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Original article

Effectiveness of Resilience Lecture Performance Program among Male Adolescents in Region 2 Juvenile Vocational Training Center, Ratchaburi Province, Thailand

Pichkrai Chaidej, M.A. (Dramatic Arts)*

Kanvee Viwatpanich, Dr.rer.nat (Anthropology)**

Bhanbhassa Dhubthien, Ph.D. (Thai Theater Dance)*

Pawit Mahasarinad, M.A. (Theater)**

* Department of Dramatic Arts, Faculty of Arts, Chulalongkorn University

** Department of Community and Family Medicine, Chulabhorn International College of Medicine, Thammasat University

Corresponding author: Pichkrai Chaidej, Email: p.chaidej@gmail.com

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Abstract

A quasi-experiment with a single-group pretest-posttest design, conducted in Regional 2 juvenile vocational training center, Ratchaburi Province, Thailand, aimed to evaluate the effectiveness of the Resilience Lecture Performance Program (RLPP). A total of fifty adolescents were voluntarily registered and enrolled. The RLPP was developed by the researchers and consisted of four twelve-hour modules. The research revealed a statistically significant improvement in post-test resilience scores (Mean 77.22 ± 8.10) compared to pretest scores (Mean 70.85 ± 7.73), measured by the Resilience Rating 3 Scale (RS-48). Following the intervention's implementation, a statistically significant improvement was observed in social skills, problem-solving abilities, and meaning and purpose. Additionally, there was an increase in self-autonomy, but this gain did not reach statistical significance. The program reduced the low level from 13.04% to 4.35% and decreased the intermediate level from 86.96% to 71.74%. Simultaneously, RLPP exhibited a notable enhancement in resilience, progressing from a pretest score of zero to a posttest score of 23.91%.

Keywords: lecture performance; resilience; youth and adolescence**Introduction**

In the contemporary world, resilience has assumed heightened significance in efficiently addressing and

maneuvering through the multifaceted obstacles encountered in one's everyday existence. This competency pertains to effectively adjusting and

sustaining functional equilibrium when confronted with stress, adversity, or challenging circumstances.^(1,2) This concept encompasses rebounding from adversity and flourishing under considerable pressure. The levels of resilience can vary, encompassing a spectrum from low to high, which signifies a range of capacities for bouncing back from adversity, from minimal ability to robust talents for recovery.^(3,4) The investigation of resilience skills can be classified into three primary domains. The initial domain of inquiry pertains to investigating risk factors, entailing an examination of the various elements contributing to susceptibility and hardship. The second domain of inquiry delves into examining protective variables, whereby the objective is to ascertain the specific components that facilitate individuals in surmounting obstacles and fostering resilience. Finally, scholarly inquiry explores the phenomenon of positive adaptation by focusing on competence acquisition, examining how individuals cultivate and augment their abilities to flourish in the face of challenging circumstances.⁽⁵⁻⁸⁾

Various workshops and interventions have been developed and implemented worldwide to promote resilience. These interventions span skill-based, population-based, disease-based, group-based, organization-based, and community-based models. They have been utilized across diverse population groups, including depression patients, cancer survivors, military officers, intensive care nurses, immigrants, college students, and youth workers.⁽⁹⁻¹⁶⁾ These resilience workshops aim to equip individuals with the tools and strategies to enhance their resilience and effectively navigate life's difficulties. Numerous scholars have emphasized the importance of developing resilience skills as it dramatically improves an

individual's capacity to cope with adversities, maintain overall well-being, cultivate healthy relationships, achieve personal goals, adapt to changes, and adjust mindset and behaviors accordingly. By strengthening resilience, individuals are better equipped to face and overcome obstacles, leading to improved outcomes and a more positive and resilient approach to life's ups and downs.^(3,5,7)

In developmental psychology, resilience skills are vital during adolescence as they contribute to emotional well-being, academic success, social competence, and future achievements. Research shows resilient adolescents have higher self-esteem, lower anxiety and depression levels, and a positive outlook⁽⁷⁾, which are linked to academic success. Resilient adolescents persevere, maintain motivation, and engage in effective problem-solving.⁽¹⁷⁾ Masten and Cicchetti⁽¹⁸⁾ highlight that resilient individuals adapt to social changes, establish boundaries, seek support, and display empathy. Resilience skills developed during adolescence predict positive outcomes in adulthood.⁽¹⁹⁾

Resilience competency does not come naturally to individuals but requires a deliberate development process.⁽²⁰⁾ Unfortunately, some adolescents fall into the trap of engaging in criminal activities during this crucial period of their lives, resulting in convictions and stays in juvenile correctional facilities. The lack of resilience skills may contribute to their involvement in such activities and hinder their ability to bounce back from adversity. In Thailand, young offenders are typically defined as individuals below the age of 18 involved in criminal activities. The juvenile justice system aims to provide rehabilitation programs to address the root causes of offending behavior and education, vocational training, consulting, and

reintegration into society rather than focusing solely on punishment. Regarding the sentencing and disposition of juvenile offenders in Thailand, 52% were arrested for their first offense while studying in secondary school. Furthermore, a significant 70.75% of these juveniles came from dysfunctional families. Involvement in drug-related activities is a crucial factor influencing the severity of their sentences.⁽²¹⁾

To facilitate successful reintegration, this comprehensive study developed transformative training programs, namely the Resilience Lecture Performance Program (RLPP), as a vital opportunity to develop critical thinking, empathy, emotional regulation, and problem-solving abilities, reduce their vulnerability to criminal behavior, and provide them with the tools to overcome challenges and make positive choices.

Lecture Performances (LP) offer an innovative and transformative approach to sharing knowledge; it combines academic content with elements from performing art and creates a unique hybrid form.⁽²²⁾

Unlike traditional lectures, LPs provide an interactive and engaging experience. They incorporate multimedia elements such as video, images, and soundscapes to enhance the presentation. By integrating these visual and auditory stimuli, presenters can convey information multi-layered and elicit diverse sensory responses, resulting in a more impactful lecture.⁽²³⁾

This multimedia approach draws inspiration from contemporary artists and filmmakers who utilize technology for storytelling and self-expression.⁽²⁴⁾ This research objective was to evaluate the effectiveness of the Resilience Lecture Performance Program (RLPP) among male adolescents in a Regional Juvenile Vocational Training Center.

Methodology

1. Research design and sampling

A purposive single-group pretest-posttest quasi-experiment was carried out in Region 2 Juvenile Vocational Training Center, Ratchaburi Province, Thailand, from October to November 2022. A quota sampling method was applied to enlist a total of 50 participants. The participants met the inclusion criteria based on three prerequisites: (1) being at least 15 years old (2) having the ability to communicate and a desire to express feelings during the program, and (3) participating voluntarily without any coercion. This research protocol received approval from the Research Ethics Review Committee for Research Involving Human Subjects: The Second Allied Academic Group in Social Sciences, Humanities, Fine and Applied Arts at Chulalongkorn University (Research Project Number 650020-COA No. 057/65).

2. Intervention and measurement

2.1 Intervention program: the Resilience Lecture Performance Program (RLPP) is a comprehensive interdisciplinary intervention model developed by the researcher to improve the resilience capabilities of adolescents. The program consists of four twelve-hour modules and aims to promote psychosocial development and enable transformative learning experiences. To ensure the implemented program would not harm the participants, the RLPP was subjected to a thorough review and approval process by psychologists, educators, and social workers. Furthermore, targeted techniques in lecture performance delivery were examined with adolescents in Mahasarakam province. All noteworthy concepts and recommendations were implemented to enhance the curriculum. The com-

Table 1 Structure and content of RLPP (4 Modules, 12 hours)

Structure	Theme	Process
Module 1 (Week 1)	Baseline evaluation and introduction to the concept of resilience	This module provided a valuable opportunity for establishing research-participant relationships, evaluating the participants’ baseline levels of resilience, and introducing the concept of resilience. Furthermore, the participants have become familiar with the idea of identifying parallel pathways as a means to overcome obstacles and strengthen resilience.
Module 2 (Week 2)	Face to fear	The primary objective of this module aimed to guide the participants in addressing their anxieties and formulating effective ways of overcoming them.
Module 3 (Week 3)	Realize	The primary objective of the third module was to build self-awareness among the participants and facilitate their identification of personal strengths and talents.
Module 4 (Week 4)	Welcome to the parallel world and end-line evaluation.	This session facilitated a greater level of self-discovery, enabling an environment that inspired participants’ desire to probe deeply into their identities and build up a more profound comprehension of themselves. Finally, the resilience self-assessment will be administered to measure the improvement of resilience skills and competencies throughout the four modules.

pleted configuration of RLPP is displayed in Table 1.

2.2 Intervention measurement: The Resilience Rating 3 Scale (RS-48) was employed to evaluate the effectiveness of the RLPP. The RS-48 is a self-assessment questionnaire created by the Department of Mental Health, Ministry of Public Health. Prior to and following the program’s implementation, the participants were assigned a duration of 30 minutes to dedicate to self-assessment. The participants were given the option to select a secluded area within the training center to complete the assessment forms without the presence of staff members or performers. This measure was enacted to protect the privacy of participants, uphold confidentiality, and mitigate the possibility of any potential biases arising from authority or study.

3. Data Analysis

The data analysis process was performed utilizing

the data analysis functionality of Microsoft Excel. The main approach employed for data analysis involved the utilization of descriptive statistics, which were presented as percentage values, mean, and standard deviation. Any instances of missing data were excluded from the analysis. A paired T-test was employed to compare the internal differences with a 95% confidence interval and a significance level 0.05.

Results

The program involved 50 participants. However, four of them chose to cease participation. Consequently, the final analysis included data collected from 46 participants. The entire group consisted exclusively of male individuals aged between 16 and 20.

The research findings indicated a significant improvement in the resilience score observed among the participants after implementing the intervention. The

mean resilience score following the implementation was 77.22±8.10, indicating a significant increase compared to the prior-to-intervention mean score of 70.85±7.73. The observed distinction exhibited statistical significance [$t(45) = 5.55, p < 0.05$], indicating that the intervention positively impacted the participants' resilience. Furthermore, it is crucial to acknowledge that three of the four determinants, specifically social competence, problem-solving, and sense of meaning and purpose, showed statistically significant improvements. However, the average scores for self-autonomy indicated a slight increase, but this difference was not statistically significant (Table 2).

Furthermore, the Resilience Lecture Performance Program demonstrated a notable reduction in the percentage of participants identified as having low and moderate levels of resilience while concurrently observing an increase in the percentage of participants classified as having high levels of resilience. The program reduced the low level from 13.04% to 4.35% and decreased the intermediate level from 86.96% to 71.74%. Simultaneously, the program enhanced the group with a high level of resilience from a starting point of zero to a final measurement of 23.91%. The program had a beneficial impact on the participants' levels of resilience, as indicated in Table 3.

Table 2 Comparison in resilience score before and after intervention (N=46)

	Pretest (N=46)		Posttest (N=46)		T	DF	p-value
	Mean	SD	Mean	SD			
Resilience Scores (Total)	70.49	7.87	77.11	8.16	6.22	44	<0.01*
-Autonomy	18.02	2.54	18.76	2.67	1.66	44	0.1
-Social Competence	17	3.16	18.56	3.47	3.33	44	<0.01*
-Problem Solving	16.49	2.41	19.53	2.46	9.09	44	<0.01*
-Sense of Meaning and Purpose	18.98	2.74	20.27	2.79	2.94	44	<0.01*

**p<0.05

Table 3 The percentage of resilience level between pretest and posttest (N=46)

Resilience Skills (N=46)	Before (%)	After (%)
Low level	13.04	4.35
Intermediate level	86.96	71.74
High level	0.00	23.91

Discussion

The effectiveness of the Resilience Lecture Performance Program (RLPP) as an alternative disciplinary approach to increase the resilience skills

among a vulnerable population of adolescents at risk of drug misuse and criminal behavior has been proven. The current research follows the results reported by Boonpleng, et al.⁽²⁵⁾ and Ruetathip and

Rujirachakon⁽²⁶⁾, which ultimately support the notion that the successful implementation of a transformative learning method can successfully enhance the resilience and life skills of adolescents.⁽²⁷⁾ As a result, the adolescents demonstrate a notable increase in resilience after participating in the program, compared to their baseline levels of resilience.

The results revealed a slight improvement in the average scores; however, no statistically significant disparity was detected in self-autonomy. The observed result may be ascribed to the constrained timeframe designated for talent improvement efforts, which included four weeks. There is a potential for participants to have encountered difficulties in completely assimilating and implementing the acquired abilities during the limited duration of this intervention, thereby hindering their advancement in terms of self-autonomy. Therefore, it is recommended that the length of skill development programs be increased, along with the provision of ongoing support and social assistance. This could potentially strengthen the participants' ability to internalize and effectively utilize their acquired abilities, leading to more substantial advancements in self-autonomy.

The concept of tragedy in the arts and theater studies argues that conflicts emerge due to conflicting goals, experiences, and circumstances.⁽²⁸⁾ RLPP played a significant role in facilitating participants' comprehension of their life narratives, elucidating the root causes of their difficulties, fostering transforming circumstances, and instilling a sense of empowerment to surmount obstacles. The attributes above were observable in their proactive engagement, perceptive dialogues, and substantial contribution throughout the event. Hence, the lecture encompassed a fusion of

artistic expression, dramatic elements, scientific principles, and psychosocial growth. The program facilitated the acquisition of novel life skills and transforming experiences among participants. Additionally, it created a secure environment for exchanging personal narratives, enhancing the audience's comprehension and admiration of these matters, particularly in terms of empathy and compassion.⁽²⁹⁾ Moreover, using sense memory and emotional "recall" in constructing the play script yields significant advantages. As this methodology advances, it becomes apparent that incorporating the methodologies of sense memory and emotional "recreation" can significantly augment the total efficacy and influence of the result.

Despite conducting validation and tryouts, RLPP also revealed several limitations. A notable constraint was seen concerning time management, as it frequently proved inadequate for participants to articulate their acquired knowledge and emotional experiences adequately. Specific individuals needed additional time to introspect and retrieve memories of their personal experiences. Regrettably, the individuals involved were compelled to expedite their engagement with these instances and swiftly transition to the subsequent chapter, impeding their capacity for critical analysis, interpretation, introspection, and attainment of the most favorable educational results.^(29,30)

In addition, it is crucial to provide an atmosphere conducive to facilitating lecture performances and promoting transformative learning. This objective may be achieved by implementing these sessions within enclosed meeting rooms, wherein potential confounding variables such as disruptive auditory stimuli, fluctuating thermal conditions, and distractions arising from interpersonal interactions can be effectively

managed and reduced. By efficiently managing the learning environment, individuals can enhance their ability to concentrate, actively participate, and fully acquire knowledge.

The growing importance of problem-solving proficiency to the resilience skill of individuals offers a compelling prospect to reevaluate the strength-based approach (SBA). This notion emphasizes utilizing individuals' strengths, talents, and abilities to promote a positive self-image, nurture hope, and enable them to navigate and surmount problems effectively. The methodology emphasizes the importance of utilizing existing strengths to foster resilience, as proposed by Masten⁽⁷⁾. Hence, it is advisable to incorporate problem-solving skills into occupational training or educational treatments, specifically targeting juvenile offenders. In addition, it is crucial to maintain ongoing surveillance of the implementation of these techniques, as doing so not only strengthens resilience abilities but also promotes the cultivation of critical life skills that yield enduring advantages. Through the consistent use and assessment of problem-solving methodologies, individuals can develop the essential skills to navigate obstacles and difficulties effectively, thus fostering their general welfare and achievement in diverse domains of existence.

It is imperative to acknowledge that resilience is a complex construct shaped by many elements, particularly in individuals' neurological and cognitive processes. The elements above directly influence the resilience ratings of participants, potentially impeding their ability to engage in transformative learning activities effectively. The research findings suggest that persons who have experienced significant adversity or are currently getting treatment for drug addic-

tion encounter challenges in sustaining attention, actively participating, and engaging in reflective thinking during educational sessions. The lack of self-regulation skills in individuals can also result in disturbances and irritation among their peers. Hence, to uphold an optimal learning atmosphere and foster a favorable learning ecosystem, it is advisable to employ a meticulously crafted screening procedure that integrates cognitive function and mental health evaluations before program and module implementation. This approach will facilitate the early identification of potential obstacles and enable the implementation of suitable assistance and interventions, eventually augmenting the overall educational experience for all those involved.

Finally, it is important to take into account the self-assessment aspect, as it offers valuable understanding of the participants' feelings. The objective of this study was to enable participants to enhance their self-autonomy in the experience of planning, implementing, monitoring, and rating their abilities using the Resilience Rating 3 Scale (RS-48). Although participants were well-informed about the individual assessment procedure, it is important to acknowledge that the positive bias resulting from the relationship between the performer and participant during the four-week intervention period, could potentially impact the good results that were seen. Therefore, it is crucial to evaluate the self-assessment data again and compare it with the initial baseline information. This supplementary analysis will enable a more thorough comprehension of alterations or advancements in participants' self-perceptions and resilience levels during and after the intervention. Furthermore, with self-evaluation measures, a quan-

titative assessment technique can be beneficial for conducting impact assessments. This approach involves utilizing tools such as dialogue sessions, diary reports, and focus group discussion. These techniques provide the chance to explore participants' narratives in greater depth and monitor their advancement in terms of developing personal resilience. By utilizing a combination methodology, we are able to thoroughly examine the effects of the Resilience Lecture Performance Program on both individual resilience levels and overall well-being.

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**ประสิทธิผลของโปรแกรมการแสดงสื่อสาระเพื่อเสริมสร้างทักษะพลังแห่งการฟื้นตัวของวัยรุ่น
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พิชญ์ไกร ไชยเดช อ.ม. (ศิลปการละคร)*; กัณท์วีร์ วิวัฒน์พาณิชย์ Dr.rer.net (Anthropology)**;

พันพิสสา ฐูปเทียน ศศ.ด. (นาฏยศิลป์ไทย)*; ปวีตร มหาสารินันท์ M.A. (Theatre)**

* ภาควิชาศิลปการละคร คณะอักษรศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย กรุงเทพมหานคร; * สาขาเวชศาสตร์-
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ติดต่อผู้เขียน: พิชญ์ไกร ไชยเดช, Email: p.chaidej@gmail.com

บทคัดย่อ: การวิจัยกึ่งทดลองแบบกลุ่มเดียวก่อน-หลังครั้งนี้ ดำเนินการในศูนย์ฝึกและอบรมเด็กและเยาวชนเขต 2 จังหวัดราชบุรี มีวัตถุประสงค์เพื่อศึกษาประสิทธิผลของโปรแกรมการแสดงสื่อสาระเพื่อเสริมสร้างทักษะพลังแห่งการฟื้นตัวของวัยรุ่น (Resilience Lecture Performance Program - RLPP) กับเยาวชนผู้ยินดีเข้าร่วมโครงการโดยสมัครใจจำนวน 50 คน โปรแกรม RLPP พัฒนาขึ้นโดยผู้วิจัย ประกอบด้วยเนื้อหาหลัก 4 ส่วน (12 ชั่วโมง) และประเมินด้วยแบบประเมินความเข้มแข็งทางใจในเด็ก (Resilience Scale - RS-48, 13-18 years) ผลการวิจัย พบว่า ทักษะพลังแห่งการฟื้นตัวของวัยรุ่นมีการเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติ คะแนนทักษะพลังแห่งการฟื้นตัวหลังดำเนินกิจกรรม (ค่าคะแนน 77.22 ± 8.10) เปรียบเทียบกับคะแนนก่อนการทดสอบ (ค่าคะแนน 70.85 ± 7.73) เมื่อพิจารณาตามองค์ประกอบ 4 ด้าน พบว่า ความสามารถทางสังคม ความสามารถในการแก้ไขปัญหา และความสามารถในการตั้งจุดมุ่งหมายในชีวิต มีทิศทางเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติ ยกเว้นความสามารถในการดูแลและความสามารถในการควบคุมตัวเอง ซึ่งมีแนวโน้มเพิ่มขึ้นเพียงเล็กน้อยและไม่มีความสำคัญทางสถิติ โปรแกรมการแสดงสื่อสาระสามารถลดสัดส่วนของวัยรุ่นที่มีทักษะพลังแห่งการฟื้นตัวในระดับน้อย (ร้อยละ 13.04 เป็นร้อยละ 4.35) ลดสัดส่วนของกลุ่มที่อยู่ในระดับกลาง (ร้อยละ 86.96 เป็นร้อยละ 71.74) และเพิ่มสัดส่วนของกลุ่มที่อยู่ในระดับสูง (ร้อยละ 0.00 เป็นร้อยละ 23.91)

คำสำคัญ: การแสดงสื่อสาระ; พลังแห่งการฟื้นตัว; วัยรุ่นและเยาวชน