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The Effect of Psychological Training on Strengthening Family Behavioral Empowerment: A Path Analysis Approach

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Abstract

Preventing violence and strengthening family institutions require the enhancement of Family Behavioral Empowerment (FBE). Therefore, an experiment was conducted to provide psychological training, focusing on both psychological and skill development, aimed at improving FBE among Thai youths. This research investigated the effects of psychological training modules, characteristics, and situational factors on FBE. A total of 320 undergraduates from four Thai universities completed the training. Hypotheses based on the Interactionism Model were tested using structural equation modeling (SEM). The results indicated good fit indices for the path model (χ^2 = 135.714; df = 111; *p*-value = 0.05; RMSEA = 0.02; CFI = 0.99; TLI = 0.99; SRMR = 0.06). Psychological training modules had a significantly direct effect on psychological states (TE = 0.49) and both direct and indirect effects on FBE (TE = 0.51). The training's effectiveness played an essential role in achieving favorable states and enhancing FBE. Psychological states exhibited the highest total effect on FBE (TE = 0.81), emphasizing the importance of fostering favorable psychological states. Psychological traits and situational factors were pivotal in shaping psychological states and indirectly contributing to FBE. These findings indicate the utility of training modules that integrate psychological and skills development, fostering positive attitudes and motivation for achievement towards FBE. Such interventions are crucial for strengthening family institutions and alleviating societal violence.

Keywords: Family Behavioral Empowerment, Psychological Training, Interactionism Model, Path Analysis, Good Health and Well-being

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Introduction

Economic, social, political, and public health issues significantly impact Thai families (Ministry of Social Development and Human Security, 2018). In response, Sustainable Development Goal 3, regarding "good health and well-being," focuses on building and expanding the potential of human capital within families, with the goal of fostering individual family well-being to enable the growth of both individual citizens and the nation. Thailand recognizes the significance of the family institution in generating productive citizens, with government agencies consistently adopting policies and measures to support family development. The government's approach includes teaching and developing young people to be not only competent and gifted but also positive contributors to the future (Scott et al., 2015). This commitment is explicitly outlined in the Twelfth National Economic and Social Development Plan, under Strategy 1, "Strengthening and developing the potential of human capital," which aims to improve family institutions to support the growth of individuals and the country (NESDC, 2016). The strength of family institutions is a vital mechanism for establishing a Thai citizen's potential, ethics, and morals, as it enables them to adapt to changes, collaborate in handling existing societal problems, and develop plans for the future (Jinnge et al., 2022).

However, according to the Department of Women's Affairs and Family Development (2021), violence in Thai families is unsettlingly high, resulting in the government's pressing national goal of having agencies work together to create more solid family structures which they believe would reduce the prevalence of domestic violence. Domestic abuse affected 81 percent of women and increased from an average of 1,400 cases between 2016 and 2020 to 2,177 cases in 2021. Domestic abuse between husband-and-wife accounts for 77 percent of cases none of which were prosecuted. Physical abuse accounts for 64 percent of all problems, with mental abuse coming in second at 32 percent and sexual abuse coming in third at 4 percent. Domestic violence is triggered by a wide range of circumstances, including drug and alcohol abuse, gambling addiction, divorce, jealousy, rage, financial difficulties, mental and physical health issues, a desire to dominate the victim, and financial stress caused by the COVID-19 pandemic. Domestic violence tends to be most common at home, accounting for 88 percent of all cases, particularly in Bangkok, where the number of victims of violence has increased significantly. Notably, the recent COVID-19 outbreak has been one of the causes leading to an increase in domestic violence (Napa et al., 2023).

The Ministry of Social Development and Human Security (2021) proposes methods for preventing domestic violence, ranging from strict legal enforcement to developing positive relationships within families using appropriate training approaches. (Krajangsaeng, Chanasith, & Chantuk, 2018). The government has adopted the view that the family institution is essential for teaching youths (UNESCO and ILO definition: 15-24 years old)

about social responsibility, particularly in terms of social care and assistance, and for providing an education designed to ensure the family institution's sustainability in the challenging context of novel modern lifestyle patterns, or 'new normal lifestyles'. This includes how individuals and communities adapt to and integrate these changes into their regular lives. The government has therefore implicitly linked the prevalence of domestic violence to chaotic or 'unconventional' family structures, often accentuated by new normal living, and views its frequent occurrence as a sign of poor-quality human capital. Its reduction is therefore highly desirable for these reasons as well as moral ones. The prior overview of domestic violence in Thai society emphasized that violence occurs at the individual, interpersonal, and community levels. There are several studies on the establishment of certain forms of family institution that suggest they reduce domestic violence. However, such research typically focuses on identifying the problem, its causes and consequences rather than actively seeking best practices (NRCT, 2019).

However, a recent research project funded by Thailand's National Research Council discovered that, in order to effectively reduce domestic violence and prevent violent behavior among youths in the 'new normal' lifestyle, they must cultivate attitudes and skills, including a "Favorable attitude towards Family Behavioral Empowerment" and a "Need for Achievement of Family Behavioral Empowerment" (Nonthachot et al., 2023). This calls for the utilization of approaches adapted from Julian Rappaport's (1981) concept of 'empowerment'; conveying skills which can be learned and used to change behavior autonomously. If youths learn the aforementioned skills, they will be better prepared for development and change, resulting in a reduction in risky behaviors. The purpose of this study is to evaluate the effectiveness of a integrated psychopathology training program using an experimental study, with the goal of demonstrating the training program's effects on Family Behavioral Empowerment or FBE. The training program is designed to serve as a concrete model for addressing the issue of violence among Thai youths.

Literature Reviews and Hypothesis Development

Endler & Magnusson (1977) introduced the Interactionism Model, a conceptual framework designed to interpret behaviors by considering their origins, encompassing both psychological traits and situational influences (Tett & Burnett, 2003). Prior research has suggested that integrating psychological traits and situational factors, referred to as the holistic perspective, can provide a more comprehensive understanding of the determinants of human behaviors (Bergman, 2001; Magnusson, 2001). Consequently, this study utilizes the Interactionism Model as the conceptual framework to explore and formulate hypotheses regarding the impact of training modules on psychological states and Family Behavioral Empowerment among students.

Family Behavioral Empowerment Latent Construct

In this research, Family Behavioral Empowerment or FBE refers to the behavior of youth who receive training for forming a favorable attitude, for motivation to strengthen the family, and for psychological immunity that is prepared to cope with change. The resultant behavior delivered by the training program can prevent family violence and avoid family conflict, as well as promote family strength. The FBE construct measures the effectiveness of the training program after the sample has been trained for three months. The sample is followed up to determine whether or to what extent the behaviors of the youths strengthened their families after training. The FBE Construct in this study defines five important reasons for its configuration each with the following details:

Firstly, Fishbein & Ajzen (1975) explained that attitude is related to the expression and behavior of a person which involves what a person thinks, feels, and wants. Attitude can be divided into 3 components: 1) the Affective Component, 2) the Cognitive Component, and 3) the Behavioral Component. Thus, strengthening family power within 'new normal' lifestyles must stem from a youth's inner feelings of love and care by leading an exemplary life and providing adequate assistance to keep one's family warm and safe in the new normal. Favorable Attitude Towards Family Behavioral Empowerment refers to 1) the feelings that arise within a youth on seeing the benefit and harm of what they do, 2) the degree to which they like or dislike what they do, and 3) the sense of readiness or avoidance on what they do (Gibson et al., 2011). Past research has confirmed that having a positive attitude is an important factor that can prevent violence among youths (Kongsuwan et al., 2012; Upamairat et al., 2019).

Secondly, feeling the need for achievement is essential for an individual to succeed and achieve his or her goal (McClelland, 1961). A high Achievement Motivation category person is a person with determination, desire, perseverance to overcome obstacles to achieve the set goals (Bhanthumnavin, 2004). Thus, strengthening Family Behavioral Empowerment requires Need for Achievement which is defined as the "Need for Achievement of Family Behavioral Empowerment." Previous studies indicate that training youth in the need for achievement has a significant role in reinforcing positive behavior (Manasathien & Adunwatthanasiri, 2012; Pechsung, 2019).

Thirdly, to strengthen behavioral empowerment, a person must be able to adapt to and accept internal and external changes in the future, as well as prepare to receive the effects of those changes, which is termed as Psychological Immunity (PI). PI is classified into four components: optimism, risk preference, consciousness, and coping strategies (Bhanthumnavin & Vaninthanondra, 2008). Therefore, the self-strengthening of psychological immunity behavior is a crucial principle that should be instilled in young people since it has a significant impact on a person's expressive behavior. Previous studies have proven that

psychological immunity serves an essential role in people's favorable behavior, including internet behavior for safety and usefulness (Sareerasart et al., 2011), mindful risk-taking behavior (Bhanthumnavin, 2015), study-life balance behavior (Chotratanakamol et al., 2023).

Fourthly, conscious avoidance of psychological and physical violence is the behavior that will best protect the safety of family members and promote family harmony. Brown and Herbert (1997) propose a number of guidelines including controlling, monitoring, supervising, managing, and treating problems resulting from aggressive behavior expressed by family members which forms the basis of prevention and avoidance of domestic violence. Preventing and avoiding violence in family behavior entails intentional actions or behaviors aimed at averting violence within the family. This involves making choices to either act or refrain from acting in situations related to domestic violence. The preventive measures encompass addressing various factors, including: 1) social conditions to prevent violence, 2) economic conditions to prevent violence, 3) mitigating the impact of social media on violence, 4) avoiding violence associated with drugs, and 5) steering clear of severe violence stemming from lifestyle choices. The literature review has found that individuals who exhibit preventive behaviors and avoid domestic violence contribute to building strength at both the family and community levels (Sirisoonthon & Rojanatrakul, 2021; Limsakul & Phollawan, 2022).

Finally, management of conflict within the family behavior is the action of youths handling their own problems by managing conflicts within the family when they are at risk or encounter problems in their personal lives. It is divided into three components: 1) creative communication in the family; 2) cultivating good manners and morality in the family; and 3) building relationships and counseling in the family. This set of behaviors fosters positive outcomes through effective conflict management, open communication, compromise, and the pursuit of a mutually beneficial solution. Consequently, this leads to creative outcomes and a deeper understanding of one another. Accepting the differences in each person's needs will lead to mutual learning. Many studies confirm that such conflict management reduces violence and enhances the family's quality of life (Bualar, 2020; Mahatthanadull & Mahatthanadull, 2019; Portawin, 2020).

Training Modules Construct

Transformation Systemic Therapy (STST) by Seo & Kim (2015) and Cognitive Behavioral Therapy (CBT) by Kolko (1996) are psychological concepts related to enhancing family happiness and creating understanding in the family. The concepts are useful to comprehend the process of an individual developing knowledge and skills to increase their decision-making ability toward change. STST and CBT are also the main concepts used for designing the Psychopathology Training Program to promote positive behavior among new normal families. In this study, the Psychopathology Training Program to develop behavior in

the new normal environment consists of two important parts: 1) Traits and skills training for the Need for Achievement of Behavioral Empowerment in New Normal Families, and 2) Traits and skills training for the Favorable Attitude Towards Behavioral Empowerment in New Normal Families. Both parts refer to past research and confirm the most influential influences on the behavioral development of Thai youth (Kongsuwan et al., 2012; Upamairat et al., 2019; Kongsuwan et al., 2012).

In this experiment, four manipulated variables were employed, each of which was a sample group that had received a Psychopathology Training Program to strengthen the behavior of a new normal family in different ways. Training group one was a group that received psychological training in the Favorable Attitude towards Family Behavioral Empowerment, and additionally psychological training in the Need for Achievement of Family Behavioral Empowerment (100 percent). Training group two was a group that received psychological training on the Favorable Attitude towards Family Behavioral Empowerment, and additionally training in other subjects (50 percent). Training group three was a group that received psychological training in the Need for Achievement of Family Behavioral Empowerment, and additionally training in other subjects (50 percent). Finally, training group four was the control group who received training in other subjects only. Previous experimental studies show that training a person's mental traits can result in an individual possessing a more positive attitude and behaving more appropriately, especially when tested shortly after training. (Srijandari & Chomeya, 2021; Kongsuwan et al., 2019). Based on the Interactionism Model and past research results, the hypothesis was formulated as follows.

H_1: The training modules construct directly affects the psychological states construct and indirectly affects the FBE construct and thought the psychological states construct.

H_2: The training modules construct directly affects to the FBE construct.

Impact of Traits on Psychological States

Psychological traits are mental attributes that are nurtured in childhood and develop stronger over time as a result of influences from family and education. Psychological traits are highly stable because they have been accumulating for an extended period and do not easily change in response to circumstances. The literature review reveals that such traits are crucial for strengthening Family Behavioral Empowerment, and it comprises of three variables as follows.

The first variable is Emotional Quotient or EQ which refers to a person’s ability to comprehend and express emotions with intelligence and wit, as well as to manage their own emotions in any circumstance and at any time (Salovey & Mayer, 1990). EQ is a factor associated with a youth's risky behavior, as those with low levels of emotional intelligence are more likely to engage in risky behavior than those with high levels. Youths with high

emotional intelligence can identify and be aware of their own emotions, enabling them to control and ponder over situations to make rational decisions on how to appropriately cope with emotions (Thammaraksa & Powwattana, 2019).

The second variable is the Psycho-Moral Strength Model or PMS. PMS is an important mental attribute that motivates morally upright and talented individuals (Bhanthumnavin & Bhanthumnavin, 2021). PMS consists of four characteristics: future orientation and self-control, need for achievement, belief in an internal locus of control over reinforcement, and moral engagement. Thus, psycho-moral strength is a mental characteristic that emphasizes the significance of actions, serving as the motivation that leads to accomplishment. The trait reflects thoughts and beliefs about rationality, along with a sense of morality and ethics in individuals (Bhanthumnavin, 2017; Vanindananda, 2017).

The third variable is Core Self-Evaluation or CSE. CSE is a personality trait that emerges from how individuals assess or perceive themselves in terms of capability, worthiness, and the ability to control their lives. It is often studied as a latent concept, with indicators comprising four mental variables: 1) Self-esteem, 2) Generalized self-efficacy, 3) High emotional stability, and 4) Locus of Control (Judge et al., 1998).

According to the literature, the three psychological traits (EQ, PMS, and CSE) are grouped together as part of a psychological trait construct. In accordance with the Interactionism Model, prior research indicates that personality traits have a significant impact on psychological states and behaviors (Chotratanakamol et al., 2023; Nonthachot et al., 2023; Bhanthumnavin, 2015). Based on the preceding findings, the following hypothesis can be established:

H_3: The psychological traits construct directly affects the psychological states construct and indirectly affects the FBE construct though the psychological states construct.

Impact of Situations on Psychological States

The environment that surrounds people, whether living or nonliving, influences their behavior in terms of how they perceive and understand their surroundings, as well as how they interact with them. These situations may either facilitate or interfere with a person's behavior (Bandura, 1986). From a review of the relevant literature, we found that situational factors which related to new normal family empowerment behaviors are often associated with situations occurring within the family, the university, and activities under a youths' responsibility. There are three important variables within this construct.

Youths who choose to associate with positive-attitude, risk-averse friends or groups of such friends ('good crowd') may exhibit desirable behaviors. Conversely, if they are surrounded by negative influences or socialize with negative-attitude, risk-maximizing friends ('bad crowd'), it may lead them to display inappropriate behavior. This situation is referred to

as the Risk of Violence in Friendships (RVF). RVF is explained as friends who consistently participate in risky behavior. The risky behavior includes skipping school, consuming alcohol, visiting entertainment venues, bars, nightclubs, brothels, or engaging in inappropriate sexual activities. If youths continue to associate with friends who demonstrate these characteristics, they may be influenced to participate in such activities or display behavior like those negative influences. Peer influence has a significant impact on a person's attitudes and behaviors. Ishida et al., (2013) pointed out that students' violent behavior is caused by spending time with delinquent friends who frequently invite them to fights or engage in anti-social activities such as skipping class and fighting with students from other institutions. When a violent situation occurs, students often consult with friends, which leads to disagreements and group fights. In this study, RVF implies that youths select individuals of equal or similar importance from the family to be role models and influence both mind and behavior in one's life. Being friends with someone who engages in harmful behavior against others, whether physically, emotionally, or verbally, is divided into three categories: 1) physical violence, 2) psychological violence, and 3) verbal violence. It is hypothesized that youths with low RVF are more likely to engage in family empowerment behaviors compared to youths with high RVF.

The perception of domestic violence on social media (PVS) is a situation that leads to numerous types of violence in society. While the current occurrences of violence are caused by many factors, social media has an immense effect on youths. As a result, social media has a significant impact on the incidence of violence since it can be easily remembered and replicated. People acquire information about violence through many forms of media, and continuous or frequent exposure to such media may lead to the misconception that acts of violence are normal (Intaratat, 2018). In this research, PVS refers to how youths obtain and perceive information and news regarding domestic violence and its effects on family members who have direct experience. This includes information gathered through sources from both mainstream media and channels from surrounding individuals. Past research has shown that domestic violence via social media has an impact on the violent behavior of children and youth (Phoraksa & Lerdtomornsakul, 2023; Chueprasertsak et al., 2022). Therefore, it can be expected that youths with a high PVS are less likely to exhibit family empowerment behaviors compared to youths with a lower PVS.

Social norms are another situational factor that influences a person's attitude and behavior. It portrays a person's perspective of others in their social setting, including people or cultures that influence their thinking. The more one matches their behaviors with norm conformity, the more closely their behavior fits the group's standards or criteria. This leads to acceptance by the group, whereas diverting from social standards may result in rejection or expulsion. Social norms influence an individual's actions regarding what should or should not be done with that behavior (Ajzen & Fishbein, 1980). Therefore, Domestic Violence Norms

(DVN) in this research refer to the standards that most people in society adhere to as guidelines for either perpetuating or reducing domestic violence. This includes a youth's perceptions shaped by the teachings of family members in order to develop actions or behaviors that lead to a reduction in domestic violence. It is expected that youths with a higher degree of DVN will exhibit more family empowerment behaviors than youths with a lower degree of DVN.

Three situational factors, RVF, PVS, and DVN, have been examined as contributing causes of training. All three variables were included in the situational factor construct. Previous research has demonstrated that situational constructs influence psychological state constructs according to the concept of the Interactionism Model (Bhanthumnavin, 2015; Chaitawittanun et al., 2020; Mekkhachorn, 2019). Therefore, according to our review of the literature, the next hypothesis could be proposed as follows:

H_4: The situational construct directly affects the psychological states construct and indirectly affects the FBE construct and thought the psychological states construct.

Impact of Latent Psychological States on Behavior

The Interactionism Model defines psychological states as distinct features influenced by both general psychological traits and situational factors that the individual is currently confronting or experiencing. As a result, this type of psychological trait is easily changed based on circumstances or settings (Bhanthumnavin, 2015; Endler & Magnusson, 1977). This construct assesses the effectiveness of a training program by evaluating a sample group right after the training (post-test), which includes the following key variables:

Firstly, the need for achievement in strengthening behavioral empowerment (nAch) refers to the sample's degree of achievement motivation following participation in the training program. Previous research has demonstrated that achievement motivation has a significant impact on people's conduct and behavior, particularly in the context of domestic violence (Manasathien & Adunwatthanasiri, 2012; Basch, 2011; Baker-Henningham, Meeks-Gardner, Chang, & Walker, 2009).

Secondly, a favorable attitude towards strengthening behavioral empowerment (ATT) is a measure of the level of positive attitude the sample group received from the training. Previous research has confirmed that people with positive attitudes exhibit desirable behaviors, especially reductions in violence (Kongsuwan et al., 2012, 2019; Upamirat et al., 2019). In contrast, people with negative attitudes are more likely to commit domestic violence in the family (Markowitz, 2001). Therefore, it is expected that individuals with a more positive attitude towards strengthening behavioral empowerment will also exhibit more behaviors conducive to strengthening Family Behavioral Empowerment.

Thirdly, intention to strengthen self-psychological immunity (IPI) is a measure of the psychological state of the sample group. It aims to demonstrate that after the training, the

subjects expressed a desire to be prepared to handle impacts and changes around themselves, and to be able to adapt and cope in a timely manner, both in terms of consciousness and the use of social media. This includes fostering optimism and self-reliance (Sareerasart et al., 2012; Bhanthumnavin & Vaninthanondra, 2008).

In this construct, there is also an intention to prevent and avoid violence in the family (IPF). Those who have completed the training program are expected to be individuals who intend to avoid domestic violence and devote themselves to reducing and resolving conflicts within the family. This includes preventing violence stemming from social conditions, economic conditions, social media, as well as avoiding violence related to drugs and lifestyle.

Lastly, the intention to manage conflicts within the family (IMF) represents the intention of the sample group after the training to manage their own problems when they are at risk or experiencing difficulties in their personal lives. This involves employing creative communication within the family, maintaining manners and morality, and desiring to build family relationships. From the literature review, it is expected that individuals who express the intention to strengthen their immunity, prevent and avoid violence, and show a strong willingness to manage family conflicts will also exhibit behaviors that contribute to strengthening behavioral empowerment in the family.

In this research, the five psychological states (nAch, ATT, IPI, IPF, and IMF) were collectively gathered as psychological states construct. Numerous previous studies have emphasized the significant influence of these psychological states on human behaviors and outcome constructs (Chotratanakamol et al., 2023; Nonthachot et al., 2023; Bhanthumnavin, 2015). Therefore, the fifth hypothesis was formulated as follows:

H_5: The psychological states construct directly influences the FBE construct.

Methodology

Research Design and Sampling

This experimental research employed a 2 by 2 Factorial Design framework with a Pretest-Posttest Control Group and Repeated-Measures Design. In this study, the manipulated variable is the training construct, involving groups receiving training content in different proportions, as outlined in Table 1. The training sessions spanned two days, totaling 10 hours. The sample group selection involved Thai youths aged between 15 and 25 years, using a multi-stage random sampling method. This method facilitated the inclusion of training participants from all four universities, ensuring diverse representation. Each individual in the sample group was randomly assigned, without bias, to one of the four training groups, resulting in 20 participants per group. Consequently, each university contributed a sample group of 80 participants, and with four universities participating, the total sample size reached

320 participants. Throughout the training process, the researchers implemented a consistent training format across all locations.

Procedures and Data Collection

After randomizing the sample groups, the researchers collected pretest data by administering questionnaires to all participants before the training. In the second phase, following the training session, posttest data was promptly gathered within an hour before concluding the training. In the third phase, data was collected once again to track progress three months after the training (follow-up test). Questionnaires were distributed to all participants who had enrolled in the program.

Table 1 The content and proportions of the training for each group

Experimental Group (n)	Pre test	Manipulated Variable	posttest	Re-peated	Training intensity
Group 1 (80)	✓	Received psychological and skills training in favorable attitude towards Family Behavioral Empowerment + Received psychological and skills training in need for achievement to Family Behavioral Empowerment	✓	✓	100%
Group 2 (80)	✓	Received psychological and skills training in favorable attitude towards Family Behavioral Empowerment + training in other subjects	✓	✓	50%
Group 3 (80)	✓	Received psychological and skills training in need for achievement to Family Behavioral Empowerment + other subjects	✓	✓	50%
Control Group 4 (80)	✓	Received training in other subjects	✓	✓	0%

Instruments

Most instruments in this study were measured using summated rating scales on a 6-point Likert scale, ranging from 'absolutely true' to 'absolutely not true'. In terms of assessing the quality of the instruments, all instruments met the criteria through the evaluation of several key indices, which are presented in Table 2. Firstly, item discrimination was assessed using critical values from the t-distribution, set higher than 2.00 (McMillan & Schumacher,

1999). The Corrected Item-Total Correlation Value met the criterion, being equal to or above .20 (Streiner & Norman, 2015).

Table 2 Instruments Quality

Instruments	Number of items	Cronbach's alpha	Confirmatory Factory Analysis						
			χ^2	df	p value	RMSEA	CFI	TLI	SRMR
PIB	12	.71	59.50	45	.07	.03	.97	.96	.03
PVB	15	.83	95.38	75	.05	.02	.98	.97	.04
MCB	14	.84	91.74	73	.06	.02	.98	.97	.04
EQ	12	.78	51.96	39	.08	.03	.98	.97	.03
PMS	20	.78	154.53	128	.05	.02	.98	.98	.06
CSE	12	.73	25.79	16	.05	.04	.98	.95	.04
RVF	16	.80	90.14	72	.07	.02	.98	.97	.03
PVS	14	.71	64.91	48	.05	.03	.97	.96	.05
DVN	16	.76	98.23	79	.07	.02	.98	.96	.04
ATT	12	.80	92.79	72	.05	.03	.98	.97	.03
nAch	12	.73	83.64	66	.07	.02	.98	.96	.03

Secondly, construct validity underwent assessment through confirmatory factor analysis (CFA) following the guidelines outlined by Westen and Rosenthal (2003). The model fit was determined by specific criteria: 1) a non-significant *p*-value for the chi-square test ($p > .05$) (Jöreskog & Sörbom, 1989), 2) RMSEA values between .05 and .08, 3) a CFI value exceeding .90 (Diamantopoulos et al., 2008), 4) an SRMR value below .08 (Hu & Bentler, 1999), and 5) a TLI value surpassing .90 (Tucker & Lewis, 1973). Additionally, all instruments demonstrated a Cronbach's alpha coefficient exceeding 0.70 (Nunnally, 1978).

Results

Descriptive Statistics and Relationships Between Variables

The total number of samples was 320 youths, comprising 266 female students (83.10%) and 54 males (16.90%). Regarding living arrangements, it was found that 48 individuals (15.0%) lived alone, 204 (63.8%) lived with their parents, 19 (5.9%) lived with grandparents or relatives, and 49 (15.3%) lived with friends. Concerning misconduct, when asked about wrongdoing, the sample group reported that 255 individuals (79.7%) received warnings, and 65 individuals (20.3%) were subjected to verbal abuse.

In terms of child-rearing practices, 264 individuals (82.5%) received training in the Loved and reasoned child-rearing approach, 42 individuals (13.1%) followed the Authoritarian

parenting style, and 14 individuals (4.4%) adopted the uninvolved parenting style. Regarding substance use, 126 individuals (39.4%) reported using substances, while 194 individuals (60.6%) did not engage in substance use. Furthermore, the means and standard deviations of the sample's scores and the correlation matrix for the path analysis are also provided in Table 3.

Table 3 Correlation matrix used in the path analysis

Variables	Mean	S.D.	Alpha	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Training	3.00	1.00	.91	1															
2. ATT	4.79	0.60	.80	.35**	1														
3. nAch	4.94	0.56	.73	.30**	.69**	1													
4. IPI	4.79	0.53	.87	.27**	.66**	.65**	1												
5. IPF	5.00	0.60	.86	.34**	.69**	.63**	.58**	1											
6. IMF	4.48	0.67	.86	.34**	.72**	.63**	.53**	.63**	1										
7. EQ	4.81	0.50	.78	0.10	.36**	.39**	.39**	.34**	.29**	1									
8. PMS	4.30	0.56	.78	0.08	.44**	.38**	.44**	.43**	.37**	.35**	1								
9. CSE	3.86	0.53	.73	0.07	.34**	.32**	.32**	.33**	.30**	.28**	.47**	1							
10.RVF	4.33	0.64	.80	0.10	.28**	.24**	.27**	.36**	.25**	.17**	.34**	.29**	1						
11.PVS	4.50	0.59	.71	.13*	.44**	.42**	.40**	.51**	.36**	.31**	.49**	.33**	.46**	1					
12. DVN	4.48	0.58	.76	.14**	.47**	.43**	.39**	.48**	.43**	.29**	.51**	.28**	.46**	.66**	1				
13. R-ATT	4.69	0.61	.84	.28**	.74**	.65**	.54**	.61**	.66**	.37**	.43**	.32**	.30**	.47**	.50**	1			
14. R-nAch	4.82	0.59	.85	.17**	.55**	.67**	.53**	.49**	.52**	.33**	.42**	.29**	.23**	.40**	.42**	.70**	1		
15. PIB	4.70	0.56	.71	.25**	.62**	.64**	.83**	.52**	.52**	.41**	.47**	.34**	.28**	.39**	.41**	.58**	.59**	1	
16. PVB	4.97	0.61	.83	.31**	.65**	.61**	.53**	.80**	.62**	.31**	.42**	.30**	.36**	.48**	.44**	.65**	.56**	.54**	1
17. MCB	4.41	0.62	.84	.32**	.68**	.60**	.52**	.57**	.82**	.32**	.40**	.31**	.25**	.38**	.43**	.71**	.60**	.55**	.66**

Noted: **p*-value <.05, ** *p*-value <.01

Training: Training modules, ATT: Favorable Attitude towards Strengthening Family Behavioral Empowerment, nAch: Need for Achievement in Strengthening Family Behavioral Empowerment, IPI: Intention to Strengthen Self-psychological Immunity, IPF: Intention to Prevent and Avoid violence in the Family, IMF: Intention to Manage Conflicts within the Family, EQ: Emotional Quotient, PMS: Psycho-Moral Strength, CSE: Core Self-Evaluation, RVF: Risk of Violence in Friendship, PVS: Perception of Domestic Violence through Social media, DVN: Domestic Violence Norms, R-ATT: Favorable Attitude towards Strengthening Family Behavioral Empowerment (repeated), R-nAch: Need for achievement in Strengthening Behavioral Empowerment (repeated), PIB: Strengthen Self-Psychological Immunity Behavior, PVB: Prevent and Avoid Violence in the Family Behavior, MCB: Manage Conflicts within the Family Behavior**.**

The Measurement Model

In the current study, five latent constructs have been identified: the Training Modules, Exogenous Psychological Traits, Exogenous Situational Psychological States, and FBE Constructs. The estimated parameter values of the observed variables are presented in Table 4.

Table 4 Estimated parameter values and statistic values of the measurement model

Variables	Estimated parameter Value			
	Factor loading B	Standard error (SE)	Standardized factor loading (β)	t
Measurement model				
1. Training Modules				
Experimental group 1	2.10	.03	.33	9.38***
Experimental group 2	1.80	.03	.28	9.00***
Experimental group 3	1.70	.03	.26	8.39***
Control group	1.60	.03	.25	7.85***
2. Psychological States Construct				
Favorable Attitude towards Strengthening Family Behavioral Empowerment	1.00	.01	.85	47.45***
Need for Achievement in Strengthening Family Behavioral Empowerment	.84	.03	.72	24.34***
Intention to Strengthen Self-Psychological Immunity	.85	.03	.77	26.07***
Intention to Prevent and Avoid Violence in the Family	.95	.02	.79	32.01***
Intention to Manage Conflicts within the Family	.95	.02	.80	31.77***
3. FBE Construct				
Favorable Attitude towards Strengthening Family Behavioral Empowerment (repeated	1.00	.01	.85	44.71***
Need for Achievement in Strengthening Family Behavioral Empowerment (repeated	.85	.02	.79	32.98***
Strengthen Self-Psychological Immunity Behavior	.79	.02	.75	27.87***
Prevent and Avoid Violence in the Family Behavior	.90	.02	.78	33.34***
Manage Conflicts within the Family Behavior	.97	.02	.76	27.55***
4. Psychological trait Construct				
Emotional Quotient	1.00	.04	.55	12.61***
Psycho-Moral Strength	1.35	.04	.70	16.75***
Core-Self Evaluation	.95	.05	.51	9.75***
5. Situational factor Construct				
Risk of Violence in Friendship	1.00	.04	.57	13.68***

Table 4 Estimated parameter values and statistic values of the measurement model (continued)

Variables	Estimated parameter Value			
	Factor loading B	Standard error (SE)	Standardized factor loading (β)	t
Perception of Domestic Violence through Social Media	1.29	.02	.80	28.83***
Domestic Violence Norms	1.31	.02	.83	31.14***

Note: *p-value <.05, **p-value <.01, ***p-value <.001

For the measurement model, the training modules comprise four manipulated variables. The analysis results revealed loading factor values (β) as standardized values for each group: Experimental group 1 had a value of .33, Experimental group 2 had a value of .28, Experimental group 3 had a value of .26, and the Control group had a value of .25. Regarding the psychological states construct, which consisted of five variables (ATT, IMF, IPF, IPI, nAch), the standardized values in descending order were .85, .80, .79, .77, and .72, respectively. Similarly, for the situational factor construct, which included DVN, PVS, and RVF, the loading factors were .83, .80, and .57. It was pointed out that the psychological trait construct had factor loadings of .70 for PMS, .55 for EQ, and .51 for CSE. Finally, regarding the FBE construct, loading factor values in descending order were R-ATT (β = .85), R-nAch (β = .79), PVB (β = .78), MCB (β = .76), and PIB (β = .75).

The Structural Model

The path model yielded excellent fit indexes with a CFI of .99, a TLI of .99, SRMR of .06, RMSEA of .02, χ^2 = 135.71, df = 111, and a p-value > .05, as indicated by Hu and Bentler (1999). Furthermore, all hypotheses were accepted, indicating the presence of statistically significant path coefficients, which are presented in Table 5 and Figure 1.

Table 5 Hypotheses testing of the path model

Path Effects	Estimated parameter Value				Hypothesis test
	Factor loading b	Standard error (SE)	Standardized factor loading (β)	t	
Structural Equation Model					
H_1: Training → states	3.66	0.06	0.49	7.55***	Supported
H_2: Training → FBE	0.80	0.01	0.10	8.11 ***	Supported
H_3: Traits → states	0.78	0.09	0.45	4.96***	Supported

Table 5 Hypotheses testing of the path model (continued)

Path Effects	Estimated parameter Value				Hypothesis test
	Factor loading b	Standard error (SE)	Standardized factor loading (β)	t	
H_4: Situational → states	0.21	0.01	0.15	10.03***	Supported
H_5: States → FBE	0.80	0.01	0.81	57.31***	Supported

Note: * *p*-value <.05, ** *p*-value <0.01, *** *p*-value <.001

Examining the effects in the model (Table 5 and Figure 1), it is revealed that the psychological states latent construct (posttest) has the highest total effect on the FBE latent construct (follow-up), with a standardized beta (β) of .81. In detail, it is found that the direct effect of the psychological states latent construct has the most significant positive direct effect on the FBE latent construct (β = .81).

Table 6 Direct and indirect effect of the model (n=320)

Latent Construct	Effect latent variables in Path Model					
	States (Posttest)			FBE (Follow-up)		
	Direct	Indirect	Total	Direct	Indirect	Total
Training Modules						
b	3.66	-	3.66	0.80	2.93	3.73
S.E.	0.06	-	0.06	0.00	0.05	0.04
β	0.49	-	0.49	0.10	0.40	0.51
Psychological Traits						
b	0.78	-	0.78	-	0.62	0.62
S.E.	0.09	-	0.09	-	0.07	0.07
β	0.45	-	0.45	-	0.36	0.36
Situational Factors						
b	0.21	-	0.21	-	0.16	0.16
S.E.	0.01	-	0.01	-	0.01	0.01
β	0.15	-	0.15	-	0.12	0.12
Psychological States						
b	-	-	-	0.80	-	0.80
S.E.	-	-	-	0.01	-	0.01
β	-	-	-	0.81	-	0.81
R^2	**0.76**			**0.79**		

Note: All values represent standardized factor loadings, R^2= Correlation coefficient

While the latent construct of the training modules exerted a secondary total effect on the FBE latent construct, with a total effect of .51, comprising a standardized beta of direct effect at .10 and an indirect effect through the latent construct of states (Posttest) to the FBE latent construct amounting to .40. Additionally, the psychological traits latent construct had an indirect effect through the states latent construct to the FBE, with an indirect effect value of .36. Likewise, the situational latent construct had an indirect effect through the state latent construct to the FBE latent construct, with an indirect effect value of .12. The R-squared of the FBE latent construct was .79.

When considering the total effect and direct effect on the latent constructs of states, Figure 1 illustrates that the path model indicates training modules have the highest total effect (β = .49). Subsequently, the psychological traits latent construct has a total effect of .45, while the situational latent construct has a total effect of .15. Regarding the direct effect on the states latent construct, the highest direct effect was observed with training modules (β = .49), followed by the psychological traits latent construct with a direct effect of .45, and the situational latent construct with a direct effect of .15, respectively. Furthermore, the R-squared value of the states construct was .76.

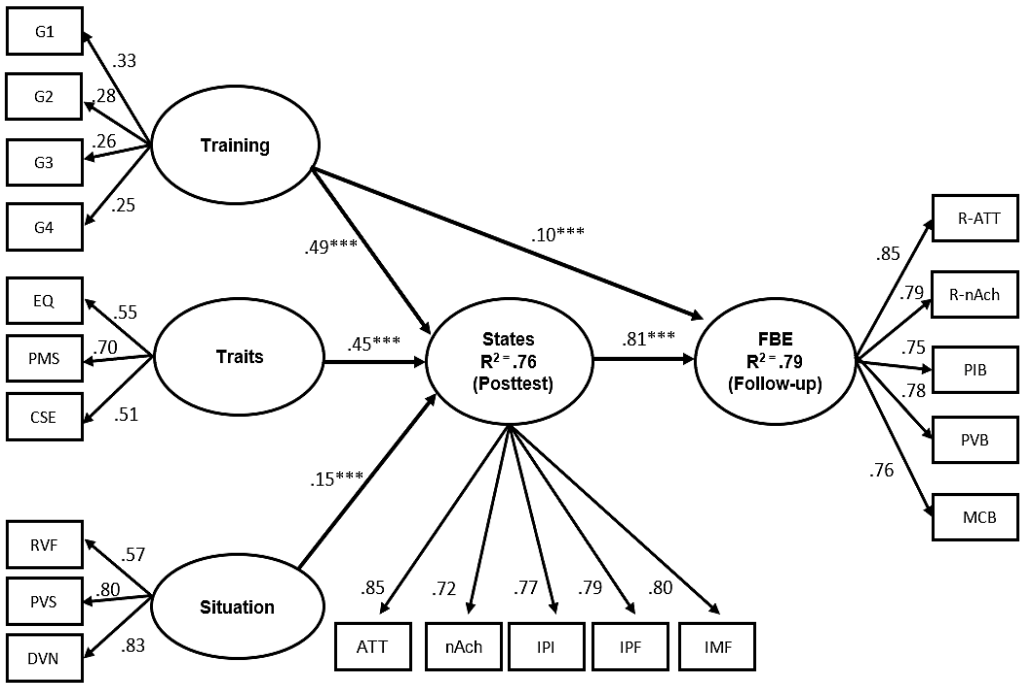

Figure 1 Standardized parameter estimates showing effects among training modules, Psychological Traits, Situational Factors, Psychological States, and Family Behavioral Empowerment

Source: Chotratanakamol et, al (2024)

In summary, the analysis of the path model results, as presented in Table 6 and Figure 1, demonstrate that the total effect, direct effect, and indirect effect of the FBE latent construct were sufficiently examined. The analysis showed that the training module latent construct had the highest direct effect on the states latent construct, specifically with β = .49. Additionally, there was a direct effect on the FBE latent construct (β = .10). Furthermore, the training modules exhibited an indirect effect on the FBE latent construct, with a value of .40. The results suggest that both the psychological and skill training modules for Family Behavioral Empowerment had both direct and indirect influences on the FBE latent construct. Nevertheless, the results also indicated that the psychological states latent construct had the highest direct effect on the FBE latent construct, with a direct effect of .81.

Discussion

Preventing violence in families is crucial for creating social well-being and stopping violence in society. Research in Thailand has indicated that developing positive attitudes and fostering resilience in strengthening family dynamics play a significant role in preventing violence (Bhanthumnavin et al., 1986; Kongsuwan et al., 2019; Khunpino & Sampattavanija, 2021; Nonthachot et al., 2023). Therefore, supporting and promoting family resilience should be an initiative, starting with the youth to reduce the risk of violence within families and communities in the long term. Thus, the current study investigates the effects of training modules, psychological traits, situational factors, and psychological states on Family Behavioral Empowerment.

Based on the evidence, findings from the structural equation models provide valuable insights into the relationships among the latent constructs in the study. Regarding the measurement model, standardized factor loadings revealed that the sample group, which received training in both positive psychology and skills related to favorable attitudes and motivation, demonstrated a higher loading factor compared to the control group. The importance of different impacts on training intensities across experimental and control groups is clearly demonstrated. In particular, the experimental group, which received psychological and skills training in favorable attitude towards family behavioral empowerment and training in the need for achievement of family behavioral empowerment, exhibits the highest level of behavioral empowerment in the family. This highlights the evident effectiveness of holistic personality training modules (Thaweekoon, 2012; Pimthong, 2020). Whereas, the psychological traits construct exhibited significant factor loadings, indicating the importance of emotional quotient, psycho-moral strength, and core self-evaluation in shaping individual attitudes and behaviors within the context of behavioral empowerment. Similarly, the situational factors construct highlighted the role of risk perception, social media influence, and domestic violence norms in influencing psychological states. The findings confirmed that both traits and situational factors in this study are crucial determinants that encourage youths

to make reasoned considerations and moral decisions regarding the avoidance of self-harm, family violence, and societal violence (Bhanthumnavin & Bhanthumnavin, 2021; Thammaraksa & Powwattana et al., 2019; Ishida et. al 2013; Phoraksa & Lerdtomornsakul, 2023; Chueprasertsak et al., 2022; Chotratanakamol et al., 2023).

The structural equation model confirmed the support for all hypotheses derived from the Interactionism Model. Training modules significantly enhanced psychological states and Family Behavioral Empowerment. The path model demonstrated that training modules had a positive influence on both psychological states and Family Behavioral Empowerment. Hence, it is evident that training modules exerted a substantial total effect on the behavioral empowerment factor, emphasizing the importance of targeted interventions. This aligns with previous research findings that training for psychological traits and skills has positive implications for personal development and violence prevention (Kongsuwan et al., 2012; Ming et al., 2019; Alhalal, 2020; Lee et al., 2022). However, it was noticed that the direct effects of the training on behavior (follow-up 3 months after training) were lower than the direct effects on states (posttest) because the effectiveness of training programs tends to decrease over time (Pimthong, 2020; Bhanthumnavin & Makanong, 2002). However, the training modules continue to influence behavior through states at a higher level. Therefore, it remains crucial to sustain efforts in stimulating and raising awareness about the importance of fostering behavioral empowerment within families for individuals.

Psychological traits and situational factors also played pivotal roles in shaping psychological states. This outcome corroborates the Interactionism Model, which posits that an individual's personality traits and the situation at that moment are determining factors capable of influencing attitudes and intentions to engage in any particular behavior (Endler & Magnusson, 1976). Additionally, psychological traits and situational factors indirectly contribute to behavioral empowerment by influencing psychological states. These results underscore the intricate interplay of internal and external factors in determining behavioral outcomes. Therefore, training programs are more effective when individuals possess desirable traits and suitable situations or environments. These findings align with previous research. (Hurd et al., 2011; Bhanthumnavin, 2015; Pimthong, 2020; Nonthachot et al., 2023)

Finally, regarding the analysis of direct and indirect effects in the model, the strongest direct effect was observed between psychological states and Family Behavioral Empowerment, emphasizing the central role of individual attitudes and intentions in driving behavioral outcomes (Fishbein & Ajzen, 1975; Dewettinck & Van Ameijde, 2011). Relevant research has found that attitudes are fully mediated toward violent behavior (Seddig & Davidov, 2018; Oljača, Dinić, & Sokolovska, 2015). Thus, to prevent violent behavior within families, it is essential to inculcate positive psychological states in Thai youths.

Nevertheless, the research encountered limitations as it relied on self-reports from respondents, potentially introducing bias and amplifying relationships between research variables (Podsakoff et al., 2003). To address this, enhancing the completeness of the data could involve incorporating observation-based variable measurements and reports from other individuals, such as parents, lecturers, and intimate friends. The study was conducted as a short-term follow-up three months after training due to budget constraints. Conducting additional research and implementing longitudinal studies could provide a more in-depth understanding and tracking of changes in youth behavior.

Conclusion and Implications

This study highlights the effectiveness of holistic psychological training modules for strengthening individual attitudes and behavioral empowerment and preventing violence within Thai families. Positive psychological states, influenced by psychological traits and situational factors, play a crucial role in Family Behavioral Empowerment. In particular, a strong direct link is observed between psychological states and behavioral empowerment, emphasizing the pivotal role of cultivating positive attitudes and motivation in Thai youths to prevent family violence. This research contributes valuable insights for developing Thai youth programs that address internal and external factors for long-term positive impacts on family institutions and social well-being. The implications of this study encompass two aspects. Firstly, the present study confirms that the use of the Interactionism Model is suitable for explaining, understanding, and developing human behavior. Secondly, in the Implication for Intervention Design, the holistic training modules suggest that future interventions should incorporate a comprehensive approach. Behavioral scientists, educators, and parents can benefit from combining positive psychology with skill-building aspects, thereby enhancing the effectiveness of individual behavior development.

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