TEACHERS' INTENTIONS IN PROVIDING SCHOOL-BASED SEX EDUCATION FOR HIV/AIDS PREVENTION IN CHINA

ZHU GUANGRONG

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS (HEALTH SOCIAL SCIENCE)

FACULTY OF GRADUATE STUDIES
MAHIDOL UNIVERSITY
2001
ISBN 974-665-582-5
COPYRIGHT OF MAHIDOL UNIVERSITY
This study aims to explore teachers' intentions in providing school-based sex education for HIV/AIDS prevention and to identify factors affecting teachers' intentions in providing school-based sex education for HIV/AIDS prevention, based on the Theory of Reasoned Action. Both quantitative and qualitative approaches were employed in this study. For the quantitative approach, all health-related teachers in the public secondary schools in Nanning City, Guangxi, China were selected for the distribution of self-administered questionnaires, and a total of 206 completed questionnaires were obtained. For the qualitative study, 4 school principals and 16 school teachers were purposively selected and in-depth interviewed.

The results showed that most health-related teachers had a positive attitude, a moderate level of subjective norms and a moderate level of intentions in providing school-based sex education for HIV/AIDS prevention. Attitudes and subjective norms were found to be determinants of intention in providing school-based sex education for HIV/AIDS prevention, and could explain 14.7 percent of the total variation in intention in providing school-based sex education for HIV/AIDS prevention. The teachers' intention was also additionally explained by several other factors including teachers' age, teachers' attendance of training programs on HIV/AIDS education, courses teachers were teaching, and teachers' previous teaching experience in providing school-based sex education for HIV/AIDS prevention. The teachers' subjective norms about providing school-based sex education for HIV/AIDS prevention were found to have stronger effects on the teachers' intention in providing school-based sex education for HIV/AIDS prevention than attitudes. Several factors were found to be barriers to providing school-based sex education for HIV/AIDS prevention, including a lack of in-service training on HIV/AIDS education, a lack of teaching materials, a lack of detailed instructions, and a lack of social environmental support.

The findings revealed that there was still much controversy regarding the appropriate model of school-based sex education for HIV/AIDS prevention in China, which needs to be studied further. Moreover, it is indicated that in-service training on HIV/AIDS education, teaching materials for school-based sex education for HIV/AIDS prevention and detailed policies for school-based sex education for HIV/AIDS prevention need to be further developed in China.