

# Positive Attitude Development and Reducing Bullying Behavior among Early Thai Adolescents through a Prevention Program: A Quasi-Experimental Study

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**Abstract:** Bullying in modern society is increasingly marked by aggressive behaviors, particularly among adolescents, with schools as the main setting. Promoting positive attitudes towards anti-bullying can raise awareness about bullying and strengthen the intention to refrain from engaging in such behavior. This quasi-experimental study examined the effects of the Bully Prevention Program on positive attitudes and intentions to refrain from bullying behavior. Two large secondary schools out of five located in the south of Thailand, were randomly selected and randomly assigned to the experiment and control setting. Random sampling was then used to recruit the students from each school according to the inclusion criteria and to match them by gender. Participants in the experimental group ( $n = 40$ ) received the intervention program in addition to routine education, and a control group ( $n = 40$ ) received only routine education from teacher at school. The instruments used for data collection were the Attitude Toward Bullying Behavior Questionnaire and the Anti-Bullying Intention Questionnaire. Data were analyzed using descriptive statistics, chi-square tests, paired t-tests, and MANCOVA.

The results showed that immediately after receiving the Bullying Prevention Program, the experimental group had significantly lower inaccurate attitudes toward bullying and had a significantly higher intention to refrain from bullying than at the baseline and of the control group. Thus, the Bullying Prevention Program effectively fosters positive attitudes towards anti-bullying and strengthens the intention to avoid such behavior among early adolescents. Nurses, school teachers, and parents should incorporate this program to promote accurate attitudes and behavior in adolescents. However, further testing in various schools with randomized controlled studies is needed before it can be used nationally.

**Keywords:** Attitudes, Bullying behavior, Bullying Prevention Program, Early adolescents, Intention

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**PK:** Conceptualization, method and design, data collection, data analysis and interpretation, discussion of the results, tool development/translation and validation, drafting and revising the manuscript

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## Introduction

Bullying behavior has long existed; however, in recent years, it has garnered increased recognition, leading to proactive measures aimed at addressing its impact. This behavior significantly affects victims across multiple dimensions—physical, mental, emotional, and social and continues to be a pervasive issue in schools globally.<sup>1</sup> Moreover, it serves as the onset of anxiety and behavioral issues among students, such as difficulties in social adjustment and problems that affect long-term quality of life and mental well-being. Additionally, bullying during adolescence causes significant distress for the victims.<sup>2,3</sup> Additionally, research in schools has shown that 81.7% of students aged 13–15 years enrolled in secondary schools (*Mathayom 1–3*) engage in bullying behavior, which is the highest prevalence of such behavior, highlighting the ongoing and significant threat of bullying among Thai teenagers in schools. Also, a study indicated that early adolescent girls engage in bullying behavior more frequently than boys.<sup>4</sup> This can be attributed to the fact that girls experience physical, psychological, and social role changes earlier than boys. Physical changes during this period significantly impact their psychological state, leading to heightened emotional sensitivity, irritability, quick anger, and increased stress.<sup>5</sup>

Victims often lack the resources to address the issue, and school staff tend to overlook or trivialize bullying, leading to unclear solutions.<sup>6</sup> Although schools have created student conduct guidelines, there are limitations in managing bullying cases, particularly in addressing less visible forms such as verbal bullying. Many schools still view bullying as a normal part of growing up, resulting in bystanders not intervening.<sup>7</sup> This ongoing issue undermines students' sense of security and affects educational quality. Current anti-bullying initiatives, such as the "Anti-Bullying School Intervention Handbook"<sup>8</sup> and the "School Bullying Prevention Program,"<sup>9</sup> also show limitations in addressing the need to shift attitudes that underline bullying behaviors.

Literature reveals that a key factor influencing bullying behavior stems from learned experiences involving the use of violence.<sup>9</sup> Attitudes toward bullying play a critical role in shaping adolescents' violent behaviors.<sup>10,11</sup> Attitude is defined as a deeply ingrained belief about a particular subject, which leads to the intention to exhibit certain behaviors over time.<sup>12</sup> Previous studies,<sup>13,14</sup> indicate that the intention to refrain from bullying is linked to attitudes toward bullying behavior. Therefore, this study aimed to develop and test the effectiveness of the Bullying Prevention Promotion Program on bullying attitudes and intentions to bully behavior among early adolescents.

## Literature Review and Conceptual Framework

This study employed Ajzen's Theory of Planned Behavior<sup>15</sup> in conjunction with a literature review as a framework for developing a program to enhance accurate attitude and reduce bullying intention behavior. This theory explains how beliefs influence behavior through three components: attitude toward the behavior, subjective norms, and perceived behavioral control, all of which impact the intention to engage in appropriate or inappropriate behavior.<sup>15</sup>

The development of attitudes toward bullying behavior consists of three interconnected components, as outlined.<sup>16</sup> The cognitive component involves an individual's beliefs and knowledge about bullying, which shape their understanding of its causes and effects. The affective component refers to emotional reactions, such as positive or negative feelings about bullying.<sup>17</sup> Finally, the behavioral component emerges when individuals recognize the harmful impact of bullying, leading them to avoid engaging in such behavior. These components influence how individuals perceive and respond to bullying, guiding attitudes and actions.

Literature reveals that attitudes are closely related to the intention to refrain from bullying, as explained by Ajzen's theory,<sup>15</sup> which identifies three key beliefs. First, behavioral beliefs refer to an individual's perception of bullying, influenced by their understanding of its negative outcomes. If a person believes bullying leads to harmful consequences, they are more likely to develop inaccurate attitudes toward it. Second, normative beliefs involve the influence of important social groups. If individuals perceive that their peers or influential figures support bullying, they are more likely to adopt similar behaviors. Lastly, control beliefs refer to an individual's perception of their ability to control or prevent bullying behavior, which either encourages or discourages it. Thus, the program should enhance all three components of Ajzen's Theory of Planned Behavior.<sup>15</sup> The program aims to cultivate accurate attitudes toward bullying, promote adherence to social norms that encourage appropriate behavior, and enhance adolescents' perceived control over their actions, enabling them to manage their behavior more effectively.<sup>18,19</sup> Consequently, fostering positive attitudes that reject bullying behavior supports adolescents in developing the skills and potential necessary to address challenges effectively.<sup>20</sup> This approach equips them to respond appropriately to bullying situations, ultimately shaping their attitudes toward bullying by reinforcing negative perceptions of violent behavior.<sup>21,22</sup>

The issue of bullying behavior in schools has been found to increase, leading to severe consequences for adolescent students. Victims of bullying often do not know how to seek solutions, and school personnel tend to overlook the issue, perceiving it as trivial, thus lacking clear strategies for addressing it. Therefore, it is necessary to cultivate a culture of non-acceptance of violence in schools or educational institutions situated within diverse social, economic, and cultural contexts.<sup>23,24</sup> A review of the literature<sup>25</sup> indicates that previous bullying prevention programs aimed to raise awareness about the importance and severity of bullying within the school community (students, teachers, and families),

fostering a culture of non-acceptance of violence. However, most school personnel intervene only in cases of bullying that are obvious and severe, while failing to address certain types of bullying, such as verbal bullying.<sup>26,27</sup> Many educational institutions still perceive bullying as a normal part of school life, causing adolescents to learn from their environment that bullying is a form of play that can happen to anyone. Additionally, a review of bullying prevention programs represents a crucial first step in combating bullying in schools. It is necessary to implement whole-school intervention approaches in future bullying prevention programs.<sup>28</sup> As a result, bullying continues to occur in educational institutions, negatively impacting the quality of education and creating an unsafe environment for students in their daily school life. This may also reflect a gap in promoting and supporting adolescent students to exhibit appropriate behaviors toward others.<sup>29</sup>

## **Study Aim and Hypothesis**

This study aimed to develop and test the effectiveness of the Bullying Prevention Program (BPP) on bullying attitudes and intentional behavior in early adolescents, with the following hypothesis: early adolescents who participated in the BPP would demonstrate the mean score on inaccurate attitude towards bullying lower and the mean score on bully intention behavior higher than the baseline and than those of the control group immediately after the completion of the program.

## **Methods**

**Design:** This study employed a quasi-experimental design with a two-group, pretest-posttest control group design. The TREND Statement Checklist for non-randomized controlled studies was used to guide the writing of this report.

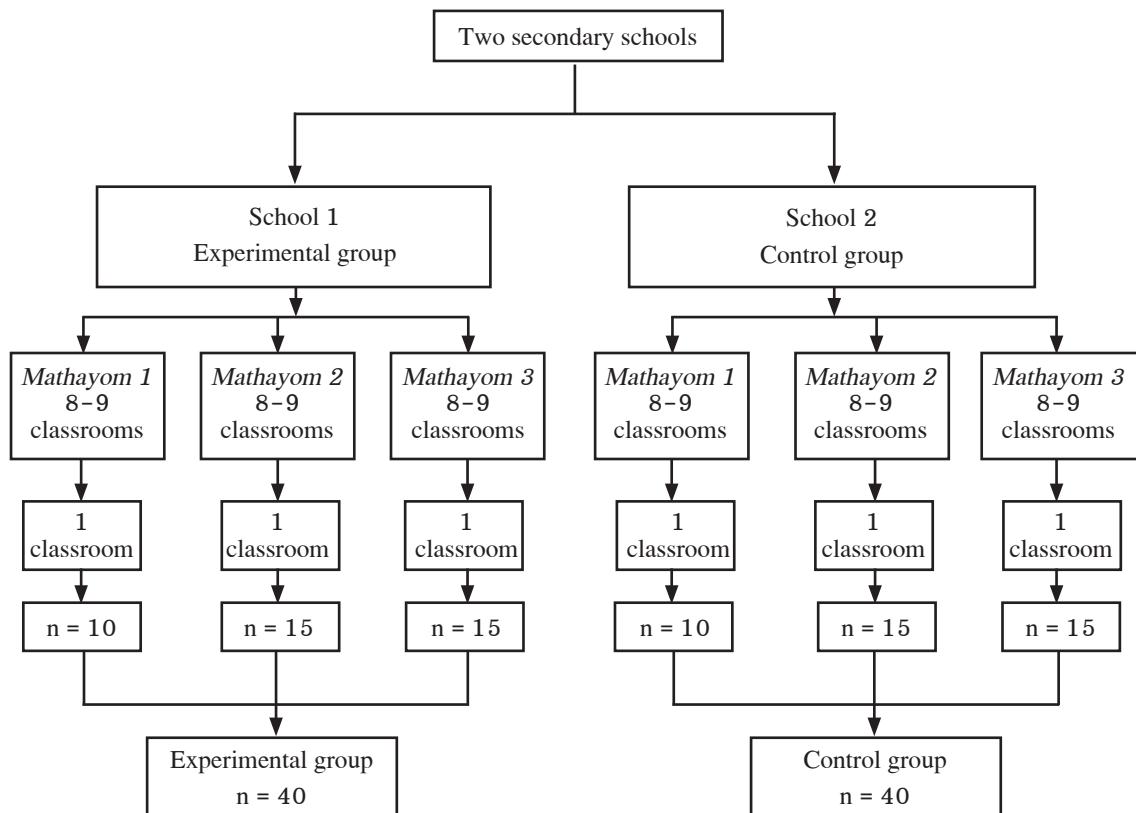
**Setting and Sample:** This study was conducted in two large-scale secondary schools (*Mathayom 1-3*) located in the South of Thailand, under the jurisdiction of the Provincial Secondary Educational Service Area

Office. The schools were classified according to the school size criteria set by the Office of the Basic Education Commission (OBEC). The inclusion criteria for the participants were 1) aged 13–15 years; 2) experiencing bullying at school, as indicated by a questionnaire showing two to three instances per month; 3) attitude scores toward bullying behavior in the moderate to high range (41–80 points); 4) intention scores to refrain from bullying as low (15–30 points); and 5) voluntary participation with parental consent. The exclusion criteria for this study were an inability to attend all research activities consistently and being involved in other research studies during the same period.

The sample size was calculated using G\*Power, based on an effect size of 0.59, a power of 0.80, and

a significance level of 0.05 based on a previous study.<sup>16</sup> This power analysis yielded a total sample size of 72 participants. An additional 10% was added to account for potential sample attrition during the experiment, resulting in a final sample size of 80 participants.

**Sampling:** Two out of five large-scale schools were randomly selected using simple random sampling and randomly assigned to either experimental or control settings. Then, three grade levels (*Mathayom 1–3*) and three classrooms out of 8–9 classrooms in each grade level were selected via a lottery method. Finally, random sampling was used to select the potential participants based on the inclusion criteria with gender-matching until each school reached a total of 40. The sampling procedure is illustrated in **Figure 1**.



**Figure 1.** Stratified random and random assignment of groups

Note. *Mathayom* = Secondary school year

**Ethical Considerations:** This study was approved by the Human Research Ethics Committee, Social and Behavioral Sciences Institutional Review Board at Prince of Songkhla University (PSU IRB 2023 – St – Nur – 019 [Internal]). Following approval, the study's objectives, procedures, potential benefits, and risks were comprehensively explained to participants and parents. To safeguard participants' rights, measures included ensuring confidentiality, providing support for any physical or mental distress, and allowing participants to withdraw from the study at any time without repercussions. The results of the study would be presented in aggregate form only.

**Research Instruments:** The study utilized the following tools:

*The Demographic Questionnaire* includes gender, religion, age, education level, and experiences with bullying behavior in school. The primary investigator (PI) developed the questionnaire, which comprised multiple-choice and fill-in-the-blank questions.

*The Attitudes Toward Bullying Behavior Questionnaire* was translated from Brillhart et al.'s original scale<sup>30</sup> by Kongsuwan<sup>31</sup> and modified by Upamairat<sup>10</sup> to assess inaccurate attitudes toward bullying behavior. It was used in this study with permission to modify it to align with the three components of attitude: the cognitive component, the affective component, and the behavioral component, and to suit the early adolescent sample group. There are 20 items, with ten items being positive (e.g., I believe that speaking to others while always considering their feelings is a good practice.) and ten items being negative (e.g., Physical altercations and violence within schools are normal occurrences). The item was rated on a 4-point scale; for the positive, 1 = strongly agree and 4 = strongly disagree; for the negative items, 1 = strongly disagree and 4 = strongly agree. The scores on negative items were reversed before summing the total score. The score ranges from 0–80, with a higher score indicating a higher inaccurate attitude toward bullying behavior. The cut point of the score was

20–40, indicating more accurate attitudes, 41–60, moderately accurate attitudes, and 61–80 higher inaccurate attitudes towards bullying behavior. The content validity, reviewed by three experts specializing in adolescent care for bullying behavior (child and adolescent psychiatrists, nursing instructors, and psychiatric nurses with expertise in bullying prevention.), yielded a CVI of 0.95. After revisions based on expert feedback and advisor approval, the questionnaire was pilot-tested with 30 adolescents, resulting in a reliability coefficient of 0.83 and 0.81 in the actual study.

*The Anti-Bullying Intention Questionnaire (ABIQ)* was developed by Jiwcharoen<sup>19</sup> based on the Theory of Planned Behavior to measure intention to avoid bullying behavior. It was used in this study with permission to modify. The questionnaire was revised to align with the three components of the Theory of Planned Behavior: attitude toward behavior, subjective norm, and perceived behavioral control. Additionally, the wording was adjusted to be more concise, ensuring the early adolescent participants could easily understand the questions. There were 15 items, with seven positive items (e.g., I intend to avoid arguing or fighting when I feel upset or angry) and eight negative items (e.g., I intend to tease my friends to make myself feel satisfied). The item was rated on a 4-point scale; for the positive, 1 = lack of intention and 4 = maximum intention, and for the negative items, 1 = maximum intention and 4 = lack of intention. The scores on negative items were reversed before summing the total score. The score ranges from 0–60, with a higher score indicating a higher intention to avoid bullying behavior. The cut point of the score was 15–30, indicating a low intention to avoid bullying behavior; 31–45, a moderate intention to avoid bullying behavior; and 46–60, a high intention to avoid bullying behavior. The same experts who reviewed the Attitudes Toward Bullying Behavior Questionnaire reviewed this questionnaire for content validity, yielding the CVI = 1. After the revisions, according to recommendations from the experts, the scale was pilot-tested with 30 adolescents having characteristics

similar to the target sample, resulting in a reliability coefficient of 0.89 and 0.83 in the actual study.

#### **The Bullying Prevention Program (BPP)**

This program was developed based on Ajzen's Theory of Planned Behavior<sup>14</sup> and relevant literature. It was conducted in groups of 40 participants (divided into four groups of ten participants each) over four weeks, with five sessions in total. Activities included "Catch Miles and Identify the Name," "Mutual Understanding and Comprehension," "Creative Coping Strategies," "Navigating Stories with Resilience," and "Accurate Attitudes as Rewards for Virtuous Behavior." The objectives and activities of each session reflect the Theory of Planned Behavior. The program fosters positive relationships between the PI and adolescents, as well as among the adolescents themselves, to promote familiarity and readiness for learning. It then assesses their understanding of bullying, modifies attitudes by raising awareness of its negative consequences, and applies Ajzen's Theory of Planned Behavior. Through peer role-play, the program equips adolescents with bullying prevention strategies, utilizing the concept of subjective norm, and teaches behavior control and problem-solving skills, allowing adolescents to adapt these strategies to real-life situations in alignment with Perceived Behavioral Control. Details of the program are outlined in **Appendix Table 1**.

#### **Routine education from a teacher at school:**

Student management in the schools followed the regulations outlined in the student behavior control manual, which prescribes disciplinary actions for rule violations. This approach includes counseling students facing difficulties and promoting engagement in diverse educational activities.

**Data Collection:** Data were collected from September to November 2023. Following the approval of the IRB, the PI sent a formal permission request to the school directors of both institutions. Coordination was carried out with academic and guidance teachers to explain the research objectives and procedures and to request their assistance in recruiting the participants

in the study. Subsequently, the PI met the participants and explained the study's objectives, benefits, procedures, and study rights to the participants and their parents, allowing parents to make an informed decision regarding their child's participation. The participants and their parents signed the consent form and were scheduled to join the program as outlined. The experimental group received the BPP delivered by the PI in addition to routine education from school teachers, while the control group received only routine education. Two research assistants, registered nurses with research experience, were trained to collect the data pre- and post-test questionnaires immediately after program completion. The two research assistants did not know the status of the group.

**Data Analysis:** Before using the paired t-test and multivariate analysis of covariance (MANCOVA), the normality of the data distribution was tested using skewness and kurtosis tests, ensuring mean scores for bullying attitudes and intentions fell within  $\pm 1.96$ . Box's M test checked for homogeneity of variance, with a significance value above 0.05 indicating homogeneity. Bartlett's test evaluated relationships among dependent variables, with significance below 0.05, suggesting significant relationships. General student data were analyzed using frequency distributions, means, percentages, and standard deviations. Chi-square statistics compared the characteristics of sample groups. Paired t-tests evaluated mean score differences in bullying attitudes and intentions between pre- and post-intervention, while MANCOVA assessed differences between the experimental and control groups.

## **Results**

### **Sociodemographic data of participants**

This study divided 80 early adolescents aged 14–15 into an experimental group (40 participants) and a control group (40 participants). There were more girls than boys, and all of them had observed bullying in the schools for both groups. All characteristics of the experimental and control groups were not significantly different (**Table 1**).

**Table 1** Personal data of the sample

Sociodemographic data	Experimental group (n = 40)		Control group (n = 40)		$\chi^2$	p-value
	Number	(%)	Number	(%)		
Gender					0.00	1.0
Male	16	(40.0)	16	(40.0)		
Female	24	(60.0)	24	(60.0)		
Age (years)					0.00	1.0
M = 14.80 (SD = 4.94)					M = 14.84 (SD = 5.14)	
13-15	40	(100.0)	40	(100.0)		
Grade point average					0.22	0.89
1.01-2.00	3	(7.5)	2	(5.0)		
2.01-3.00	17	(42.5)	18	(45.0)		
3.01-4.00	20	(50.0)	20	(50.0)		
Students cohabit with					1.12	0.57
Both parents	29	(72.5)	28	(70.0)		
Either parent	6	(15.0)	9	(22.5)		
Grandparents	5	(12.5)	3	(7.5)		
Household status					0.06	0.97
Parents reside together	29	(72.5)	28	(70.0)		
Parents living apart	10	(25.0)	11	(27.5)		
Father/Mother deceased	1	(2.5)	1	(2.5)		
Family dynamics					0.06	0.81
Immediate family	29	(72.5)	28	(70.0)		
Extended family network	11	(27.5)	12	(30.0)		
Number of siblings					0.13	0.94
1-2 persons	4	(10.0)	5	(12.5)		
3-4 persons	14	(35.0)	14	(35.0)		
5-6 persons	22	(55.0)	21	(52.5)		
Father's occupation					10.42	0.02
Civil servants/State enterprises	3	(7.5)	5	(12.5)		
Trade/Private enterprise	21	(52.5)	31	(77.5)		
Unemployed	16	(40.0)	4	(10.0)		
Mother's occupation					12.46	0.01
Civil servants/State enterprises	5	(12.5)	3	(7.5)		
Trade/Private enterprise	23	(57.5)	24	(60.0)		
Unemployed	12	(30.0)	13	(32.5)		
Household income					0.00	1.0
Adequate income	31	(77.5)	31	(77.5)		
Inadequate income	9	(22.5)	9	(22.5)		
Leisure activities					6.40	0.17
Participate in sports	10	(25.0)	2	(5.0)		
Animal rearing	8	(20.0)	10	(25.0)		
Traveling	16	(40.0)	20	(50.0)		
Other activities	6	(15.0)	8	(20.0)		
Violence observation						
Yes	40	(100.0)	40	(100.0)		
No	0	0	0	0		

Note.  $\chi^2$  = Pearson chi-square

### Effects of the BPP

The results of the multivariate analysis of covariance (MANCOVA) show overall differences based on the independent variable of the instructional method effect and the two dependent variables while controlling the attitudes towards bullying behavior and intention scores to avoid engaging in bullying behavior scores. Wilk's Lambda was used to evaluate the multivariate (MANCOVA) differences. The results of the MANCOVA analysis comparing the two groups were statistically significantly different ( $F = 172.553$ ,  $p < 0.001$ ).

**Table 2** Comparison of the mean scores for attitudes and intention between groups, both before and after the implementation of the Bullying Prevention Program

Attitudes and Intention		Experimental group		Control group		$t^1$	p-value
		Mean	SD	Mean	SD		
<b>Attitude score</b>	Before program	61.85	2.87	62.03	3.74	-2.35	0.81
	After program	43.10	3.02	52.55	2.65	5.11	< 0.001
<b>Intention score</b>	Before program	24.63	2.56	24.93	1.70	-2.76	0.54
	After program	42.10	3.89	34.63	6.01	4.12	< 0.001

Note.  $t^1$  = independent t-test

**Table 3** Summary of the multivariate analysis of covariance (MANCOVA)

Variable	Multivariate F	Univariate F
	Wilk's Lambda	
Group effect	172.553 ( $p < 0.001$ )	
Attitudes		26.431 ( $p < 0.001$ )
Intention		5.792 ( $p < 0.001$ )
Pre-attitudes	2.748 ( $p < 0.001$ )	
Pre-intention	0.968 ( $p = 0.038$ )	

### Discussion

This study's findings demonstrate the effectiveness of the BPP in reducing inaccurate attitudes toward bullying and enhancing the intention to refrain from engaging in such behavior among adolescents. This can be explained by the activities of the BPP that encourage individuals to adopt accurate attitudes, foster learning and skill development, and have the potential to address challenges effectively.<sup>7</sup> This empowerment enables the students to respond appropriately and correctly in bullying situations,

The covariate's inaccurate attitudes towards bullying behavior score ( $F = 2.748$ ,  $p < 0.001$ ) and pre-intention to avoid engaging in bullying behavior score ( $F = 0.968$ ,  $p = 0.038$ ) had significant effects (**Table 2 and 3**). The experimental group exhibited significantly lower mean scores on inaccurate attitudes toward bullying behavior compared to the control group  $t = 5.11$ ,  $p < 0.001$ ). Furthermore, the experimental group demonstrated significantly higher mean scores on the intention to refrain from engaging in bullying behavior than the control group ( $t = 4.12$ ,  $p < 0.001$ ; **Table 3**).

directly influencing their attitudes toward such behavior. In addition, the activity format emphasizes early adolescents' learning and skill development to effectively address problems and exhibit appropriate and correct behavior in bullying situations.<sup>32</sup> This approach supports early adolescents in solving problems independently and fosters diverse thinking strategies. The group leader provides valuable guidance, presents alternative solutions for problem-solving, and teaches through real-life scenarios encountered in daily life. Essential life skills for early adolescents<sup>18</sup> who are preparing to transition into

subsequent stages of development include the ability to interact harmoniously with others, manage challenges, and overcome obstacles. This aligns with a previous study indicating that school programs should help students recognize that bullying behavior is abnormal and has severe long-term negative consequences.<sup>33</sup> Teenagers may fail to develop the problem-solving skills necessary for addressing serious incidents without appropriate guidance.<sup>21</sup> A previous study also supports our finding that using example scenarios in teaching facilitates students' ability to independently analyze problems, evaluate potential consequences, and devise solutions based on available information.<sup>7</sup>

Moreover, group activities in schools allow participants to explore new perspectives and share strategies for managing emotions like anger, sadness, and stress. The PI facilitates sessions where members practice selecting strategies for managing situations at risk of bullying, using sample scenarios to analyze and respond appropriately. These scenarios act as training, helping members adapt problem-solving strategies to real-life contexts.<sup>34,35</sup> As a result, participants in the accurate attitude promotion program showed lower bullying attitude scores and higher intentions to avoid bullying compared to the control group. This aligns with a study showing that using situational examples effectively prevents bullying by enhancing emotional management skills.<sup>36</sup> The program, based on Ajzen's Theory of Planned Behavior,<sup>15</sup> fosters accurate attitudes toward bullying, conformity to positive peer behaviors, and improved self-control.<sup>37</sup>

It can be concluded that factors related to human bullying behavior are primarily based on upbringing from family members. Furthermore, it was found that schools and peers play just as significant roles as family institutions, as schools bring together individuals from diverse cultures.<sup>38</sup> Therefore, each adolescent student should receive proper care and guidance from teachers to ensure their well-being and appropriate development.<sup>39</sup>

## **Limitations**

The sample was drawn from specific schools or areas, limiting the findings' applicability to adolescents in other regions or countries. Adolescents can rapidly change their attitudes or behaviors, making the results inapplicable to different age groups. Furthermore, the influence of the school or community environment on adolescent behavior may not have been adequately addressed, potentially impacting the research outcomes. Importantly, this study measured the outcomes only after the program ended. Thus, follow-up assessments should be conducted over an extended period to evaluate attitudes and behaviors related to bullying and intentions to refrain from such behaviors. This would help assess the long-term stability of attitudes and the intention to avoid bullying behavior.

## **Conclusions and Implications for Nursing Practice**

Our BPP fosters accurate attitudes and reduces bullying behaviors among adolescents. This approach is promising; thus, school nurses or community nurses can work with teachers to integrate the program into their curriculum to effectively reduce violence, tailoring interventions to address specific issues faced by different student groups.

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## APPENDIX

**Table A1. Bully Prevention Program and implementation**

The PI served as the group leader, and the experimental group consisted of 40 participants, divided into four subgroups, each containing ten members.

Week/Session Topic/Time	Objectives	Activities
<b>Week 1</b> <b>Session 1:</b> The “Catch Miles and Identify the Name” Activity (10 minutes)	<ul style="list-style-type: none"> <li>- To foster positive relationships between the researcher and adolescents, as well as among the adolescents themselves, promoting familiarity and readiness for participation in learning activities</li> </ul>	<ul style="list-style-type: none"> <li>- Trust was built, and relationships were established between the PI and all participants.</li> <li>- Warm greetings were given, and all members were welcomed.</li> <li>- Each participant introduced themselves to each other, and the BPP and activities were introduced.</li> <li>- The PI explained the activity’s purpose and asked for examples of bullying.</li> <li>- Members identified behaviors in image cards as play or bullying, specifying the type of bullying.</li> <li>- The PI facilitated a discussion about the behaviors in the images and provided clarifications.</li> <li>- Knowledge Sheet 1 on “What is Bullying Behavior?” and Knowledge Sheet 2 on “Types of Bullying Behavior” were reviewed.</li> <li>- Three representatives shared their perspectives on bullying behavior.</li> <li>- The PI summarized the outcomes of the activities and linked the attitudes toward bullying behavior with Ajzen’s Theory of Planned Behavior.</li> </ul>
<b>Week 1</b> <b>Session 2:</b> The “Mutual Understanding and Comprehension” Activity (35 minutes)	<ul style="list-style-type: none"> <li>- To assess adolescents’ understanding of bullying situations and evaluate their accurate comprehension of incidents involving such behavior</li> <li>- To modify attitudes toward bullying by fostering awareness of its negative consequences, in alignment with Ajzen’s Theory of Planned Behavior</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge Sheet 1 on “What is Bullying Behavior?” and Knowledge Sheet 2 on “Types of Bullying Behavior” were reviewed.</li> <li>- Three representatives shared their perspectives on bullying behavior.</li> <li>- The PI summarized the outcomes of the activities and linked the attitudes toward bullying behavior with Ajzen’s Theory of Planned Behavior.</li> <li>- The members watched a researcher-produced media presentation on preventing bullying in schools and then collaboratively summarized the prevention methods highlighted in the media. The activity took approximately 7 minutes.</li> <li>- The PI divided the members into three equal groups and assigned each group a scenario to role-play, demonstrating methods for preventing bullying.</li> </ul>
<b>Week 2</b> The “Creative Coping Strategies” Activity (45 minutes)	<ul style="list-style-type: none"> <li>- To equip adolescents with bullying prevention strategies and motivate them through peer role-play, applying the concept of subjective norm from Ajzen’s Theory of Planned Behavior as a guide for managing bullying behaviors and emotions effectively</li> </ul>	

Week/Session Topic/Time	Objectives	Activities
<b>Week 3</b> The “Navigating Stories with Resilience” Activity (45 minutes)	<ul style="list-style-type: none"><li>– To help adolescents control their behavior appropriately by teaching bullying prevention skills</li><li>– To encourage adolescents to share effective problem-solving strategies for bullying, enabling them to adapt these strategies to their situations, in line with Perceived Behavioral Control from Ajzen’s Theory of Planned Behavior</li></ul>	<ul style="list-style-type: none"><li>– The PI summarized critical points related to coping with post-bullying incidents based on the discussion among group members, in line with the Subjective Norm principle of Ajzen’s Theory of Planned Behavior.</li><li>– Participants were divided into three groups for role-playing; the other groups documented recommendations and strategies for each scenario.</li><li>– Representatives presented their recommendations, followed by a group discussion.</li><li>– The PI provided guidance on practical bullying prevention skills by teaching members to recognize and control behaviors in daily life, summarized the outcomes, and applied the Perceived Behavioral Control component of Ajzen’s Theory of Planned Behavior.</li></ul>
<b>Week 4</b> The “Positive Attitudes as Rewards for Virtuous Behavior” Activity (45 minutes)	<ul style="list-style-type: none"><li>– To summarize the learning, the activities aimed to promote positive attitudes, discourage bullying, encourage acceptance of differences, and foster empathy, incorporating Ajzen’s Theory of Planned Behavior: Attitude toward the behavior, Subjective Norm, and Perceived Behavioral Control. Adolescents also identify self-care and problem-solving strategies through shared experiences.</li></ul>	<ul style="list-style-type: none"><li>– The PI stated the purpose of the current activity and summarized previous activities related to bullying behavior.</li><li>– The outcomes were reviewed, and the group was asked to complete assessments of their attitudes and intentions regarding bullying. The members were thanked for their participation, and the session concluded.</li></ul>

## ผลของโปรแกรมการส่งเสริมทัศนคติเพื่อป้องกันพฤติกรรมรังแกกันต่อทัศนคติและความตั้งใจไม่กระทำพฤติกรรมรังแกกันของวัยรุ่นตอนต้น

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**บทคัดย่อ:** การส่งเสริมทัศนคติเพื่อป้องกันพฤติกรรมรังแกกันจะนำไปสู่การแก้ไขทัศนคติที่ไม่ถูกต้องเกี่ยวกับการแสดงพฤติกรรมรังแกกันและเพิ่มความตั้งใจที่จะไม่กระทำพฤติกรรมรังแกกันในวัยรุ่นตอนต้น การศึกษาเกี่ยวกับการส่งเสริมทัศนคติเพื่อป้องกันพฤติกรรมรังแกกันต่อทัศนคติและความตั้งใจไม่กระทำพฤติกรรมรังแกกันของวัยรุ่นตอนต้น กลุ่มตัวอย่าง 80 คน เป็นนักเรียนวัยรุ่นที่กำลังศึกษาในโรงเรียนมัธยมศึกษาขนาดใหญ่พิเศษ ณ โรงเรียนในจังหวัดนครศรีธรรมราช 2 แห่ง แบ่งเป็นกลุ่มทดลอง ( $n = 40$ ) ได้รับโปรแกรมการส่งเสริมทัศนคติเพื่อป้องกันพฤติกรรมรังแกกัน และกลุ่มควบคุม ( $n = 40$ ) ได้รับการดูแลตามปกติ ควบคุมปัจจัยแทรกซ้อนด้วยเพศ เครื่องมือวิจัย ประกอบด้วย 1) โปรแกรมการส่งเสริมทัศนคติเพื่อป้องกันพฤติกรรมรังแกกัน 2) แบบสอบถามข้อมูลทั่วไป 3) แบบสอบถามทัศนคติในการแสดงพฤติกรรมรังแกกัน และ 4) แบบประเมินความตั้งใจไม่กระทำพฤติกรรมรังแกกันของวัยรุ่นตอนต้น วิเคราะห์ข้อมูลโดยใช้สถิติพารณนา สถิติโคสแคร์ สถิติที่คู่ และสถิติการวิเคราะห์ความแปรปรวนร่วมพหุคูณ

ผลการศึกษา พบว่า กลุ่มทดลองมีคะแนนทัศนคติในการแสดงพฤติกรรมรังแกกันหลังได้รับโปรแกรมต่างกับกลุ่มที่ได้รับโปรแกรมอย่างมีนัยสำคัญทางสถิติ และต่างกับกลุ่มควบคุมที่ได้รับการดูแลตามปกติอย่างมีนัยสำคัญทางสถิติ และคะแนนความตั้งใจไม่กระทำพฤติกรรมรังแกกันสูงกว่ากลุ่มที่ได้รับโปรแกรมอย่างมีนัยสำคัญทางสถิติ และสูงกว่ากลุ่มควบคุมอย่างมีนัยสำคัญทางสถิติ สรุปได้ว่าโปรแกรมการส่งเสริมทัศนคติเพื่อป้องกันพฤติกรรมรังแกกัน สามารถส่งเสริมทัศนคติที่ถูกต้องและเหมาะสม เกี่ยวกับการแสดงพฤติกรรมรังแกกันและเพิ่มความตั้งใจที่จะไม่กระทำพฤติกรรมรังแกกันในวัยรุ่นตอนต้นได้ดังนั้น พยาบาลควรนำโปรแกรมนี้ไปประยุกต์ใช้ในการส่งเสริมทัศนคติที่ดีและเพิ่มความตั้งใจที่จะไม่กระทำพฤติกรรมรังแกกันสำหรับวัยรุ่นตอนต้น ที่เข้ารับการบำบัดในโรงพยาบาลและครุภูมิส่วนเกี่ยวข้องในการดูแลนักเรียน อย่างไรก็ตาม จำเป็นต้องมีการทดสอบเพิ่มเติมในโรงเรียนต่างๆ โดยใช้การศึกษาวิจัยแบบสุ่มที่มีการควบคุมก่อนที่จะสามารถนำไปใช้ในระดับประเทศได้

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