level of connectedness of the family.

3.2 Teen-parent communication about sexual matters was assessed through the level of communication adolescents made with their parents. Questionnaires were developed and modified based on a Parent-Adolescent Communication Scale (PACS) (Olson, et al.1994). PACS included 20 questions about communication between the adolescent and both their mother and father. The original 20-items instrument in PACS was; 1) "I can discuss my beliefs with my mother/father without feeling restrained or embarrassed", 2) "Sometimes I have trouble believing everything my mother/father tells me", 3) "My mother/father is always a good listener", 4) "I am sometimes afraid to ask my mother/father for what I want", 5) "My mother/father has a tendency to say things to me, which would be better left unsaid", 6) "My mother/father can tell how I'm feeling without asking", 7) "I am very satisfied with how my mother/father and I talk together", 8) "If I were in trouble, I could tell my mother/father", 9) "I openly show affection to my mother/father", 10) "When we are having a problem, I often give my mother/father

the silent treatment”, 11) “I am careful about what I say to my mother/father”, 12) “When talking to my mother/father I have a tendency to say things that would be better left unsaid”, 13) “When I ask questions, I get honest answers from my mother/father”, 14) “My mother/father tries to understand my point of view”, 15) “There are topics I avoid with my mother/father”, 16) “I find it easy to discuss problems with my mother/father”, 17) “It is very easy for me to express all my true feelings to my mother/father”, 18) “My mother/father nags/bothers me”, 19) “My mother/father insults me when she/he is angry with me”, 20) “I don’t think I can tell my mother/father how I really feel about something”. In this study a PACS 20-item instrument had been adjusted to a 15-item of teen-parent communication about sexual matters instead of just regular communication.

A 15-item measure for teen-parent communication about sexual matters was; 1) “I can discuss about sexual matters with my mother/father anytime I want”, *2) “Sometimes I have trouble believing what my mother/father tells me about sexual matters”, 3) “My mother/father always listen to what I told them about my sexual issues”, *4) “ I am sometimes afraid to ask my mother/father about sexual matters”, *5) “My mother/father has never talked or taught me about sexual matters”, 6) “My mother/father can tell how I’m feeling about sexual matters without asking”, 7) “I am very satisfied with how my mother/father and I talk about sexual matters together”, 8) “If I were in sexual trouble, I could tell my mother/father”, *9) “I dare not to talk or discuss with my parent when I have a sexual problem”, *10) “I avoid not talk to my parent about sexual matters”, 11) “When I ask questions about sexual matters, I get honest answers from my mother/father”, *12) “I will not let my parent know about my sexual relations”, 13) “It is very easy for me to express all my true feelings about my sexual relations to my mother/father”. *14) “I don’t feel comfortable /feel annoy when my parent teaches me about sexual matters”, *15) “My mother/father will not listen to me when I talk to them about my sexual relations”. Judgment was made on 5-point scales for each item. The quality of teen-parent communication was assessed through composite items, whose responses ranged from 1 (strongly disagree) to 5 (strongly agree). The high scores reflected good communication on sexual matters occurred within the family. Item no. * 2, *4, *5, *9, *10, *12, *14 and *15 were negatively worded and therefore reversely scored for analysis.

Both Family Strengths Scale (FSS) and Parent-Adolescent Communication Scale (PACS) had first been translated and then modified by regular consulting with experts and through a group discussion with ten targeted students.

4. **Peer influences** contained 3 sets of questionnaires: peer relationship, peer communication about sexual matters and perceived sexual behavior of friends.

4.1 **Peer relations**, the measurement tool was purposively modified from the questions that used to assess family relations. The quality of peer relationship was assessed through composite items whose responses ranged from 1 (strongly disagree) to 5 (strongly agree). Those with higher scores reflected good and close relationship among friends

4.2 **Peer communication about sexual matters**: The questions for assessing peer communication about sexual matters were adapted from the questions used to assess teen-parent communication. The 15-item instrument developed for teen-parent communication about sexual matters has been adjusted to 13 questions as the two deleted items were less relevant to peer after reviewing with experts and pretested with targeted students.

The quality of peer communication, whose responses ranged from 1 (strongly disagree) to 5 (strongly agree), was measured through 5-point scales and assessed through composite items. The high score reflected that trust on sexual communication among friends was established.

4.3 **Perceived sexual behaviors of friends** was assessed through the perception on friend's sexual experience. Three questions were used to assess the perceived sexual behaviors of friends: 1) do your male friends have sexual experience? 2) do your female friends have experience?, and 3) do your peers have sexual experience? Four choices were provided for answers: yes, no, don't know, and not sure. The answer 'yes' was scored as 1 while no, don't know and not sure were similarly scored as 0. The perceived sexual behavior of friends was measured by the

composite score of 3 items with the range of 0-3. The high scores reflected more friends having sexual activity experience.

5. **Gender role expectation** in this study focused on perceived acceptance of community toward male and female having sexual activities/intercourse before marriage. The Gender Role Expectation Scale was created by using 4 questions, 1) your community thought that it was usual for men to have sexual activities before marriage, 2) your community accepted women having sexual experience before marriage, 3) your community accepted honest women who had to earn income by being a prostitute and 4) your community accepted men's and women's equal right to choose partner/boy/girl friend. The five-point scale was used. Judgment was made and measured through 5-point scales and assessed through composite items, 1 = strongly disagree, 2= moderately disagree, 3 = neither agree nor disagree, 4 = moderately agree, 5 = strongly agree. The high scores reflected strongly believed of community's acceptance toward pre-marital sexual activity.

6. **Adolescent pre-marital sexual attitude** was the dependent variable, measuring attitude toward pre-marital sexual behavior. Attitude toward pre-marital sexual behavior questionnaires were developed and adapted based on Attitudes to Pre-Marital Intercourse Scale (APMIS), a 9-item measure. A 9-item measure was based on research on Youth Sexuality by Institute for Population and Social Research Mahidol University, (Ford and Kittisuksathit, 1996). The 9-item scale comprised; 1) "Young women should not engage in intercourse before marriage", 2) "It is usual for a young man to engage in intercourse with his girlfriend before marriage", 3) "It is alright for a young woman to engage in intercourse before marriage as long as it takes place within a loving relationship", 4) "It is alright for a young men to engage in intercourse before marriage as long as it takes place within a loving relationship", *5) "Friends think you are 'old fashioned' if you do not engage in pre-marital intercourse with your boy/girlfriend", 6) "The thought of having more than one sexual partner, but over different periods of time is not disgusting to me" (measure of serial monogamy), *7) "The thought of having long-term relations with more than one partner at the same time is not disgusting to me", 8) "Today because of 'women' rights all women are free to have pre-marital sex if they want", *9) "As the sexual

relationship becomes more committed (towards marriage) the young women loses her power to the man”.

The pre-marital sexual attitude scale was again modified by adding the questions that were designed to ask only about men or women to be one question about men and another about women. The tone of questions was also modified to avoid gender bias. Finally, the pre-marital sexual attitude scale contained 11 questions. An 11-item measure was; 1) “Young women can engage in intercourse before marriage” (change from should not engage to can engage), 2) “Young men can engage in intercourse before marriage” (change from It is usual for young men to men can), 3) “It is alright for a young women to engage in intercourse before marriage as long as it takes place within a loving relationship” (no change), 4) “ It is alright for a young men to engage in intercourse before marriage as long as it takes place within a loving relationship (no change), *5)” Friends think you are ‘old fashioned’ if you do not engage in pre-marital intercourse with your boy/girlfriend” (no change), 6) “Women are free to have pre-marital sex if they want “(cut the leading sentence – Today because of women right) , 7) “Men are free to have pre-marital sex if they want”(add this question), *8) “As the sexual relationship becomes more committed (towards marriage) the young women loses her power to the man”, *9) “As the sexual relationship becomes more committed (towards marriage) the young men loses his power to the woman” (add this question), 10) “The thought of having more than one sexual partner, but over different periods of time is not disgusting to me” (no change), *11) “The thought of having long-term relations with more than one partner at the same time is not disgusting to me” (no change).

The quality of pre-marital sexual attitude, whose responses ranged from 1 (strongly disagree) to 5 (strongly agree), was measured through 5-point scales and assessed through composite items. The high score reflected positive attitude to pre-marital sexual without using sexual relationship to force commitment towards marriage and with the moral toward monogamy of its sexual relationship. Item no. *5, *8, *9, and * 11 were negatively worded and therefore reverse scored for data analysis.

7. **Attitudes toward use of condoms**, questionnaires were adopted from Attitudes to Use of Condoms Scale, a 9-items measure developed by Nicolas Ford and Sirinam Kittisuksathit (1996). A 9-item measure was; 1) There is no need to use a condom with a regular boy/girlfriend, 2) Condoms should be used in all pre-marital intercourse, 3) I would suggest condom use with my boy/girlfriend, 4) Condoms do not reduce the man's sexual pleasure, 5) Condoms do not reduce the woman's sexual pleasure, 6) Condoms are only for sex with prostitutes, 7) Condoms use suggests a man does not trust his partner, 8) Condom use reduces the sense of intimacy with a partner, 9) There is no point in using condom because they often break.

The quality of attitude to condom use, whose responses ranged from 1 (strongly disagree) to 5 (strongly agree), was measured through 5-point scales and assessed through composite items. A high score reflected positive attitude to condom use. Item no. *1, *4, *5, *6, *7, *8 and *9 were negatively worded therefore reversely scored for data analysis. This group of questions have been translated and pretested its understanding by group discussion with a group of ten targeted high school and vocational school students.

Validity and Reliability

Before the survey was undertaken, the data collection tool had been tested for validity and reliability. Content validity was obtained through the consultation with a number of individual experts and by pretesting the questionnaire in order to avoid language misunderstanding and misperception of measurement.

Reliability of the questionnaire was examined from 30 pretested responses of adolescents studying at senior high school level, M4 - M6 and vocational school, VS1-VS3 by using Cronbach's method. The results were presented below;

Reliability test by Alpha's coefficient (Cronbach's method)

Self-Esteem

Statistics for Scale	Mean	Variance	Std Dev	N of Variables		
	34.6000	26.0414	5.1031	10		
Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	3.4600	2.0000	4.0667	2.0667	2.0333	.3422
Item Variances	Mean	Minimum	Maximum	Range	Max/Min	Variance
	.7177	.2345	1.3437	1.1092	5.7304	.0824

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
V1	31.1333	21.7747	.4118	.3855	.7960
V2	31.4000	21.0069	.5943	.4835	.7754
V3	30.8333	19.3851	.7402	.8254	.7552
V4	32.6000	22.8690	.2695	.2951	.8127
V5	30.8000	23.1310	.5745	.5861	.7873
V6	30.5333	22.3954	.4840	.4591	.7885
V7	30.7000	24.5621	.0794	.5099	.8321
V8	31.0333	20.6540	.6354	.7089	.7705
V9	31.4000	21.6966	.5311	.7701	.7829
V10	30.9667	18.0333	.6769	.8079	.7611

N of Cases = 30.0, Reliability Coefficients = 10 items, Alpha = .8049, Standardized item alpha = .8161

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Teen-Parent Relationship

Statistics for Scale	Mean	Variance	Std Dev	N of Variables		
	42.4333	52.3230	7.2335	12		
Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	3.5361	2.8667	4.3000	1.4333	1.5000	.2207
Item Variances	Mean	Minimum	Maximum	Range	Max/Min	Variance
	.9503	.5471	1.5402	.9931	2.8151	.0891

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
V1	38.6000	42.0414	.6238	.6731	.8343
V2	39.5333	46.6713	.4028	.5458	.8497
V3	38.7000	40.0103	.8152	.8564	.8186
V4	39.5667	46.3230	.3314	.5000	.8566
V5	38.1333	45.5678	.6119	.6292	.8383
V6	39.1000	42.9897	.4789	.6065	.8476
V7	38.3667	50.8609	.0867	.5820	.8652
V8	39.5333	48.3264	.1943	.5374	.8661
V9	38.7000	42.3552	.7745	.8517	.8252
V10	38.9667	43.2747	.6962	.7768	.8307
V11	38.9667	43.0678	.7540	.6795	.8276
V12	38.6000	43.1448	.6632	.7421	.8323

N of Cases = 30.0, Reliability Coefficients = 12 items, Alpha = .8532, Standardized item alpha = .8563

Teen-Parent Communication about Sexual Matters

Statistics for Scale	Mean	Variance	Std Dev	N of Variables		
	44.3667	100.3092	10.0154	15		
Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	2.9578	2.3667	3.3333	.9667	1.4085	.1172
Item Variances	Mean	Minimum	Maximum	Range	Max/Min	Variance
	1.1379	.4092	1.4954	1.0862	3.6545	.0858

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
V1	41.2667	84.7540	.6488	.7759	.8779
V2	41.0333	91.9644	.4460	.5755	.8862
V3	41.6000	83.2828	.6958	.7653	.8756
V4	41.7333	85.7195	.6369	.7318	.8785
V5	41.1000	96.2310	.2923	.6398	.8905
V6	41.1000	92.6448	.3254	.6816	.8913
V7	41.1000	91.7483	.4047	.6426	.8879
V8	41.2667	84.9609	.6581	.7740	.8775
V9	41.8667	86.5333	.6312	.8049	.8789
V10	42.0000	83.0345	.7323	.8158	.8739
V11	41.0000	88.7828	.4910	.6828	.8849
V12	41.8000	84.6483	.6477	.8115	.8779
V13	41.7667	90.1161	.4630	.5728	.8858
V14	41.2667	87.1678	.7132	.8258	.8766
V15	41.1333	89.4989	.4760	.8139	.8854

N of Cases = 30.0, Reliability Coefficients = 15 items, Alpha = .8891, Standardized item alpha = .8852

Peer Relationship

Statistics for Scale	Mean	Variance	Std Dev	N of Variables		
	42.4333	30.3230	5.5066	12		
Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	3.5361	2.2333	4.5333	2.3000	2.0299	.4657
Item Variances	Mean	Minimum	Maximum	Range	Max/Min	Variance
	1.0168	.5333	1.4437	.9103	2.7069	.1079

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
V1	37.9000	25.4034	.5958	.6655	.5948
V2	38.7333	24.5471	.4671	.6051	.6001
V3	38.3667	24.6540	.6973	.7806	.5800
V4	39.3333	27.9540	.0928	.6719	.6697
V5	38.4667	26.1885	.3670	.6197	.6208
V6	40.2000	37.2690	-.5941	.7613	.7779
V7	39.8667	25.4989	.3955	.5116	.6144
V8	39.1333	26.7402	.2899	.5358	.6326
V9	38.1667	25.5230	.4611	.5451	.6066
V10	38.9667	24.8609	.3525	.6339	.6204
V11	39.1333	24.3264	.3962	.7203	.6111
V12	38.5000	22.4655	.5631	.8555	.5733

N of Cases = 30.0, Reliability Coefficients = 12 items, Alpha = .6520, Standardized item alpha = .7004

Peer Communication about Sexual Matters

Statistics for Scale	Mean	Variance	Std Dev	N of Variables		
	47.5333	34.6023	5.8824	12		
Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	3.9611	3.4333	4.3667	.9333	1.2718	.0953
Item Variances	Mean	Minimum	Maximum	Range	Max/Min	Variance
	.6437	.3092	1.0816	.7724	3.4981	.0548

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
V1	43.2333	30.3920	.5867	.8301	.8333
V2	43.9667	28.8609	.5426	.6010	.8337
V3	43.1667	32.5575	.2735	.4385	.8495
V4	43.6333	28.6540	.5158	.6647	.8362
V5	43.6667	30.7126	.3303	.6324	.8499
V6	43.2667	29.8575	.6910	.6001	.8280
V7	43.3000	29.3207	.6557	.7816	.8275
V8	43.5333	27.0161	.7541	.7672	.8164
V9	43.9000	29.6793	.4845	.3916	.8380
V10	44.1000	27.1276	.5901	.5863	.8307
V11	43.7000	30.4241	.3540	.3592	.8484
V12	43.4000	29.1448	.5410	.5294	.8338

N of Cases = 30.0, Reliability Coefficients = 12 items, Alpha = .8474, Standardized item alpha = .8543

Pre-marital Sexual Attitude

Statistics for Scale	Mean	Variance	Std Dev	N of Variables		
	34.5333	47.0851	6.8619	10		
Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	3.4533	3.0000	4.0667	1.0667	1.3556	.1892
Item Variances	Mean	Minimum	Maximum	Range	Max/Min	Variance
	1.3837	.9989	2.0690	1.0701	2.0713	.1550

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
V1	31.4333	35.9092	.7612	.9291	.7290
V2	31.2333	36.7368	.6952	.9193	.7375
V3	31.5333	31.6368	.8269	.9814	.7065
V4	31.4667	32.7402	.7818	.9783	.7157
V5	30.9000	46.6448	-.0510	.4377	.8204
V6	31.2000	36.4414	.5426	.6604	.7539
V7	30.4667	43.2920	.2069	.5873	.7922
V8	30.5667	42.8057	.2139	.6588	.7930
V9	31.5000	39.2241	.4839	.6961	.7627
V10	30.5000	45.0862	.0745	.5624	.8047

N of Cases = 30.0, Reliability Coefficients = 10 items, Alpha = .7846, Standardized item alpha = .7649

Attitude to Condom Use

Statistics for Scale	Mean	Variance	Std Dev	N of Variables
	33.4000	35.6966	5.9747	9

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	3.7111	2.9000	4.3000	1.4000	1.4828	.2039

Item Variances	Mean	Minimum	Maximum	Range	Max/Min	Variance
	1.0978	.4931	1.6103	1.1172	3.2657	.1219

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
V1	29.5333	28.0506	.6498	.6353	.7789
V2	29.6333	31.8954	.1857	.5516	.8375
V3	29.1000	29.6793	.7220	.5567	.7814
V4	30.5000	26.6724	.5656	.8693	.7885
V5	30.3667	29.1368	.4711	.8526	.7999
V6	29.5333	26.6023	.6213	.5484	.7798
V7	29.5333	28.1885	.5807	.5163	.7863
V8	29.6000	29.6966	.5723	.5168	.7902
V9	29.4000	29.8345	.4147	.5561	.8066

N of Cases = 30.0, Reliability Coefficients = 9 items, Alpha = .8136, Standardized item alpha = .8286

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Data Collection

The sampled students were briefed on how to fill out questionnaires by trained staff. The trained staff was formed as a team, total 8 staff or four teams, 2 staff for each province. They were recruited from their past experience in the field survey. They were asked to fill out the questionnaires in order to examine their understanding and to prepare them for answering the questions that might be asked during the field survey. Each team received 420 sets of questionnaires, a cooperation letter signed by Director of Dusit Poll Institution, asking permission from the selected schools to carry out the questionnaire survey.

A week prior to conducting the survey, a cooperation letter had been sent by fax to the school directors and copy to teacher counselors of selected schools, followed up by call confirmation. Appointments were arranged and the data was collected under close supervision and supported by the schoolteachers. The sampled students were asked to fill out the questionnaire in the classroom within an hour after receiving the questionnaires. Completed questionnaires were firstly screened and counted before being taken back for collecting, counting, and numbering at the center in Bangkok.

Data Analysis

The study tried to predict the relationships between dependent and independent variables focused in the research. Multiple regression analysis was decided to use for testing the hypothesis. In addition, descriptive statistical analysis such as means, standard deviation, and correlation between each pair of variables were analyzed as the first step before entering in the further step of regression analysis. The results were presented and interpreted in the form of tables.

CHAPTER IV

FINDINGS

The study of predictors of adolescent pre-marital sexual attitude: the influence of psychosocial and socio-cultural factors aimed at assessing the level of pre-marital sexual attitudes and its influencing factors among the middle adolescent. Senior high school students, Matayom 4 to 6 (M4 – M6) and vocational schools, Year 1 to 3 (VS1 – VS3) in four regions were the study population. Each province was purposively sampled as a representative of each region, i.e., Chiang Mai for the North, Songkhla for the South, Khon Kaen for the Northeast and Bangkok for Central region. Within the selected province, two schools, one senior high school and one vocational school, were also purposively sampled. Voluntary students were all included as the studied samples. A total of 1623 students participated in the study. When grouped by regions, the sampled adolescents of the North, South, Northeast and Central regions were accounted for 25.9 % (421), 22.8% (370), 25.3% (411), and 25.9% (421) respectively as shown in Table 1.

The data analysis results are presented into 3 parts:

Part 1: Descriptive analysis of general characteristics of the study samples

Part 2: Statistical analysis to assess the factors influencing the middle adolescents' attitudes towards pre-marital sex.

Part 3: Condom use attitude of middle adolescent

Part 1: Descriptive Analysis of Study Samples

There were not much difference between the age of female and male samples, with the average age of 17.0 ± 1.1 and 16.9 ± 1.0 years for males and females respectively. The average age of the overall samples of the study was 16.9 ± 1.0 years (see Table 2). The largest group of students fell under the age of 17 years corresponding with the level of education of which the middle level represents the largest sampled group for both high school and vocational school students (Table 3).

Table 1: Number and Percentage of Respondents by Region, Educational Institute and Gender

Region	Male			Female			Total (%)
	HC	VS	Total	HC	VS	Total	
NORTH	107 (32.3)	50 (17.9)	157 (25.7)	106 (22.9)	15 (28.7)	264 (26.1)	421 (25.9)
SOUTH	51 (15.5)	16 (5.7)	67 (11.0)	111(24.0))	192(35) .0)	303 (29.9)	370 (22.8)
NORTH-E	105(31.7)	144(51.6)	249(40 .8)	103(22.2)	59 (10.7)	162 (16.0)	411 (25.3)
CENTRAL	68 (20.5)	69 (24.8)	137(22 .5)	143(30.9)	141(25 .6)	284 (28.0)	421 (25.9)
Total	331 (100)	279 (100)	610 (100)	463 (100)	550(10 0)	1013 (100)	1623(10 0)

Note: HC = high school, VS = vocational school

Table 2: Number and Average Age of Respondents Divided by Sex

Age	Male		Female		Male + Female	
	Amount	%	Amount	%	Amount	%
15	28	4.6	64	6.3	92	5.7
16	195	32.0	284	28.0	479	29.5
17	193	31.6	388	38.3	581	35.8
18	150	24.6	246	24.3	396	24.4
>18	44	7.2	31	3.1	75	4.6
N	610	100	1013	100	1623	100
X ± SD	17.0 ± 1.1		16.9 ± 1.0		16.9 ± 1.0	

While female students were mostly at 17 years old, male students were 16 and 17 years old. There were about 10.3% of total samples that were younger than 16 and older than 18 years.

The ratio of each educational level for adolescent males and females was also in very close vicinity. The largest group fell in 2nd year of vocational school students (25.4%) as presented in Table 3. Buddhism was accounted for 96.6% of the sampled adolescents with small percentages of Muslim and both Protestant and Catholic as presented in Table 4.

The data showed that most students lived and studied in their hometown. Duration of stay in domicile almost equaled to their ages. The average stay in the region was 16.1 ± 3.1 years (see Table 5), where as the average age was 16.9 ± 1.0 years (see Table 2).

More than half of the respondents said they stayed with their parents (63.5%) and only a few or 10 respondents (0.6%) lived with their steady boy/girl friends (see Table 6). Most of the respondents resided in their own residents (79.8%) (see Table 7). Most of the respondents had 1-2 siblings (70.8%) with a close proportion of male and female siblings (51.8% male and 49.7% female respectively) (see Table 8).

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จุฬาลงกรณ์มหาวิทยาลัย

Table 3: Number and Percentage of Respondents Divided by Institute and Level of Education

Educational Level	Male		Female		Male + Female	
	Amount	%	Amount	%	Amount	%
M4	107	17.5	143	14.1	250	15.4
M5	115	18.9	197	19.4	312	19.2
M6	109	17.9	123	12.1	232	14.3
VS1	96	15.7	131	12.9	227	14.0
VS2	116	19.0	296	29.2	412	25.4
VS3	67	11.0	123	12.1	190	11.7
Total	610	100	1013	100	1623	100

Note: M4 = high school year grade 10, M5 = high school grade 11, M6 = high school grade 12, VS1 = vocational school year 1, VS2 = vocational school year 2, VS3 = vocational school year 3

Table 4: Religion of Respondents

Religious	Male		Female		Male + Female	
	Amount	%	Amount	%	Amount	%
Buddhism	590	96.7	978	96.5	1568	96.6
Christ	7	1.1	10	1.0	17	1.0
Muslim	13	2.1	25	2.5	38	2.3
N	610	100	1013	100	1623	100

Table 5: Year Stay in the Region

Year Stay	Male		Female		Male + Female	
	Amount	%	Amount	%	Amount	%
≤ 15	92	15.1	154	15.2	246	15.2
16	172	28.2	264	26.1	436	26.9
17	177	29.0	343	33.9	520	32.0
18	129	21.1	225	22.2	354	21.8
>18	40	6.6	27	2.7	67	4.1
N	610	100	1013	100	1623	100
X±SD	16.1±3.2		16±3		16.1±3.1	

Table6: Living Accompany

Living accompany	Male		Female		Male + Female	
	Amount	%	Amount	%	Amount	%
With Parents	411	67.4	619	61.1	1030	63.5
With Father	11	1.8	26	2.6	37	2.3
With Mother	43	7.0	100	9.9	143	8.8
With Cousin	66	10.8	113	11.1	179	11.0
With Sibling	13	2.1	30	3.0	43	2.6
With Friend	52	8.6	110	10.8	162	10.0
With Boy/girl friend	5	0.8	5	0.5	10	0.6
Stay alone	9	1.5	10	1.0	19	1.2
N	610	100	1013	100	1623	100

Table 7: Living Places

Living Environment	Male		Female		Male + Female	
	Amount	%	Amount	%	Amount	%
Own House	512	83.9	783	77.3	1295	79.8
Rented House	94	15.4	222	21.9	316	19.5
Friend's House	1	0.2	5	0.5	6	0.4
Dormitory	3	0.5	3	0.3	6	0.4
N	610	100	1013	100	1623	100

Table 8: Number of Sibling

	Male		Female		Male + Female	
	Amount	%	Amount	%	Amount	%
Sibling						
None	109	17.9	134	13.2	243	15.0
1-2	429	70.3	720	71.1	1149	70.8
≥3	72	11.8	159	15.7	231	14.2
N	610	100	1013	100	1623	100
Female Sibling						
None	289	47.4	451	44.5	740	45.6
1-2	305	50.0	502	49.6	807	49.7
≥3	16	2.6	60	5.9	76	4.7
N	610	100	1013	100	1623	100
Male Sibling						
None	289	47.4	441	43.5	730	45.0
1-2	301	49.3	540	53.3	841	51.8
≥3	20	3.3	32	3.2	52	3.2
N	610	100	1013	100	1623	100

Most parents of the sampled adolescents attained elementary and no education (40.4% of father and 49.0% of mother) (see Table 9). Parents of 77.2% students live together, 6.7% and 10.4% were separate and divorced (see Table 10). Approximately 90% of the respondents claimed they came from the fair financial status families (see Table 11).

Data regarding the relationship with friends and perceived behavior of friends were presented in Table 12 and 13. More than 85% of both male and female adolescent samples had more than 2 close friends. Among these, 17.4% believe all of their close friends had a steady boy/girl friend, 63.1% believed some of their closed friends had boy/girl friends. Only 8.6% of the sampled adolescents believed their close friends did not have boy/girl friends.

Table 9: Parent Education

Parent Education	Male		Female		Male + Female	
	Amount	%	Amount	%	Amount	%
Father Education						
Primary/none	230	37.7	425	42.0	655	40.4
High school	142	23.3	239	23.6	381	23.5
Vocational school	78	12.8	140	13.8	218	13.4
Bachelor degree and higher	160	26.2	209	20.6	369	22.7
N	610	100	1013	100	1623	100
Mother Education						
Primary/none	271	44.4	525	51.8	796	49.0
High school	128	21.0	192	19.0	320	19.7
Vocational school	73	12.0	119	11.7	192	11.8
Bachelor degree and higher	138	22.6	117	17.5	315	19.4
N	610	100	1013	100	1623	100

Table 10: Family Marital Status

Family Marital Status	Male		Female		Male + Female	
	Amount	%	Amount	%	Amount	%
Parents' Marital Status						
Marriage	476	78.0	777	76.7	1253	77.2
Separate	43	7.0	66	6.5	109	6.7
Divorce	60	9.8	108	10.7	168	10.4
Widow	31	5.1	62	6.1	93	5.7
N	610	100	1013	100	1623	100

Table 11: Family Financial Status

Family Financial Status	Male		Female		Male + Female	
	Amount	%	Amount	%	Amount	%
Financial Status						
Insufficient	52	8.5	53	5.2	105	6.5
Enough	529	86.7	918	90.6	1447	89.2
Excess	29	4.8	42	4.1	71	4.4
N	610	100	1013	100	1623	100

Table 12: Relationship with Friends and Having Boy /Girl Friend

Relationship with Friend	Male		Female		Male + Female	
	Amount	%	Amount	%	Amount	%
No. of Close Friends						
1-2	89	14.6	147	14.5	236	14.5
>2	521	85.4	866	85.5	1387	85.5
N	610	100	1013	100	1623	100
Having Steady Friends						
All	109	17.9	174	17.2	283	17.4
Some	393	64.4	631	62.3	1024	63.1
None	28	4.6	111	11.0	139	8.6
Don't Know	54	8.9	54	5.3	108	6.7
Not Sure	26	4.3	43	4.2	69	4.3
N	610	100	1013	100	1623	100

In assessing the close friends' sexual experiences, the results in Table 13 showed that 34.3% believed their close friends had engaged in sexual activities while another 35.5% did not know or were not sure about their close friends' sexual engagement. Approximately 50% of sampled adolescents reported that their once friends or used to be friends had engaged in sexual activities while a few or about 12.1% said their friends didn't have sexual experience.

Table 13: Perceived Sexual Experience of Friends

Perceived Sexual Experience	Male		Female		Male + Female	
	Amount	%	Amount	%	Amount	%
Close Friend's Sexual Experience						
Yes	247	40.5	310	30.6	557	34.3
No	119	19.5	371	36.6	490	30.2
Don't Know	171	28.0	243	24.0	414	25.5
Not Sure	73	12.0	89	8.8	162	10.0
N	610	100	1013	100	1623	100
Friend's Sexual Experience						
Yes	302	49.5	474	46.8	302	49.5
No	74	12.1	175	17.3	74	12.1
Don't Know	154	25.2	239	23.6	154	25.2
Not Sure	80	13.1	125	12.3	80	13.1
N	610	100	1013	100	1623	100

Table 14: Sampled Adolescent Sexual Experience

Sampled Adolescent Sexual Experience	Male		Female		Male + Female	
	Amount	%	Amount	%	Amount	%
Stead Friend/Having Sweetheart						
Yes	309	50.7	520	51.3	829	51.1
No	301	49.3	493	48.7	794	48.9
N	610	100	1013	100	1623	100
Own Sexual Experience						
Yes	163	26.7	132	13.0	295	18.2
No	447	73.3	881	87.0	1328	81.8
N	610	100	1013	100	1623	100

As presented in Table 14, about half of the respondents, 51.1%, both male and female adolescent reported having boy/girl friends in the past one year. While 18.2% of all students answered 'Yes' to the question asking whether they had sexual experience, the proportion of males reporting having sexual experiences was twice as much as females: 26.7% in male and 13.0% in female adolescents.

Part 2: Statistical Analysis to Test the Factors Influencing the Middle Adolescents' Attitudes towards Pre-marital Sexual Behavior

Reliability of Independent and Dependent Variables

The measurement of several variables both independent and dependent, including self-esteem, teen-parent relationship, teen-parent communication, peer relationship, peer communication, pre-marital sexual attitude, attitude on condom use, was the composite score of series of items. The Cronbach's alpha coefficient was thus reported in Table 15 to verify its reliability. The item analysis was reported in Appendix C.

Table 15 presented mean, standard deviation and Alpha's coefficient of scale measuring independent and dependent variables, which were tested their reliability. The results had shown that all scales except pre-marital sexual attitude had the alpha higher than 0.7. The pre-marital sexual attitude scale has alpha of 0.6164

When assessing the 11-item of dependent variable, pre-marital sexual attitude, 7 out of 11 measures were items that directly asked about the attitude on pre-marital sexual activities. For the other 4 items, the question related the sexual activities with some value, for example, "you will be considered old-fashioned if you have never engaged in any sexual activity." The result from the reliability suggested that these 4 items were not well correlated with the rest. These 4 items were, therefore, considered as a separate scale and were assessing the reliability separately from the other 7 items.

Table 15: Mean, Standard Deviation and Alpha's Coefficient of Independent and Dependent Variables

Variable	Mean	Standard Deviation	Reliability Alpha's coefficient
Self-esteem	3.3959	.5095	0.7730
Teen-parent relationships	3.7454	.6137	0.866
Teen-parent communication about sexual issues	3.0691	.5923	0.8446
Peer relationships	3.5918	.4620	0.7321
Peer communication about sexual issues	3.4421	.5254	0.8257
Pre-marital sexual attitude (11-item measure)	3.1727	.5294	0.6164
Attitude to condom use	3.5072	0.6893	0.8174

Eleven items of pre-marital sexual attitude measure were:

- 1) "Women can engage in intercourse before marriage"
- 2) "Men can engage in intercourse before marriage"
- 3) "It is alright for a young women to engage in intercourse before marriage as long as it takes place within a loving relationship"
- 4) "It is alright for a young men to engage in intercourse before marriage as long as it takes place within a loving relationship"
- 5) " * Friends think you are an 'old fashioned' if you do not engage in pre-marital intercourse with your boy/girlfriend "
- 6) "Women are free to have pre-marital sex if they want"
- 7) "Men are free to have pre-marital sex if they want"
- 8) " * The sexual relationship would force to be more committed towards marriage"
- 9) " * The sexual relationship would force to be more committed towards marriage"
- 10) "The thought of having more than one sexual partner, but over different periods of time is not disgusting to me"

Table 16: Comparison of Mean, Standard Deviation and Alpha's Coefficient of a 11-Item / a 7-Item/ a 4-Item Measures' Pre-marital Sexual Attitude

Dependent Variable	Mean	Standard Deviation	Reliability by Alpha's Coefficient
11-Item pre-marital sexual attitude	3.1727	0.5294	0.6164
7-Item pre-marital sexual attitude	2.8850	0.9615	0.9063
4-Item pre-marital sexual attitude	3.6762	0.8016	0.7127

Note: itemized reliability of 11-item, 7-item and 4-item premarital sexual attitudes was presented in Appendix C.

11) “* The thought of having long-term relations with more than one partner at the same time is not disgusting to me”

A 7-item scale consisted of questions number 1, 2 3, 4,6,7 and 10 as shown above. A 4-item scale consisted of questions number *5, *8, *9 and *11.

Therefore, when spitting 11 items into two scales; 7-item measure and 4-item measure, the reliability increased from 0.62 (11-item measure) to 0.91 (7-item measure) and 0.71 (4-item measure) respectively as presented in Table 16.

The quality of the 7-item pre-marital sexual attitude, whose responses ranged from 1 (strongly disagree) to 5 (strongly agree), was measured through 5-point scales and assessed through composite of 7 items. The high score reflected acceptance of pre-marital sexual activities. The 4-item pre-marital sexual attitude, whose responses also ranged from 1 (strongly disagree) to 5 (strongly agree), was measured through 5-point scales and assessed through composite of 4 items. The high score (after reversed code) reflected positive value on the part of pre-marital sexual activities with the moral toward monogamy of sexual relationships as well as responsible sexual relationships.

Mean and Standard Deviation of Independent Variables Broken Down by Gender

Table 17 illustrated the mean scores and SD of variables, i.e., gender role expectation (GenRole), self-esteem (ESTEEM), teen-parent relationship (TEPARE), teen-parent communication about sexual matters (TEPACOM), peer communication on sexual matters (PECOM), peer relationship (PERELA), and condom use attitude (CONDOM). All above variables have 5 levels of measurement (1, 2, 3, 4, and 5). Overall, the mean scores of all variables, with scale of 5, were higher than 3.0, which implied somewhat agreed or positive attitudes, except gender role expectation (GenRole), which had its mean score lower than 3 (2.89 ± 0.69). It is noticed that female adolescents have higher mean scores of self-esteem, teen-parent relationship, teen-parent communication, peer relationship, and condom use attitude than male adolescents with statistical significance (3.42 ± 0.47 vs. 3.35 ± 0.56 , 3.78 ± 0.61 vs. 3.68 ± 0.61 , 3.12 ± 0.60 vs. 2.98 ± 0.57 , 3.62 ± 0.46 vs. 3.55 ± 0.47 and 3.67 ± 0.64 vs. 3.34 ± 0.74 respectively).

Conversely, the mean scores of gender role expectation (GenRole) rated by female adolescents were less than those by males with statistical significance (2.89 ± 0.69 vs. 3.14 ± 0.67 respectively).

Only for the peer communication on sexual matters (PECOM), both males and females had equal mean scores (male 3.44 ± 0.55 and female 3.44 ± 0.51 respectively).

Mean Scores and Standard Deviation of Independent Variables, Broken Down by the Institutions

The results in Table 18 showed that the mean scores of teen-parent relationship (TEPARE), peer relationship (PERELA), peer communication related to sexual matters (PECOM) and condom use attitude (CONDOM) rated by the high school students were higher than that those by the vocational school group with statistical

significance (3.84 ± 0.61 vs. 3.65 ± 0.60 , 3.66 ± 0.53 vs. 3.53 ± 0.45 , 3.49 ± 0.51 vs. 3.39 ± 0.53 , and 3.71 ± 0.66 vs. 3.40 ± 0.70 respectively).

Gender role expectation (GenRole) of high school student group had lower mean scores than those of vocational school student group with statistical significance (2.91 ± 0.64 vs. 3.06 ± 0.74 respectively).

Self-esteem (ESTEEM) and teen-parent communication about sexual matters (TEPACOM) rated by both high school and vocational school did not show statistically significant differences (3.41 ± 0.53 vs. 3.38 ± 0.49 , and 3.08 ± 0.61 vs. 3.06 ± 0.57).

The mean score of teen-parent relationship (TEPARE) was higher than other factors among the high school students (3.84 ± 0.61) while the mean of gender role expectation (GenRole) gave the lowest score. (2.91 ± 0.64).

On the other hand, the mean score of teen-parent relationship (TEPARE) rated by the vocational school students is higher than the mean of other factors (3.65 ± 0.60) and the mean scores of teen-parent communication related to sexual issues (TEPACOM) and gender role expectation (GenRole) were among the lowest (3.06 ± 0.57 and 3.06 ± 0.74 respectively).

Table 17: Comparison Mean and Standard Deviation Independent Variables across Gender

Variables	Gender	N	Mean	SD	t	df	p-value
CONDOM	Female	1013	<u>3.6722</u>	.6394	9.152	1141	.91* .000
	Male	610	3.3423	.7392			
GenRole	Female	1013	2.8936	.6923	6.992	1621	.000
	Male	610	<u>3.1381</u>	.6653			
PECOM	Female	1013	3.4435	.5124	.134	1621	.895
	Male	610	3.4398	.5468			
PERELA	Female	1013	<u>3.6173</u>	.4579	2.878	1621	.004
	Male	610	3.5493	.4660			
TEPACOM	Female	1013	<u>3.1243</u>	.6014	4.939	1345	.20* .000
	Male	610	2.9776	.5657			
TEPARE	Female	1013	<u>3.7842</u>	.6127	3.296	1621	.001
	Male	610	3.6809	.6104			
ESTEEM	Female	1013	<u>3.4232</u>	.4722	2.671	1113	.11* .008
	Male	610	3.3505	.5635			

*Levene's Test for Equality of Variances was significant at level 0.05

Note: CONDOM = condom use attitude, GenRole = gender role expectation, PECOM = peer communication on sexual matters, PERELA = peer relationship, TEPACOM = teen-parent communication about sexual matters, TEPARE = teen-parent relationship, ESTEEM = self-esteem

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Table 18: Compare Mean and Standard Deviation of the Samples in High School and Vocational School toward Independent Variables

Variables	Institute	N	Mean	SD	t	df	p-value
CONDOM	HC	794	<u>3.7074</u>	.6610	9.239	1621	.000
	VS	829	3.3957	.6968			
GenRole	HC	794	2.9106	.6360	-4.304	1604	.496 *
	VS	829	3.0573	.7354			
PECOM	HC	794	<u>3.4936</u>	.5107	3.881	1621	.000
	VS	829	3.3928	.5348			
PERELA	HC	794	<u>3.6603</u>	.4605	5.907	1621	.000
	VS	829	3.5261	.4542			
TEPACOM	HC	794	3.0804	.6112	.747	1621	.455
	VS	829	3.0584	.5738			
TEPARE	HC	794	<u>3.8399</u>	.6125	6.144	1621	.000
	VS	829	3.6548	.6014			
ESTEEM	HC	794	3.4145	.5328	1.441	1621	.150
	VS	829	3.3780	.4859			

*Levene's Test for Equality of Variances was significant at level 0.05

Note: CONDOM = condom use attitude, GenRole = gender role expectation, PECOM = peer communication on sexual matters, PERELA = peer relationship, TEPACOM = teen-parent communication about sexual matters, TEPARE = teen-parent relationship, ESTEEM = self-esteem, HC = high school, VS = vocational school

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Table 19: Adolescent Sexual Intercourse Experience across Gender, Institution, Father & Mother's Educational Level, Family's Financial Status

Variables	Sexual Experience				X, df	p-value
	No	%	Yes	%		
Sex					47.983, 1	< 0.001
Male	447	73.3	163	26.7		
Female	881	87.0	132	13.0		
Institute					56.387, 1	< 0.001
High school	708	89.2	86	10.8		
Vocational school	620	74.8	209	25.2		
Father's Education Level					21.286, 3	< 0.001
None to primary	543	82.9	112	17.1		
Second to high school	285	74.8	96	25.2		
Vocational to pre-B	177	81.2	41	18.8		
Bachelor D up	323	87.5	46	12.5		
Mother's Education Level					14.363, 3	0.002
None to primary	657	82.5	139	17.5		
Second to high school	241	75.3	79	24.7		
Vocational to pre-B	157	81.8	35	18.2		
Bachelor D up	273	86.7	42	13.3		
Parent's Financial Status					3.525, 2	0.172
Insufficient	80	76.2	25	23.8		
Enough for living	1193	82.4	254	17.6		
Excess	55	77.5	16	22.5		

Adolescent Sexual Intercourse Experience across Gender, Educational Institution, Level of Parent's Education, Family's Financial Status

The results of Table 19 revealed that only the factor of family's financial status has no statistically significant association with sexual experience of the adolescents (p-value = 0.172).

The factors of gender, institution, and parents' educational level were significantly associated with the adolescent sexual experience with $p < 0.001$. Male adolescents were more likely to have some sexual experience than female adolescents (26.7% vs. 13.0%). Vocational school students were more likely to have some sexual experience than the high school students (25.2% vs. 10.8%). Adolescents who reported their father and mother completed secondary up to high school education were more likely to have engaged in involve sexual activities than those who reported their parents completed other levels of education (25.2% vs. 24.7% respectively).

Multiple Regression Correlation between Independent Variables and Dependent Variables: a 7-Item Measure of Pre-marital Sexual Attitude

There were a total of 17 independent variables to be analyzed including 2 variables of the individual psychosocial factors (self-esteem, sexual experience), 11 of socio-cultural factors, 2 individual background factors and 2 socioeconomic factors. Individual psychosocial factors consisted of self-esteem and sexual intercourse experience. Socio-cultural factors were classified into 3 aspects: family influence aspect encompassing teen-parent relationship and teen-parent sexual communication; peer influence aspect measuring peer relationship, peer sexual communication, and perceived sexual behavior of friend; and cultural aspect including gender role expectation and 4 regions of residence. Included in the individual background information factors were gender (male, female) and type of institution (high school and vocational school) and in socioeconomic factors were education of father and mother. The stepwise multiple regression analysis method is chosen to find the

predictor variables influencing the adolescents' 7-item measure's pre-marital sexual attitudes.

Table 20 and Table 21 presented the correlation of independent variables and dependent variable. T-test analysis used for testing the association of categorical independent variable and pearson correlation analysis used for scale independent variable were presented in Table 20 and Table 21 respectively.

The most significant factor correlated with 7-item pre-marital sexual attitudes in this study was gender role expectation (GenRole, $r=0.481$). The independent variables, teen-parent communication related to sexual matters (TEPACOM, $r= -.233$) and teen-parent relationship (TEPARE, $r= -0.220$) were negatively correlated with pre-marital sexual attitude, which meant the more communication about sexual matters the parents and teen had, and the close the relationship to each other, the more unpleasant attitudes towards pre-marital sexual intercourse adolescents had.

While peer relationship (PERELA) presented a weak negative relationship, with attitudes, peer communication related to sexual matters (PECOM) were positively correlated with 7-item pre-marital sexual attitude.

Table 20 showed that gender, perceived behavior of friend, having boy/girl friend, type of institution, own sexual experience, and regions of study had some significant association with 7-item attitude toward pre-marital sexual attitudes.

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Table 20: Compare Mean and Standard Deviation of 7-Item Pre-marital Sexual Attitude across Gender, Region (N, S, NE, C), Perceived Sexual Behaviors of Friends, Steady Boy/Girl Friend, Type of Institution, Adolescent Sexual Experience

Variables	Status	N	Mean	SD	t	df	p-value
Gender	M =1	610	3.2447	0.8994	12.222	1621	.008
	F=0	1013	2.6683	0.9326			
FEXP	Yes =1	841	3.0625	0.9447	7.859	1612.827*	.000
	Other=0	782	2.6940	0.9431			
SWEET-H	Yes=1	829	3.1439	0.9243	11.528	1617.903*	.000
	No=0	794	2.6146	0.9249			
HC-VS	HC=1	794	2.7630	0.9380	-5.040	1620.843*	.000
	VS=0	829	3.0017	0.9697			
EXP	Yes=1	295	3.6373	0.7262	15.980	1621	.000
	No=0	1328	2.7178	0.9270			
NORTH	Yes=1	421	2.8062	0.9405	-1.980	752.893*	.048
	No=0	1202	2.9125	0.9675			
NORTH-E	Yes=1	411	3.1262	0.8705	5.948	1621	.000
	No=0	1212	2.8032	0.9773			
CENTRAL	Yes=1	421	3.0842	0.9734	4.912	717.564*	.000
	No=0	1202	2.8152	0.9478			
SOUTH	Yes=1	370	2.4799	0.9243	-9.557	611.805*	.000
	No=0	1253	3.0046	0.9397			

*Levene's Test for Equality of Variances was significant at level =0.05

Note: Gender = Male (M) and female (F), FEXP = Perceived Sexual Behaviors of Friends, SWEET-H = Steady boy/girl friend, HC-VS = Type of institution: high school and vocational school, EXP = Adolescent Sexual Experience

Table 21: Pearson Correlation among Independent Variables and 7-Item Pre-marital Sexual Attitude

	7-Item Attitude	ESTEEM	TEPARE	TEPACOM	PERELA	PECOM	GenRole
7-Item Attitude	1.000						
ESTEEM	-.075 *	1.000					
TEPARE	-.220 *	.449	1.000				
TEPACOM	-.233 *	.272	.385	1.000			
PERELA	-.073 **	.290	.326	.154	1.000		
PECOM	.220 *	.103	.089	.003	.385	1.000	
GenRole	.481 *	-.054	-.152	-.074	-.027	.059	1.000
N = 1623							

Note: ESTEEM = Self-esteem, GenRole = Gender Role Expectation , PECOM = Peer Communication on Sexual Matters, PERELA = Peer Relationship, TEPACOM = Teen-Parent Communication about Sexual Matters , TEPARE = Teen-Parent Relationship

* for significant at 0.001

** for significant at 0.01

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Table 22: Multiple Regression of Adolescent Pre-marital Sexual Attitude using Stepwise

Unstandardized Coefficients			Standardized Coefficients						Collinearity Statistics	
IVs	B	Std. Error	Beta	R ²	t	R ² Change	F Change	P-value	Tolerance	VIF
(Constant)	1.149	.209			.000					
GenRole	.477	.028	.344	.231	.000	.231	486.869	.000	.873	1.146
EXPS	.300	.055	.120	.291	.000	.060	136.388	.000	.749	1.334
Gender	.332	.041	.167	.323	.000	.033	78.259	.000	.847	1.181
PECOM	.390	.039	.213	.353	.000	.030	74.212	.000	.812	1.232
TEPACOM	-.194	.034	-.119	.378	.000	.025	65.294	.000	.821	1.218
SWEET-H	.191	.041	.099	.389	.000	.011	28.594	.000	.796	1.257
SOUTH	-.112	.054	-.049	.398	.039	.009	24.123	.000	.648	1.544
PERELA	-.126	.046	-.061	.404	.006	.006	15.770	.000	.746	1.340
HC-VS	-.124	.039	-.065	.408	.002	.004	11.003	.001	.879	1.137
TEPARE	-7.026	.035	-.045	.410	.042	.002	4.827	.028	.747	1.339
NORTH-E	.179	.052	.081	.411	.001	.002	4.120	.043	.648	1.542
CENTRAL	.174	.052	.079	.415	.001	.004	11.401	.001	.658	1.520
F = 95.281, N = 1623										

Note: B= coefficient, Beta = Regression Coefficient ($=\beta_i S_{xi}/S_y$), R = Multiple Correlation Coefficient, GenRol = Gender Role Expectation, EXP = Adolescent Sexual Experience, PECOM = Peer Communication on Sexual Matters, PERELA = Peer Relationship, TEPACOM = Teen-Parent Communication about Sexual Matters, TEPARE = Teen-Parent Relationship, HC-VS = Type of institution (high school and vocational school), NORTH-E = adolescent in Northeastern of Thailand, CENTRAL = adolescent in Central of Thailand, South = adolescent in South of Thailand.

Multiple Regression Analysis and Predicted Power of Pre-marital Sexual Attitudes of Adolescents (7-Item)

Multiple regression analysis of adolescent pre-marital sexual attitude using stepwise regression was shown in Table 22. The result demonstrated that 12 independent variables:

1. Gender role expectation (GenRole)
2. Adolescent's sexual intercourse experience (EXP)
3. Adolescent male (Gender)
4. Peer communication related to sexual matters (PECOM)
5. Teen-parent communication related to sexual matters (TEPACOM)
6. Adolescent who have sweetheart in the past year (SWEET-H)
7. Adolescent in the south (SOUTH)
8. Peer relationship (PERELA)
9. Type of institution (HC-VS)
10. Teen-parent relationship (TEPARE)
11. Adolescent living in the northeastern (NORTH-E)
12. Adolescent living in central (CENTRAL)

significantly predicted the pre-marital sexual attitudes (7-item) of the adolescents and accounted for the variation of 42 % ($R^2=0.415$; $p < 0.001$).

The estimated standardized regression coefficients (beta), β_j indicated roughly the importance of the variable. Thus adolescent living in the central, in the northeast, and adolescents who had sweetheart in the past year with the standard regression coefficient of 0.079, 0.081 and 0.099 respectively, were among those with the least positive influence on pre-marital sexual attitude.

The gender role expectation (GenRole) with the standardized regression coefficient (beta) of 0.344 and peer-communication about sexual matters (PECOM) with beta of 0.213 were among those with the most positive effect on the adolescent pre-marital sexual attitude. Male adolescent (Gender) with beta of 0.167, and adolescent who had ever had sexual intercourse experience (EXP) with beta of 0.120 had slightly positive effect on the 7-item pre-marital sexual attitude.

Meanwhile teen-parent communication about sexual matters (TEPACOM) with standardized regression coefficients (beta) of -0.119 had the most negative effect on adolescent pre-marital sexual attitude. This result suggested the opposite impact of parent communication with children on the pre-marital sexual attitude. It meant that an adolescent who communicated well with their parents about sexual matters would have a more negative view toward premarital sex and would wait until marriage before having sex. They viewed sexual activities as legitimate acts only within matrimony.

The two independent variables, adolescent living in the South (SOUTH) with beta of -0.049 and high school adolescents with beta of -0.065 had a negative effect on adolescent pre-marital sexual activities. The results explained that adolescents living in the south tended to less agree with pre-marital sexual attitudes than those living elsewhere. Similarly, high school adolescents tended to less accept the pre-marital sexual activities than vocational school adolescents. Other independent variables, peer relationship (PERELA), and teen-parent relationship (TEPARE) with beta of -0.061, and -0.045, had slight negative attitude toward pre-marital sexual attitude. This showed that the closer the relationship both among friends and within the family, the more they thought pre-marital sexual activities were not acceptable.

However, both variables presented only a weak relationship with pre-marital sexual attitude when considering power of independent variables toward adolescent pre-marital sexual attitude, a 7-item measure, it explained that the gender role expectation (GenRole) and predict the pre-marital sexual attitudes with a prediction percentage of 23.1% while adding a variable of sexual intercourse experience (EXP) the prediction power increased by 6.0% (R^2 change = 0.060) to 29.1%. When adding each variable of gender of adolescents (Gender), peer communication related to sexual matters (PECOM), teen-parent communication related sexual matters (TEPACOM), adolescents who have sweetheart in the past year (SWEET-H), adolescent living in South (SOUTH), peer relationship (PERELA), type of institution (HC-VS), teen-parent relationship (TEPARE), adolescent in Northeast (NORTH-E), adolescent in the central (CENTRAL) into the prediction equation, there appeared that the power of prediction increased to 32.3%, 35.3%, 37.8%, 38.9%, 39.8%, 40.4%,

40.8%, 41.0%, 41.1% and 41.5 % respectively with R^2 change declining to less than 0.1% when the last variable, was included in.

Multiple Regression Correlation between Independent Variables and Dependent Variable: a 4-Item Measure of Pre-marital Sexual Attitude

In this study we also assessed the effect of independent variables on a 4-item pre-marital sexual attitude. This 4-item, the high score (after reversed code) reflected positive value on the part of pre-marital sexual activities with the moral toward monogamy of its sexual relationship as well as responsible sexual relationship.

Similar to the analysis of 7-item measure, total of 17 independent variables were analyzed, including 2 variables of the individual psychosocial factors (self-esteem, sexual experience), 11 of socio-cultural factors, 2 individual background factors and 2 socioeconomic factors. Individual psychosocial factors consisted of self-esteem and sexual intercourse experience. Socio-cultural factors were classified into 3 aspects: family influence encompassing teen-parent relationship and teen-parent sexual communication; peer influence measuring peer relationship, peer sexual communication, and perceived sexual behavior of friend; and cultural aspect including gender role expectation and 4 regions of residence. Included in the individual background information factors were gender (male, female) and type of institution (high school and vocational school) and in the socioeconomic factors were education of father and mother. The stepwise multiple regression analysis method was chosen to find the most predictor variable influencing the adolescents' 4-item measure's pre-marital sexual attitudes.

T-test analysis was used for testing the association of categorical independent variables and pairwise pearson correlation analysis was used for scale independent variables. The results were presented in Table 23 and Table 24 respectively.

Table 23: Compare Mean and Standard Deviation of 4-Item Pre-marital Sexual Attitude across Gender, region (N, S, NE, C), Perceived Sexual Behaviors of Friends, Steady Boy/Girl Friend, Type of Institution, Adolescent Sexual Experience

Variables	Status	N	Mean	SD	t	df	p-value
Gender	M =1	610	3.3701	0.8215	-12.497	1621	.000
	F=0	1013	3.8606	0.7303			
FEXP	Yes =1	841	3.6246	0.8049	-2.699	1615.103*	.007
	Other=0	782	3.7318	0.7950			
SWEET-H	Yes=1	829	3.5483	0.8133	-6.667	1620.634*	.000
	No=0	794	3.8098	0.7673			
HC-VS	HC=1	794	3.8281	0.7268	7.599	1621	.000
	VS=0	829	3.5308	0.8424			
EXP	Yes=1	295	3.2576	0.8074	-9.925	421.106*	.000
	No=0	1328	3.7692	0.7704			
NORTH	Yes=1	421	3.7334	0.7082	1.701	1621	.089
	No=0	1202	3.6562	0.8312			
NORTH-E	Yes=1	411	3.4611	0.8326	-6.162	668.720*	.000
	No=0	1212	3.7492	0.7778			
CENTRAL	Yes=1	421	3.6532	0.8483	-.659	687.967*	.510
	No=0	1202	3.6843	0.7849			
SOUTH	Yes=1	370	3.8764	0.7540	5.719	638.617*	.000
	No=0	1253	3.6171	0.8060			

*Levene's Test for Equality of Variances was significant at level =0.05

Note: Gender = Male (M) and female (F), FEXP = Perceived Sexual Behaviors of Friends, SWEET-H = Steady boy/girl friend, HC-VS = Type of institution: high school and vocational school, EXP = Adolescent Sexual Experience

Table 24: Pearson Correlation among Independent Variables and 4-Item Responsible Pre-marital Sexual Attitude

	4-Item Attitude	ESTEEM	TEPARE	TEPACOM	PERELA	PECOM	GenRole
4-Item Attitude	1.000						
ESTEEM	.128 *	1.000					
TEPARE	.200 *	.449	1.000				
TEPACOM	.120 *	.272	.385	1.000			
PERELA	.213 *	.290	.326	.154	1.000		
PECOM	.118 *	.103	.089	.003	.385	1.000	
GenRole	-.350 *	-.054	-.152	-.074	-.027	.059	1.000

Note: ESTEEM = Self-Esteem, GenRole = Gender Role Expectation, PECOM = Peer Communication on Sexual Matters, PERELA = Peer Relationship, TEPACOM = Teen-Parent Communication about Sexual Matters, TEPARE = Teen-Parent Relationship

* for significant at 0.001

The independent variable, gender role expectation (GenRole), was negative correlation with responsible 4-item pre-marital sexual attitude. The other independent variables were positively correlated with responsible pre-marital sexual intercourse attitudes, including peer relationship (PERELA), Peer communication about sexual matters (PECOM), teen-parent communication about sexual matters (TEPACOM), teen-parent relationship (TEPARE), and self-esteem (ESTEEM).

Table 23 showed that gender, perceived behavior of friend, having steady boy/girl friend, type of institution, own sexual experience, and regions of study had some significant association with 4-item attitude toward pre-marital sexual attitudes.

Table 25: Multiple Regression of Adolescent Responsible Pre-marital Sexual Attitude using stepwise entered all 17 independent variables, Dependent Variable = ATTID (4-ITEM)

Unstandardized Coefficients			Standardized Coefficients						Collinearity Statistics	
IVs	B	Std. Error	Beta	R^2	t	R^2 Change	F Change	P-value	Tolerance	VIF
(Constant)	3.308	.186			.000					
GenRole	-.299	.026	-.258	.122	.000	.122	226.100	.000	.886	1.128
EXP	-.170	.051	-.082	.245	.001	.008	16.682	.000	.760	1.315
Gender	-.358	.038	-.216	.180	.000	.058	113.906	.000	.863	1.158
PECOM	.140	.036	.092	.251	.000	.006	12.147	.001	.815	1.227
SWEET-H	-9.707	.038	-.061	.259	.011	.003	7.480	.006	.801	1.248
PERELA	.187	.043	.108	.215	.000	.035	72.876	.000	.754	1.327
HC-VS	.186	.036	.116	.237	.000	.022	46.592	.000	.891	1.122
TEPARE	7.050	.030	.054	.261	.020	.002	5.385	.020	.847	1.181
NORTH-E	-.131	.041	-.071	.256	.001	.005	10.478	.001	.919	1.089
F = 63.458, N = 1623										

Note: B= coefficient, Beta = Regression Coefficient ($=\beta_i S_{xi}/S_y$), R = Multiple Correlation Coefficient, GenRol = Gender Role Expectation, EXP = Adolescent Sexual Experience, PECOM = Peer Communication on Sexual Matters, PERELA = Peer Relationship, TEPARE = Teen-Parent Relationship, HC-VS = Type of institution (high school and vocational school), NORTH-E = adolescent in Northeastern of Thailand.

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Multiple Regression Analysis and Predicted Power of Pre-marital Sexual Attitudes of Adolescents (a 4-Item Dependent Variable)

Multiple regression analysis of adolescent responsible pre-marital sexual attitude using stepwise was shown in Table 25. The result demonstrated that a total of 9 independent variables, including gender role expectation (GenRole), male adolescent (Gender), peer relationship (PERELA), type of institution of sampled adolescents (HC-VS), adolescent sexual intercourse experience (EXP), peer communication related to sexual matters (PECOM), adolescent living in the northeast (NORTH-E), teen-parent relationship (TEPARE), as well as adolescent who have sweetheart in the past year (SWEET-H) significantly predicted the 4-item pre-marital sexual attitudes of the adolescents and accounted for the variation of 26.1% ($R^2=0.261$; $p < 0.001$).

The estimated standardized regression coefficients (beta), $b_j S_{xj}/S_y$, indicated roughly the importance of the variable. Thus peer relation (PERELA), institution of sampled adolescents (HC-VS), peer communication related to sexual matters (PECOM), teen-parent relationship (TEPARE) with the standardized regression coefficient = 0.108, 0.116, 0.092 and 0.054 respectively were among those with the positive influence on positive value toward responsible pre-marital sexual attitude. This finding explained that the more communication about sexual matters with parent and with friends, they could have more positive attitude toward responsible pre-marital sexual activities. The high school adolescents had more positive value toward responsible pre-marital sexual behavior.

Meanwhile the independent variables, gender role expectation (GenRole), male adolescent (Gender), adolescent's sexual intercourse experience (EXP), adolescent living in the northeast (NORTH-E), and adolescent who have sweetheart in the past year (SWEET-H) with standardized regression coefficients (beta) of -0.253, -0.211, -0.066, -0.72, -0.062 and -0.049 respectively had a negative effect on 4-item adolescent pre-marital sexual attitude. This finding can be explained that adolescents male, ever having sexual experience, adolescents who have sweetheart in the past year and adolescents living in northeast of Thailand had somewhat negative value toward

responsible pre-marital sexual activities in the sense that they wouldn't mind to have pre-marital sexual activity at any causes. The perception of community acceptance of sexual activities (Gender role expectation, GenRole) was also negatively related to responsible pre-marital sexual attitude. This indicated that the more perception of community acceptance of sexual activity the lower the attitude on the responsible pre-marital sexual behavior on the 4-item scale.

When considering power of independent variables toward responsible pre-marital sexual attitude; a 4-item measure, it explained that the gender role expectation (GenRole) could predict the responsible pre-marital sexual attitudes with a prediction percentage of 12.2% while adding a variable of gender (Gender) the prediction power increased by 5.8% (R^2 change = 0.058) to 18%. When adding each variable of peer relationship (PERELA), Type of institution of sampled adolescents (HC-VS), adolescent's sexual intercourse experience (EXP), peer communication related to sexual matters (PECOM), adolescent living in the northeast (NORTH-E), adolescent who have sweetheart in the past year (SWEET-H), as well as teen-parent relationship (TEPARE). There appeared that the power of prediction increased to 21.5%, 23.7%, 24.5%, 25.1%, 25.6%, 25.9%, and 26.1% respectively with R^2 change declining to less than 0.1% when the last variable included.

Part 3: Condom Use Attitude of Middle Adolescent

Condom use attitude of sampled adolescents in this study was presented in Table 26 and 27. The purpose of this section was to differentiate attitude towards condom use across gender, institution, sexual experience, family educational level and family financial status.

Comparison of Mean Scores and Standard Deviation of Condom Use Attitude of Sampled Adolescents across Gender, Institution and Sexual Experiences of the Sampled Adolescents

The result in Table 26 demonstrated that female adolescent had more positive attitude toward condom use than males with statistical significance at $p < 0.001$ (33.05 ± 5.75 vs. 30.08 ± 6.65 respectively). High school students had significant higher attitudes to condom use than vocational school students ($p < 0.001$) with the mean scores of 33.37 ± 5.95 vs. 30.56 ± 6.27 . Adolescents with no sexual experience have scores of attitudes on condom use significantly higher than those with sexual experience ($p < 0.001$) with the mean score of 32.69 ± 5.90 vs. 28.54 ± 6.77 .

Comparison of Mean Scores and Standard Deviation of Condom Use Attitude of the Sampled Adolescents across the Variables of Parents' Educational Level and Financial Status

The result in Table 27 demonstrated that the adolescents whose father and mother held a bachelor higher education degree have more positive attitude toward condom use than those with father and mother in either the groups of lower/no education and secondary up to high school levels with statistical significance at $p < 0.05$. The family's financial status shows no statistically significant difference ($p = 0.1582$) on mean scores of attitudes toward condom use of adolescents.

Table 26: Compare Mean and Standard Deviation of Condom use with Sex, Institute and Sexual Experience

Variables	N	Mean	SD	t	df	p-value
Sex						
Male	610	30.08	6.65	9.15	1142	< 0.001
Female	1013	33.05	5.75			
Institute						
High school	794	33.37	5.95	9.24	1621	< 0.001
Vocational school	829	30.56	6.27			
Sexual Experience						
Yes	295	28.54	6.77	9.74	400	< 0.001
No	1328	32.69	5.90			

Table 27: Compare Mean and Standard Deviation of Condom Use with Father and Mother Educational Level, and Family Financial Status

Variable	N	Mean	SD	F	p-value
Father's Educational Level				6.7236	0.0002
None to primary	655	31.44 ^a	6.20		
Second to high school	381	31.47 ^b	6.15		
Vocational to pre-B	218	32.21	6.30		
Bachelor D up	369	33.13 ^{a,b}	6.37		
Mother's Educational Level				5.7250	0.0007
None to primary	796	31.53 ^a	6.30		
Second to high school	320	31.50 ^b	6.17		
Vocational to pre-B	192	32.35	6.23		
Bachelor D up	315	33.13 ^{a,b}	6.20		
Family's financial status				1.8457	0.1582
Not sufficient	105	31.39	6.56		
Enough for living	1447	31.91	6.23		
Excess	71	33.20	6.71		

Note: abbreviation a and b refer to a pair that shows statistical difference in mean at $p < 0.05$. For instance, there is statistical significance in attitudes regarding condom use in the study adolescents whose father's education is lower than primary and Bachelor Degree and up levels.

CHAPTER V

DISCUSSION

Individual Psychosocial Variables

Self-Esteem

Self-esteem, an individual psychosocial variable, has been studied to describe its influence on the adolescent's attitudes towards pre-marital sexual behavior. The study results revealed that while self-esteem of female adolescents was significantly higher than male adolescents, male adolescents were likely to have higher attitudes toward pre-marital sexual behavior than female adolescents with statistical significance as presented in Table 28.

The number of male adolescents reported to have sexual experiences was almost two-fold higher than the females in all regions (Table 14). The results implied that self-esteem was not associated with the attitudes towards pre-marital sexual behavior, which was opposite in the findings from a study done by Miller, Christensen & Olsen (1987). Miller, Christensen & Olsen (1987) found self-esteem was positively related to sexual behavior experience for adolescents who held beliefs that sexual intercourse was always right, but negatively related to self-esteem for those who believed it was wrong. This result suggested that the relationship between self-esteem and sexual experience for adolescents depended on whether they believed the behavior was right. However the result on the part of self-esteem was supported by another study by Ronal Jay Wemer-Wilson (1998).

The self-esteem measured in this study was not specific on the sexual matter rather it concerned more general sense of one's own esteem. It would be interesting to explore further if the measure of self-esteem that was more specific on the sexual intercourse would present different results from those found in this study. This study also focused on the attitude of pre-marital sexual behavior. It presented the major

Table 28: Compare Mean and Standard Deviation Independent (self-esteem) and Dependent Variable (Pre-marital Sexual Attitude) across Gender

Variables	Gender	N	Mean	SD	t	df	p-value
ATTID	Female	1013	3.1019	.5296	7.053	1621	.000
	Male	610	3.2903	.5073			
ESTEEM	Female	1013	3.4232	.4722	2.671	1113.11*	.008
	Male	610	3.3505	.5635			

*Levene's Test for Equality of Variances was significant at level 0.05

Note: ATTID = Sexual Attitude, ESTEEM = Self-Esteem

difference from the study by Miller and colleagues (1987) that studied the behavior of sexual intercourse. Also, the result by Miller and colleagues (1987) suggested that there was an interaction effect between self-esteem and the belief about the rightness of sexual intercourse on sexual experience. The relationship among these variables, self-esteem, pre-marital sexual attitude, belief on the sexual matter, as well as sexual experience should be further investigated.

Sexual Experience

It was noticed that in this study the adolescents who had experience in sexual activities revealed positive association with attitudes toward pre-marital sexual behavior with regression coefficient of 0.300 (Table 22, 7-item pre-marital sexual attitude). It also revealed that sexual experience had the negative impact on responsible pre-marital sexual attitude (Table 25, beta (B) = -0.170, 4-item responsible pre-marital sexual attitude). These results suggested that sexual experience of adolescent happening outside the matrimony could be an unstable and less responsible relationship.

Male adolescents were more likely to have positive attitude toward pre-marital sex than female adolescents with a statistical significance ($p < 0.01$, Table 20). Male

adolescents had positive attitude toward pre-marital sexual activities (Table 22, $B = 0.332$) but had negative value toward responsible sexual activity (Table 25, $B = -0.318$). The results suggested that male adolescents trended to accept pre-marital sexual activities and were less responsible on their behaviors than female.

Fifty percents of the sampled adolescents reported to have sweethearts (SWEET-H) in the past year (Table 14). Having sweethearts was one of the independent variables that had positive effect on 7-item pre-marital sexual attitude and had slightly negative effect on responsible pre-marital sexual attitude: 4-item attitude (Table 22, $B = 0.191$ vs. Table 25, $B = -0.707$). This study implied that while having steady boy/girl friends could lead to an acceptance of pre-marital sexual activities, it also could initiate an irresponsible attitude.

This study also revealed that high school students had a higher attitude toward responsible pre-marital sexual activity: 4-item attitude, with B of 0.186 and had negative association with attitude to regular premarital sexual activities: 7-item attitude, with B of -0.124 (Institution of the sampled students HC-VS: vocational = 0 and high school = 1). While high school adolescents seemed to have more responsible attitude toward pre-marital sexual behavior and less accepted pre-marital sexual activities, the vocational school students seemed to think oppositely.

It was surprising that adolescents with no sexual intercourse experience had better attitude toward condom use than those who had sexual experience (Table 26). This probably linked to the direct experience on condom use among those sexually active adolescents. Many studies found the adolescents did not like condoms and tended not to select them as prevention mean for HIV/AIDS and pregnancy. Other sexually inactive adolescents who never had experience in using condom might not realize the difficulties of using condoms so the benefit of using condoms as the prevention tool was the only aspect they had learned. Therefore, condom promotion programs should be more aware of this finding. Appropriated messages to encourage condom use should be defined to associate with responsible sexual relations.

Female adolescents had more positive attitude to condom use than males and high school students had more positive attitude to condom use than the vocational school students (Table 26). It was associated to the results as that males engaged in sexual activity much more than females and vocational schools had higher self-reported sexual experiences than those of high schools (Table 19).

It was slightly similar to the study results done by Pugh et al. (1990) and Zabin et al. (1979). Both studies suggested there was a negative association between sexual intercourse and contraception use which meant the more sexual experiences the less contraceptive use (condom use) among adolescents. In addition, it was found that fifty percents of pre-marital pregnancies in teens occurred within the first six months of their first sexual experience and 20% of the pregnancies occurred within the first month.

Social/Cultural Contexts

Family Influence

The study results demonstrated that teen-parent communication related to sexual issues (TEPACOM) and teen-parent relation (TEPARE) significantly correlated with pre-marital sexual attitudes of adolescents in a negative direction (Table 22, 7-item attitude). The result also presented that teen-parent relationship (TEPARE) had a positive effect on responsible pre-marital sexual attitude of adolescent (Table 25, 4-item attitude). This suggested that the more and the better the parents and adolescents communication on sexual issues and the closer the relationship among them, the more the adolescents showed negative attitudes toward pre-marital sexual activities. On the contrary, the closer relationship they had with their parents, the adolescents developed a better, more responsible view toward pre-marital sexual behavior. It was true in most Asian cultures; almost all parents didn't feel it was appropriate for their teenage children to engage in sexual relations before getting married or before maturity. Even though, many research studies demonstrated that peer influences on adolescents' sexual perceptions and behaviors were very strong Wright, Peterson, and Barnes

(1990) stated that the strength of peer influence on sexuality was mediated by parent-adolescent communication.

As similar to the study by Sandra and Mullis (1988), young college women rated friends, schools, and books more important than parents as their major source of information about sex, however, parents were claimed to have significant influence on sexual attitudes of adolescents. That was, if parents felt that having pre-marital sex was not right, it would influence their children's attitude in that regard. Another research conducted by Mackenzie (1999) showed that mother-daughter relationships and communication about sex influenced daughters' ability to make sexual decisions.

Parental-family connectedness was seen as an important factor in delaying sexual debut among adolescents (Resnick, 1997). It supported this study finding that the better the relationship among parents and teen and the more communication about sexual issues they had, the adolescents were more likely to stay away from sexual initiation due to their negative attitudes toward pre-marital sexual intercourse. A finding from a study by Baker (2002) had supported this view. Baker (2002) studied in a sample of 2,472 Thai students in six colleges, 64% of whom were female and 36% were male. There was a statistically significant relationship between the levels of connectedness with the family and whether the students had ever had sex; the more connectedness, the less they had ever had sex.

The findings by Baker (2002) also showed that there was no difference in students' connectedness with their families between male and female students. In contrast, this study proved a statistically significant difference between male and female students in their self-reported relationship with and communication with their parents. Female adolescents had better relationship and communication about sexual issues with their parents than male adolescents with statistical significance (Table 17). It might be true that parents' norms influenced their children development. Girls were proved to be closer to parents than boys. This might be a reason to support the finding that male adolescents had less connectedness to their parents, so they were likely to have more sexual experiences and attitude of acceptance toward pre-marital sex than female adolescent with a statistical significance (Table 17, $p < 0.001$).

According to Blum (1999), parental connectedness was the feeling of being close to, cared about and loved by a parent. It was not based on doing things together but rather having a parent whom conveyed their psychological availability. This study showed that more than 60% of adolescent students live with their parents. However, it did not imply the students physically live with their family would have good relationship and communication with their family than those who did not physically live with their parents.

When considering both fathers' and mothers' education level, the results revealed that the adolescents with fathers and mothers, who completed bachelor and upper degree levels had better attitudes toward condom use than those who were in lower levels with a statistical significance (Table 27, $p = 0.0002$). It might be interesting for further study on whether or not the parents with high education level have more in-depth information and have more skills to talk about condom and safe sex with their children than parents in lower educational level.

Financial status of the families showed no significant influence on adolescents' attitudes towards condom use. It was interesting to know whether adolescent in wealthy family had less connectedness or less relationship and less communication with their children than those whose parents were in reasonable or low-income groups. Like many wealthy families in Thai society, wealthy parents didn't have much time for their children. Teens seemed to more rely on friends. Their attitude toward condom use would be influenced by the strength of peer norm.

Peer Influence

Many studies had shown influences of peers towards teenagers' behaviors as teens spend most of their time with friends at school. A teenager's primary source of information regarding sexuality was his or her peer group, all of whom were experiencing and reinforcing the same behaviors (Grant LM, Demetriou E, 1988). Their talking and sharing of common experiences and interests could form their attitudes and perceptions. Peer relationships, communication among peers about

sexual matters and perceived sexual behavior of friends, has been examined in this study with regard to their influence on adolescent's sexual attitude.

Two variables - peer communication (PECOM) had a positive influence on adolescents' pre-marital sexual attitude (Table 22). Contradict with peer relationship (PERELA) has a slightly negative influence on adolescent pre-marital sexual attitude (Table22). The results could have implied that adolescent had a tendency to follow friends' sexual behaviors; whenever they need advice from friends regarding sexual issues they probably find the ones they feel comfortable with to ask for advice. Therefore, if they perceived which friends have had sexual experiences, they probably come for their advice, their friend's advice could form adolescents' positive attitude toward pre-marital sexual activities (7-item scale). Meanwhile, the relationship with friends can create friendship, best wishes for friends could mean willing to protect friends from any risky behaviors, and sexual activity probably was classified as an inappropriate for unmarried adolescent. Therefore, peer relationship was negatively associated with adolescent pre-marital sexual attitude. It was supported by the result in Table 25 that peer relationships had positive effect on responsible pre-marital sexual attitude. This can be supported by the previous study done by Billy and Udry (1985). Billy and Udry (1985) concluded that adolescents did not end their friendships due to difference in sexual behavior nor did they succumb to peer pressure to conform to sexual standards. Though there were strong similarities between sexual behaviors of peers, the harmony may not reflect peer pressure. A contrary finding drawn from a study of 100 adolescents in Nigeria that peer pressure/relationship prevails as the most significant influence on adolescent sexual behaviors (Cole, 1998).

Peer Influence vs. Family Influence

The results in this study clearly show that teen-parent communication related to sexual issues showed negative association with pre-marital sexual attitudes of adolescents, suggesting that the more the parents and adolescents communicate on sexual issues, the more the adolescents reveal negative attitudes toward pre-marital sex. This could be explained by the influence of parents' norms and raising pattern to

the child development both physically and mentally and their influence were reported by many studies that is strong enough in cultivating their children's sexual development as well as their belief and ability to make sexual decision (Whitaker, 1998; Resnick, 1997; Baker, 2002; Mackenzie, 1999; Sanders, 1988). While some other research studies have determined a strong peer influence on adolescents' sexual perceptions and behaviors, a few have indicated the strength of peer influence on sexuality could be mediated by parent-adolescent communication (Whitaker, 1998; Wright, 1990).

This study proves a statistically significant difference between male and female students in their self-reported relationship with and communication with their parents. Female adolescents had better relationship and communication about sexual issues with their parents than male adolescents. Girls were proved to close to parents than boys. This might be a reason to support the finding that boys have less connectedness to their parents or they have more freedom than the girls. As a result, they are likely to be engaged in sexual activity and from the learning experience on sex it could eventually make them develop a more positive attitude toward pre-marital than female adolescent.

Many studies as well as this study showed the influence of peers towards teenagers' behaviors as teens spend most of their time with friends at school and thus, they became the major information sources on sexuality (Cole, 1998). It appears in the study findings that only the factors of peer communication and perceived sexual behaviors of friends, have positively influenced on adolescents' pre-marital sexual attitude while peer relationship did not show any significant association with adolescent pre-marital sexual attitude. This finding was similar to the research done by Billy & Udry (Billy, 1985). Both could conclude that adolescents did not end their friendships due to difference in sexual behavior nor did they succumb to peer pressure

to conform to sexual standards. Though there were strong similarities between sexual behaviors of peers, the harmony may not reflect peer pressure.

The study also revealed that the association of teen-parent communication and peer communication on sexual matters with sexual attitudes on pre-marital sex of adolescents was opposite. While peer communication on sexual issues is positively associated with adolescent pre-marital attitude, meaning they are likely to accept sexual activity prior to matrimony, the adolescent-parent communication about sexual matters is negatively associated with the sexual attitudes towards pre-marital sex of adolescents.

Culture

In this study adolescent living in their hometown equaled to their age (Table 5), even though the requirement for the sampled adolescent in this study required more than five years in the urban area of Chiang Mai, Songkla, Khon Kaen, and Bangkok being representatives of northern, southern, northeastern and central regions. They were asked about their perceptions towards the acceptance of their communities on pre-marital sexual intercourse (GenRole). The result revealed that male adolescent's responses to gender role expectation was significantly higher than female adolescents (Table 18, $p < 0.000$). Perceptions towards the acceptance of their communities on pre-marital sexual intercourse (GenRole) had the most effect on the adolescent pre-marital sexual attitude and its prediction power was 23% (Table 22). It also revealed that perceptions towards the acceptance of their communities on pre-marital sexual intercourse (GenRole) could make them feel free to have pre-marital sex without being responsible to their sexual relation, as the data shows a highly negative effect on responsible pre-marital sexual attitude; 4-item attitude (Table 25).

A number of studies have expanded understanding of cultural factors affecting young people's sexual conducts (Weiss and Rao Gupta, 1996). As the study done by Airhihenbuwa and Obregon (1999), revealed that regional or living environment like in northern, southern, rural and urban area including their religion were cultural variables, which had shaped consciousness of the people by a shared history,

language, and psychology. The study also stated that regional variations, specifically rural and urban division that might be effective and meaningful in a Western context, had lesser relevance in self-efficacing cultures of Asia, Africa, Latin America, and the Caribbean. In these regions, family and community were more central to the construction of health and well being than the individual. Similarly as it was found in this study, there was a high association between adolescent pre-marital sexual attitudes with their perceptions towards the acceptance of their communities on pre-marital sexual intercourse, its cultural variable, which has formed attitude of the adolescent by shaped their perception.

In this study only adolescents living in the northeast had negative attitude toward responsible pre-marital sexual attitude, other regions weren't showed associated. It might be as many of a sex- worker group claimed they came from the poorest region of Thailand: northeast. Therefore, they earned income by selling sex, adolescents who grown up in that region might have formed their perception that pre-marital sexual activity was alright and no need to be responsible of their sexual relations as it was part of their living. However, it was interesting for further study why it was really happened.

Adolescent Pre-marital Sexual Attitude

The dependent variable was measuring attitude toward pre-marital sexual behavior. Attitude toward pre-marital sexual behavior questionnaires were developed and adapted based on Attitudes to Pre-Marital Intercourse Scale (APMIS), a 9-item measure. A 9-item measure was based on research on Youth Sexuality from Institute for Population and Social Research, Mahidol University, directed by Nicolas Ford and Sirinan Kittisuksathit (1996). In this study an 11-item measure was modified from APMIS by splitting the questions that were asked only for men/women to be for both men and women. The tone of questions was also modified to avoid gender bias. Seven out of 11 measures were directly related to pre-marital sexual attitude. The other 4 measures were used to reflect positive to responsible pre-marital sexual attitude; without using sexual relationship to force commitment towards marriage and having positive to pre-marital sex with the moral toward monogamy of its sexual relationships.

The result findings from this approach could precisely predict of which independent variable had positive effect toward regularly pre-marital sexual attitude-7-item and which one had positive attitude to responsible pre-marital sexual activity.

Some independent variables such as gender role expectation (perceptions towards the acceptance of their communities on pre-marital sexual intercourse, GenRole), adolescent sexual experience (EXP) and male adolescent (Gender) had positive effect on pre-marital sexual attitude but have negative attitude toward responsible pre-marital sexual activity. It meant that the influences from perceived accepted sexual activity from communities, their own sexual intercourse experience could have made adolescent enter into pre-marital sexual activity without being responsible for their sexual relationship. Male and female: gender bias still existed as it effected toward responsible pre-marital sexual relation.

Contradict with teen-parent communication related to sexual matters (TEPACOM) and Teen-parent relationship (TEPARE) and peer relationship (PERELA), theirs influenced positive attitude toward responsible pre-marital sexual relation (4-item attitude) but had a negative attitude toward direct pre-marital sexual behavior (7-item attitude).

Only one independent variable, peer communication related to sexual issues (PECOM) has positive effect to both pre-marital sexual attitude (7-item attitude) and responsible pre-marital sexual attitude (4-item attitude). It means that, peer communication about sexual matters has a positive influence on the way adolescent though of engaging in pre-marital sexual activity and also feel it was all right to have pre-marital sex with responsible as well. It was interesting that type of institution's adolescents; high school students did has a positive effect on responsible pre-marital sexual attitude (4-item attitude) but no influence in regular/direct pre-marital sexual attitude (7-tem attitude).

CHAPTER VI

CONCLUSION AND RECOMMENDATION

Conclusion

This study aimed at examining multiple influences on middle adolescent sexuality, focusing on pre-marital sexual attitudes (both regular pre-marital sexual attitude: 7-item and responsible pre-marital sexual attitude; 4-item) because of their influence on sexual behavior. The questionnaire survey was conducted on eight public schools, four high schools and four vocational schools. One of each type of schools was purposively selected from each province. Four provinces were purposively sampled as representatives of four regions, i.e., Chiang Mai for the North, Khon Kaen for the Northeast and Songkhla for the South of Thailand. The total sample size was 1,623 with 610 were male and 1,013 were female students. When grouping by type of schools, 794 students were from high school while 829 were from vocational schools.

Multiple regression analysis was conducted to predict the influences of independent variables both individual psychosocial factors and socio-cultural factors to pre-marital sexual attitude. Individual psychosocial variables were measured by self-esteem and sexual intercourse experience, having sweetheart and socio-cultural variables were measured by teen-parent relationship, teen-parent communication about sexual matters, peer relationship, peer communication with peer, perceived sexual behaviors of friend, and gender role expectation. Adolescents in different regions, different institution settings (high school and vocational school), gender as well as parents' education were also included in the analysis.

Adolescent Pre-marital Sexual Attitude

Multiple regression analysis was conducted to predict the influences of independent variables, both individual psychosocial factors and socio-cultural factors to pre-marital sexual attitudes (7-item and 4-item pre-marital sexual attitudes).

Individual psychosocial variables (e.g., self-esteem, sexual intercourse experience, having sweetheart), and socio-cultural variables (e.g., teen-parent relationship, teen-parent communication about sexual matters, peer relationship and peer communication with peer, perceived sexual behaviors of friend, gender role expectation of the community where they live, regional (4 regions), type of adolescent's institution, gender of adolescent, father education and mother education were predictor variables.

The independent variables in this study, which had significant correlation with pre-marital sexual attitude 7-item attitude ($p < 0.001$) were:

1. Gender role expectation (GenRole)
2. Gender (Gender)
3. Peer communication about sexual matters (PECOM)
4. Teen-parent communication related to sexual matters (TEPACOM)
5. Adolescent sexual experience (EXP)
6. Adolescent in the south (SOUTH)
7. Adolescent in the northeast (NORTH-E)
8. Adolescent in central (CENTRAL)
9. Adolescent in difference type of institution (HC-VS, high school and vocational school)
10. Having steady boy/girl friend or sweetheart (SWEET-H)
11. Peer relationship (PERELA)
12. Teen-parent relation (TEPARE)

The most significant factor correlated with pre-marital sexual attitudes in this study was gender role expectation (GenRole: perceived accepted sexual activity from community). The estimated regression coefficients (beta), $\beta_j S_{xj}/S_y$, indicated relative importance of the variable to the pre-marital sexual attitude. Gender role expectation showed to have a greatest predicted power influencing positive effect on pre-marital sexual attitude (7-item) and negative effect on attitude toward pre-marital sexual activity (4-item). It meant that the influences from perceived accepted sexual activity from community could have made adolescent entering into pre-marital sexual activity without being responsible for their sexual relationship.

Their own sexual intercourse experience (EXP), male adolescent and adolescent who had their steady boy/girl friend (SWEET-H) were presented to have moderate correlated with pre-marital sexual attitude the same direction as gender role expectation, which had positively attitude toward premarital sexual activity but had negative value toward responsible sexual activity. Male and female: gender bias still existed as it had positive effect toward pre-marital sexual attitude but negative effect toward responsible pre-marital sexual relation.

Contradict with teen-parent relationship (TEPARE), peer relationship (PERELA), and high school adolescent (HC-VS), theirs influenced positive attitude toward responsible pre-marital sexual relation (4-item attitude) but have a negative attitude toward direct pre-marital sexual behavior (7-item attitude).

Teen-parent communication related to sexual matters (TEPACOM) presented the moderate negatively impact on the adolescent pre-marital sexual attitude (7-item), which meant when parent and teen had more communication about sexual matters, the adolescents seemed to have unpleasant attitudes towards pre-marital sexual intercourse (7-item). In this study teen-parent relationship (TEPARE) showed to have slightly positive value on responsible premarital sexual activity but there was no associated between tee-parent communication about sexual matters (TECOM) with responsible sexual attitudes (4-item).

Only one independent variable, peer communication related to sexual issues (PECOM) had positive effect to both pre-marital sexual attitude (7-item attitude) and responsible pre-marital sexual attitude (4-item attitude). It meant that, peer communication about sexual matters had a positive influence on the way adolescent though of engaging in responsible pre-marital sexual activity and also feel it was alright to have pre-marital sex with responsible as well. It was interesting that type of institution's adolescents; high school students did has a positive effect on responsible pre-marital sexual attitude (4-item attitude) but no influence in regular/direct pre-marital sexual attitude (7-tem attitude).

The total variance of pre-marital sexual attitude (7-item) was accounted for 41.5.8% by these twelve variables and total variance of responsible pre-marital sexual attitude (4-item) was accounted for 26.1%. The parent's educational level, self-esteem and perceived sexual behaviors of friends were among variables excluded from both regression model 7-item premarital sexual attitude and 4-item responsible pre-marital sexual attitude. It was interesting that students living in the northeast was only variable included in the regression model of responsible pre-marital sexual attitude, as its presented negative value toward responsible sexual activity.

Limitation of This Study

There was a minor limitation during conducting survey in the North. At the time of conducting the survey, students in vocational school were on their final examination, the whole class of students of the first and the third years was during their school break, so we have to omit these two levels due to the time constraints.

However the analysis did not take into account for the different class of students. The analysis was interested in the different between institution setting, high school and vocational school. This limitation did not affect the distribution of students of different institutional setting since the proportion of total students from high school and vocational school was 794:829.

As the research questions were related to sexuality, a lot of preparation such as permission from the selected schools, agreement to support the survey by the schools' counselors and schools' masters and volunteer to participate in this survey from the students were required prior to other proceeding. However, these are manageable due to most of the teachers have shown interest and willingness to support the finding.

Recommendation

Implications for Sexual Education

Important information was gained by examining distinct and simultaneous influence of individual, family, peer and culture factors. Sexuality education programs, or any related adolescent sexual issues, e.g., HIV/AIDS, contraception, and responsible sexuality intervening at an individual level, might be inadequate.

Why perceived sexual approval of the community they living (culture construct gender role expectation) so strongly influence sexual attitude? Peer communication with peer regarding sexual matters might provide the adolescent with a value system, which could influence adolescent making responsible pre-marital sexual activity.

On the other hand teen-parent relationship might provide the adolescent with a value system, which apparently encouraged responsible sexual behavior in the form of abstinence by providing negative views in having pre-marital sexual without being responsible.

During attendance at school system in Thailand, adolescents spend more than 8 hours with friends, suggesting that sexuality education programs might better support adolescent by offering ongoing programs and activities with appropriated approach. Parents and schoolteachers should be allowed to participate and be trained to be good sexual educators. Sexuality education should be designed to have a value system, which encourages responsible sexual behavior.

Future Research

Future research should continue to focus on parent and teacher's attitude to pre-marital sexual activity. What are factors influence their sexuality attitude? Do education of father and mother really effect adolescent sexual attitude? Do they approve or not approve such a sexual activity and why? How do they think of having

sexuality education, which encourage responsible sexual behavior? Attitudes toward adolescent's pre-marital sexual activities of healthcare providers including community pharmacies, should be assessed to see how far of their attitudes to the adolescent's perceived of acceptance of the community toward pre-marital sexual activity.



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

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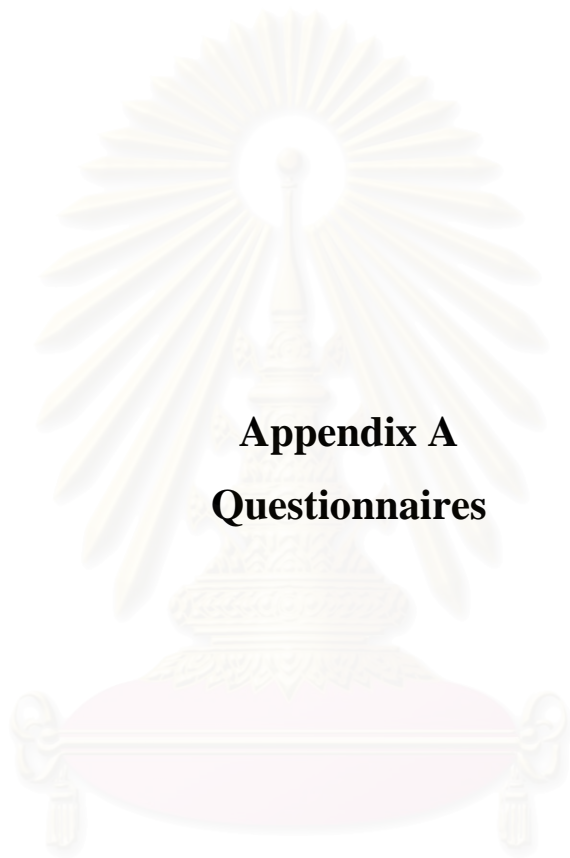
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APPENDICES

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



Appendix A
Questionnaires

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

แบบสอบถามความคิดเห็น**เรื่องทัศนคติต่อการมีเพศสัมพันธ์ก่อนแต่งงานของวัยรุ่น**

วัตถุประสงค์: แบบสอบถามชุดนี้จัดทำขึ้นเพื่อศึกษาทัศนคติของนักเรียนหญิง-ชายวัยรุ่นช่วงกลาง (15-18 ปี) ต่อเรื่องเพศสัมพันธ์ก่อนแต่งงานและสืบหาปัจจัยที่มีผลต่อทัศนคติของวัยรุ่นวัยนี้ ในเรื่องเพศสัมพันธ์ก่อนแต่งงานงานวิจัยนี้ดำเนินการโดย ภาณุ.เพ็ญศรี ทรรศนะวิเทศ เป็นงานวิจัยปริญาเอก ของสาขาวิชาเภสัชศาสตร์ สังคมและบริหาร คณะเภสัชศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

ผลจากการศึกษาวิจัยในครั้งนี้จะมีส่วนช่วยในการจัดการศึกษาเรื่องเพศอย่างมีประสิทธิภาพ โดยคำนึงถึงพื้นฐาน ปัจจัยที่มีผล และทัศนคติของวัยรุ่นต่อเรื่องดังกล่าว นอกจากนี้ ผลของการศึกษายังสามารถนำมาใช้พัฒนา ส่งเสริม การมีเพศสัมพันธ์อย่างปลอดภัยและรับผิดชอบ และเพื่อให้บุคลากรทางการแพทย์ โดยเฉพาะเภสัชกร ชุมชน ที่มีความใกล้ชิดกับชุมชนได้ให้บริการ แนะนำ ผลิตภัณฑ์คุมกำเนิด แก่วัยรุ่นด้วยความเข้าใจในทัศนคติของวัยรุ่นในเรื่องเพศ

คำแนะนำในการตอบแบบสอบถาม:

แบบสอบถามมี 7 หน้า รวมหน้าคำแนะนำหน้าแรกนี้ด้วย แบบสอบถามแบ่งเป็น 5 ส่วน ดังนี้

ส่วนที่ 1 ข้อมูลพื้นฐานทั่วไป

ส่วนที่ 2 แนวคิดและทัศนคติต่อตนเอง

ส่วนที่ 3 ข้อมูลการสื่อสารและความสัมพันธ์ในครอบครัว

ส่วนที่ 4 ข้อมูลการสื่อสารและความสัมพันธ์ระหว่างเพื่อน

ส่วนที่ 5 ทัศนคติเพศสัมพันธ์ก่อนแต่งงาน

ส่วนที่ 1 เป็นข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ส่วนที่ 2-4 เป็นเรื่องการประเมินความคิดเห็นของ วัยรุ่นต่อเรื่องนั้น ๆ ดังนั้นแต่ละประเด็น จะไม่มีคำตอบที่ถูกหรือผิด ให้ผู้ตอบแบบสอบถามตอบแสดงความเห็นของตนเองได้เต็มที่และเลือกคำตอบให้ตรงกับตัวท่านให้มากที่สุด

คำตอบของท่านทุกข้อมีความสำคัญต่อความสำเร็จของงานวิจัยนี้เป็นอย่างมาก ถ้าขาดคำตอบข้อใด ข้อหนึ่ง อาจมีผลให้แบบสอบถามทั้งฉบับใช้ไม่ได้และอาจมีผลให้งานวิจัยแสดงผลคลาดเคลื่อนจากความเป็นจริง จึงขอความกรุณาให้ท่านตอบคำถามให้ครบทุกข้อ

การเก็บรักษาความลับ

ผู้ตอบแบบสอบถามจะกรอกข้อมูลเอง ไม่ต้องระบุชื่อ แบบสอบถามจะถูกเก็บรวบรวมจากกลุ่มตัวอย่างทุกภาคทั่วประเทศ ข้อมูลที่ได้จะถูกเก็บเป็นความลับและใช้ในการวิจัยนี้เท่านั้น ผลการวิเคราะห์จะบอกถึงทัศนคติของวัยรุ่นต่อการมีเพศสัมพันธ์ก่อนแต่งงาน และปัจจัยที่ส่งผลต่อแนวคิดดังกล่าวในภาพรวม โดยข้อมูลที่น่าเสนอจะเป็นข้อมูลรวมและเฉลี่ย จะไม่มีส่วนหนึ่งส่วนใดที่สามารถบ่งบอกถึงบุคคลผู้ตอบได้ ผู้วิจัยใคร่ขอขอบคุณในความร่วมมือมา ณ โอกาสนี้ด้วย

(เภสัชกรหญิงเพ็ญศรี ทรรศนะวิเทศ)

1.14 สถานภาพสมรสของบิดามารดาในปัจจุบัน

- อยู่ด้วยกัน อยู่คนละที่แต่ไม่ได้เลิกกัน
 แยกกันอยู่เพราะเลิกกัน/หย่า อื่น ๆ โปรดระบุ.....

1.15 สถานภาพทางการเงินของครอบครัว

- มีไม่พอใช้ มีพอใช้ มีเหลือใช้

ส่วนที่ 2 แนวคิดและทัศนคติต่อตนเองของวัยรุ่น

2.1 ให้ท่านอ่านข้อความแต่ละข้อแล้วทำเครื่องหมาย ✓ ในช่องที่ตรงกับตัวท่านมากที่สุดเพียงหนึ่งช่องเท่านั้น

ข้อความ	เห็นด้วยอย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
1. คุณมักรู้สึกว่าคุณไม่มีอะไรดีเลย *					
2. คุณมักมองตัวเองในแง่ดีเสมอ					
3. คุณรู้สึกเสมอว่าคุณล้มเหลว *					
4. คุณอยากให้ตัวคุณเองมีความเชื่อมั่นในตนเอง					
5. คุณคิดว่า คุณสามารถทำสิ่งต่าง ๆ ได้เหมือนคนอื่น					
6. คุณรู้สึกว่า คุณเป็นคนมีค่า อย่างน้อยก็เท่ากับคนอื่น					
7. คุณรู้สึกพอใจในสิ่งที่คุณเป็นอยู่					
8. คุณไม่ค่อยรู้สึกว่าคุณมีอะไรให้ภูมิใจ *					
9. คุณรู้สึกว่า คุณมีความสามารถหลายอย่างในตัว					
10. คุณรู้สึกว่า ตัวเองไร้ค่าอยู่บ่อย ๆ *					

ส่วนที่ 3 การสื่อสารและความสัมพันธ์ในครอบครัว (ครอบครัว หมายถึง ครอบครัวเดียวที่มีพ่อแม่และลูก ๆ)

3.1 ให้ท่านอ่านข้อความแต่ละข้อแล้วทำเครื่องหมาย ✓ ในช่องที่ตรงกับสิ่งที่เกิดขึ้นภายในครอบครัวของท่านมากที่สุด

ความสัมพันธ์ภายในครอบครัวของท่าน มีลักษณะอย่างไร ต่อไปนี้	เห็นด้วย	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
1. ครอบครัวของคุณสามารถพูดคุย แสดงความคิดเห็นเห็นกันได้					
2. ครอบครัวของคุณมักมีเรื่องกังวลใจเกิดขึ้นบ่อย ๆ *					
3. คนในครอบครัวคุณไว้วางใจและเชื่อใจกันและกัน					
4. ครอบครัวของคุณมีปัญหาเดิม ๆ ที่ไม่สามารถแก้ไขได้เกิดขึ้นเป็น					
5. คนในครอบครัวของคุณรัก ห่วงใยและหวังดีซึ่งกันและกัน					
6. เป็นเรื่องยากมากที่ครอบครัวของคุณจะทำกิจกรรมร่วมกันให้เกิดความ					
7. ครอบครัวของคุณชอบนินทาตนเองในครอบครัว *					

ความสัมพันธ์ภายในครอบครัวของท่าน มีลักษณะอย่างไร ต่อไปนี้	เห็น ด้วย	เห็น ด้วย	เฉย ๆ	ไม่เห็น ด้วย	ไม่เห็นด้วย อย่างยิ่ง
8. ครอบครัวของคุณมีความชอบและรสนิยมคล้ายกัน					
9. สมาชิกในครอบครัวของคุณเข้ากันได้ดี					
10. สมาชิกในครอบครัวของคุณให้เกียรติและเคารพ ในความเห็นของกัน					
11. ครอบครัวของคุณมีข้อขัดแย้งกันมากมาย *					
12. คุณมีความภูมิใจในครอบครัวของคุณ					

3.2 การสื่อสาร (ภายในครอบครัว) ให้ท่านอ่านข้อความแต่ละข้อแล้วทำเครื่องหมาย ✓ ในช่องที่ตรงกับ ตัวท่านมากที่สุด เพียงหนึ่งช่องเท่านั้น

ข้อความ	เห็นด้วย อย่างยิ่ง	เห็น ด้วย	เฉย ๆ	ไม่เห็น ด้วย	ไม่เห็น ด้วยเลย
1. คุณสามารถปรึกษาแม่ เรื่องเพศสัมพันธ์ได้เสมอ					
2. คุณจะไม่ค่อยเชื่อที่พ่อแม่พูดให้ฟัง เกี่ยวกับ เรื่องเพศ					
3. พ่อแม่ของคุณรับฟังคุณพูด หรือ เล่า เรื่อง เพศสัมพันธ์					
4. คุณไม่กล้าถามเรื่องเพศสัมพันธ์จากพ่อแม่ *					
5. พ่อแม่ไม่เคยเล่าหรือสอนเรื่องเพศสัมพันธ์กับคุณ *					
6. พ่อแม่สามารถสังเกตได้ว่าคุณมีความสนใจเรื่อง เพศสัมพันธ์					
7. คุณรู้สึกพอใจในท่าทีที่พ่อแม่ให้ความเป็นกันเอง ในการพูดคุย					
8. ถ้าคุณมีปัญหาเรื่องการมีเพศสัมพันธ์ คุณสามารถ					
9. คุณจะไม่กล้าปรึกษาหารือกับพ่อแม่ เมื่อคุณมีปัญหา					
10. คุณหลีกเลี่ยงที่จะคุยกับพ่อแม่ เรื่องเพศสัมพันธ์*					
11. เมื่อคุณปรึกษาพ่อแม่ เรื่องเพศสัมพันธ์ คุณมักจะได้คำตอบ (แนวทาง) แก้ปัญหาโดยตรงไปตรงมาเสมอ					
12. คุณจะไม่บอกเรื่องการมีเพศสัมพันธ์ของคุณ ให้พ่อแม่					
13. คุณกล้าที่จะเปิดเผยความรู้สึกที่แท้จริงเรื่องการมีเพศสัมพันธ์ของคุณ ให้พ่อแม่ได้รับทราบ					
14. คุณมักจะรู้สึกไร้ค่าเวลาพ่อแม่สอนเรื่องเพศสัมพันธ์ *					
15. เวลาคุณพูดคุยเรื่องเพศสัมพันธ์ของคุณ พ่อแม่ของคุณ					

ส่วนที่ 4 การสื่อสารและความสัมพันธ์ระหว่างเพื่อน

- 4.1. ท่านมีเพื่อนสนิทมาก จำนวน คน เป็นเพศหญิง คน เป็นเพศชายคน
- 4.2. กลุ่มเพื่อนสนิทของคุณมีแฟนแล้วหรือไม่
 มีทุกคน มีบางคน ไม่มีเลย ไม่ทราบ ไม่แน่ใจ
- 4.3. เพื่อนสนิทของคุณเคยมีประสบการณ์การมีเพศสัมพันธ์มาแล้วหรือไม่
 เพื่อนสนิทชาย มี ไม่มี ไม่ทราบ ไม่แน่ใจ
 เพื่อนสนิทหญิง มี ไม่มี ไม่ทราบ ไม่แน่ใจ
- 4.4. นอกจากเพื่อนสนิทของคุณแล้วเพื่อนที่รู้จักเคยมีประสบการณ์การเรื่องเพศสัมพันธ์มาแล้วหรือไม่
 มี ไม่มี ไม่ทราบ ไม่แน่ใจ
- 4.5. ในหนึ่งปีที่ผ่านมา ท่านมีเพื่อนชาย/เพื่อนหญิง (แฟน) แล้วหรือไม่ *
 มี ไม่มี
- 4.6. ท่านเคยมีประสบการณ์การมีเพศสัมพันธ์มาแล้วหรือไม่
 มี ไม่มี
- 4.7 ให้ท่านอ่านข้อความแต่ละข้อแล้วทำเครื่องหมาย ✓ ในช่องที่ตรงกับสิ่งที่เกิดขึ้นภายในกลุ่มเพื่อนของท่านมากที่สุด

ความสัมพันธ์ภายในกลุ่มเพื่อนของคุณ มีลักษณะอย่างไร ต่อไปนี้	เห็น ด้วย	เห็น ด้วย	เฉยๆ	ไม่เห็น ด้วย	ไม่เห็น ด้วย
1. กลุ่มเพื่อนของคุณสามารถพูดคุย แสดงความคิดเห็นกันได้					
2. คุณไม่ค่อยไว้ใจเพื่อนของคุณมากนัก *					
3. คุณและเพื่อนไว้ใจและเชื่อใจซึ่งกันและกัน					
4. กลุ่มเพื่อนของคุณมักมีปัญหากันในเรื่องเดิมๆที่ทำให้ทะเลาะกัน					
5. ในกลุ่มเพื่อนของคุณ รัก ห่วงใยและหวังดีต่อกันและกัน					
6. เป็นเรื่องยากมากที่เพื่อนในกลุ่มและคุณจะทำกิจกรรมร่วมกัน					
7. คุณและเพื่อน ๆ ในกลุ่มมักชอบนินทาตัวเอง *					
8. คุณและเพื่อน ๆ ในกลุ่มมีความชอบและรสนิยมคล้ายกัน					
9. คุณกับเพื่อนเข้ากันได้ดี					
10. ในกลุ่มเพื่อนๆของคุณให้เกียรติและเคารพในความคิดเห็นของกัน					
11. กลุ่มเพื่อนของคุณมีข้อขัดแย้งกันเกิดขึ้นมากมาย *					
12. คุณรู้สึกภูมิใจในความสัมพันธ์ระหว่างคุณ และเพื่อน ๆ					

4.8 การสื่อสาร (ระหว่างเพื่อน) ให้ท่านอ่านข้อความแต่ละข้อแล้วทำเครื่องหมาย ✓ ในช่องที่ตรงกับตัวท่านมากที่สุดเพียงหนึ่งช่องเท่านั้น

ข้อความ	เห็นด้วยอย่างยิ่ง	เห็นด้วย	เฉยๆ	ไม่เห็นด้วย	ไม่เห็นด้วยเลย
1. คุณสามารถปรึกษาเรื่องเพศสัมพันธ์กับเพื่อนได้เสมอ					
2. คุณจะไม่ค่อยเชื่อที่เพื่อนพูดเรื่องเพศสัมพันธ์ *					
3. เพื่อนของคุณสามารถรับฟังคุณเล่าเรื่องเพศสัมพันธ์ได้					
4. คุณไม่กล้าถามเรื่องการมีเพศสัมพันธ์กับเพื่อน *					
5. เพื่อนคุณสามารถสังเกตเห็นว่าคุณมีความสนใจเรื่องเพศสัมพันธ์โดยไม่จำเป็นต้องถามเลย					
6. คุณพอใจในท่าทีของเพื่อนที่ให้ความเป็นกันเองในการพูดคุยเรื่องเพศสัมพันธ์กับคุณ					
7. ถ้าคุณมีปัญหาเรื่องเพศสัมพันธ์ คุณสามารถปรึกษาเพื่อน					
8. คุณจะไม่กล้าปรึกษากับเพื่อน เมื่อคุณมีปัญหาเรื่องเพศ					
9. เมื่อคุณปรึกษาเรื่องเพศสัมพันธ์กับเพื่อน คุณมักได้คำตอบ/แนวทางแก้ปัญหาโดยตรงไปตรงมาเสมอ					
10. คุณจะไม่บอกเรื่องการมีเพศสัมพันธ์ของคุณให้เพื่อนทราบ *					
11. คุณรู้สึกไร้ค่าเวลาที่เพื่อนของคุณเล่าเรื่องเพศสัมพันธ์ให้ฟัง					
12. เวลาคุณพูดคุยเรื่องเพศสัมพันธ์ของคุณให้เพื่อนฟัง เพื่อนมักจะขมขื่น					
13. เรื่องเพศสัมพันธ์ไม่เคยเป็นหัวข้อสนทนาระหว่างคุณกับ					

ส่วนที่ 5 ทักษะคิดต่อเรื่องการมีเพศสัมพันธ์ก่อนแต่งงานของวัยรุ่น

5.1 โปรดให้ความเห็นต่อข้อความต่อไปนี้ โดยใส่เครื่องหมาย ✓ ในช่องที่ตรงกับความเห็นของท่านมากที่สุดเพียงช่องเดียว

ข้อความ	เห็นด้วยอย่างยิ่ง	เห็นด้วย	เฉยๆ	ไม่เห็นด้วย	ไม่เห็นด้วยเลย
1. ผู้หญิงสามารถมีเพศสัมพันธ์กับคนรักได้ แม้จะยังไม่ได้แต่ง					
2. ผู้ชายสามารถมีเพศสัมพันธ์กับคนรักได้ แม้จะยังไม่ได้ แต่ง					
3. ผู้หญิงมีเพศสัมพันธ์ก่อนแต่งงานได้ทราบเท่าที่เพศสัมพันธ์นั้นเกิดจากความรัก					
4. ผู้ชายมีเพศสัมพันธ์ก่อนแต่งงานได้ทราบเท่าที่เพศสัมพันธ์นั้นเกิดจากความรัก					

ข้อความ	เห็นด้วยอย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วยเลย
5. คุณจะถูกมองเป็นคนเซย ถ้าคุณไม่เคยมีเพศสัมพันธ์กับคู่อีกมาก่อน (ยังไม่ได้แต่งงาน)*					
6. ผู้หญิงมีสิทธิ์ที่จะมีเพศสัมพันธ์ก่อนแต่งงานได้ ถ้าต้องการ					
7. ผู้ชายมีสิทธิ์ที่จะมีเพศสัมพันธ์ก่อนแต่งงานได้ ถ้าต้องการ					
8. การที่ฝ่ายหญิงยอมมีเพศสัมพันธ์กับฝ่ายชายนั้นเกิดขึ้นเพราะต้องการผูกมัดให้เกิดการแต่งงาน *					
9. การที่ฝ่ายชายยอมมีเพศสัมพันธ์กับฝ่ายหญิงนั้นเกิดขึ้นเพราะต้องการผูกมัดให้เกิดการแต่งงาน *					
10. คุณยอมรับได้ถ้าแฟนของคุณ เคยมีเพศสัมพันธ์มาก่อน คบ					
11. คุณยอมรับได้ถ้าแฟนของคุณนั้น เคยมีแฟนหลายคนในเวลาเดียวกัน และเคยมีเพศสัมพันธ์กันมาก่อน *					

5.2 ท่านมีความคิดเห็นต่อเรื่องการดูยางอนามัยอย่างไรบ้าง โปรดอ่านแต่ละข้อความ แล้วเลือกตอบโดยใช้เครื่องหมาย ✓ ในช่องที่ตรงกับความเห็นของคุณมากที่สุด

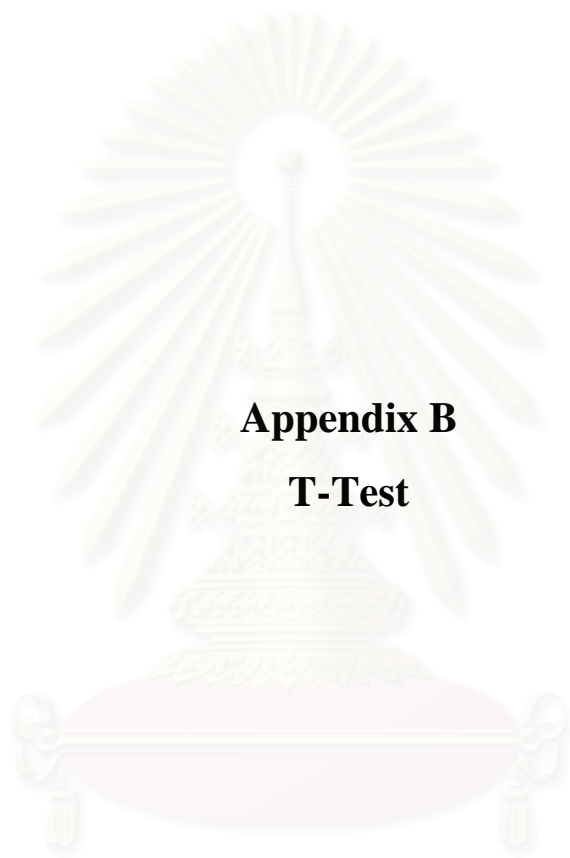
ข้อความ	เห็นด้วย	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วยเลย
1. ไม่มีความจำเป็นที่จะต้องใช้ดูยางอนามัยกับแฟน (คู่อีก) เมื่อจะมีเพศสัมพันธ์ *					
2. ดูยางอนามัยควรใช้กับการมีเพศสัมพันธ์ก่อนแต่งงานกับทุกคนและ					
3. ชักชวนให้คู่อีกของคุณใช้ดูยางอนามัยเป็นเรื่องที่ควรจะทำ					
4. ดูยางอนามัยทำให้ความพึงพอใจทางเพศของผู้ชายลดลง *					
5. ดูยางอนามัยทำให้ความพึงพอใจทางเพศของผู้หญิงลดลง					
6. ดูยางอนามัยใช้เฉพาะกับการมีเพศสัมพันธ์กับหญิงบริการ					
7. การใช้ดูยางอนามัยหมายความว่าผู้ชายไม่ไว้วางใจในคู่สัมพันธ์					
8. การใช้ดูยางอนามัยทำให้ความรู้สึกใกล้ชิดความห่วงใยและความน่าสนใจกับคู่สัมพันธ์ลดลง *					
9. ไม่มีเหตุผลที่ต้องจะใช้ดูยางอนามัย เมื่อจะมีเพศสัมพันธ์ เพราะมันมักจะแตก หรือรั่ว *					

5.3 โปรดอ่านแต่ละข้อความ แล้วเลือกตอบโดยใช้เครื่องหมาย ✓ ในช่องที่ตรงกับความเห็นของคุณมากที่สุด

ข้อความ	เห็น ด้วย	เห็น ด้วย	เฉย ๆ	ไม่เห็น ด้วย	ไม่เห็น ด้วย
1. สังคมท้องถิ่นที่ท่านอยู่ เห็นว่าผู้ชายมีเพศสัมพันธ์ก่อนแต่งงานเป็นเรื่องปกติ					
2. สังคมท้องถิ่นที่ท่านอยู่ ยอมรับการที่ผู้หญิงมีเพศสัมพันธ์ก่อน					
3. สังคมท้องถิ่นที่ท่านอยู่ ยอมรับผู้หญิงที่มีความกตัญญูกับครอบครัว หาเงินเข้าบ้าน ไม่ว่าเงินนั้นจะได้มาจากการขาย					
4. ในสังคมท้องถิ่นที่ท่านอยู่ ผู้หญิงมีความเท่าเทียมกับผู้ชายในการเลือกแฟน					



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



Appendix B

T-Test

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

T-Test Notes

Output Created		14-MAY-2003 02:15:03
Comments		
Input	Data	C:\Documents and Settings\Pharmacy\My Documents\Rung\atangs.sav
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	1623
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=FEXP(1 0) /MISSING=ANALYSIS /VARIABLES=attd7 attd4 /CRITERIA=CIN(.95) .
Resources	Elapsed Time	0:00:00.09

Group Statistics

	dummy FEXP	N	Mean	SD	Std. Error Mean
7 items attitude	1.00	841	3.0625	.9447	3.257E-02
	.00	782	2.6940	.9431	3.373E-02
4 item attitude	1.00	841	3.6246	.8049	2.775E-02
	.00	782	3.7318	.7950	2.843E-02

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
7 item attitude	Equal variances assumed	1.565	.211	7.859	1621	.000	.3685	4.689E-02	.2765	.4605
	Equal variances not assumed			7.859	1612.827	.000	.3685	4.689E-02	.2765	.4605
4 item attitude	Equal variances assumed	.291	.589	-2.698	1621	.007	-.1072	3.975E-02	-.1852	-.29263E-02
	Equal variances not assumed			-2.699	1615.103	.007	-.1072	3.973E-02	-.1851	-.29298E-02

T-Test Notes

Output Created		14-MAY-2003 02:16:25
Comments		
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	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	1623
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=NORTH(1 0) /MISSING=ANALYSIS /VARIABLES=attd7 attd4 /CRITERIA=CIN(.95) .
Resources	Elapsed Time	0:00:00.08

Group Statistics

	NORTH	N	Mean	SD	Std. Error Mean
7 items attitude	1.00	421	2.8062	.9405	4.584E-02
	.00	1202	2.9125	.9675	2.791E-02
4 item attitude	1.00	421	3.7334	.7082	3.451E-02
	.00	1202	3.6562	.8312	2.398E-02

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
7 item attitude	Equal variances assumed	.011	.915	-1.954	1621	.051	-.1063	5.440E-02	-.2130	4.229E-04
	Equal variances not assumed			-1.980	752.893	.048	-.1063	5.367E-02	-.2116	9.3189E-04
4 item attitude	Equal variances assumed	16.707	.000	1.701	1621	.089	7.717E-02	4.537E-02	1.1820E-02	.1662
	Equal variances not assumed			1.836	853.648	.067	7.717E-02	4.202E-02	5.3092E-03	.1597

T-Test Notes

Output Created		14-MAY-2003 02:17:20
Comments		
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	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	1623
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=SOUTH(1 0) /MISSING=ANALYSIS /VARIABLES=attd7 attd4 /CRITERIA=CIN(.95).
Resources	Elapsed Time	0:00:00.09

Group Statistics

	SOUTH	N	Mean	SD	Std. Error Mean
7 items attitude	1.00	370	2.4799	.9243	4.805E-02
	.00	1253	3.0046	.9397	2.655E-02
4 item attitude	1.00	370	3.8764	.7540	3.920E-02
	.00	1253	3.6171	.8060	2.277E-02

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
7 item attitude	Equal variances assumed	.660	.417	-9.471	1621	.000	-.5246	5.539E-02	-.6333	.4160
	Equal variances not assumed			-9.557	611.805	.000	-.5246	5.490E-02	-.6324	.4168
4 item attitude	Equal variances assumed	1.448	.229	5.515	1621	.000	.2592	4.701E-02	.1670	.3514
	Equal variances not assumed			5.719	638.617	.000	.2592	4.533E-02	.1702	.3483

One way Notes

Output Created		14-MAY-2003 02:21:35
Comments		
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	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	1623
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
Syntax		ONEWAY attd4 attd7 BY reg /STATISTICS DESCRIPTIVES HOMOGENEITY /MISSING ANALYSIS /POSTHOC = T2 C ALPHA(.05).
Resources	Elapsed Time	0:00:00.22

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
4 item attitude	1	421	3.7334	.7082	3.451E-02	3.6655	3.8012	2.00	5.00
	2	370	3.8764	.7540	3.920E-02	3.7993	3.9534	1.25	5.00
	3	411	3.4611	.8326	4.107E-02	3.3803	3.5418	1.00	5.00
	4	421	3.6532	.8483	4.134E-02	3.5719	3.7345	1.00	5.00
	Total	1623	3.6762	.8016	1.990E-02	3.6372	3.7152	1.00	5.00
7 items attitude	1	421	2.8062	.9405	4.584E-02	2.7161	2.8963	1.00	5.00
	2	370	2.4799	.9243	4.805E-02	2.3854	2.5744	1.00	5.00
	3	411	3.1262	.8705	4.294E-02	3.0418	3.2106	1.00	5.00
	4	421	3.0842	.9734	4.744E-02	2.9909	3.1774	1.00	5.00
	Total	1623	2.8850	.9615	2.387E-02	2.8381	2.9318	1.00	5.00

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
4 item attitude	4.843	3	1619	.002
7 items attitude	3.998	3	1619	.008

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
4 item attitude	Between Groups	35.442	3	11.814	18.996	.000
	Within Groups	1006.909	1619	.622		
	Total	1042.352	1622			
7 items attitude	Between Groups	103.927	3	34.642	40.193	.000
	Within Groups	1395.430	1619	.862		
	Total	1499.357	1622			



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Post Hoc Tests Multiple Comparisons

			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
Dependent Variable	(I) REG	(J) REG				Lower Bound	Upper Bound	
4 i t e n a t t i t u d e	Tamhane	1	2	-.1430(*)	5.620E-02	.037	-.2808	-5.2065E-03
			3	.2723(*)	5.469E-02	.000	.1308	.4138
			4	8.017E-02	5.436E-02	.587	-6.1879E-02	.2222
		2	1	.1430(*)	5.620E-02	.037	5.206E-03	.2808
			3	.4153(*)	5.652E-02	.000	.2655	.5650
			4	.2231(*)	5.620E-02	.001	7.287E-02	.3734
		3	1	-.2723(*)	5.469E-02	.000	-.4138	-.1308
			2	-.4153(*)	5.652E-02	.000	-.5650	-.2655
			4	-.1921(*)	5.469E-02	.006	-.3458	-3.8441E-02
		4	1	-8.0166E-02	5.436E-02	.587	-.2222	6.188E-02
			2	-.2231(*)	5.620E-02	.001	-.3734	-7.2871E-02
			3	.1921(*)	5.469E-02	.006	3.844E-02	.3458
	Dunnett C	1	2	-.1430(*)	5.620E-02		-.2772	-8.8033E-03
			3	.2723(*)	5.469E-02		.1345	.4101
			4	8.017E-02	5.436E-02		-5.8194E-02	.2185
		2	1	.1430(*)	5.620E-02		8.803E-03	.2772
			3	.4153(*)	5.652E-02		.2694	.5611
			4	.2231(*)	5.620E-02		7.678E-02	.3695
		3	1	-.2723(*)	5.469E-02		-.4101	-.1345
			2	-.4153(*)	5.652E-02		-.5611	-.2694
			4	-.1921(*)	5.469E-02		-.3419	-4.2421E-02
		4	1	-8.0166E-02	5.436E-02		-.2185	5.819E-02
			2	-.2231(*)	5.620E-02		-.3695	-7.6781E-02
			3	.1921(*)	5.469E-02		4.242E-02	.3419

Post Hoc Tests Multiple Comparisons

			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
Dependent Variable	(I) REG	(J) REG				Lower Bound	Upper Bound	
7 i t e n s a t t i t u d e	Tamhane	1	2	.3263(*)	6.616E-02	.000	.1512	.5015
			3	-.3199(*)	6.438E-02	.000	-.4856	-.1543
			4	-.2779(*)	6.399E-02	.000	-.4519	-.1039
		2	1	-.3263(*)	6.616E-02	.000	-.5015	-.1512
			3	-.6463(*)	6.653E-02	.000	-.8162	-.4763
			4	-.6042(*)	6.616E-02	.000	-.7823	-.4261
		3	1	.3199(*)	6.438E-02	.000	.1543	.4856
			2	.6463(*)	6.653E-02	.000	.4763	.8162
			4	4.202E-02	6.438E-02	.986	-.1267	.2108
		4	1	.2779(*)	6.399E-02	.000	.1039	.4519
			2	.6042(*)	6.616E-02	.000	.4261	.7823
			3	-4.2020E-02	6.438E-02	.986	-.2108	.1267
	Dunnett C	1	2	.3263(*)	6.616E-02		.1557	.4969
			3	-.3199(*)	6.438E-02		-.4813	-.1586
			4	-.2779(*)	6.399E-02		-.4474	-.1084
		2	1	-.3263(*)	6.616E-02		-.4969	-.1557
			3	-.6463(*)	6.653E-02		-.8118	-.4807
			4	-.6042(*)	6.616E-02		-.7777	-.4308
		3	1	.3199(*)	6.438E-02		.1586	.4813
			2	.6463(*)	6.653E-02		.4807	.8118
			4	4.202E-02	6.438E-02		-.1224	.2064
		4	1	.2779(*)	6.399E-02		.1084	.4474
			2	.6042(*)	6.616E-02		.4308	.7777
			3	-4.2020E-02	6.438E-02		-.2064	.1224

* The mean difference is significant at the .05 level.



Appendix C
Reliability of Dependent and Independent Variables

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Reliability Analysis of Dependent Variables

Pre-marital Sexual Attitude 11-Item

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
V1	32.0382	24.3339	.6387	.7922	.5038
V2	31.9458	23.9009	.6757	.7901	.4934
V3	31.9858	24.6379	.6576	.7558	.5040
V4	31.9575	24.4254	.6779	.7548	.4988
V5	31.1325	37.2889	-.3433	.3178	.7038
V6	32.0813	25.6716	.5685	.6935	.5270
V7	31.9421	25.2839	.6113	.7110	.5172
V8	31.4436	34.1779	-.1176	.5305	.6663
V9	31.3315	34.4227	-.1346	.5516	.6671
V10	32.1516	30.0954	.2024	.3168	.6083
V11	30.9858	35.5368	-.2188	.3355	.6835

Reliability Coefficients = 11 items, Alpha = .6164, Standardized item alpha = .5803

Pre-marital Sexual Attitude 7-Item: Direct Pre-marital Sexual Attitude

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
V1	17.3333	32.0719	.8140	.7862	.8814
V2	17.2409	32.1041	.8070	.7897	.8822
V3	17.2810	33.0024	.7905	.7546	.8845
V4	17.2526	32.9337	.7958	.7535	.8839
V6	17.3765	33.8748	.7286	.6886	.8914
V7	17.2372	33.7384	.7466	.7049	.8895
V10	17.4467	38.8564	.3671	.1429	.9272

Reliability Coefficients = 7 items, Alpha = .9063, Standardized item alpha = .9045

Responsible Pre-marital Sexual Attitude 4-Item

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
V5	10.9378	6.5763	.4381	.1937	.6871
V8	11.2489	5.9417	.5838	.5204	.5973
V9	11.1368	5.8900	.6289	.5358	.5707
V11	10.7911	6.9422	.3652	.1494	.7289

Reliability Coefficients = 4 items, Alpha = .7127, Standardized item alpha = .7141

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Reliability Analysis of Independent Variables

Self-esteem

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
V1	30.6543	19.8379	.6009	.4367	.7303
V2	30.7942	23.4422	.2380	.1041	.7773
V3	30.4486	20.0971	.5820	.4352	.7334
V4	31.9655	24.4649	.0903	.0845	.7954
V5	30.0770	22.6038	.4165	.3136	.7575
V6	30.0752	21.9043	.4578	.3419	.7520
V7	30.0160	21.6607	.4180	.2101	.7566
V8	30.6322	20.3363	.5534	.3722	.7377
V9	30.5071	22.3771	.3831	.2102	.7607
V10	30.4584	18.8600	.6341	.4762	.7232

Reliability Coefficients = 10 items, Alpha = .7730, Standardized item alpha = .7659

Teen-parent Relationship

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
V1	41.0616	46.5018	.5532	.3935	.8559
V2	41.8380	46.4663	.5089	.4089	.8587
V3	40.9741	45.7724	.6152	.4618	.8521
V4	41.7320	45.5046	.5227	.4087	.8583
V5	40.7381	46.0861	.6333	.4964	.8515
V6	41.4325	46.1876	.4667	.2833	.8623
V7	41.0018	46.6911	.4486	.2842	.8632
V8	41.6697	49.1227	.3388	.1951	.8685
V9	40.9328	45.3562	.6779	.5616	.8486
V10	41.0468	45.2259	.6597	.5380	.8493
V11	41.2680	44.5009	.6212	.4545	.8512
V12	40.6944	46.0237	.6021	.4423	.8530

Reliability Coefficients = 12 items, Alpha = .8666, Standardized item alpha = .8697

Teen-parent Communication about Sexual Matters

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
V1	42.9556	66.7132	.5970	.4938	.8276
V2	42.6439	73.9952	.2709	.1781	.8453
V3	42.9821	67.5663	.5877	.4706	.8285
V4	43.3407	68.0238	.5003	.3961	.8336
V5	43.2588	69.4336	.4211	.2949	.8387
V6	43.1066	76.0262	.1127	.1659	.8540
V7	42.7998	70.1344	.4852	.3841	.8347
V8	42.7733	66.7796	.6104	.4851	.8269
V9	43.1183	67.1771	.5599	.4616	.8299
V10	43.1935	66.4854	.6391	.5328	.8252
V11	42.7289	70.4813	.4673	.3221	.8357
V12	43.1004	67.1015	.5537	.4142	.8302
V13	43.0647	69.1074	.4928	.3241	.8341
V14	42.7868	71.9681	.3957	.2533	.8394
V15	42.6642	71.9963	.3491	.2283	.8420

Reliability Coefficients = 15 items, Alpha = .8446, Standardized item alpha = .8411

Peer Relationship

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
V1	38.8509	26.8816	.4270	.3202	.7090
V2	39.7418	25.5677	.4311	.2918	.7055
V3	39.2144	25.5545	.5738	.4339	.6914
V4	39.9717	26.3666	.3233	.2967	.7207
V5	39.1257	25.3048	.5828	.4485	.6893
V6	40.5385	34.0378	-.3578	.1992	.8094
V7	40.0622	25.7341	.3283	.2275	.7218
V8	39.5977	26.7215	.3286	.1905	.7193
V9	39.0129	25.2249	.6001	.4763	.6875
V10	39.2372	25.2119	.5802	.4185	.6890
V11	39.6999	25.9068	.3820	.3671	.7124
V12	39.0585	25.0058	.5794	.4375	.6879

Reliability Coefficients = 12 items, Alpha = .7321, Standardized item alpha = .7619

Peer Communication about Sexual Matters

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
V1	40.8423	39.8123	.5326	.4809	.8090
V2	41.5354	42.6940	.3147	.1879	.8239
V3	40.9630	39.9542	.5513	.4462	.8080
V4	41.3845	39.1801	.5180	.3341	.8097
V5	41.5360	42.6175	.2511	.1911	.8301
V6	41.0912	39.8166	.5735	.4592	.8065
V7	41.0364	39.5529	.5600	.4946	.8069
V8	41.3986	39.2719	.5429	.3991	.8078
V9	41.2046	40.7473	.4519	.3560	.8149
V10	41.6026	40.3013	.4540	.3088	.8148
V11	41.4633	39.7445	.5099	.3687	.8105
V12	41.3413	40.7453	.4460	.3372	.8153
V13	41.5693	39.8360	.4022	.2238	.8204

Reliability Coefficients = 13 items, Alpha = .8257, Standardized item alpha = .8277

Gender Role Expectation

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
V1	8.8232	4.4108	.4421	.2796	.3664
V2	9.3494	4.1707	.5437	.3819	.2728
V3	9.5952	4.8724	.3403	.2101	.4609
V4	8.0585	6.4263	.0410	.0093	.6795

Reliability Coefficients = 4 items, Alpha = .5429, Standardized item alpha = .5352

Other Variable: Condom Use Attitude

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
V1	28.1670	30.3759	.5630	.3472	.7932
V2	28.0351	35.0968	.2270	.3273	.8331
V3	27.9384	34.3106	.3672	.3992	.8151
V4	28.9433	32.4308	.5055	.6888	.8005
V5	28.8380	32.4355	.5196	.6856	.7990
V6	28.3062	29.6466	.6101	.4019	.7866
V7	28.3845	30.3959	.6109	.4598	.7870
V8	28.5921	30.6991	.6371	.4905	.7846
V9	28.2631	30.7772	.6222	.4201	.7862

Reliability Coefficients = 9 items, Alpha = .8174, Standardized item alpha = .8165

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จุฬาลงกรณ์มหาวิทยาลัย

VITAE

Pensri Tasnavites

5 February 1955, Bangkok Thailand

Education:

- B.Sc in Pharmacy, Chulalongkorn University, 1979
 - Master of Business and Public Administration, Southeastern University, Washington DC, USA, 1983
 - Diploma on Export Market Research, Helsinki School of Economic, Finland, 1989, UN Scholarship
 - Certificate on Export Market Research Helsinki School of Economic , Finland, 1991, follow up program under UN Scholarship
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Experience:

Pensri is responsible for implementing and developing communications strategies for programs especially designed to create awareness on health, social and environmental issues. Her vast professional experience in public affairs and communications, having been a consultant to private companies, government institutions and international non-profit organizations.

She has been appointed to be a Media Consultant for UNAIDS in South East Asia and Pacific responsible for creating HIV/AIDS awareness through media network in this region and be a co-ordinator in all necessary media arrangement on behalf of UNAIDS in the region. Pensri was critical in promoting the Liver Club of Thailand, an organization dedicated to the prevention of liver disease and hepatitis. In 1994-1996, she was a Principle Investigator for the financial and technical support of the European Community for the training of drugstore personnel on STD/AIDS prevention. Responsible for advising the Faculty of Pharmaceutical Science at

Chulalongkorn University and PATH (Program for Appropriate Technology in Health), an international NGO, regarding a purposed concept for training drugstore

personnel on STD/AIDS prevention. Pensri was also a consultant on the AIDS Education Program for PATH (Program for Appropriate Technology in Health). Her study on "The Feasibility Study for AIDS Education in the Private Workplace 1992" for AIDSCAP has been implemented by many NGO's.

Current position:

- Media Consultant for UNAIDS in South East Asia and Pacific Region
- *Vice President and Director of Public Affairs & Government Relations, Weber Shandwick Worldwide*



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