Life Skills Development Program to Reduce Bullying and to Promote Good Practices among Primary School Students, Samut-Sakorn Province, Thailand*

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Major Principles of Participatory Learning

Experiential Learning + Group Process

Experience → Experimentation/ Application → Concept → Reflection/ Discussion → Maximum learning

Maximum Participation → Maximum Performance

Concept
Conceptual Framework

Participatory Learning Life Skills Development Program

• Teacher
• Student

• Life skills on physical violence prevention
• Behavioral changes on bully behaviors and good practices
Material and Methods

- A participatory action (PAR) was applied among teachers and students of two primary extending to secondary school in Samut-Sakorn province.
- 41 grade 6 students in 1st school and 21 grade 1 students in 2nd school were participated.
- The participatory learning program on lift skills development was implemented during October 2005 to May 2006.
- The program of the 1st school consists of 10 life skills components, the 2nd school consists of 2 components.
- Program evaluation was pre-test and post-test using self administered questionnaires.
3 Phases of program Implementation

- Preparation phase (school enrollment and selection/meeting among teams/scheduling/making appointment)
- Education phase (Workshops on situational analysis/brainstorming on framework to prevent physical violence/school policy review/consensus agreement to launch the program)
- Action phase (10 action plans in 1st school and 2 action plans in 2nd school)
Program’s Tools

- Malai Noi Song
- Games
- Scenario
- Case studies
- Work sheet
10 Life Skills Component

1. Altitude towards physical and sexual violence
2. Family relationship
3. Altitude towards gender role
4. Altitude towards premarital sax
5. Self esteem
6. Self awareness
7. Empathy
8. Coping with emotion
9. Problem solving skills
10. Communication skills
## Results

### General characteristics of students

<table>
<thead>
<tr>
<th>General characteristics</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; school</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n(41)</td>
<td>%</td>
</tr>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>male</td>
<td>14</td>
<td>34.1</td>
</tr>
<tr>
<td>female</td>
<td>27</td>
<td>65.9</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-8</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9-10</td>
<td>-</td>
<td>-</td>
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<tr>
<td>11-12</td>
<td>37</td>
<td>90.3</td>
</tr>
<tr>
<td>13+</td>
<td>4</td>
<td>9.7</td>
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<tr>
<td><strong>Parent’s Marital Status</strong></td>
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<td></td>
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<tr>
<td>married</td>
<td>33</td>
<td>80.5</td>
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<tr>
<td>separate/divorce/widow</td>
<td>7</td>
<td>17.1</td>
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<tr>
<td>death</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>unknown</td>
<td>2</td>
<td>9.5</td>
</tr>
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</table>
Experiences of Physical and Sexual Violence during the Past 6 Months among students in the 1st School

- Victim of physical violence: 43.9%
- Quarrel with friends: 63.4%
- Offender of physical violence: 26.8%
- Snapshot others/touch others' breast or buttock: 4.9%
- Snapshot by others/being touched breast or buttock: 7.3%
Comparison of Mean Scores of 10 Life Skills Components of Students in the 1st School

Mean Score

*p Value < 0.001
Comparison of Mean Scores of 2 Life Skills Components of Students in the 2\textsuperscript{nd} School

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>Mean Score</th>
<th>*P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self awareness</td>
<td>20.57</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>Coping with emotions</td>
<td>26.71</td>
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<td></td>
<td>18.29</td>
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<td></td>
<td>24.0</td>
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</tbody>
</table>

*P Value < 0.001
Students’ perception on their behavioral changes after program implementation

Decrease

%

Increase

* Never = 95% and 95%, respectively
Parents’ overall evaluation on students’ behaviors after program implementation

- Help to do housework: 70.7% increase
- Obey parents’ instruction: 75.6% increase
- Concentrate on studying: 63.4% increase
- Responsibility on jobs assigned: 61% increase
- Polite speaking: 29.3% increase
- Help community do some works: 24.4% increase
- Honesty/ tell a truth: 61% increase

Decrease % | % Increase
Students’ overall evaluation after program implementation

Full score = 3
Conclusion

In conclusion the result of this study revealed that the school is a suitable place to conduct a life skills education for primary prevention of violence. The life skills education could be integrated with an existing school curriculum. The participatory learning process should be emphasized based on students’ need. Teacher and community should be the key agents to implement under technical support from related experts. The implementation should step by step and continuously develop and expand for the whole society.
References


May there be peace, hope and love in our world!