

An Experimental Study on the Development of a Training Program for Psychological Traits and Skills to Enhance Socially Ethical Behaviors in Thai Youths

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Abstract

This experimental research aimed to examine the effectiveness of Thai youths who underwent the different levels of training intensity. The sample had 120 Thai youths, who were randomly assigned to one of four groups without bias under a 2×2 factorial design, with two types of independent variables: 1) training in psychological traits, 2) training in socially ethical skills. Three phases were evaluated: before training, after training immediately, and three-month after training. Seven measurement tools were used by Likert-type rating scale with reliability coefficients from 0.810 to 0.860. The statistical method to test the hypotheses was Analysis of Covariance.

The findings revealed that 1) For the phase after training immediately, Thai youths who underwent the trainings in psychological traits and socially ethical skills had a higher mean score in moral reasoning compared to those who trained only the training in socially ethical skills or no any training. Additionally, they exhibited more positive attitudes toward socially ethical behaviors than those who did not train any training. Their socially ethical behaviors were higher than Thai youths who only underwent in socially ethical skills, 2) For the phase of three-month after training, Thai youths who underwent the trainings in psychological traits and socially ethical skills had a higher mean score in moral reasoning than those who trained only the training in socially ethical skills or no any training. Moreover, their positive attitudes toward socially ethical behaviors remained higher than Thai youths who only trained in psychological trait or no any training.

Keywords: Experimental research, Social ethics, Thai youth, Training

Introduction

The social environment in Thailand is undergoing rapid transformation due to globalization, which brings a diverse influx of foreign cultures, borderless media, and advanced technology. These changes have significantly impacted individuals' lifestyles and behaviors, leading to swift societal shifts. Thai youths, in particular, are highly susceptible to these changes, as many possess weak psychological resilience and a lack of social immunity. This deficiency hinders their ability to critically evaluate and selectively adopt positive values and desirable cultural influences. Consequently, Thai society is witnessing a shift in values, behaviors, societies, living lives, worldviews, and ways of life, with an increasing inclination toward Western consumerism and materialism. Economic competition and the security in production become the primary focus, fostering a culture of competitiveness where market-driven strategies reinforce materialistic values, promoting extravagant lifestyles. This shift often leads individuals to pursue personal gain without ethical and moral considerations, which contrasts with traditional Eastern values. UNICEF Thailand (2017).

Presently, the Thai government recognizes the importance of promoting ethical conduct in order to improve the balance of moral and material development based on the 20-Year National Strategy and the Thailand 4.0 Format to drive the stability, prosperity, and sustainability by leveraging technology and innovation to foster self-reliance under the Philosophy of Sufficiency Economy. Therefore, the First National Master Plan for Ethical Promotion (2016–2021) was incorporated into the 12th National Economic and Social Development Plan to serve as a strategic mechanism for fostering human morality. The goal of this plan is to establish “a moral Thai society where individuals adhere to the teachings of their respective religions, integrate the Philosophy of Sufficiency Economy into their daily lives, preserve Thai cultural values, and coexist peacefully within Thailand, the ASEAN community, and the global society in a sustainable manner”. The plan provides clear directions or guidelines to ensure a cohesive and actionable approach to ethical promotion across various organizations (Jutarosaga, 2019). In alignment with this national initiative, the emphasis has been given on human development alongside economic progress, emphasizing the central role of individuals in national development. The focus is on nurturing well-rounded individuals in physically, mentally, intellectually, particularly the ethics, which is fundamental to determine the peace and stability of society and the nation (Sodmanee & Junprasert, 2011).

The research team recognizes the importance of five key dimensions of socially ethical behaviors and develops an innovative training program for psychological traits and skills as a framework to cultivate conceptual principals as well as skills covering physical, mental, and societal aspects among Thai youths. This training program was tested through an experimental study to examine its effectiveness. The goal is to provide educational institutions, organizations, and other interested entities for their implementations. Furthermore, youth leaders who undergo this training can apply and disseminate their acquired knowledge as well as experiences for “enhancing” and “passing” to other youths, thereby contributing to the sustainable social and national development of Thailand.

Research Objective

To examine the effectiveness of Thai youths who underwent the trainings for integrated psychological traits and skills with different levels of the intensity to enhance socially ethical behaviors in digital era.

Hypothesis

Thai youths who underwent the trainings in psychological traits and socially ethical skills had a higher mean score in moral reasoning, positive attitudes toward socially ethical behaviors, and socially ethical behaviors compared to those who trained only the training in either psychological traits or socially ethical skills. Additionally, Thai youths who trained the trainings in psychological traits and socially ethical skills, as well as the groups who trained only the training in either psychological traits or socially ethical skills had a higher mean score in moral reasoning, positive attitudes toward socially ethical behaviors, and socially ethical behaviors compared to those who had no training in psychological traits and socially ethical skills. These findings were found under the phases after the training immediately and three-month after the training. Based on the aforementioned hypothesis, a preliminary hypothesis testing was conducted as follows: 1) Within each group, the relationship between the covariate and the dependent variable should exhibit linearity. 2) The distribution of errors or residuals should conform a normal distribution. 3) The relationship between the covariate and the dependent variable must be homogeneous across all groups, which can be tested by examining the equality of regression slopes.

Methodology

The population of this research consisted of Thai youths aged 18– 25 years (In accordance with the United Nations' criteria). The sample group includes 120 Thai youths from the northern region from Uttaradit province at 40 individuals, Phrae province at 40 individuals, and Nan province at 40 individuals. Recruitment was conducted through direct outreach, posters, and announcements across faculties of Uttaradit Rajabhat University. Participants were accepted into the program over a 30-day period or until the required sample size was met.

Qualifications of Sample Group

1. Be willing and interested in participating in the program.
2. Have permanent residence and household registration in Uttaradit, Phrae, or Nan provinces and be enrolled in years 1–4 at Uttaradit Rajabhat University.
3. Have prior experience working in groups/networks and at least one participation in volunteer activities.
4. Attend at least one training session or activity related to ethics and morality.

Experimental Design

This experimental study had 2 groups of independent variables including 1) Training in psychological traits, 2) Training in living skills in accordance with the Sufficiency Economy philosophy. A 2 by 2 factorial design (as presented in Table 1), using a pretest-posttest with control group and repeated-measures design, was applied for conceptual framework. The youths were allocated into one of four groups at random as below with no bias (Random Assignment), consisting of 30 individuals per a group.

The random assignment, divided into 4 groups with 30 individuals per a group, was carried out by having participants register in a queue, with every first registrant assigned to Group 1, the second to Group 2, the third to Group 3, and the fourth to Group 4. The fifth to Group 1, the sixth to Group 2, the seventh to Group 3, the eighth to Group 4 was repeated until all 120 individuals were assigned.

Table 1 Experimental Groups and Controlled Groups

Group	Pretest	Treatment Variables	Posttest	Repeated	Group
1	✓	Training in psychological traits + Training in skills for social ethics	✓	✓	100%
2	✓	Training in psychological traits + Training in other contents	✓	✓	50%
3	✓	Training in skills for social ethics + Training in other contents	✓	✓	50%
4	✓	Training in other topics	✓	✓	Controlled

Training Procedure

1. At the beginning phase of gathering the questionnaires (before the training), the researcher team introduced themselves, described the purposes, provided the instructions including how to respond the questionnaires. The sampling then fulfilled the questionnaires around 1 hour.

2. After finishing the questionnaires, the sampling underwent the training as assigned by the instructor team as follows: Group 1 trained the trainings on psychological traits and skills for social ethics. Group 2 trained in psychological traits and other topics. Group 3 trained in skills for social ethics and other topics. Group 4 trained in other topics. The trainings were conducted by watching video clips, play role, class presentation, and group activities around 10-hour training for each group.

3. In the second phase of completing the questionnaires (after the training), the sampling completely attended the 10-hour training. The researcher team distributed the questionnaires, described the purposes, and provided the instructions for fulfilling it to the sampling group around 1 hour.

4. In the third phase, the data were collected for following up three-month after the training. The researcher team gathered the questionnaires with the same sampling as in the beginning and second phases around 1 hour.

Measurement Tools

This study had five tools to measure several variables including moral reasoning, positive attitudes toward socially ethical behaviors, sufficiency-oriented behavior, responsible behavior, honest behavior, public-minded behavior and grateful behavior. A socio-demographic characteristics and background was also conducted, totally six tools. The researcher used the measurement tools with six assessing ranges from “very true” to “not true at all”.

Tools Validity

In this research, all measurement tools were assessed content validity assessment by experts to review whether the content covered the operational definitions of the variables. The reliability coefficients of each questionnaire were as follows: moral reasoning at 0.810, positive attitudes toward socially ethical behaviors at 0.840, sufficiency-oriented behavior at 0.820, responsible behavior at 0.840, honest behavior at 0.860, public-minded behavior at 0.830, and grateful behavior at 0.810

Data Collection

Data collection was conducted in three stages. The first stage was to gather data before the experiment that the youths who participated the training answered measurement tools and questionnaires before joining the training. The second stage was the collection after the training immediately. The third stage was the data gathering three-month after the training. Researchers and co-researchers collected all data by themselves.

Statistics for Data Analysis

The researcher employed data analysis by 1) General information and basic characteristics of variables using descriptive statistics by percentages, means, standard deviations, ranges, and correlation coefficients between variables, 2) Normality tests by skewness, kurtosis, and Kolmogorov-Smirnov Test, 3) Homogeneity of Variance-Covariance Matrices by Box's M to examine the assumption for statistical analysis and Levene's Test to check the equality of variances for all variables, 4) Hypothesis testing by using Analysis of Covariance (ANCOVA).

This research was approved from the Human Research Ethics Committee of Uttaradit Rajabhat University in accordance with the certification number URU-REC No. 001/2024. The right to provide participant's information was explained voluntarily and all of the data were kept confidential.

Results

The results of the statistical analysis for the basic variables of the sample group are as follows: Gender: the majority by female at 68 individuals (56.670%), Birth order: not the eldest child at 78 individuals (65.000%), Living situation: the majority lived with both parents at 65 individuals (54.170%), Mother's occupation: self-employed or farmers at 70 individuals (58.330%), Father's occupation: mostly government officials or other professions at 70 individuals (58.330%), Seeking advice when encountering problems: from parents at 80 individuals (66.670%), Weekend activities: indoor activities at 75 individuals (62.500%), Time spent on online media: five hours or less per day at 76 individuals (63.330%), Father's education level: Primary to high school education at 78 individuals (65.000%), Daily allowance: over 120 THB per day at 70 individuals (58.330%), Number of close female friends: more than six at 68 individuals (56.670%).

Table 2 Results of the Analysis of Covariance Under the Training Format in the Phase After the Training Immediately. By Using Moral Reasoning, Positive Attitudes Toward Socially Ethical Behaviors, and Socially Ethical Behaviors for Pre-experiment as Covariates.

Sources of Variation	SS	df	MS	F	p
Between the Group of Moral Reasoning	4.496	3	1.499	5.732*	.001
Between the Group of Positive Attitudes	4.864	3	1.621	2.910*	.038
Between the Group of Socially Ethical Behaviors	3.532	3	1.177	8.232*	.000
Error on the Group of Moral Reasoning	29.544	113	0.261		
Error on the Group of Positive Attitudes	62.948	113	0.557		
Error on the Group of Socially Ethical Behaviors	16.161	113	0.143		
Including the Group of Moral Reasoning	3428.120	120			
Including the Group of Positive Attitudes	2852.650	120			
Including the Group of Socially Ethical Behaviors	3220.564	120			

* with the level of statistical significance at .050

According to Table 2, the results of data analysis demonstrated that, after the training immediately, the youths who underwent training formats showed differences in moral reasoning ($F = 5.732, p = .001$), positive attitudes toward socially ethical behaviors ($F = 2.910, p = .038$), and socially ethical behaviors ($F = 8.232, p = .000$), with the level of statistical significance at .05. As a result, pairwise comparisons were conducted between training formats in moral reasoning, positive attitudes toward socially ethical behaviors, and socially ethical behaviors, as presented in Table 3.

Table 3 Results of Pairwise Comparison of Mean Scores of Dependent Variables Between Training Formats in the Phrase. After the Training Immediately.

Variables	Experimental Formats	Mean Scores	Pairwise Comparison	Mean Difference	SE	P
Moral Reasoning	Psycho Traits + Skills PS	5.626	PS – P	.277	.135	.260
	Psychological Traits P	5.348	PS - S	.445*	.135	.010
	Skills S	5.181	PS - C	.527*	.142	.000
	Controlled Group C	5.099	P - S	.168	.135	1.000
			P - C	.250	.135	.400
			S - C	.082	.135	1.000
Positive Attitudes Toward Socially Ethical Behaviors	Psycho Traits + Skills PS	5.116	PS – P	.407	.198	.250
	Psychological Traits P	4.709	PS - S	.212	.197	1.000
	Skills S	4.904	PS - C	.588*	.208	.030
	Controlled Group C	4.528	P - S	-.195	.198	1.000
			P - C	.181	.197	1.000
			S - C	.376	.210	1.000
Socially Ethical Behaviors	Psycho Traits + Skills PS	5.322	PS – P	-.005	.100	1.000
	Psychological Traits P	5.327	PS - S	.408*	.100	.000
	Skills S	4.915	PS - C	.240	.105	.150
	Controlled Group C	5.082	P - S	.413*	.100	.000
			P - C	.245	.100	.090
			S - C	-.167	.106	.710

* with the level of statistical significance at .050

According to Table 3, the results of the pairwise comparison of mean scores of each variable (moral reasoning, positive attitudes toward socially ethical behaviors, and socially ethical behaviors) between training formats in the phrase after the training immediately demonstrated as follows:

The mean score of moral reasoning was significantly higher among Thai youths who underwent the trainings in psychological traits and socially ethical skills compared to those who trained only the training in socially ethical skills and those who did not train any training in psychological traits and socially ethical skills. These differences were statistically significant at the 0.05 level, with mean differences of 0.445 and 0.527 in order.

The mean score of positive attitudes toward socially ethical behaviors was significantly higher among Thai youths who underwent the trainings in psychological traits and socially ethical skills compared to those who did not train any training in psychological traits and socially ethical skills. These differences were statistically significant at the 0.05 level, with a mean difference of 0.588.

The mean score of socially ethical behaviors was significantly higher among Thai youths who underwent the trainings in psychological traits and socially ethical skills compared to those who trained only the training in socially ethical skills. These differences were statistically significant at the 0.05 level, with a mean difference of 0.408. Additionally, the mean score of socially ethical behaviors among Thai youths who underwent only the training in psychological traits was significantly higher than those who trained only the training in socially ethical skills. These differences were statistically significant at the 0.05 level, with a mean difference of 0.413.

Table 4 Results of the Analysis of Covariance for Each Variable of Dependent Variables Under Training Formats In the Phase of Three-Month After the Training by Using Moral Reasoning, Positive Attitudes Toward Socially Ethical Behaviors, and Socially Ethical Behaviors for Pre-experiment as Covariates

Sources of Variation	SS	df	MS	F	p
Between the Group of Moral Reasoning	9.570	3	3.190	10.525*	.000
Between the Group of Positive Attitudes	6.751	3	2.250	5.157*	.002
Between the Group of Socially Ethical Behaviors	3.168	3	1.056	4.830*	.003
Error on the Group of Moral Reasoning	34.247	113	0.303		
Error on the Group of Positive Attitudes	49.316	113	0.436		
Error on the Group of Socially Ethical Behaviors	24.703	113	0.219		
Including the Group of Moral Reasoning	3343.170	120			
Including the Group of Positive Attitudes	2927.370	120			
Including the Group of Socially Ethical Behaviors	3184.426	120			

* with the level of statistical significance at .050

According to Table 4, the results of data analysis demonstrated that, in the phase of three-month after the training, the youths who underwent training formats showed differences in moral reasoning ($F = 10.525$, $p = .000$), positive attitudes toward socially ethical behaviors ($F = 5.157$, $p = .002$), and socially ethical behaviors ($F = 4.830$, $p = .003$), with the level of statistical significance at .05. As a result, pairwise comparisons were conducted between training formats in moral reasoning, positive attitudes toward socially ethical behaviors, and socially ethical behaviors, as presented in Table 5.

Table 5 Results of Pairwise Comparisons of the Mean Scores of Dependent Variables Between Training Formats in the Phase of Three-Month After the Training

Variables	Experimental Formats	Mean Scores	Pairwise Comparison	Mean Difference	SE	P
Moral Reasoning	Psycho Traits + Skills PS	5.690	PS – P	.388	.146	.050
	Psychological Traits P	5.302	PS - S	.665*	.145	.000
	Skills S	5.025	PS - C	.751*	.153	.000
	Controlled Group C	4.939	P - S	.277	.146	.360
			P - C	.363	.145	.080
			S - C	.086	.155	1.000
Positive Attitudes Toward Socially Ethical Behaviors	Psycho Traits + Skills PS	5.255	PS – P	.504*	.175	.030
	Psychological Traits P	4.751	PS - S	.267	.174	.770
	Skills S	4.988	PS - C	.686*	.184	.000
	Controlled Group C	4.569	P - S	-.237	.175	1.000
			P - C	.182	.174	1.000
			S - C	.419	.186	.160
Socially Ethical Behaviors	Psycho Traits + Skills PS	5.208	PS – P	-.126	.124	1.000
	Psychological Traits P	5.334	PS - S	.318	.123	.070
	Skills S	4.890	PS - C	.131	.130	1.000
	Controlled Group C	5.076	P - S	.444*	.124	.000
			P - C	.258	.123	.230
			S - C	-.187	.132	.950

* with the level of statistical significance at .05

According to Table 5, the results of pairwise comparisons of the mean scores of each variable (moral reasoning, positive attitudes toward socially ethical behaviors, and socially ethical behaviors) between training formats in the phase of three-month after the training demonstrated as follows:

The mean score of moral reasoning was significantly higher among Thai youths who underwent the trainings in psychological traits and socially ethical skills compared to those who trained only the training in socially ethical skills and those who did not train any training in psychological traits and socially ethical skills. These differences were statistically significant at the 0.05 level, with mean differences of 0.665 and 0.751 in order.

The mean score of positive attitudes toward socially ethical behaviors was significantly higher among Thai youths who underwent the trainings in psychological traits and socially ethical skills compared to those who trained only the training in socially ethical skills and those who did not train any training in psychological traits and socially ethical skills. These differences were statistically significant at the 0.05 level, with mean differences of 0.504 and 0.686 in order.

The mean score of socially ethical behaviors was significantly higher among Thai youths who underwent only the training in psychological traits compared to those who trained only the training in socially ethical skills. These differences were statistically significant at the 0.05 level, with a mean difference of 0.444.

Discussions

The research discussions reveal that Thai youths who underwent integrated trainings in psychological traits and skills exhibited higher mean scores in moral reasoning, positive attitudes towards socially ethical behaviors, and socially ethical behaviors after the assessment of immediate training. It is aligned with the principles of the Ethical Tree Theory Bhanthumnavin (1996), which states that individuals who possess multiple desirable psychological traits also tend to demonstrate more desirable psychological traits and behaviors.

The findings support the hypothesis of the dependent variable in moral reasoning. These results are consistent with the research by Mouratidou & Chatzopoulos (2007), which studied the effectiveness of physical education in developing moral reasoning among secondary school students. The key finding of that study was that after participating in a redesigned physical education course aimed at fostering learning motivation and a positive classroom atmosphere, the experimental group showed a statistically significant improvement in moral reasoning compared to the controlled group. Similar findings were reported in Doyle (2015), study on the effectiveness of instructional formats for enhancing moral reasoning among students and in Torabizadeh et al. (2018), study on nursing students, which found significant improvements in moral reasoning among the experimental group.

The research by Klinkesorn et al. (2019), found that a specific activity program successfully developed moral reasoning and professional ethics in media professionals in five areas: self-sacrifice, honesty, responsibility, fairness, and awareness on public interest. In overall, the development of moral reasoning in media professionals was classified at Level 2. Moreover, the research by Pinpradit et al. (2014), indicated that most youth exhibited moral reasoning at Level 3, progressing towards Level 4 which reflected adherence to societal duties. Their study also developed a self-directed ethics curriculum structured as a branching program, incorporating 9 ethical dilemma scenarios. The findings suggested that this self-directed ethics curriculum effectively stimulated moral reasoning development among learners. Furthermore, the research of Nedwong (2013), found that the moral reasoning of the sample group showed improvement, with most participants reaching Level 5. This finding aligns with Kohlberg (1975) that individuals changed their progress through stages of moral reasoning in a sequential manner, reflecting a universal structure of ethical development. Moral development definitely occurred without skipping any stages. Kohlberg's six stages of moral reasoning encompassed human development from birth to its highest level of moral maturity and were considered universal. This means that individuals, regardless of their country, ethnicity, or cultural background, are likely to progress through these stages in a sequential manner from lower to higher levels. While individuals may develop at different rates either rapid or slow, some may reach the higher stages (Stages 5–6), while others may only progress to the intermediate (Stages 3–4) or initial stages (Stages 1–2).

The findings also support the hypothesis regarding the dependent variable of positive attitudes towards socially ethical behavior. These results aligned with the perspective of Ajzen & Fishbein (1980) that attitudes were closely linked to behavioral expression. That was, attitudes influence an individual's behavior, while behavioral expressions also impacted an individual's attitudes. Since attitudes encompassed what individuals thought, felt, and were motivated to act upon, they served as a main construct of complex social psychology with influences to ideas and social behaviors. Additionally, daily life experiences played a crucial role in shaping, modifying, and transforming attitudes. Social information and attitudes were categorized in ways that influenced behavioral expressions with logics.

Past researches related to or closely aligned with the variable of positive attitudes toward socially ethical behaviors included the research by Bhanthumnavin & Bhanthumnavin

(2021), which found multiple short-term and long-term benefits for both mental and behavioral aspects. The findings indicated that behavior of adherence to rules and the support of ethical conduct. Similarly, the research of Upamairat (2018), explained that an experimental group that participated in a self-regulation program which was the development of adolescent learning processes, positive attitude adjustments, and enhanced self-regulation skills that led to the appropriate improvements. As a result, this program enabled participants to develop systematic self-management skills, reinforcing their knowledge and confidence in managing their behavior systematically. Moreover, the self-regulation program contributed to increasing knowledge and self-control behaviors, strengthening psychological resilience, and enhancing participants' capabilities in engaging in various activities more effectively. Additionally, it enabled students to manage their thoughts, behaviors, and emotions while maintaining motivation through self-regulation. This, in turn, facilitated their ability to execute planned life activities consistently, helping them progress toward their intended goals smoothly.

Among groups of Thai youths who trained only the training in either psychological traits or socially ethical skills, as well as those who trained no any training, no significant differences were observed. Therefore, it can be stated that integrated training in psychological traits and skills concurrently has the most substantial impact on changes in moral reasoning, positive attitudes toward socially ethical social behaviors, and socially ethical social behaviors. Training in only one aspect is insufficient to achieve the outcomes.

Conclusion and suggestions

The findings revealed that 1) For the phase after the training immediately, Thai youth who underwent the trainings in psychological traits and socially ethical skills had a higher mean score in moral reasoning compared to those who trained only the training in socially ethical skills or no any training. Additionally, they exhibited more positive attitudes toward socially ethical behaviors than those who did not train any training. Their socially ethical behaviors were higher than Thai youths who only underwent in socially ethical skills, 2) For the phase of three-month after the training, Thai youths who trained the trainings in psychological traits and socially ethical skills demonstrated a higher mean score in moral reasoning than those who trained only the training in socially ethical skills or no any training. Moreover, their positive attitudes toward socially ethical behaviors remained higher than Thai youths who only trained in psychological trait or no any training.

New knowledge and the effects on society and communities

1. From the results of experimental research, the researchers concurrently conducted integrated training in psychological traits and skills that led to an increase in psychological traits as well as socially ethical behaviors, both after the training immediately and three-month after the training. Since these behaviors require time and contextual adaptation, and the findings show if psychological traits and skills are trained together, it can reflect the training effectiveness. Related organizations can adopt this approach to assess the behaviors of the youths in the future.

2. This research is an inclusive experimental study to create and manifest the effectiveness of an integrated training of important psychological traits and skills, proving the cause and effect with the rigorous design, by pretest-posttest with a control group and repeated measures design. The study measured outputs after the training immediately and three-month after the training by focus on giving practical guidance and support the youths for solving issues by applying the acquired outcomes from the trainings to their current and future living lives.

This type of training is directly beneficial to desired psychological traits and behaviors among the youths in community.

3. This training was the research with continuous assessment and follow-up of outputs both after the training immediately and three-month after the training. The follow-up during three-month after the training was operated by a rigorously systematic data collection to collect clear data and contribute to genuine development.

4. The study produces a training manual for both psychological traits and skills, which can be utilized by public and private sectors to further train and enhance on socially ethical behaviors.

5. The research findings can be applied on a broader scale to the youths in communities across different regions. Additionally, the research findings can be formulated to concrete measures and policies.

6. To include this training program in the university curriculum or student activities can demonstrate how research findings are practically applied in institutional or community levels, thereby enhancing the clarity of its policy implications.

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