

Abstract

Appropriate sex education for school children will increase knowledge and reduce sex risk behaviors. This quasi experimental research aimed at exploring the effectiveness of problem based learning towards knowledge on sex education and opinions on sex risk behaviors among students in Mattayom 4. Study samples were selected by a teacher as a case (classroom A, 28 students) and a control (classroom B, 35 students) group. The instruments were the problem based learning teaching plan and the questionnaire developed by the researchers.

Results revealed that; the mean score of knowledge on sex education in both case and control groups, was increased after learning. In the case group, there was a statistical significantly difference of the mean score between pre- and post-test ($P\text{-value} < .00$), while no significantly difference was found in the control group. Post-test mean score in the case group was statistical significantly higher than the control group (independent t-test, $P\text{-value} < 0.000$).

The mean score of opinions on sex risk behaviors in both case and control groups was also increased after learning. Contrast from the result on knowledge, comparison of mean score between pre- and post-test found statistical significantly difference only in the control group ($P\text{-value} < .05$). Even though, the post-test mean score in the case group was higher than the control group but there was not statistical significantly difference.

The results of this study indicate that learning on sex education will be effective if the lesson plan includes the contents related to the needs of clients.