



Effect of the Empathy Enhancing Program on Coping Skills for Bullying Among Early Adolescents

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Introduction

Bullying affects not only the victims but also the perpetrators, potentially leading to long-term mental health and behavioral problems for both parties. This quasi-experimental research aimed to compare the bullying coping skills scores of early adolescents before and after participating in an empathy enhancing program, and to compare the scores between those who received the program and those who did not.

Methodology

The sample consisted of 76 early adolescents, both male and female, aged between 11 and 14 years, who were studying in schools under the jurisdiction of the Bangkok Metropolitan Area Education Office. There were equally divided into an experiment group (n = 38) and a control group (n = 38). The research instruments included a bullying coping skills assessment scale with a reliability of .87, and an empathy assessment form with a reliability of .91, and the Empathy Enhancing Program on Coping Skills for Bullying Among Early Adolescents, developed by the researchers based on Goleman's (1998) theory of empathy and a literature review. Data were analyzed using descriptive statistics, paired sample t-tests, and independent sample t-tests.

Table 2 : Comparison of the mean scores of bullying coping skills among early adolescents between the group participating in the program and the control group (n = 38)

bullying coping skills scores	experimental group (n=38)		control group (n=38)		t	P-value
	M	SD	M	SD		
before participating	1.82	0.22	1.80	0.13	0.557	0.579
after participating	2.86	0.23	1.80	0.12	-25.316	<.001

The research results revealed that

- 1) the mean score for bullying coping skills of early adolescents increased after participating in the program compared to before, with statistical significance ($p < .05$) as shown in table 1.
- 2) the early adolescents in the experimental group which received the program had significantly higher mean scores for bullying coping skills compared to those in the control group, with statistical significance ($p < .05$) as shown in table 2.

Results and Discussion

Table 1 : Comparison of the mean scores of bullying coping skills among early adolescents in the experimental group before and after participating in the program (n = 38)

bullying coping skills scores	M	SD	t	P-value
before participating	1.82	0.22	-38.871	<.001
after participating	2.86	0.23		

Conclusions

The empathy enhancing program on coping skills for bullying among early adolescents can promote empathy and help adolescents develop understanding and compassion toward others. Therefore, this program should be implemented to foster empathy and enhance adolescents' coping skills in dealing appropriately with bullying situations.

Recommendations

- The program can be used to train individuals who take care of students, such as parents and teachers, enabling them to appropriately implement the program to foster empathy and enhance coping skills when dealing with bullying situations.
- Further studies and follow-up assessments on the outcomes of the empathy enhancement program for bullying coping skills among early adolescents should be conducted three months after the completion of the program to evaluate its sustainability and guide future implementation.
- Additional assessments on bullying behavior should be included to provide a more comprehensive evaluation of the program's effectiveness.

References

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