

CHAPTER IV

RESULTS

Statistical Symbols Used in Data Analysis

In the analysis of the data acquired during the study, the analytical methods and statistical symbols used were as follows:

- S.D. refers to standard deviation, used to demonstrate the pre- and post-training score distributions
- t refers to the statistical value calculated from the sampling data, to be compared with the standardized value in the table
- df refers to degree of freedom of change in score
- f refers to the statistical likelihood of accepting hypothesis H_0
- \bar{x} refers to the arithmetic mean

Data Analysis

The collected data and results were analyzed by computer program. The data-analysis process may be divided into 3 parts, as follows:

Part 1: Basic statistical analysis from general socio-demographic data for the personnel who completed the training program to become life-skills-program training instructors, i.e., gender, marital status, age, education level, work position, work experience related to narcotics, and training experience related to being a narcotics-abuse training instructor.

Part 2: Analysis of arithmetic mean, standard deviation, and level of knowledge, attitudes, and skills pre- and post-training, of the personnel who were to become life-skills-program training instructors. A similar analysis was conducted for the junior-high-school students, before and after being trained in life-skills techniques by the training instructors, including arithmetic mean, standard deviation, and knowledge level.

Part 3: Comparative analysis of arithmetic means, pre- and post-training, for level of knowledge, attitudes, and skills, of the personnel who were to become life-skills-program training instructors. A comparative analysis was also conducted for arithmetic mean for pre- and post-training knowledge of life-skills techniques among junior-high-school students.

Results of Data Analysis

Part 1: Basic statistical analysis of the general socio-demographic data on the personnel who completed the training program to become life-skills-program training instructors

Table 3: General socio-demographic data for the personnel who completed the training program to become life-skills training instructors

General information for subdistrict-level public-health personnel	No. of personnel	%
Gender		
1. Male	8	38.1
2. Female	13	61.9
Total	21	100
Marital status		
1. Single	6	28.6
2. Couple	13	61.9
3. Divorced / Separated	2	9.5
Total	21	100
Age (years)		
1. 20-30	11	52.4
2. 31-40	6	28.6
3. 41-50	3	14.3
4. 51-60	1	4.8
Total	21	100
Education level		
1. < Bachelor degree	3	14.3
2. Bachelor degree	18	85.7
Total	21	100
Working position		
1. Public-health officer	7	33.3
2. Public-health administrator	8	38.1
3. Public-health educator	3	14.3
4. Registered nurse	0	0
5. Technical nurse	3	14.3
Total	21	100
Work experience related to narcotics (years)		
1. 1-5	8	38.1
2. >5-10	9	42.9
3. > 10	4	19.0
Total	21	100
Training experience related to becoming a narcotics-abuse-related training instructor		
1. yes	0	0
2. no	21	100
Total	21	100

Table 3 shows the general socio-demographic data for the personnel who completed the training program to become life-skills training instructors. The data collected comprised gender, marital status, age, educational level, working position, work experiences related to narcotics abuse, and training experience related to becoming a narcotics-abuse-related training instructor.

These data were analyzed and may be summarized as follows:

Gender

The majority of the 21 subdistrict-level public-health personnel who participated in the training were female (13; 61.9%), and the remainder male (8; 38.1%).

Marital status

Most of the personnel (13; 61.9%) were in a couple relationships, with 6 single (28.6%), and 2 divorced/separated (9.5%).

Age

Most of the personnel (11; 52.4%) were aged between 20-30 years, with 6 (28.6%) aged 31-40 years. The other 3 (14.3%) were between 41-50 years old, and only one (4.8%) was in the age range 51-60 years.

Educational level

Almost all of the personnel (18; 85.7%) had graduated with bachelor degrees, with the remaining 3 (14.2%) having educational levels < bachelor degree.

Working position

Most of the personnel (8; 38.1%) worked as public health administrators, with 7 (33.3%) worked in the position of public health officer. Among the remainder, 3

(14.5%) worked as public-health educators, and the other 3 (14.5%) were technical nurses.

Work experience related to narcotics abuse

Most of the personnel, or 9 persons (42.9%), had narcotics-related work experience of between 5-10 years; 8 (38.1%) had 1-5 years, and 4 (19.0%) had worked in the field for > 10 years.

Training experience related to becoming narcotics-abuse-related training instructors

None of the personnel (100%) had ever been trained in any program to become a narcotics-abuse-related training instructor.

Part 2: Analysis of arithmetic mean, standard deviation, and level of knowledge, attitudes, and skills, pre- and post-training, of the personnel who were to become life-skills-program training instructors; a similar pre- and post-training analysis for junior-high-school students trained in life-skills techniques.

2.1 Knowledge of subdistrict-level public-health personnel

The knowledge of personnel studied in this research included preparation, planning, and arranging the training content, personality, communication principles, media/audio-visual aids and applications, training techniques, and the knowledge transfer skills.

The questionnaire was composed of 20 questions, with a possible total score of 20; 2 questions for preparation, planning, and arranging the training content, 4 for personality, 2 for communication principles, media/audio-visual aids and applications, 6 for training arrangement technology, and 6 for training and knowledge

transfer techniques. The scores for each section were classified into levels, according to Bloom (Bloom, 1968: 60), as follows:

Good	=	> 80%, or 16-20
Moderate	=	60-80%, or 12-15
Low	=	< 60%, or 0-11

The frequency and percentage of the scores collected from the sample group are shown in tables 4-6.

Table 4: Frequency and percentage for pre-training knowledge scores for subdistrict-level public-health personnel

Knowledge of subdistrict-level public-health personnel	Score level			
	Correct	%	Not correct	%
Preparation, planning, and setting up of training content				
1. The two main stages in preparation of knowledge transfer are	8	38.1	13	61.9
2. What are the desired qualifications of a training instructor?	19	90.5	2	9.5
Personality				
3. What personality traits are desirable in a good training instructor?	17	81.0	4	19.0
4. The required components of a successful training instructor are	21	100.0	-	-
5. What are the main roles of a training instructor?	15	71.4	6	28.6
6. Re the topics developing up self-confidence, reduction of nervous panic, and strengthening knowledge-transfer ability, which ones are not correct?	4	19.0	17	81.0
Communication principles, media/audio-visual aids and applications				
7. What level of language is more suitable for use by a training instructor during knowledge transfer?	10	47.6	11	52.4
8. Which of the training media and audio-visual aids must be operated with specific apparatus?	20	95.2	1	4.8
Training arrangement technology				
9. For personnel, which ones are not important in training?	3	14.3	18	85.7
10. Which ones are not key to personnel development?	18	85.7	3	14.3
11. Which ones are not related to the training process?	5	23.8	16	76.2
12. Which ones are the searching requirements for the training?	17	81.0	4	19.0
13. Which ones are key factors in training personnel?	8	38.1	13	61.9
14. How many types may the evaluation of training results be classified into?	2	9.5	19	90.5
Training techniques and the art of knowledge transfer				
15. Which ones are not reasons in analyzing learners?	8	38.1	13	61.9
16. The required components that encourage the successful learning are	14	66.7	7	33.3
17. Adult education methods that the training instructor should know are	8	38.1	13	61.9
18. How many techniques can training can be classified into?	3	14.3	18	85.7
19. What are the benefits of analyzing the learners?	14	66.7	7	33.3
20. What are the appropriate strategies for creating a welcoming atmosphere for training?	17	81.0	4	19.0

Table 4 shows that the lowest score for pre-training knowledge among the health personnel (9.5%) was for training technology.

Table 5: Frequency and percentage for post-training knowledge scores among the subdistrict-level public-health personnel

Knowledge of subdistrict-level public-health personnel	Score level			
	Correct	%	Not correct	%
Preparation, planning, and arranging training content				
1. The two main stages in preparation of knowledge transfer are	16	76.2	5	23.8
2. What are the desired qualifications of training instructor?	21	100.0	-	-
Personality				
3. What personality traits are desirable in a good training instructor?	21	100.0	-	-
4. The required components of a successful training instructor are	21	100.0	-	-
5. What are the main roles of a training instructor?	18	85.7	3	14.3
6. Re the topics developing up self-confidence, reduction of nervous panic, and strengthening knowledge-transfer ability, which ones are not correct?	10	47.6	11	52.4
Communication principles, media/audio-visual aids and applications				
7. What level of language is more suitable for use by a training instructor during knowledge transfer?	16	76.2	5	23.8
8. Which of the training media and audio-visual aids must be operated with specific apparatus?	21	100.0	-	-
Training arrangement technology				
9. For personnel, which ones are not important in training?	12	57.1	9	42.9
10. Which ones are not key to personnel development?	19	90.5	2	9.5
11. Which ones are not related to the training process?	16	76.2	5	23.8
12. Which ones are the searching requirements for the training?	19	90.5	2	9.5
13. Which ones are key factors in training personnel?	17	81.0	4	19.0
14. How many types may the evaluation of training results be classified into?	15	71.4	6	28.6
Training techniques and the art of knowledge transfer				
15. Which ones are not reasons in analyzing learners?				
16. The required components that encourage successful learning are				
17. Adult education methods that the training instructor should know are	20	95.2	1	4.8
18. How many techniques can training can be classified into?	17	81.0	4	19.0
19. What are the benefits of analyzing the learners?	20	95.2	1	4.8
20. What are the appropriate strategies for creating a welcoming atmosphere for training?	21	100.0	-	-

Table 5 shows the analyzed knowledge data for the public-health personnel; the result shows that the post-training level of knowledge had increased in every respect measured.

Table 6: Comparison of arithmetic mean and standard deviation for levels of pre- and post-training knowledge among subdistrict-level public-health personnel (n=21)

Subdistrict-level public-health personnel	Pre-training			Post-training		
	\bar{X}	S.D.	level	\bar{X}	S.D.	level
Knowledge	11.00	2.44	low	17.05	2.03	good

Table 6 shows the arithmetic means and standard deviations for pre- and post-training level of knowledge among the 21 public-health personnel. It can be concluded that, pre-training, the personnel had 'low' levels of knowledge concerning the techniques for becoming training instructors (average score = 11). Meanwhile, post-training, the average knowledge score among the public-health personnel for techniques for becoming training instructors had increased to 'good' (average score = 17.05).

2.2 Attitudes of the subdistrict-level public-health personnel

The study of the attitudes of the personnel towards becoming training instructors included awareness, sensitivity, confidence in becoming a training instructor, and attitude towards public speaking.

The scores summary for the 20 questions in this section of the questionnaire is classified into levels, according to the criteria suggested by Bloom (Bloom, 1968: 60), as follows:

Good = score of 16-20

Moderate = score of 12-15

Low = score of 0-11

The frequency and percentage of scores for the sample group are shown in tables 7-9.

Table 7: Frequency and percentage of pre-training scores for subdistrict-level public-health personnel for attitudes towards becoming a training instructor

Attitudes of subdistrict-level public-health personnel	Answer			
	Positive	%	Negative	%
1. Do you consider that your current job tests your knowledge or challenges your abilities?	20	95.2	1	4.8
2. Are you willing to speak publicly, in front of people in a hall?	15	71.4	6	28.6
3. Do you always talk openly to other people?	3	14.3	18	85.7
4. You always give advice to your friends	18	85.7	3	14.3
5. You always bargain when shopping	15	71.4	6	28.6
6. You think you like to make merit	20	95.2	1	4.8
7. When unfamiliar guests from another province come to visit, you prefer to avoid them	12	57.1	9	42.9
8. You have always worked harder than your friends, since childhood	9	42.9	12	57.1
9. You consider yourself a lucky person	10	47.6	11	52.4
10. Have you ever walked angrily out of the bathroom before shutting the door in someone's face?	20	95.2	1	4.8
11. You always argue until you feel like you are winning.	18	85.7	3	14.3
12. While driving, if a car is driving impolitely in front of you, do you want to run it over?	2	9.5	19	90.5
13. If there is a chance, are you willing to try travel by balloon?	17	81	4	19.0
14. Are you willing to do a thankless task?	19	90.5	2	9.5
15. If someone tries to provoke you, do you think you cannot tolerate that?	13	61.9	8	38.1
16. Do you think you can be yourself without any help from others?	15	71.4	6	28.6
17. Suppose you have the full authority to choose someone at work, then an applicant arrives with all the required qualifications, but you do not like them; will you ignore them?	15	71.4	6	28.6
18. Are you enthusiastic about new and exciting ideas or activities?	12	57.1	9	42.9
19. When you eat out with friends or relatives, do you always immediately check the correctness of the bill when it arrives?	13	61.0	8	38.1
20. You think that there are many subjects that you can talk about or discuss	21	100.0	-	-

Table 7 shows the analysis of attitudes among the public-health personnel who completed the training program to become life-skills training instructors. It was found that the pre-training scores for attitude concerning defensive

or offensive working strategies were lowest (9.5%), followed by attitude towards other people, or ‘thinking before speaking’ (14.3%).

Table 8: Frequency and percentage of post-training scores for subdistrict-level public-health personnel for attitudes towards becoming a training instructor

Attitudes of subdistrict-level public-health personnel	Answer			
	Positive	%	Negative	%
1. Do you consider that your current job tests your knowledge or challenges your abilities?	16	76.2	5	23.8
2. Are you willing to speak publicly, in front of people in a hall?	19	90.5	2	9.5
3. Do you always talk openly to other people?	2	9.5	19	90.5
4. You always give advice to your friends	14	66.7	7	33.3
5. You always bargain when shopping	12	57.1	9	42.9
6. You think you like to make merit	19	90.5	2	9.5
7. When unfamiliar guests from another province come to visit, you prefer to avoid them	16	76.2	5	23.8
8. You have always worked harder than your friends, since childhood	10	47.6	11	52.4
9. You consider yourself a lucky person	7	33.3	14	66.7
10. Have you ever walked angrily out of the bathroom before shutting the door in someone’s face?	20	95.2	1	4.8
11. You always argue until you feel like you are winning.	19	90.5	2	9.5
12. While driving, if a car is driving impolitely in front of you, do you want to run it over?	6	28.6	15	71.4
13. If there is a chance, are you willing to try travel by balloon?	16	76.2	5	23.8
14. Are you willing to do a thankless task?	19	90.5	2	9.5
15. If someone tries to provoke you, do you think you cannot tolerate that?	14	66.7	7	33.3
16. Do you think you can be yourself without any help from others?	16	76.2	5	23.8
17. Suppose you have the full authority to choose someone at work, then an applicant arrives with all the required qualifications, but you do not like them; will you ignore them?	19	90.5	2	9.5
18. Are you enthusiastic about new and exciting ideas or activities?	11	52.4	10	47.4
19. When you eat out with friends or relatives, do you always immediately check the correctness of the bill when it arrives?	11	52.4	10	47.4
20. You think that there are many subjects that you can talk about or discuss	20	95.2	1	4.8

Table 8 shows the analysis of attitudes among the public-health personnel who completed the training program to become life-skills training instructors. It was found that the post-training attitude towards other people, or ‘thinking before speaking’, was still the lowest (9.5%).

Table 9: Comparison of arithmetic means and standard deviations for pre- and post-training attitudes of subdistrict-level public-health personnel (n=21)

Subdistrict-level public-health personnel	Pre-training			Post-training		
	\bar{x}	S.D.	level	\bar{x}	S.D.	level
Attitude of public-health personnel	13.67	1.74	moderate	13.62	2.22	moderate

Table 9 shows a pre- and post-training comparison of the arithmetic means and standard deviations for attitude among the 21 public-health personnel. Pre-training, the personnel had ‘moderate’-level attitudes towards becoming a training instructor (average score = 13.67), while post-training, the average score had changed little, and was still ‘moderate’ (average = 13.62).

2.3 Skills of the subdistrict-level public-health personnel

The skills of the public-health personnel for becoming training instructors that were evaluated included:

- personality (manner, standing posture, clothing, eye contact)
- communication (greetings, intonation/accent/rhythm of speaking, compound syllables, slang, hand/facial/body expression, use of media/audio-visual aids)
- information (preparation, introduction, order of contents, adaptation of training techniques, conclusion, time management)

The scores were evaluated into levels, as follows:

Very good	=	10 points
Good	=	8 points
Average	=	6 points
Fair	=	4 points
Needs improvement	=	2 points

The results of the analysis are shown in tables 10-12.

Table 10: Pre-training frequency and percentage scores for skills in becoming a training instructor for the public-health personnel

Skills of trainers	Score level									
	Very good	%	Good	%	Average	%	Fair	%	Needs improvement	%
Personality										
1. Manner	-	-	21	100.0	-	-	-	-	-	-
2. Standing posture	-	-	20	95.2	1	4.8	-	-	-	-
3. Clothing	-	-	21	100.0	-	-	-	-	-	-
4. Eye contact	-	-	20	95.2	1	4.8	-	-	-	-
Communication										
5. Greeting	15	71.4	4	19.0	2	9.5	-	-	-	-
6. Intonation/accent/ rhythm of speaking	-	-	19	90.5	2	9.5	-	-	-	-
7. Compound syllables	-	-	17	81.0	4	19.0	-	-	-	-
8. Slang	-	-	19	90.5	2	9.5	-	-	-	-
9. Hand/ facial/ body expression	1	4.8	17	81.0	3	14.3	-	-	-	-
10. Use of media and audio- visual aids	7	33.3	7	33.3	2	9.5	-	-	5	23.8
Information preparation										
11. Information preparation	7	33.3	12	57.1	2	9.5	-	-	-	-
12. Introduction	1	4.8	19	90.5	1	4.8	-	-	-	-
13. Order of contents	1	4.8	17	81.0	3	14.3	-	-	-	-
14. Application of training techniques	1	4.8	17	81.0	3	14.3	-	-	-	-
15. Conclusion	2	9.5	16	76.2	3	14.3	-	-	-	-
16. Time management	1	4.8	20	95.2	-	-	-	-	-	-

Table 10 shows the analysis of the public-health personnel's pre-training scores for skills in becoming a training instructor. The skills of the personnel varied from very good, good, average, and needs to be improved in all aspects, including personality, communication, and data preparation, especially for application of media and audio-visual aids in the communications skills section.

Table 11: Post-training frequency and percentage scores for skills in becoming a training instructor for the public-health personnel

Skills of trainers	Score level									
	Very good	%	Good	%	Average	%	Fair	%	Needs improvement	%
Personality										
1. Manner	12	57.1	9	42.9	-	-	-	-	-	-
2. Standing posture	9	42.9	12	57.1	-	-	-	-	-	-
3. Clothing	15	71.4	6	28.6	-	-	-	-	-	-
4. Eye contact	12	57.1	9	42.9	-	-	-	-	-	-
Communication										
5. Greeting	10	47.6	11	52.4	-	-	-	-	-	-
6. Intonation/accent/ rhythm of speaking	4	19.0	17	81.0	-	-	-	-	-	-
7. Compound syllables	3	14.3	18	85.7	-	-	-	-	-	-
8. Slang	3	14.3	18	85.7	-	-	-	-	-	-
9. Hand/facial/ body expression	11	52.4	10	47.6	-	-	-	-	-	-
10. Use of media and audio-visual aids	6	28.6	14	66.7	1	4.8	-	-	-	-
Information preparation										
11. Information preparation	15	71.4	6	28.6	-	-	-	-	-	-
12. Introduction	9	42.9	12	57.1	-	-	-	-	-	-
13. Order of contents	11	52.4	10	47.6	-	-	-	-	-	-
14. Application of training techniques	11	52.4	10	47.6	-	-	-	-	-	-
15. Conclusion	8	38.1	13	61.9	-	-	-	-	-	-
16. Time management	10	47.6	11	52.4	-	-	-	-	-	-

Table 11 shows an analysis of the post-training scores for skills in becoming a training instructor among the public-health personnel. The skills of the personnel had increased to good and very good in all aspects apart from the application of media and audio-visual aids in the communications skill section, which was still 'average' (4.8%).

Table 12: Comparison of arithmetic means and standard deviations for skills in becoming a training instructor among 21 subdistrict-level public-health personnel pre- and post-field practice with junior-high-school students

Subdistrict-level public-health personnel	Pre-training			Post-training		
	\bar{X}	S.D.	level	\bar{X}	S.D.	level
Personality	7.95	.15	average	9.14	.74	good
Communication	7.88	.84	average	8.57	.44	good
Information	8.01	.44	good	9.01	.62	good

Table 12 shows a comparison of the results for the skills of the public-health personnel in becoming a life-skills-program training instructor for personality, communication, and information preparation.

Personality

Pre-field practice as life-skills training instructors for junior-high-school students, the personality skills of the personnel were ‘average’ (7.95%), while post-training, the scores had increased to ‘good’, and almost ‘very good’ (9.14%).

Communication

Pre-field practice as life-skills training instructors for junior-high-school students, the communication skills of the personnel were ‘average’ (7.88%), while post-training the score had increased to ‘good’ (8.57%).

Information preparation

Pre-field practice as life-skills training instructors for junior-high-school students, the information-preparation skills of the personnel were ‘good’ (8.01%) while post-training, the scores had increased to ‘good’ and almost ‘very good’ (9.01%).

2.4 Knowledge of junior-high-school students

In this study, data concerning the knowledge of junior-high-school students were collected from a sample group from 3 schools--2 classes of 1st-year and 1 class of 2nd-year junior-high-school students (total = 87 students; 40 males/47 females).

Interpersonal-relationship and communications skills data for junior-high-school students were gathered using a questionnaire, with 7 questions for refusal ability to use narcotics in persuasive situations with suitable refusal strategies, and 3 questions for ability to convince friends or other people at risk of using narcotics to avoid/change their behaviors to preferable ones.

The knowledge scores for junior-high-school students were assessed as follows:

Possess all systematic skills	=	2 points
Possess some systematic skills	=	1 point
Possess incomplete non-systematic skills	=	0 points

The results of the evaluation are shown in tables 4.11-4.13.

Table 13: Pre-life-skills training frequency and percentage knowledge scores for junior-high-school students

Knowledge of junior-high-school students	Answer correctly according to the guideline					
	All	%	Some	%	None	%
Section 1 (refusal skills)						
1. If one of your friends tries to persuade you to try narcotics while on a camping trip, what would you do?	42	48.3	45	51.7	-	-
2. When a friend asks you to join him/her to buy something which you think might be narcotics, what would you do?	55	63.2	28	32.2	4	4.6
3. Supot is one of your classmates. One day he asks if you are interested in earning extra money by helping him deliver something which you think might be narcotics. What would you tell him?	48	55.2	38	43.7	1	1.1
4. Every morning before school, Nikom is employed to deliver vegetables in the market. Suwat, one of his friends who uses drugs, asks him to earn extra money by working as a drug dealer. If you were Nikom, what would you do?	47	54.0	38	43.7	2	2.3
5. Paiboon is one of your friends who always uses narcotics during the exam period; he tries to persuade you to use amphetamines so that you can study longer. What would you say to him?	69	79.3	8	9.2	10	11.5
6. Arwut invites you to Thana's birthday party this coming Saturday, but you know that this group of friends are narcotics users. What would you say to Arwut?	61	70.1	15	17.2	11	12.6
7. Lately, Manit, one of your classmates, whom all of your friends know sells drugs, tries to befriend you and asks if you can help sell drugs to your friends in class. What would you say to him?	58	66.7	25	28.7	4	4.6
Section 2 (persuasion skills)						
1. Wichai is one of your classmates. One afternoon, you see him using amphetamines in front of the restroom. What would you do?	38	43.7	44	50.6	5	5.7
2. Noppol loves going out drinking at night and sleeps during class. He always forgets his homework and frequently gets scolded by the teacher. What would you say to him?	75	86.2	7	8.0	5	5.7
3. Wanlop is one of your friends at school who surreptitiously uses amphetamines in the school toilet. One day, you have a chance to talk to him in private. What would you tell Wanlop?	66	75.9	14	16.1	7	8.0

Table 13 shows an analysis of the pre-training knowledge scores of junior-high-school students concerning interpersonal-relationship and communications skills. Most of the students had already possessed knowledge concerning interpersonal-relationship and communication skills (score levels = 2 and 1), while a score of 0 can mainly, be found in the refusal skills section, for the situation where they were invited to a birthday party.

Table 14: Post-life-skills training frequency and percentage knowledge scores for junior-high-school students

Knowledge of junior-high-school students	Answer correctly according to the guideline					
	All	%	Some	%	None	%
Section 1 (refusal skills)						
1. If one of your friends tries to persuade you to try narcotics while on a camping trip, what would you do?	70	80.5	17	19.5	-	-
2. When a friend asks you to join him/her to buy something which you think might be narcotics, what would you do?	62	71.3	23	26.4	2	2.3
3. Supot is one of your classmates. One day he asks if you are interested in earning extra money by helping him deliver something which you think might be narcotics. What would you tell him?	67	77.0	19	21.8	1	1.1
4. Every morning before school, Nikom is employed to deliver vegetables in the market. Suwat, one of his friends who uses drugs, asks him to earn extra money by working as a drug dealer. If you were Nikom, what would you do?	73	83.9	13	14.9	1	1.1
5. Paiboon is one of your friends who always uses narcotics during the exam period; he tries to persuade you to use amphetamines so that you can study longer. What would you say to him?	81	93.1	4	4.6	2	2.3
6. Arwut invites you to Thana's birthday party this coming Saturday, but you know that this group of friends are narcotics users. What would you say to Arwut?	78	89.7	6	6.9	3	3.4
7. Lately, Manit, one of your classmates, whom all of your friends know sells drugs, tries to befriend you and asks if you can help sell drugs to your friends in class. What would you say to him?	60	69.0	24	27.6	3	3.4
Section 2 (persuasion skills)						
1. Wichai is one of your classmates. One afternoon, you see him using amphetamines in front of the restroom. What would you do?	60	69.0	24	27.6	3	3.4
2. Noppol loves going out drinking at night and sleeps during class. He always forgets his homework and frequently gets scolded by the teacher. What would you say to him?	72	82.8	12	13.8	3	3.4
3. Wanlop is one of your friends at school who surreptitiously uses amphetamines in the school toilet. One day, you have a chance to talk to him in private. What would you tell Wanlop?	74	85.1	8	9.2	5	5.7

Table 14 shows an analysis of the post-training knowledge scores of junior-high-school students concerning interpersonal-relationship and communications skills. The knowledge scores of the junior-high-school students increased to level 2 and 1 in all questions, for both refusal and persuasion skills.

Table 15: Comparison of arithmetic means and standard deviations for knowledge scores of 87 junior-high-school students who completed the life-skills training program by public-health personnel

Junior-high-school students	Before being trained		After being trained	
	\bar{X}	S.D.	\bar{X}	S.D.
Knowledge of junior-high-school students	15.86	2.94	17.75	2.50

Table 15 shows a comparison of the post-training arithmetic means and standard deviations for knowledge of junior-high-school students. Pre-training, the arithmetic mean was 15.86; post-training, it had increased to 17.75.

Part 3: Comparative analysis of arithmetic means, pre- and post-training, for knowledge, attitudes, and skills in becoming a life-skills-program training instructor among the subdistrict-level public-health personnel, and comparative analysis of arithmetic means for pre- and post-training knowledge among junior-high-school students.

Table 16: Comparison of arithmetic means for pre- and post-training knowledge of subdistrict-level public-health personnel

Subdistrict-level public-health personnel	Pre-training		Post-training		t	df	P
	\bar{x}	S.D.	\bar{x}	S.D.			
Knowledge of the personnel	11.00	2.44	17.05	2.03	-9.31	20	<.01

at .05 level of significance

Table 16 shows a comparison of the arithmetic means for knowledge of subdistrict-level public-health personnel. Pre-training, the score for knowledge of the personnel concerning techniques for becoming a life-skills training instructor averaged 11, while post-training, the average score had risen to 17. Paired sample t-test distribution testing found that the personnel had higher post-training knowledge about becoming a life-skills training instructor (statistical significance = .05), which supports the hypothesis that the personnel will have improved knowledge scores about becoming a life-skills training instructor after the 5-day training program.

Table 17: Comparison of pre- and post-training arithmetic means for attitude of subdistrict-level public-health personnel

Subdistrict-level public-health personnel	Pre-training		Post-training		t	df	P
	\bar{x}	S.D.	\bar{x}	S.D.			
Attitude of the personnel	13.67	1.74	13.62	2.22	.06	20	.947

Table 17 shows a comparison of the arithmetic means for attitude of the public-health personnel. The pre-training score for attitude towards becoming a life-skills training instructor averaged 13.67, while post-training, the average was 13.62. After paired sample t-test, no significant difference was found for post-training scores

concerning attitude towards becoming a life-skills training instructor. Hypothesis II stated that personnel will acquire better attitudes towards becoming a life skills-training instructor after the 5-day training program and 15-week field practice. Therefore the 2nd hypothesis was not supported by the study results.

Table 18: Comparison of pre- and post-field practice arithmetic means for skills required of subdistrict-level public-health personnel for becoming a life-skills training instructor

Subdistrict-level public-health personnel	Pre-training		Post-training		t	df	P
	\bar{X}	S.D.	\bar{X}	S.D.			
Personality	7.95	.15	9.142	.74	-6.97	20	<.01
Communication	7.88	.84	8.57	.44	-2.97	20	<.01
Information	8.01	.44	9.01	.62	-5.75	20	<.01

Table 18 shows a comparison of the arithmetic means for the skills required of personnel to become a life-skills training instructor, in the areas personality, communication, and information preparation. The results may be summarized as follows:

Personality

Pre-field practice with junior-high-school students, the average personality-skill score for the personnel was 7.95, while post-field practice, the score had improved to 9.14. Paired sample t-test distribution testing found that the personnel had acquired improved personality skills post-field practice, with statistical significance (.05), which supported the hypothesis that the public-health personnel

would acquire improved skills to become a life-skills training instructor after the field practice in weeks 8 and 15.

Communication

Pre-field practice with the junior-high-school students, the communication-skill score for the public-health personnel averaged 7.88, while post-field practice, the score increased to 8.57. Paired sample t-test distribution testing found that the personnel had acquired higher communication skills after the field practice, with statistical significance (.05), which supported the hypothesis that the personnel would acquire higher skills to become a life-skills training instructor after the field practice in weeks 8 and 15.

Knowledge

Pre-field practice with the junior-high-school students, the average knowledge score of the subdistrict-level public-health personnel was 8.01, while post-field practice, the average score increased to 9.01. Paired sample t-test distribution testing found that the personnel had acquired higher knowledge after the field practice, with statistical significance (.05), which supported the hypothesis that the personnel would acquire higher skills to become a life-skills training instructor after the field practice in weeks 8 and 15.

Table 19: Comparison of pre- and post-training arithmetic means for knowledge of junior-high-school students

Junior-high-school students	Before being trained		After being trained		t	df	P
	\bar{X}	S.D.	\bar{X}	S.D.			
	Knowledge of junior-high-school students	15.86	2.94	17.75			

Table 19 shows a comparison of the arithmetic means for knowledge of junior-high-school students who had completed the life-skills training program. Before being trained by the trainers, the score for knowledge of junior-high-school students averaged 15.86, while after being trained the score increased to 17.75. Paired sample t-test distribution testing showed that the group of trained junior-high-school students had acquired higher knowledge levels after being trained by the trainers, with statistical significance (.05), which supported the hypothesis that trained junior-high-school students would acquire better life skills in interpersonal-relationship and communications skills after receiving the life-skills training.