

**PERFORMANCE OF PEER EDUCATORS
ON HIV/AIDS PREVENTION
AMONG HIGH SCHOOL STUDENTS
IN BANGKOK METROPOLITAN, THAILAND**



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ABSTRACT

A cross-sectional descriptive study was conducted to study the performance of peer educators on HIV/AIDS prevention among high school students in Bangkok, Thailand. The aims of the research were to describe the independent variables including predisposing factors, enabling factors, reinforcing factors and performance of peer educators, and to identify the associations between the independent variables and performance of peer educators. There were 157 students in this study and data were collected from January to February, 2009.

50.96% of the peer educators had a high performance for peer education on HIV/AIDS prevention. More than 70% of them performed all kinds of roles for HIV/AIDS prevention. The role which they performed the most was to facilitate students to think about their ideas and attitudes (85.99%). 66.88% of them had a moderate knowledge of HIV/AIDS prevention and only 8.92% had a poor knowledge. 63.06% had a high level of perception concerning peer education. 77.71% had a high level of self-efficacy. The majority of them (80.89%) had a high level of internal motivation. A training course was the most available and accessible resource for the peer educators (68.79% and 61.78% respectively). Among those who attended the training course, nearly 70% had a chance to attend the training course two times or more. 54.14% of them received moderate social support and only 9.55% received poor social support. Informational support was relatively better for them, and they received relatively more support from other peer educators while they received relatively less support from family.

The performance of peer educators was found to have significant associations with duration of working as a peer educator, the number of training courses attended and social support. The longer the peer educators had worked, the more they performed their roles. It was likely that the more training they had attended, the more they performed their roles. The more support they received, the more they performed their roles.

It is recommended to strategically start selecting and training peer educators beginning at the secondary level. In addition, more training should be provided to them and social support for them should be strengthened.

KEY WORDS : PERFORMANCE / PEER EDUCATORS /
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