

## BUDDHIST INNOVATION WITH MEDITATION ACTIVITIES AND SOLVING THE PROBLEM OF BULLYING FOR CHILDREN AND YOUTHS

### INOVAÇÃO BUDISTA COM ATIVIDADES DE MEDITAÇÃO E SOLUÇÃO DO PROBLEMA DO BULLYING EM CRIANÇAS E JOVENS

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#### **Abstract**

This research is entitled “Buddhist innovation with meditation activities and solving the problem of bullying for children and youths,” has three objectives: 1) to examine the current issues related to bullying among children and youth, 2) to develop a Buddhist-based innovation to address bullying for children and youth, and 3) to assess behavioral changes in bullying among children and youth. The researchers employed a mixed-methodology approach, combining quantitative research with a sample of 400 students, qualitative research through in-depth interviews with 15 individuals, focus group discussions with 9 participants, and action research conducted with 30 student participants from a secondary school in Sam Phran District, Nakhon Pathom Province. The research findings are as follows: 1) Regarding the study of the current issues in addressing bullying among children and youth, the findings revealed that the

#### **Resumo**

*Esta pesquisa, intitulada “Inovação budista com atividades de meditação e a solução do problema do bullying entre crianças e jovens”, tem três objetivos: 1) examinar as questões atuais relacionadas ao bullying entre crianças e jovens, 2) desenvolver uma inovação baseada no budismo para lidar com o bullying entre crianças e jovens e 3) avaliar as mudanças comportamentais no bullying entre crianças e jovens. Os pesquisadores empregaram uma abordagem metodológica mista, combinando pesquisa quantitativa com uma amostra de 400 estudantes, pesquisa qualitativa por meio de entrevistas em profundidade com 15 indivíduos, discussões em grupo focal com 9 participantes e pesquisa-ação realizada com 30 estudantes de uma escola secundária no distrito de Sam Phran, província de Nakhon Pathom. Os resultados da pesquisa são os seguintes: 1) Em relação ao estudo das questões atuais no combate ao*



perception of meditation practice and its role in solving bullying problems was at a high level, with a mean score of 3.85 and a standard deviation of 0.813. Most respondents agreed that meditation can help alleviate stress and negative feelings and that they understood how to practice meditation independently. The development of meditation activities to address bullying was also rated at a high level, with a mean score of 3.84 and a standard deviation of 0.835. This suggests that the activities designed were practical and can be further implemented. 2) Regarding developing Buddhist-based innovations to address bullying, the study found that activities providing knowledge about meditation techniques for emotional regulation helped foster positive energy and suppress negative emotions, reducing stress and enhancing self-worth. Activities included positive thinking exercises, self-acceptance practices, music listening, and decision-making games, storytelling to promote mental resilience, and fostering spiritual friendships (*Kalyāṇamittatā*) alongside mental strength and interpersonal relationships. 3) Participants were evaluated through pre- and post-tests. Overall, the post-test results from Participants involved in meditation and anti-bullying activities based on Buddhist innovation showed a significantly higher average score of 4.56, with a standard deviation of 0.166, compared to the pre- test average score of 2.69, with a standard deviation of 0.407. This indicates a clear improvement, reflecting strong student engagement and the effectiveness of the activities.

**Keywords:** Buddhist Innovation. Meditation Activities. Solve The Problem of Bullying.

*bullying entre crianças e jovens, os resultados revelaram que a percepção da prática da meditação e seu papel na solução de problemas de bullying foi alta, com uma pontuação média de 3,85 e um desvio padrão de 0,813. A maioria dos participantes concordou que a meditação pode ajudar a aliviar o estresse e os sentimentos negativos e que entendiam como praticá-la de forma independente. O desenvolvimento de atividades de meditação para lidar com o bullying também foi avaliado positivamente, com uma pontuação média de 3,84 e um desvio padrão de 0,835. Isso sugere que as atividades elaboradas foram práticas e podem ser implementadas em larga escala. 2) Em relação ao desenvolvimento de inovações baseadas no budismo para lidar com o bullying, o estudo constatou que as atividades que fornecem conhecimento sobre técnicas de meditação para regulação emocional ajudaram a promover energia positiva e suprimir emoções negativas, reduzindo o estresse e aumentando a autoestima. As atividades incluíram exercícios de pensamento positivo, práticas de autoaceitação, audição musical e jogos de tomada de decisão, contação de histórias para promover a resiliência mental e o fomento de amizades espirituais (*Kalyāṇamittatā*), além de fortalecimento mental e relacionamentos interpessoais. 3) Os participantes foram avaliados por meio de pré e pós-testes. De modo geral, os resultados do pós-teste dos participantes envolvidos em atividades de meditação e combate ao bullying baseadas na inovação budista mostraram uma pontuação média significativamente maior, de 4,56, com um desvio padrão de 0,166, em comparação com a pontuação média do pré-teste de 2,69, com um desvio padrão de 0,407. Isso indica uma clara melhora, refletindo um forte engajamento dos alunos e a eficácia das atividades.*

**Palavras-chave:** Inovação Budista. Atividades de Meditação. Solução do Problema do Bullying.

## 1 INTRODUCTION

Currently, Thai society is situated in a rapidly globalizing world with significant technological advancements. There is more material progress than spiritual progress, which causes many problems in society. In particular, the situation of youth problems, who are in a transitional stage of life with changes in physical, mental, and social conditions, is preparing to grow into adults in the future. If these youths lack proper moral

and ethical development, it can lead to undesirable behaviors and problematic societal impacts. It has been found that youth still do not prioritize doing good deeds and accepting valuable roles that benefit the community, which are activities that reflect volunteerism and create benefits for society. Although various agencies are interested in developing activities that give youth more choices, they cannot stop the various risk problems that are intensifying. This may be because the activities are insufficient in quantity compared to the number of youth, and the community lacks participation in organizing these activities (National Institute for Child and Family Development, 2024, online). The term "bullying" has been widely recognized for some time now. It is not a new word, and with social conditions, people have become more aware of this issue. For example, in the past, adults used to call children names like "fatty" and justified it as just playful teasing, not to be taken seriously. However, nowadays, that cannot be done anymore because many children have been hurt emotionally by these words. However, the increased awareness in society has not reduced bullying. Moreover, the arrival of social media has led to more comparisons between individuals, resulting in more news images of children bullying each other. The reasons for bullying include that children who exhibit aggressive behavior often cause trouble for others, displaying impatience, hot-temperedness, and a lack of self-control. They may view violence as usual and potentially engage in criminal activities. Some children attempt to boost their self-confidence by pointing out faults in others, thereby feeling superior and masking their own feelings of inferiority. Maintaining good relationships with friends can sometimes lead to bullying behavior, as children may feel pressured to bully others to fit in with their peer group or risk exclusion. Power is another motivating factor for bullying, as children who engage in this behavior often receive benefits that reinforce their actions. Even if disliked by some classmates who oppose bullying, these children may be seen as popular among friends and gain increased social status. Family problems can contribute to bullying behavior, with some children coming from families that do not provide enough time for proper upbringing or use violence themselves, resulting in negative behavioral expressions. Ignorance can also play a role, as some children may bully others without realizing the emotional impact of their words or actions due to a lack of proper guidance. Lastly, having been bullied in the past can lead to a cycle of violence, with some children adopting the mentality that they must bully others as a form of self-defense or misguided retaliation. This perpetuates an inappropriate way of passing on violence and hurt. Therefore, meditation practice is a

process of training the mind to remain calm, undistracted, unshaken, and unfocused on a single emotion. It is a wholesome method to stop negative thoughts that undermine the power of the mind focused on a single emotion. Especially for those who practice meditation, they want to have concentration that makes the mind ready to work. The important thing is the wisdom to know and understand the truth of all things (Prangthip Bunchai-apisit, 2024, online). Meditation helps improve emotional states, such as helping to develop new, better attitudes when in stressful situations, increasing the ability to cope with stress, helping to know oneself, helping to focus attention on the present, reducing negative emotions or thoughts, increasing imagination and creative thinking, increasing patience and tolerance, and increasing efficiency in learning and working. Meditation may worsen symptoms related to physical and mental health in some cases. Therefore, patients should consult their treating physician carefully about the benefits and risks of meditation in treating their specific disease. Additionally, it is essential to recognize that meditation is not a substitute for medical treatment, but rather a complementary approach that can be used to enhance the effectiveness of additional treatment. Meditation will not cause any adverse effects and can be easily practiced on one's own, except for those who are uncomfortable sitting for long periods or those with respiratory problems, which may make it difficult to practice. This is because the method of meditation practice through sitting meditation may require sitting for long periods and involves deep breathing in and out. In addition, those with health problems such as ADHD and schizophrenia may not be able to practice meditation effectively (Having Good Health, 2024, online).

## **2 RESEARCH OBJECTIVES**

1. to study the problems of bullying among children and youth
2. to develop Buddhist-inspired innovations for addressing bullying among children and youth
3. to evaluate behavioral changes in addressing bullying among children and youth

### **3 LITERATURE REVIEW**

The research on "Buddhist innovation with meditation activities and solving the problem of bullying for children and youths" includes the following relevant concepts and theories.

#### **3.1 Concepts and theories related to innovation**

Innovation refers to new ideas, practices, or inventions that have not been used before or are improvements on existing ones, making them more modern and practical. When implemented, innovations help work to be more efficient and effective than before, while also saving time and labor (Thidanan Malithong, 2024, online). The consideration of whether something is an innovation depends on the perception of individuals or groups as to whether it is new to them. Thus, an innovation in one society may not be an innovation in another.

The newness of innovation has three characteristics: 1) Something entirely new that has never been done before, 2) Something that was done before, abandoned, and then revived, and 3) Something new that has been developed from existing things (Rogers, E. M., 2003).

Innovation in teaching and learning can take the form of new concepts, methods, or inventions that can be used in educational settings. However, "newness" is not the only quality of innovation. Essential attributes of innovation include: 1) Being new, 2) Being in the process of testing and proving its effectiveness in a particular context, 3) Being accepted for use but not yet a part of the standard work system, and 4) Being accepted for use but not yet widely known or used (Royal Institute, 2013, 610).

#### **3.2 Concepts and theories related to bullying among children and youth**

Bullying is a term that has been widely discussed for some time and is not a new phenomenon. Social conditions have made people more aware of this issue. For example, in the past, adults often called children "fat" and justified it as playful teasing, but this is no longer acceptable, as such words have emotionally hurt many children. However, increased social awareness has not led to a reduction in bullying. The advent of social

media has led to more comparisons between individuals, resulting in more news of children bullying each other, sometimes ending in unwanted tragedies.

Bullying is the intentional, continuous misuse of power through various behaviors, which can be physical (e.g., hitting, pushing, kicking), verbal (e.g., name-calling, taunting, threatening, slandering), or other behaviors such as making faces or social exclusion, intended to cause physical, social, or psychological harm (Prangthip Bunchai-apisit, 2024, online). These behaviors often occur in schools. Statistics from the Department of Mental Health show that bullying behavior among Thai children ranks second in the world, after Japan. A survey found that over 91% of children have been bullied, and 43% consider retaliation, risking more severe consequences. Although Thai society has begun to recognize this problem, it remains an issue that has not been seriously addressed. Those who are bullied accumulate fear, which can lead to a lack of self-confidence and potential problems in daily life or social interactions (Faculty of Management Science, Chiang Mai Rajabhat University, 2024, online). Bullying may seem trivial, with bullies thinking, "It is just a small prank, it is nothing," or "It is just a joke, do not take it seriously." However, if the victim does not find it fun, it is called bullying, which can happen to people of all genders and ages. Bullying can create emotional scars or complexes in the victims and have long-term effects on both physical and mental health. Once bullying occurs, it is likely to happen repeatedly and may escalate in severity. Bullying behaviors can make victims feel depressed, stressed, socially withdrawn, or, in the worst cases, suicidal due to shame. This can include the use of violent language, spreading rumors, giving nicknames, or physical actions such as assault, extortion, taking inappropriate photos of peers, or excluding friends from groups (Department of Mental Health, 2023, 2). Creating mindfulness activities and addressing bullying issues for children and youth.

Creating mindfulness activities and addressing bullying issues for children and youth consists of the following details:

### **3.3 Activities to build concentration in conjunction with the mind, wisdom, and social aspects**

Activities that build concentration, in conjunction with mind, wisdom, and social aspects, to achieve overall well-being in physical, mental, intellectual, and social

dimensions rely on approaches to modify habitual behaviors. This is done by harmonizing self-interest with concern for others. In Buddhism, this means we act for the benefit of others to satisfy our desire for their happiness. For example, parents love their children and want them to be happy. Making children happy is both self-serving for parents and altruistic towards the children. Developing virtues like loving-kindness follows this concept initially, even when one still harbors defilements, by wishing for others' happiness (Phra Dhammapitaka, 2006, pp. 194-202). Social development here refers to behavior, as the causes of behavior are linked to social aspects. A person's social integration must be observed through their behavior. Thus, behavior is highly relevant in relation to self-awareness and self-control, as it enables one to express oneself appropriately. This means the ability to cultivate oneself, which currently translates to self-development if each person can adjust their own behavior anew (Kongkaew Charoenaksorn, 2002, p. 3).

### **3.4 Creating mindfulness activities to foster a positive mindset**

Creating mindfulness activities to foster a positive mindset involves training the mind and initially reducing bullying tendencies within ourselves, starting with our own thoughts. This follows the 14 principles of mindfulness training taught by Thich Nhat Hanh to Buddhists, which skillfully outline practices for a good life:

Do not be idolatrous about or bound to any doctrine, theory, or ideology.

Do not think the knowledge you presently possess is changeless, absolute truth.

Do not force others, including children, by any means whatsoever, to adopt your views.

Do not avoid contact with suffering or close your eyes before suffering.

Do not accumulate wealth while millions are hungry. Do not take fame, profit, wealth, or sensual pleasure as the aim of your life.

Do not maintain anger or hatred.

Do not lose yourself in dispersion and in your surroundings. Practice mindful breathing to return to the present moment and acknowledge what is happening.

Do not utter words that can create discord and cause the community to break.

Do not say untruthful things.

Do not use the Buddhist community for personal gain or profit.

Do not live with a vocation that is harmful to humans and nature. Please do not invest in companies that deprive others of their chance to live.

Do not kill. Do not let others kill. Find whatever means possible to protect life and prevent war.

Possess nothing that should belong to others. Respect the property of others, but prevent others from profiting from human suffering or the suffering of other species on Earth.

Do not mistreat your body. Learn to handle it with respect. Do not look on your body as only an instrument. Preserve vital energies (sexual, breath, spirit) (Dhammapanyo & Chittavachiro, 2016, pp. 79-82).

### **3.5 Activities for mindfulness training through walking meditation based on the four aspects of development**

The cultivation and development of both tranquility and insight meditation to produce visible results, such as improved personality, external image, and internal virtues, can be categorized into four aspects:

Physical development (Kaya-bhavana): Developing beneficial relationships with the physical environment, learning to "eat, live, see, and listen" properly.

Social development (Sila-bhavana): Developing beneficial relationships with the social environment, i.e., fellow human beings, while adhering to rules and regulations.

Emotional development (Citta-bhavana): Developing a mind complete with virtues, goodness, capability, strength, stability, and health, achieving a state of joy, clarity, and peace.

Cognitive development (Panna-bhavana): Enhancing knowledge, thoughts, and understanding, becoming a master of one's thoughts, and gaining insight into the truth, seeing the world and life as they truly are (Phra Brahmaganabhorn, 2004, pp. 70-77).

### **3.6 Ice-breaking activities to practice concentration in social settings through creating volunteer spirit**

Volunteering in a Buddhist context, according to Phra Dharmapitaka (P.A. Payutto), is described as an act of selfless sacrifice for the common good, known as

"volunteer spirit." The Buddha spoke of this principle, referring to it as "vaddhi" or "ariyavaddhi," which translates to "noble growth." This implies that if one experiences growth as described by the Buddha, it shows that Buddhists are progressing in their practice and have hope of reaching the goals of Buddhism. This principle of growth encompasses five key aspects: faith, morality, learning, generosity, and wisdom. In summary, the "volunteer spirit" is a mental characteristic of individuals, comprising kindness and public consciousness or awareness, that involves sacrificing physical, mental, and intellectual effort for the benefit of the community (Phra Brahmaganabhorn, 2009, p. 10). It possesses five qualities: having a positive attitude, embracing the four divine states of mind (Brahmavihara), and being adaptable to others.

Being an active participant as a member of the target group to learn how to work with others.

Being an analyst and researcher, surveying ideas or public opinion, and being able to carry out tasks.

Having the ability to organize communication activities and systematically implement plans.

Playing a role in providing advice and guidance on public relations activities to organizational management (Phra Brahmaganabhorn, 2009, pp. 187-189).

#### 4 RESEARCH METHODOLOGY

This research employs a mixed-method approach combining three types of research:

**Quantitative Research:** Data collection using questionnaires.

**Qualitative Research**

- a) In-depth interviews with key informants, including anti-bullying activity experts, psychology-specialized teachers, and general students.
- b) Focus Group discussions with anti-bullying activity experts, specialized teachers, and student council presidents.

Action Research: Data collection using activity sets in one classroom of 30 students from a secondary school in Sampran District, Nakhon Pathom Province.

## 4.1 The research steps are as follows

### 4.1.1 Quantitative research

Survey research using questionnaires with a sample of 400 students, selected using Taro Yamane's sampling method, to study Buddhist innovative models for creating meditation activities and solving bullying problems for children and youth.

### 4.1.2 Qualitative research

The researchers identified key informants for two parts:

**In-depth Interviews:** Fifteen participants were selected through purposive sampling, comprising experts in anti-bullying activities, psychology-specialized teachers, and general students.

**Focus Group Discussions:** 15 participants (9 in total, three from each group) selected through purposive sampling, including anti-bullying activity experts, specialized teachers, and student council presidents.

### 4.1.3 Action research

Data collection using activity sets and training for 30 students in one classroom from a secondary school in Sampran District, Nakhon Pathom Province. The school was selected from 3 suitable schools. Quantitative data analysis was conducted using pre- and post-activity assessments on the topic "Know Fun, Know Suffering, Build Future, Eliminate Bullying."

**Reflection and data feedback:** The process, outcomes, and impacts were reflected upon through group discussions, knowledge sharing, in-depth interviews, and behavioral observations. Questionnaires were used to measure opinions on participation in the created activities. The researchers analyzed the content and synthesized lessons learned from participants' involvement in the process, as well as the changes that occurred regarding Buddhist innovations in creating meditation activities and addressing bullying problems among children and youth. Results are presented in various formats, including

descriptive data, diagrams, tables, and mind maps, to reflect the changes that occurred after participating in the activities and completing data collection.

## 5 RESULTS

The research results on studying the problems in solving bullying issues for children and youth are as follows:

1.1) The overall level of improvement for children and youth was at a high level, with a mean of 3.85 and a standard deviation of 0.81. This suggests that the trend of meditation training to initiate the process of developing preliminary activities indicates that meditation can help alleviate initial mental stress and emotional issues. When considering each aspect, it was found that:

The highest aspect was elevating meditation practice to build mental strength, which was at a high level with a mean of 3.94 and a standard deviation of 0.81.

The second highest was elevating meditation practice to build self-esteem, which was at a high level with a mean of 3.90 and a standard deviation of 0.79.

The lowest aspect was the creation of good friendships that utilize meditation in communication, which was at a high level, with a mean of 3.78 and a standard deviation of 0.88.

**Table 1**

*Analysis of data on the enhancement of the development of Buddhist innovative models for creating meditation activities and addressing bullying issues among children and youth, by aspect*

(*n* = 400).

Aspect	Average	Standard Deviation	Interpretation
1. Enhancing meditation practices for emotional management	3.80	0.88	High
2. Enhancing meditation practices for self-worth	3.90	0.79	High
3. Enhancing meditation practices for psychological resilience	3.94	0.81	High
4. Enhancing the creation of supportive friendships using meditation in communication	3.78	0.88	High
Overall	3.85	0.81	High

Remark: The data is based on a sample size of 400 participants.

Source: Authors

1.2) The overall assessment of opinions on the presentation and application of Buddhist-inspired innovation in creating meditation practice activities found that the development of meditation activities and solving bullying issues for children and youth was at a high level, with a mean of 3.84 and a standard deviation of 0.83. This indicates that the development of activities inquiring about the activities is within a good criterion, and the activities can proceed further. When considering each aspect:

The highest aspect was the development of activities in the form and methods of meditation practice to build mental strength, which was at a high level with a mean of 3.87 and a standard deviation of 0.84.

The second highest was the development of meditation practice activities to build mental strength, which was at a high level with a mean of 3.86 and a standard deviation of 0.84.

The lowest aspect was the development of meditation practice activities to build a sense of self-worth, which was at a high level with a mean of 3.82 and a standard deviation of 0.83.

**Table 2**

*Shows the analysis of data regarding the evaluation of opinions on the presentation and implementation of Buddhist innovation models in meditation exercise activities (n = 400).*

Aspect	Average	Standard Deviation	Interpretation
1. Developing meditation activities for emotional management	3.84	0.84	High
2. Developing meditation activities for self-worth	3.82	0.83	High
3. Developing meditation activities for psychological resilience	3.86	0.84	High
4. Developing meditation methods and forms for psychological resilience	3.87	0.84	High
Overall	3.84	0.83	High

Source: Authors

Development of Buddhist-inspired innovation to solve bullying issues for children and youth the research found that in collecting data on the development of Buddhist-inspired innovation to solve bullying issues for children and youth, the researchers interviewed stakeholders and conducted focus group discussions to write a conceptual framework for the development of Buddhist-inspired innovation to solve bullying issues for children and youth, in order to lead to the creation of activities. The activities are as follows:

### **2.1) Activity to provide knowledge on meditation techniques for emotion management.**

This activity aims to create positive energy and suppress negative emotions that may arise. There are various ways to manage emotions during the activity, such as engaging in physical exercise that utilizes the entire body, incorporating meditation, focusing on work without causing stress, practicing mindfulness to accept emotions as they arise, reducing hasty decision-making, and adopting an optimistic worldview.

### **2.2) Activity to provide knowledge on meditation techniques to build a sense of self-worth.**

This activity is important in building self-confidence and expressing positive energy. Meditation practice not only trains concentration but also builds self-confidence, fosters positive thinking, and encourages accepting one's own goodness, which helps one appreciate the value of life, cultivate the mind, and learn from mistakes to improve in the future.

### **2.3) Activity to provide knowledge on meditation techniques to build mental strength.**

This involves learning and practicing meditation skills that help strengthen mental resilience, such as participating in activities, listening to music, practicing decision-making in daily life, playing games, telling stories with thoughts that strengthen mental strength, creating positive energy, and practicing an optimistic worldview, while incorporating Dharma to strengthen the mind effectively.

### **2.4) Activity to provide knowledge on creating good friendships that use meditation in communication.**

This is a form of meditation focused on being attentive to the feelings of others. In this activity, the principles of good friendship (Kalyanamitta Dhamma) are applied, along with meditation practice, to develop mental strength and foster good relationships, leading to effective communication, focus in group activities, and multifaceted emotional management, ultimately shaping one into a well-rounded adult in the future.

## **3. Evaluation of bullying problem-solving behavior for children and youth**

The evaluation of bullying problem-solving behavior for children and youth is as follows:

### **3.1) Principles of creating meditation practice activities and solving bullying issues for children and youth, comprising:**

3.1.1) Developing concentration along with mind, wisdom, and society. It was found that meditation practice plays an important role in the comprehensive development of children and youth's mental, wisdom, and social skills. Meditation helps build inner peace, emotional stability, and better self-control, reducing stress, anxiety, and emotion-driven decision-making.

### Figure 1

*Showing an example of cultivating meditation alongside mind, wisdom, and social aspects.*



Source: Authors

3.1.2) Meditation practice to build a good mindset. Meditation is an important tool in developing a stable mind and strong emotions, helping to better control emotions, reduce stress, and anxiety.

### Figure 2

*Showing an example of meditation practice to strengthen a sound mind.*



Source: Authors

3.1.3) Meditation practice of walking meditation based on the 4 Foundations of Mindfulness. Meditation is effective in controlling emotions, coping with stress, and managing anxiety. Diverse activities such as walking meditation, card games, or daily life practice help children learn to be present-focused and develop cognitive flexibility.

**Figure 3**

*Showing an example of walking meditation practice using the Four Foundations of Mindfulness, supplemented with a mindfulness card game activity.*



Source: Authors

3.1.4) Dissolving behavior to practice meditation in social settings through volunteering. Meditation practice combined with volunteering activities helps strengthen both the mind and appropriate social behaviors, allowing children to learn emotion control, mindful response, and collaborative work in a safe environment.

**Figure 4**

*Showing an example of behavior, melting to practice meditation for social interaction through volunteer activities.*



Source: Authors

### **3.2) Evaluation of participants in the study of Buddhist-inspired innovation activities to create meditation practice and solve bullying problems for children and youth.**

By comparing the paired t-test values before and after, regarding the testing of 30 student participants. Comparing the paired t-test values from the activity evaluation form, it was found that the average scores regarding the overall pre-test and post-test analysis of the participants in the study of Buddhist-inspired innovation activities to create meditation practice and solve bullying problems for children and youth, the post-activity measurement had an average of 4.56 and a standard deviation of 0.166, which is higher than the pre-activity measurement with an average of 2.69 and a standard deviation of 0.407. The differences between the pre- and post-measurements indicate that the participants actively engaged in the activities.

**Table 3**

*Evaluation of participants in the study of Buddhist-inspired innovation activities to create meditation practice and solve bullying problems for children and youth*

Measurement	Average Score	Standard Deviation	t	p
Pre-activity	2.69	0.166	-27.331*	0.000
Post-activity	4.56	0.407	-	-

\*Statistically significant at the 0.05 level

Source: Authors

## 6 CONCLUSION

From the overall implementation of the activities, it is evident that the development of meditation practice activities and the resolution of bullying problems for children and youth, as measured by pre- and post-activity comparisons, showed significant differences. This indicates that the participants actively engaged in the activities. The activities taught methods of meditation practice in managing emotions, building positive energy, and inhibiting negative emotions that may cause stress, and provided knowledge about meditation practice in building self-worth and mental strength. The activities included group participation, listening to music, practicing decision-making in daily life, playing games to develop meditation skills, storytelling, and building virtuous friendships to use meditation in communication, integrating the principles of virtuous friendship (kalyanamitta) with the development of mental strength.

## 7 RECOMMENDATIONS

The research on "Buddhist-inspired innovation in creating meditation practice activities and solving bullying problems for children and youth" has the following recommendations for practical application:

**Recommendations for practical application:** The beneficiaries include activity facilitators who are experts in bullying problem-solving, school psychologists, and general students. They can gain knowledge and guidelines on Buddhist-inspired innovation in creating meditation practice activities and addressing bullying problems among children and youth, providing a basis for learning and conducting activities that develop from creating meditation practices, encompassing mind, wisdom, and social aspects. This includes meditation practice, walking meditation using the four foundations of mindfulness, and behavior modification to help students practice meditation in social settings through volunteer work. Knowledge can be disseminated through various media, including audio clips, websites, Facebook, and a manual on Buddhist-inspired innovation in creating meditation practice activities and addressing bullying problems among children and youth.

**Recommendations for future research:** The participants in this study were 30 selected students who participated in activities related to Buddhist-inspired innovation,

including creating meditation practice activities and addressing bullying problems among children and youth. The activities included providing knowledge about meditation practices for managing emotions, building self-worth, developing mental strength, and cultivating virtuous friendships to enhance communication through meditation. Since this study was conducted in a specific research area, future research should explore other forms and methods of Buddhist-inspired innovation in creating meditation practice activities and solving bullying problems for children and youth. Additionally, since the results showed no significant differences in the outcomes among the participants, further research should be conducted in other areas as well.

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### **Authors' Contribution**

Both authors contributed equally to the development of this article.

### **Data availability**

All datasets relevant to this study's findings are fully available within the article.

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