

**EFFECTS OF FAMILY CONTEXT AND SELF-ESTEEM
TOWARDS CYBER-BULLYING ATTITUDES AMONG FEMALE
STUDENTS SECONDARY SCHOOL IN BANGKOK**

BUDSAYARAT RUNGSAKORN

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OF THE REQUIREMENTS FOR
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STUDENTS SECONDARY SCHOOL IN BANGKOK**

Budsayarat. Run

Miss Budsayarat Rungsakorn
Candidate

Sairudee Vorakitphokatorn

Assoc. Prof. Sairudee Vorakitphokatorn,
Ph.D.
Major advisor

W. Musikaphan

Lect. Wimontip Musikaphan, Ph.D.
Co-advisor

Kaewta Nopmaneejumruslers

Lect. Kaewta Nopmaneejumruslers,
M.D.
Co-advisor

B. Mahaisavariya

Prof. Banchong Mahaisavariya,
M.D., Dip Thai Board of Orthopedics
Dean
Faculty of Graduate Studies
Mahidol University

Banyat Yongyuan

Asst. Prof. Banyat Yongyuan, Ph.D.
Program Director
Mastes of Science Program in
Human Development
National Institute for Child and Family
Development
Mahidol University

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on
January 11, 2011



Miss Budsayarat Rungsakorn
Candidate




Lect. Nisaporn Wattansup, Ph.D.
Chair



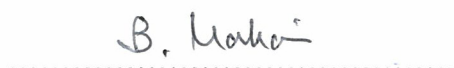
Assoc. Prof. Sairudee Vorakitphokatorn,
Ph.D.
Member



Lect. Kaewta Nopmaneejumrulers,
M.D.
Member



Lect. Wimontip Musikaphan, Ph.D.
Member



Prof. Banchong Mahaisavariya,
M.D., Dip Thai Board of Orthopedics
Dean
Faculty of Graduate Studies
Mahidol University



Dr. Suriyadeo Tripathi, M.D.
Dean
National Institute for Child and Family
Development
Mahidol University

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EFFECTS OF FAMILY CONTEXT AND SELF-ESTEEM TOWARDS CYBER-BULLYING ATTITUDES AMONG FEMALE STUDENTS SENIOR SECONDARY SCHOOL IN BANGKOK

BUDSAYARAT RUNGSAKORN 4836668 CFHD/M

M.Sc. (HUMAN DEVELOPMENT)

**THESIS ADVISORY COMMITTEE : SAIRUDEE VORAKITPHOKATORN, Ph.D.,
WIMONTIP MUSIKAPHAN, Ph.D., KAEWTA NOPMANEEJUMRUSLERS , M.D.**

ABSTRACT

This research aimed to examine: 1) cyber-bullying attitudes of female students; 2) the influence of family towards the cyber bullying attitudes of female students; 3) the correlation between self-esteem and cyber bullying attitudes among female students; and 4) guidelines for problem solving and confrontation with the cyber bullying experienced by female students. The sample consisted of 400 female senior secondary students in Bangkok in the 2010 educational year. The research tool was an open-ended and close-ended questionnaire. The statistics for data analysis included percentages, means, standard deviations, t-tests, ANOVA, Multiple Comparisons Tamhane's 2, correlation and regression analysis.

The results showed that: 1) the female students had the right attitude toward cyber bullying 72.8% of the time whereas some 21% of students had had an experience with cyber bullying. Spreading information reflecting upon one's reputation, and disclosure of personal information or secrets, were the most commonly reported cyber bullying while the main cause of cyber bullying was detestation; 2) the family relationship had an effect on cyber bullying attitudes, e.g. experience of violence in the family and not receiving enough attention from the guardians, which often resulted in the wrong kind of cyber bullying attitudes among female students; 3) female students with high self-esteem had the right cyber bullying attitude; and 4) if female students were bullied in the cyber world, most of them (63%) solved this problem by informing others about it, and those providing the best assistance were the parents. Blocking persons on the internet or rejecting the receipt and delivery of messages would help prevent such cyber threats.

**KEY WORDS: CYBER-BULLYING / FAMILY CONTEXT / SELF-ESTEEM /
FEMALE SENIOR SECONDARY STUDENTS**

103 pages

การศึกษาผลกระทบของครอบครัวและการเห็นคุณค่าในตนเองที่มีต่อทัศนคติการข่มเหงรังแกผ่านโลกไซเบอร์ ของนักเรียนหญิงมัธยมศึกษาตอนปลาย เขตกรุงเทพมหานคร

EFFECT OF FAMILY CONTEXT AND SELF-ESTEEM TOWARDS CYBER-BULLYING ATTITUDE AMONG SENIOR SECONDARY SCHOOL FEMALE STUDENTS IN BANGKOK

บุษยรัต รุ่งสาคร 4836668 CFHD/M

วท.ม. (พัฒนการมนุษย์)

คณะกรรมการที่ปรึกษาวิทยานิพนธ์ : สายฤดี วรกิจโกคาทร, Ph.D., วิมลทิพย์ มุสิกพันธ์, Ph.D.,
แก้วตา นพมณี-จรัสเลิศ, M.D.

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาทัศนคติของนักเรียนหญิงที่มีต่อการรังแกผ่านโลกไซเบอร์ 2) ศึกษาอิทธิพลของครอบครัวที่มีต่อทัศนคติเรื่องการข่มเหงรังแกผ่านโลกไซเบอร์ของนักเรียนหญิง 3) ศึกษาความสัมพันธ์ระหว่างการเห็นคุณค่าในตนเองกับทัศนคติเรื่องการข่มเหงรังแกผ่านโลกไซเบอร์ของนักเรียนหญิง 4) ศึกษาแนวทางการแก้ปัญหาและการเผชิญหน้ากับการรังแกผ่านโลกไซเบอร์ของนักเรียนหญิง กลุ่มตัวอย่างได้แก่ นักเรียนหญิงชั้นมัธยมศึกษาตอนปลาย ในเขตกรุงเทพมหานคร ปีการศึกษา 2553 จำนวน 400 คน เครื่องมือที่ใช้ในการศึกษาได้แก่ แบบสอบถามปลายปิดและปลายเปิด สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ, ค่าเฉลี่ย, ส่วนเบี่ยงเบนมาตรฐาน, t-test, ANOVA, multiple comparisons Tamhane's 2, Correlation และ Regression Analysis

ผลการศึกษาพบว่า 1) นักเรียนหญิงกลุ่มตัวอย่างมีทัศนคติเกี่ยวกับการข่มเหงรังแกผ่านโลกไซเบอร์ที่ถูกต้องร้อยละ 72.8 โดยร้อยละ 21 มีประสบการณ์การถูกรังแกผ่านโลกไซเบอร์ การเผยแพร่ข้อมูลที่ทำให้เสื่อมเสีย และการเปิดเผยข้อมูลส่วนตัวหรือการเปิดเผยความลับเป็นพฤติกรรมการรังแกผ่านโลกไซเบอร์ที่ร้ายแรงที่สุด และสาเหตุหลักของการรังแกผ่านโลกไซเบอร์ คือ ความไม่ชอบหน้า 2) ผลการศึกษาแสดงให้เห็นว่า ความสัมพันธ์ในครอบครัวมีผลต่อทัศนคติเกี่ยวกับการข่มเหงรังแกผ่านโลกไซเบอร์ กล่าวคือ ประสบการณ์ความรุนแรงในครอบครัว และการขาดการเอาใจใส่จากผู้ปกครอง จะส่งผลให้นักเรียนหญิงมีทัศนคติต่อการรังแกผ่านโลกไซเบอร์ที่ไม่ถูกต้อง 3) นักเรียนหญิงที่มีระดับการเห็นคุณค่าในตนเองในตนเองสูงจะมีทัศนคติต่อการรังแกผ่านโลกไซเบอร์ที่ถูกต้อง 4) หากนักเรียนหญิงต้องถูกรังแกผ่านโลกไซเบอร์ ส่วนใหญ่ ร้อยละ 63 จะแก้ปัญหาโดยการบอกให้ผู้อื่นทราบ และบุคคลที่สามารถให้ความช่วยเหลือได้ดีที่สุด คือบิดามารดา และการบอกลูกคนหรือการปฏิเสธการรับส่งข้อความจะสามารถป้องกันการคุกคามดังกล่าวได้

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CHAPTER I

INTRODUCTION

1.1 Background and Rationale of the Research

At present, violence is one of critical social problems, especially violence in adolescents who tend to be the offenders and evicted persons. A number of adolescents have been involved in committing crime or have been the crime victims, have used the narcotics, have had assembling and fighting. In 2008, 46,981 adolescents aged 10-18 were proceeded with the case and most of them lived in Bangkok (Department of Youth Observation and Protection, Ministry of Justice, 2008). Most offences relate to the offence against properties, narcotics and assault.

Advanced communication technologies partially and indirectly allow the youths to do the violence in different ways. Cyber bullying is one violence; meanwhile, on-line community threat ignored for long. This threat has still existed in the electronic communication network system, but it has not been disclosed publicly. The threat has been done via computer and mobile phone or it is called “cyber bully”, email, message writing, chat room and website, which are used to threaten the safety or to bully other youths such as writing condemning messages, looking down on, mocking or spreading photos or video clips containing others’ personal data via internet or mobile phone to interrupt or harm or disgrace others about 45% and 57%. The origin of this cyber bullying starts from the chat room (The National Crime Prevention Center USA, 2008). Currently, the internet social networks, e.g. Face Book and My Space, have been growing rapidly. It is expected that cyber bullying would be spread from such network instead of chat room and it would be the biggest cyber bullying of the on-line community. Moreover, the present mobile phone technologies can support the use of internet; so the youths threaten others more conveniently and rapidly. Although cyber bullying is the violence aiming at attacking human relations rather than bodily injury, it may result to be the bodily injury later.

Female youths are more bullied than male ones, that is, some 60% of female youths are victimized while bullies for 52% are male. Bullying behaviors of male youths may be the delivery of sex messages or threat, challenge for fighting or making anyone painful. For female youths, the cyber community is used as a tool of rumor spreading, sending messages to mock or block anyone from the group, and secret divulging (The National Crime Prevention Center USA, 2008).

Cyber bully deems a form of violence getting along with the female adolescents' aggression; so it is used by female adolescents to threaten others; for example, distribution of obscene photos, mobile pictures showing bodily attack, etc. This event is consistent with a survey of The Mirror Foundation with a finding that the peeping clips shot by youths are disseminated in various websites in over 3,000 questions. In each month, there are more than 100,000 visitors to those peeping clips. In 2009, the word "peeping photograph" is searched for over 4 million times. The youths for 53.2% admitted that they used to view the obscene media via internet.

Cyber bullying in the Thai society has been more disclosed to the public via various media. In 2009 – 2010, a number of female students had bodily injuries, got the sex harassment and were shot in the video clips for threats and dissemination through mobile phone and internet network, which make those female students feel ashamed, lead to quarrels and had to receive the psychological recovery. Among these events, one female student committed suicide. This is consistent with the research on Cyber Bullying Behaviors of Thai Youths in Bangkok conducted by Vimonthip Musikpan (2009), the National Institute for Child and Family Development. She found that the sample youths showed the violence via cyber world most were the vocational students (50%). Most youths have seen and been aware of cyber bullying behaviors such as sending scolding messages, sending messages that are secrets of others via mobile phone and internet, and threatening others via electronic media. 30% of victims counteracted such cyber attacks. This showed that, in the youths' opinion, this act was common to be done by everyone's pleasure, and they wanted to see more violent acts.

Cyber bullying gives widespread effects as the information is disseminated so quickly and any other persons can be involved to share opinions freely. If cyber bullying occurs repeatedly, such violence will exist in the internet system at all time. In addition, the internet technologies on mobile phone allow the youth to commit

cyber bullying unlimitedly, either time or place. More cyber bullying behaviors escaped the guardians' monitoring. The bullies felt encouraged because no one could catch their bullying. Besides, the seniors are not aware of what happens in the cyber community involved by children. The cyber bullying victims could not counter against or charge against anyone because they did not indicate the bullies exactly. As a result, the victims had tension, shame and lose of confidence.

From the above situations and problems, the Researcher paid attention to examine the female students' cyber bullying attitude. When the youths value and respond to new technologies quickly whereas communication technologies become a partial lifestyle; cyber bullying is likely to be more violent and causes the widespread damages when other related seniors have not been aware of the problems occurred in the on-line community of youths. The findings of this research would help female youths have the right cyber bullying attitude, and have chance in receiving assistance and protection from the violence hidden in that on-line network. By this regard, the guardians would be able to confront and solve the cyber bullying problems appropriately before the indirect cyber bullying will be transformed to be the bodily attack or it will press the victims to find out any wrong solutions causing unexpected loss.

1.2 Research Questions

1. What is the female students' cyber bullying attitude?
2. Does the family influence the cyber bullying attitude of female students?
3. Does the different self-esteem give the different effect to cyber bullying of female students? How?
4. How do female students have the guideline of solving problems and confronting cyber bullying?

1.3 Research Objectives

1. To examine the female students' cyber bullying attitude.
2. To examine the influence of family to the female students' cyber bullying attitude.
3. To examine the correlation between self-esteem and female students' cyber bullying attitude.
4. To examine the guideline of solving problems and confronting cyber bullying for female students.

1.4 Research Hypothesis

1. The family has influence to the cyber bullying attitude of female students.
2. The different family factor of female students gives effect to the different cyber bullying attitude.
3. Self-esteem puts influence on the cyber bullying attitude of female students.
4. The different self-esteem of female students gives effect to the different cyber bullying attitude.

1.5 Scope of the Research

This research focuses on studying the cyber bullying attitude of female students; hence, this research covered the female senior secondary students in Bangkok.

1.6 Operational Definitions

Cyber bullying behaviors: aggressive behaviors done via electronic media with aims at discomforting other people, smearing and threatening to make others ashamed, and spoil others' reputation. Cyber bullying must have the following characters:

1. Gossip or scolding others via mobile phone, chat room or website.

2. Repeatedly sending messages annoying others via mobile phone, email or website.
3. Disseminating harmful information through mobile phone or internet.
4. Disclosing or forwarding personal information and secrecy via mobile phone or internet.
5. Mentioning others' names to smear, scold or perform other acts mentioned in other clauses via mobile phone or internet.
6. Mocking, bluffing or threatening others via electronic device.
7. Deleting or blocking others from the group, rumor spreading or protest against anyone via mobile phone or internet.

Cyber bullying attitude: knowledge deriving from analyzing what one sees, hears and responds to a situation about cyber bullying.

Female students: a group of female students studying at senior secondary level in Bangkok in the educational year of 2008.

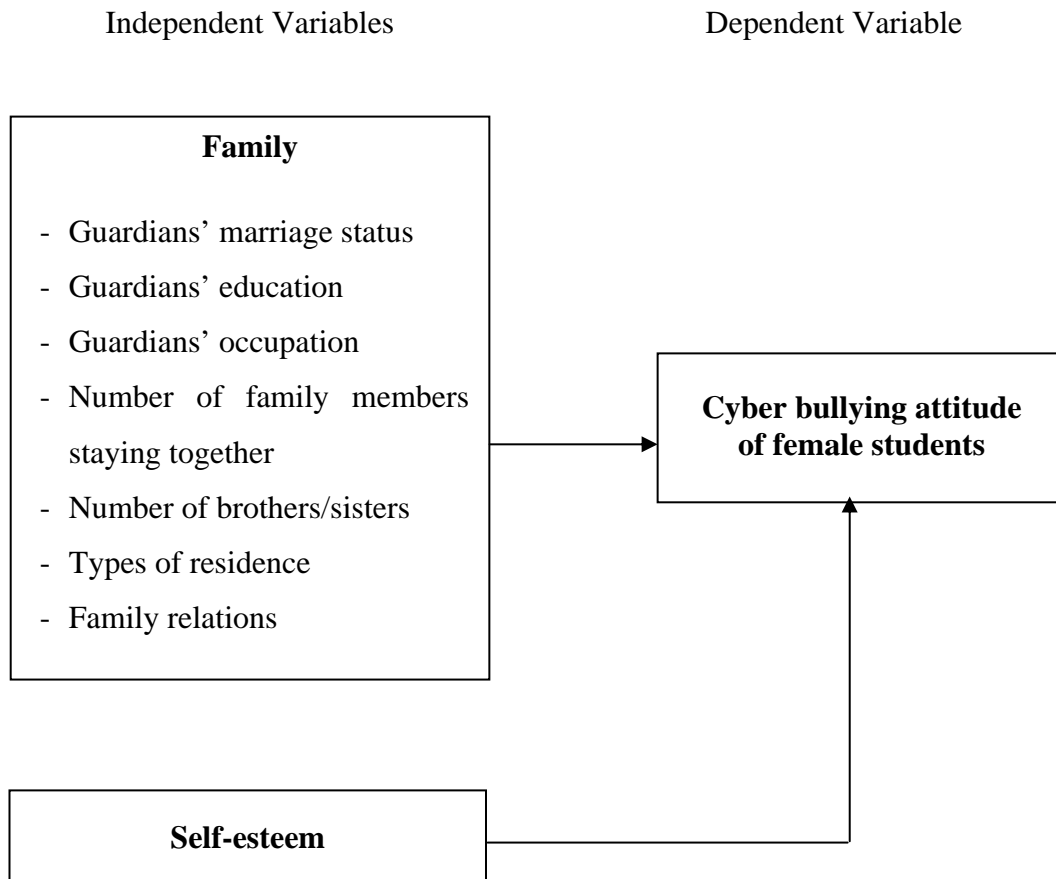
Self-esteem: positive feeling or attitude that one has to his value and importance in the manner of acceptance, respect and self-confidence. This feeling comes out from self-evaluation and acceptance by surrounding people. If one sees himself as a capable, important and beloved one, he will have self-esteem.

Family relations: level of relation or intimacy the female students have to their parents and family members in the manner of understanding, sympathy and frequency of doing activities together.

1.7 Expected Benefits

1. To have awareness of cyber bullying attitude of female senior secondary students.
2. To have a guideline for the family in providing assistance to children bullied in the cyber world.
3. To help female students solve and confront cyber bullying problems appropriately.
4. To obtain the information to other agencies relating to solving cyber bullying problems, especially IT agencies, for their problem solving and prevention.

1.8 Conceptual Framework



1.9 Limitations of the Research

This research was to examine the cyber bullying attitude of female students. The sample group of this research might not have any direct experience in cyber bullying. By this reason, this research focused on studying the family and self-esteem influencing the cyber bullying attitude of general female students, not only female students with experience in cyber bullying.

CHAPTER II

LITERATURE REVIEW

This research aimed at studying the correlation between family factor and self-esteem and the cyber bullying attitude of female senior secondary students in Bangkok. The research has studied the concept, theory and related researches to guide the study as follows:

- 2.1 Definitions of adolescence
- 2.2 Development of adolescents
- 2.3 Behavior of adolescents
- 2.4 Self-esteem
- 2.5 Definitions of cyber bully
- 2.6 Related researches
- 2.7 Impact by cyber bully

2.1 Definitions of adolescence

Supatra Sooparb mentioned about adolescence that it is an age starting from puberty up to attainment of majority, which gives effect to other growths such as emotional disorders that is a cause originating strange behaviors, for example, one may love anything or anyone so much that he becomes crazy. This is because the adolescents have sensitivity; if they feel disappointed or get as they wish, they will have much sorrow and may show a desire for revenge or severe counter attack.

Sucha Chan-aim (1999) stated that the adolescence is the period when one has many emotional changes. His confidence, demands and desires go on seriously without consciousness. The adolescents want to do as they desire or think. They want to be respected by friends by trying to have similar acts or imitation. The adolescent is in a range of 12-20 years with physical, emotional, social and intellectual changes. These rapid changes are called by the psychologists as the age of storm and stress

because the adolescents have no emotional stability, which gives effect to their adaptation, anxiety, emotional tension; so they show out various unacceptable behaviors until they become the deviated behaviors.

In addition, Stone and Church (1998) defined the “adolescence” as a period when a child grows up to be an adult in physical, intellectual, emotion and social aspects. People at this age start paying attention to themselves, seeking for self, and seeking for value and philosophy of life; meanwhile, they may have anxiety about themselves. For the psychological aspect, the adolescents have the great thinking and emotional development, either love, anger, happiness, sorrow.

The development of adolescence may be separated into 3 periods: early adolescence (10-13 years old), middle adolescence (14-16 years old) and late adolescence (17-20 years old) as described below (Sucha Chan-aim, 1993):

1. Early adolescence (10-13 years old). At this period, one has changes in all physical systems. He/she has concerns about any physical changes, which give effect to mind and make him/her frustrated and disorder easily.

2. Middle adolescence (14-16 years old). At this period, the adolescents can accept their physical changes while they have comprehensive thinking, and try to find out their identities. At this period, some adolescents may be stubborn and be highly influenced by friends. The adolescents would try to overcome their child feelings that they attach and rely on their parents; so the adolescents would have many conflicts against the parents.

3. Late adolescence (17-20 years old). The adolescents have the mature growth of sex organs and they have more psychological development than physical one. At this period, most adolescents return to tie relationship with the parents and guardians. These adolescents have high self-expression, accept seniors in term of experience, and accept any advice easier than other periods of life. This is the time of occupational practice, making decision on selecting the appropriate occupations, and having intimacy with opposite sex friends. These adolescents have mature physical body and attain majority legally.

From the above ideas, the adolescence means persons aged 10-20 years, which may be separated into 3 stages: early adolescence at a range of 10-13 years, middle adolescence at a range of 14-16 years old, and late adolescence in a range of

17-20 years old. The adolescence is a period when the adolescents have physical, emotional, social and intellectual changes, and when the children have development to the adulthood. These rapid changes and emotional insecurity give effect to the adolescents' adaptation, anxiety and tension; so their behaviors expressed are not acceptable in the society and these adolescents usually have deviated behaviors. These deviated behaviors range from the low level such as stubbornness and aggression up to the high level such as offences committed by children and youth.

Moreover, the adolescents require security and safety, respect and independence. They want to do anything by themselves and want to take part in the group by doing similarly to imitate their friends at the same age.

2.2 Development of adolescents

The adolescents have many changes in various development aspects (Panom Ketmarn, 1992:

2.2.1 Physical Development

It consists of general physical changes and sexual changes since, at this age, the sex hormones are created and released, and the growth hormone is much and rapid.

Size and height: At the adolescence, male adolescents have most physical growth at the shoulder while female adolescents have most physical growth at hips. In addition, the adolescents at this period have rapid growth, particularly at neck and limbs rather than body, so the adolescents may feel that they are gangling.

Fat and muscles: Boys and girls would have similar thickness of fat under the skin until at the age of 8, the children's muscles would be growing rapidly; male adolescents would have stronger muscles than female ones. For female adolescents, although they have more muscles, more fat under the skin would be accumulated that accounts for 25% of body weight, particularly fat accumulated at their breast and hips; so 50% of female adolescents feel unsatisfied with their body shape.

Face structure: At this period, the nose bone will be bigger; so the nose bridge becomes straight and the top and bottom jaw bones are growing rapidly like the

larynx, neck and alloy bones. It is found that male adolescents have more growth than female adolescents apparently; this causes male adolescents have voice crakes.

Hormone changes: both growth hormone and hormones from the thyroid gland influence the body growth and sex hormones. The level of hormones not only takes direct effect to the physical growth and sex organs in the adolescents, it affects their emotions, mind and learning interactions in them. The adolescents who could pass this critical period, they must have adaptation to their physical changes and also have understanding and control their restless emotions caused by changes of hormones, especially sebaceous gland and sweat gland would function more actively that leads to problems about acnes and body odor.

Changes of sex organs: Female adolescents would have rapid growth during one year before their first menstruation, especially the growth of breast that will become bigger at ages of 8-13. It takes around 2.5 years for the mature growth. At the ages of 11-13, most female adolescents (80%) have the full feminine shape while male adolescents still have small physical body; so male adolescents may feel confused and concerned about their body.

2.2.2 Psychological Development

The adolescents' emotion may be changing easily; so they are sensitive, hot-tempered, have strong emotion, have not good emotional control. Sometimes, the adolescents are stressed, but sometimes are highly self-confident and restless. These emotions are all called storm and stress (Sucha Chan-aim, 1993; Sriruen Kaewkangwan, 1995). By these emotions, the adolescents usually have contrary opinions against the adults easily; so the adolescents understand that the persons understand them best are their same-age friends because they have similar opinions and pay respect to each other. These emotional changes come from several factors such as adaptation and physical changes, changes of expression behavior from childhood to adulthood in the society with rapid changes, etc.

Moreover, the adolescents adhere to self-awareness. At this period, the adolescents start having self-perception in many aspects as follows (Panom Ketmarn, 1992).

Identity: The adolescents start expressing what they like and what are their expertise that shows their outstanding identities such as subjects they like studying, sports, hobbies, spending of free time for pleasure, and friends beloved and intimate. The adolescents may associate with friends similar to or get along with them. The adolescents would have learning and transfer some life patterns from friends, including concept, value, ethics, expression and solutions in life.

Acceptance: The adolescents want much respect from friends. The acceptance makes the adolescents feel secure and safe, have self-esteem and self-confidence. Therefore, the adolescents at this period want to be popular and be recognized.

Self-esteem: This comes from the friends and others' acceptance; so the adolescents feel that they have the esteem, are good, could benefit others and have achievements.

Self-independence: The adolescents at this period love independence and liberty. They dislike staying under any rules or regulations, but they want to create, do, rely on, and believe in themselves while they have high interactions to seniors who force them. The eager hikes on the peak at this period; so the adolescents may have some risky behaviors if they have no consciousness. Being able to do anything and accomplish it would drive the adolescents to have self-confidence.

Self-control: The adolescents at this period learn about how to control their thinking, to think over and to think systematically to have efficient consideration and stay with others.

Mood: The adolescents' emotions may be in disorder, be sensitive, easily frustrated, stressful, angry and may be depressed without reasons. These bad emotions may make the adolescents roguish and aggressive, which take effect to the adolescents' studying and living. At the early adolescence, the emotional control may not be good; the adolescents sometimes do as they like.

Moral development: The adolescents at this period have high idealism, could identify goodness and evil, have their own moral system to get rightness and equality in the society, like give help to others, and want to be good persons and to be favored by others. However, the adolescents may feel embarrassed with unfairness in the society or at home. Some adolescents may feel that their parents are no perfect like

they feel earlier. Sometimes, the adolescents may express, criticize the parents or teachers directly and harshly; so the protest and resistance could be frequently seen at this period when the adolescents see any improper events or maltreatment or inequality. At the early adolescence, the adolescents may not have good self-control. But, when they pass this period, self-control would be better until they have the complete moral development like general adults.

2.3 Behavior of adolescents

Brain is a body organ with the development of growth. The growth of brain shows abilities of behavior, that is, brain has the functioning system. The development of brain growth must take time to fulfill the quotient at each age efficiently.

The structure and development of brain relating to the adolescents' behavior are at the pre-frontal cortex with functions of using reasons and discretion, rational thinking, analysis abilities, and imagination. According to the neuroscience research report, this part of brain could be developed up to the ages of 20-25. This brain part would be fully developed at the age of 25. This brain part is developed at the latest in adolescents; so the adolescence development could be explained that the behaviors deriving from this incomplete brain part, e.g. planning, problem analysis and self-restraint, are not efficient enough because the cerebral cortex is not fully developed.

Limbic system is a part of brain dealing with emotions. This system consists of several brain parts connected like a ring. Limbic system would reach its full development at the ages of 12-13. This brain part sets up humans' behaviors and basic emotions or it is called "limbic brain" with functions about various basic instincts, e.g. eating, fighting and escaping for survival, reproduction, controlling emotions and behaviors, memories and learning. When this system is stimulated by sex hormones, one will have sexual desire. The limbic system also takes effect to another brain part located above the limbic brain, which is called "cerebral cortex that has slower development. Thus, the adolescents' decision is based on emotions (Prapapun Jucharoen, 2008).

Kulaya Tantiplachiva (2008) conducted a research about “Aggression as Brain is Stimulated”. She found that touching, perceiving, feeling, hearing, seeing and listening would be transmitted to the limbic system. The impressive information would be sent and stored in the positive brain. Meanwhile, the destructive information would stimulate the reptile brain, which is a brain part of emotional center accumulating hate in form of aggression. If this brain part is more stimulated, aggression would be accumulated. If such aggression is not wiped out, it may become the delinquent aggression.

Adolescence is an age when adolescents are most likely to have deviated behaviors. The psychologists summarized that the adolescents’ behaviors come from 3 desires (Sucha Cham-aim, 1999):

1. Physical desire or physical body desire, e.g. basic desire for life such as desire for food to lessen hunger, desire to eliminate wastes. If one is not served satisfactorily, he may show behaviors to get what he still lacks.

2. Social desire. Because humans are social animals, they must live together in the society, which originates various human behaviors.

3. Psychological desire. It is the desire when one is sure that he will be surviving as a result of thinking or learning behaviors. This desire includes the desire for love, security and safety, respect, desire to take part in a group, and desire for self-independence.

2.4 Self-esteem

Self-esteem means the positive feeling or attitude that one has to his value and importance. Self-esteem is a feeling arising out from an evaluation or reflection of one’s real personalities in many aspects, including performance, ability, characters, acceptance by the family, friends and society, as well as success or failure in life, which are compared to the image he expects. After self-evaluation, if the real personalities are relevant to the self he expects, he will have confidence in his ability. When he feels confident that he will live by himself, his self-esteem will be higher as well (Savitri Tayarnsilp, 1998). In addition, one with high self-esteem will have abilities in solving problems, have confidence in his abilities and will be able to select right decision methods.

2.5 Definitions of Cyber Bully

Cyber bully means aggressive behaviors done via electronic media with aims at discomforting other people, smearing and threatening to make others ashamed, and spoil others' reputation. Cyber bullying must have the following characters:

1. Gossip or scolding others via mobile phone, chat room or website.
2. Repeatedly sending messages annoying others via mobile phone, email or website.
3. Disseminating harmful information through mobile phone or internet.
4. Disclosing or forwarding personal information and secrecy via mobile phone or internet.
5. Mentioning others' names to smear, scold or perform other acts mentioned in other clauses via mobile phone or internet.
6. Mocking, bluffing or threatening others via electronic device.
7. Deleting or blocking others from the group, rumor spreading or protest against anyone via mobile phone or internet.

Statistics of Cyber Bully

At present, the communication technologies take more roles in the youths' life. Most youths use the internet and mobile phone. According to the statistics of Europe Union in 2009, 70% of European population, aged 12-13, owned mobile phones; 23% of children aged 8-9 owned mobile phones, which is close to the proportion of possessing mobile phones by German population aged 12-19 or it accounted for 92%. In Thailand, the data from a household survey of information technology and communication from 2003 to 2006 by the National Statistic Bureau, it was found that, in 2006, among the population who owned mobile phones, some 42% of population were adolescents (15-24 years old). The proportion of mobile phone users has been sharply increasing in every group of ages or from 25% in 2003 to 52% in 2006. In 2009, the proportion of possessing mobile phones was likely to be rising. 97% of youths could access into the mobile phone and the youngest youths being able to access into the mobile phone were at age of 12 (Vimonthip Musikpan, 2009). In addition, according to a survey of mobile phone numbers done by Kasikornthai

Research Center in 2009, there were 65.83 million mobile phone numbers in Thailand and it was expected that 33 million Thai citizens owned the mobile phone.

According to the Telecommunication Consumer Protection Institute (TCI) in 2003 – 2006 in its survey of youth's behaviors in the use of mobile phone by the subjects aged 16-18, most youths possessed their first mobile phones at the age of 14. Some 53% of mobile phone users were female. The adolescents for 50% used the mobile phones to send messages, photos (The National Statistic Bureau). Some 30% of adolescents did not prefer sending SMS due to the expensive service fee. The youth's selection of mobile phone promotion packages mainly depended on the cost-effectiveness. At present, the mobile phone service providers respond this demand, which allow Thai youths to possess more mobile phones, e.g. free calling buffet promotion or free SMS, etc.

For the use of internet, the youths need to have more interactions with the internet network and they could access into the internet system easier. According to the project of information technology and communication research and development for development of Thai society, it was found that there were 23,000 registered internet cafés in Thailand. If there are 15 computer sets at each shop, Thai children would use at least 345,000 computer sets per hour. This means that 345,000 children have chance in using the internet per hour. This data was consistent with the survey of TRICAP, which found that Thai adolescents regularly used the internet around 20 days per month or they used the internet about 5-12 hours a day.

Moreover, Pathumthip Thongcharoen (2009) conducted a research on behaviors of the use of internet by university students. She found that university students for 95% used the internet on a daily basis. The activities involving the internet included email, chatting, distant conference, information searching, watching films, listening songs, playing games, horoscope, on-line commerce and dissemination of organization information. The poll survey of ABAC Research Institute (2007) showed that 28% of adolescents, aged 15-24, started using the internet when they were at ages of 13-15. Some 25% of adolescents started using the internet when they were under 12. Regarding the behaviors of using the internet, 54% used the internet to play on-line games; and 51% to have chats through MSN program, Yahoo and ICQ.

Children for 90% used the internet service in the internet cafes to play on-line and off-line games. Most internet games focused on violence such as shooting, fighting, etc.

Youths usually value and respond to new technologies rapidly. Technologies and telecommunication technologies become a partial lifestyle. The survey of TRICAP in 2006 showed that 78% of adolescents believed that the technologies could facilitate their life. Some 67% of adolescents thought that the technology was important for life. Although these technologies provide convenience and benefits, they have some hidden harm threatening the youths. E-mails, texting, chat rooms, mobile phones and websites were used to smear and threaten the safety, and to bully other youths. At present, the mobile phone could support the use of internet; so the youths may threaten others more conveniently and rapidly.

This survey was consistent with a survey done by The National Children's Home Charity and Tesco Mobile in 2005, covering 770 youths at ages of 11-19, which indicated that 20% of youths were affected by cyber bullying. Some 73% of youths were aware of the bullies while another 26% were bullied by the strangers. About 10% was bullied by sending of photos or clips through mobile phone. The impacts from cyber bullying were the feelings of discomfort, shame and threat. Many youths felt embarrassed if they had to disclose their cyber victimization to others; 41% told this event to their friends; 24% to the guardians and 14% to the teachers while 28% did not tell this to anyone.

The telephone-based survey of safety from the use of internet in youths done by The Crimes Against Children Research Center at the University of New Hampshire (2005) covering 1,500 youths at ages of 10-17 found that 9% of youths surveyed had the experience in cyber bullying; 33% felt stressful for the events, especially young children. If compared with youths with no experience in cyber bullying, the bullied youths were likely to have more social problems or, in other words, these victims would bully others as well.

In 2006, ABC News Agency disseminated the information surveyed by I-safe Organization as conducted in 2004 covering 1,500 youths (Grade 4-8). The survey showed that 42% were bullied in the cyber world; one fourths of youths were bullied more than 1 time; 35% of youths were threatened while they were on-line; one fifths of threatened youths were bullied more than 1 time; youths for 21% received the

threatening messages via email; 58% accepted that some strangers made them feel bad; one fourths of youths were bullied more than 1 time; and bullied youths for 58% in the cyber world dared not tell the seniors about this cyber bullying.

Similarly, the survey of Harris Interactive (2006) showed that American youths for 43% just had experience in cyber bullying in the previous year. This is consistent with Canadian youths who were bullied via email, that is, 23% in chat rooms; 35% via message sending through mobile phone; and bullied youths at 41% could not indicate the bullies.

The statistics of cyber bullying have been presented continuously. According to a survey of The Net Alert Helpline and Ninemsn (2007), youths for 16% were bullied on-line; 14% were bullied via mobile phone; most youths (56%) indicated that cyber bullying could be done easily; 30% of bullied youths were aware of bullies while youths at only 15% disclosed those cyber bullying to their guardians.

In 2008, Sameer Hinduja and Justin Patchin published the information from studying about cyber bullying. The sample group included 2,000 youths at the south of the United States (Middle School). These youths for 10% indicated that they were just bullied in the cyber world in the past month; 17% had experience in cyber bullying; youths at 16% used to bully others; 41% were despised and satirized; 19% were mocked for their names; and 12% were bodily threatened that made 5% of youths feel unsafe.

The research of Hinduja and Patchin (2005) also found that the bullied youths got some impacts, i.e. tension, anxiety and escape from these problems such as running away from home, not paying attention to school, tendency of using alcohol and narcotics.

The research of The National Crime Prevention Center (2008) showed that adolescents over 40% using the internet were bullied on-line during the past year. It was likely that female youths were bullied more than male youths, that is, victims for 60% were female and male youths for 52% were bullies. These results were consistent with a statistic that female youths used the internet more than male youths. Male youths were bullied by being sent sex messages and threatening messages to make pain. For female youths, the bullies were in form of gossip, rumor spreading and divulging others' secrets. The survey results also showed that bullied youths for 10%

told those bullying behaviors to their guardians, but only 15% of guardians understood the on-line cyber bullying behaviors and they were aware of cyber bullying situations from the internet assistance network.

The on-line communication networks causing such cyber bullying behaviors included the chat rooms, websites, e-mails and internet sites providing the chat service. Chat rooms were areas where cyber bullying occurred most frequently. At present, Face Book and My Space are the favorite networks and growing rapidly. It is expected that cyber bullying is hidden in these areas instead of chat rooms.

Cyber Bully in Female Youths

Cyber bullying is favorable among female youths rather than male youths since the feminine custom does not encourage girls or women to show out any aggression openly because cyber bullying deals with negative relations and indirect threat of friendship whereas the bullies and victims have no confrontations with each other; so cyber bullying is so widespread in the on-line community.

If mentioning about bullying, boys are considered that they tend to be more aggressive than girls because bullying is defined limitedly with a focus on the use of violence whereas girls' violence is hidden, not open or not bodily attack; so the girls' violence is ignored. As a result, the girls' aggression is defined as 'what any girls have done.'

Hidden Culture of Aggression in Girls

The girls have aggression, but it is not shown out as we may know because when aggression could not be shown and hit the target directly (physically or verbally) either by any reasons, those persons must find out other ways. The rules and culture protesting the expression of aggression, the girls show aggression in other forms, which is not the bodily attack. Aggression is divided into 3 types: relational aggression, indirect aggression and social aggression.

Definitions of Indirect Aggression

Relational aggression means "harming others through damages (or threat to damages) relations or feelings of receiving acceptance, friendship, companionship or social group.

Rational aggressive behavior means the ignorance about someone to give punishment or to get what one wants, excluding from social groups as revenge, verbally insulting or using hostile body language, damaging relations of others or threatening to stop relations if not acting as required. The bullies use the relation as weapon to attack the victims.

What is close to the relational aggression is the indirect aggression and social aggression. The indirect aggression allows an aggressor to confront with the target person. This is a hidden behavior like the aggressor does not intend to attack the opposite side. One attack method is to use others as a tool harming any target persons such as rumor spreading. Social aggression aims at destroying self-confidence or social status in the group, including rumor spreading or group excluding or this may be called “indirect aggression” (Kaj Bjoerkqvist, Kirst M.J. Lagerspetz, and Ari Kaukiainen, “Do Girls Manipulate and Boys Fight? Development Trends in regard to Direct and Indirect Aggression”, *Aggressive Behavior* 18 (1992): 117-27).

Relation takes a very dominant role in the social development of girls. The girls view that the isolated life is dangerous, especially fear of ignorance if they become too outstanding. On the contrary, the boys are of view that aggression is a way of controlling the environment and prestige, but the girls believe that aggression makes the relation end. The girls fear that the daily conflicts result to the loss of their beloved persons; so they try their best to avoid the isolation. This means that the girls willingly stand on the cruel relation.

The seniors may be of view that aggression is a common behavior among girls; it should not be worried. This is a common time the girls will pass and overcome it finally. This deems an old belief in the indirect aggression among girls that bullying among girls occurs as it's time of that and it will pass by. Some believe that bullying among girls seems an unfavorable rite in their development. We have no other choices, but accept it. We cannot prevent the children from such behavior because it is the natural development. To elaborate, many girls use the indirect aggression because it is the natural tendency.

The school scholars believe that childhood is an age of ‘practice for the preparedness of life’ instead of considering that it is the real life. No-intervention strategy is to not accept the fact of friendship among girls. If we step away from the

inter-personal problems and do not care for emotional conditions, it will leave a scar on self-esteem of children. The teachers usually view the bullying more committed by boys than girls. The schools do not have apparent strategies to handle the indirect aggression. There are no specific terms indicating and criticizing the children's behaviors.

The victims to girls' malice are assessed as defectors in the socialization. The children bullied may do some mistakes; so they attract the maltreatment from others. That is, bullied children are excluded from the group. This seems to shift the responsibility to the victims by telling the victims that they must be stronger or learn to be socialized. The victims may not correspond to social situations appropriately, could not read others' feelings and attitude correctly.

General people have a misunderstanding that aggression is a problem of socialization skills. If a girl behaves cutely today but becomes cruel on the next day or shows ownership or shows overacting to other children, these behaviors are interpreted as the delayed development in this child. This is to advise the victim to be tolerant and respect to the bullies. By this reason, the aggressive behavior is neglected and the bullies could escape. A wrong consideration that bullying means no socialization skill seems reasonable in the cultures forcing the girls to have smooth relations whatever happens. One who has the socialization skill must be supported and agreed by others. This reflects the girl's potential that she is well educated.

Aggression expressed through electronic communications in women's society looks like the verbal aggression in men's society. Naturally, men like the overt, open and direct physical and verbal arguments, but women show their aggression in the different ways. Cyber bullying, therefore, becomes an electronic medium showing affections and relational aggression among women. Apart from using the electronic medium to bully others, the women use it as a tool of showing their social power.

The culture of secret telling is a symbol showing the value and reliability with each other among women. Secret indulging in the electronic media used by women indirectly signalizes that it's time of decisive battle, and it means those bullying girls are able to control and protest against others. Cyber bullying of girls is committed by their close friends; so the girls are more anxious about confronting cyber bullying than boys.

According to the research of Mouttapa, Valente, Gallaher, Rohrbach and Unger (2004), girls aged 7-15 with bullying behaviors had social skills at the good level and high leadership. Meanwhile, bullied girls seemed to have no self-confidence, introvert, shy and sensitive. It was expected that the bullied girls accounted for 2-10% while the bullied and bullying girls accounted for 2-10% as well. This group of bullied girls was excluded from the group; they had low social skills and emotional control, and had studying problems.

The research of Elizabeth Englander (2008) showed that female secondary students committed the cyber bullying for 41% and 54% committed cyber bullying due to anger and revenge. Meanwhile, boys for 44% thought that cyber bullying was teasing only.

2.6 Related Researches

Sombat Tapanya (2006), the Faculty of Medicine, Chiang Mai University, surveyed the violence in schools among 3,047 primary school students from Pathom 4 to Muttayom 3 in February-March 2006 at 8 provinces. The survey showed that over 40% of students were bullied for 2-3 times a month. Most bullying behaviors occurred at Pathom 4 and they were reducing up to higher grades. The similar behaviors found in every region were: verbal indulging (47.9%), insulting race and color (27.9%) and sex harassment (10.7%), except students at the eastern region where they scrambled monies and objects as well. Over 41.2% of students indicated that the teachers or seniors have rarely helped them. The students for 75.2% stated that, in the past, the guardians have never contacted the school to ask it to set up the measures stopping bullying.

When violence exists among students, violent acts occur in the vertical pattern or the teachers did the violent acts against the students through “punishment”.

This survey also identified punishment methods putting violence to children, starting from using hands, cloths, objects to gag on students' mouth or nose, using some hot water or object to burn students' body organs, using feet to kick, using blunt objects or fists to strike, threatening by using the knife or gun, locking students in a dark room, forcing students to take some medicine or have alcohol beverages,

putting some pepper or spicy or bitter objects in the children's mouth, forcing the children to act in uncomfortable manners or to lose face, slapping the face, kicking, pinching, pulling hair or forcing the children to do over exercising, e.g. push-up, running around the field or using hot objects to burn the children's body.

Apart from violence to the physical body, the surveyed information showed that the teachers had the mental maltreat as well by way of scolding, insulting, condemning, being separated or ignorance. Some 'teachers' accepted that they did these behaviors repeatedly. The survey indicated that the place where violence occurred most frequently was the classroom when the teacher was out, and another place of violence was the path in front of the classroom or ladders.

Vimonthip Musikpan (2009), The National Institute for Child and Family Development, studied the cyber bullying behaviors of Thai youths in Bangkok. She interviewed 2,000 youths who were studying in state and private educational institutes. The results showed that over 50% of youths in the sample group were aware of cyber bullying behaviors such as sending scolding messages, sending messages that are secrets of others via mobile phone and internet, and threatening others via electronic media. Youths for 48% were both bullies and victims. Some 30% of victims countered such cyber attacks. In the youths' opinion, this act was common to be done by everyone's pleasure, and they wanted to see more violent acts. Among youths having bullying behaviors, 39% of them knew that the victims would stay still and victims for 35% countered back. Some 54% of bullied youths could not indicate the bullies while 39% of them knew that they were bullied by friends. The youths in the sample group showed the violence via cyber world most were the vocational students; these youths for 25% came from the nuclear family while 48% stayed alone in dorms. The families of most youths were labors and completed the primary school. This level of education reflects the family warmth and strength. The economic factor of the family is a critical factor blocking the parents and guardians to have enough time to care for and teach morals to the children. Besides, it was found that the children spent 5-12 hours/time/day in using the internet. Most internet time was spent to chat with friends, which is entertainment activities, not educational ones. Moreover, it was found that some 97% of youths could access into the mobile phone. The lowest age in accessing into the mobile phone was 12. It was also found that over 60% of youths viewed that

violence in the family was common, and youths for 90% used the mobile phone for nonsense matters.

David-Ferdon & Hertz (2007) stated that cyber bullying is an advanced technology used to attack victims everywhere and every time. The research from Year 2000 – 2005 showed that the number of cyber bullying victims has been up to 50% and it was likely to be higher subject to the technological advances. Over 80% of American teenagers have been involved with technologies, either mobile phone or computer. They have more relied on technology-based communications such as email, SMS, blog, on-line websites, etc. (cited in Jennifer M. Johnson, 2009).

Raskauskas & Stoltz (2007) defined cyber bullying as the indirect aggression by which the bullies use technologies to attack, threaten or harm others. The authors studied 15,686 American students at Grade 6-10, and found that students for 30% have been involved with cyber bullying by way of sending photos from the mobile phone through email and websites or of forwarding the photos to others students' mobile phones. The impacts to victims were tension and loss of self-confidence; 31% felt sad; 19% felt fearful; and 18% felt ashamed. Cyber bullying also gave effects to students' academic achievements. The students might have depression, anxiety or they may commit suicide. For child bullies, they usually had decision-making problems, which might lead to other offences (cited in Jennifer M. Johnson, 2009).

Berger (2007) mentioned about cyber bully that it was an indirect aggression because of no confrontation. Cyber bullying aimed at destroying interpersonal relations. The cyber bully adolescents were the outcome of defective social and emotional development; so they were risky in drinking alcohol and were likely to have quarrels and fight against others (cited in Jennifer M. Johnson, 2009).

Qing Li (2006) studied 264 students at Grade 7-9. The results showed that students at 34% were bullied; 17% were bullied in the cyber world; over 54% of students were aware that their friends were bullied in the cyber world; and nearly 50% of students were threatened through electronic media more than 3 times. The boys (22%) were more likely to be bullies. Most bullied students and students seeing cyber bullying did not tell cyber bullying behaviors to the seniors. Most students (64%) believed that the seniors at school could help stop bullying through the electronic

media. About 30% of male and female students seeing bullying told this event to the seniors at the same proportion; meanwhile, female victimized students were more likely to tell it to the seniors than male students.

Faye Mishna (2009) studied 2,186 Canadian students at Grade 6, 7, 10 and 11. The results showed that the cyber bullying victims for 55% were female students. The students about 67% played the internet over 2 hours a day. The students nearly 50% placed the computer in the bedroom and most victims did not tell bullying behaviors to the seniors. For bullier students, they gave reasons of bullying that they felt fun, respected and powerful. However, some students (one fifths) felt guilty to what they have done. Young students were usually threatened or were followed suit in the on-line world. For senior students, they were sent some secret photos or got the sex harassment. For female students, they got the rumor spreading, obscene pictures and sex harassment; meanwhile, male students were threatened by the strangers.

The National Crime Prevention Center USA (NCPC), 2008 made a survey for cyber bullying behaviors among American students (middle & high school). The results showed that most adolescents at ages of 13-17 were the majority of populations in the on-line community. They used the internet and mobile phone for SMS, chats, report preparation, sport checking and practice of socialization skills. The students were able to play the internet at home, school, friends' houses, library, and public WiFi. The adolescents for 78% have played the internet longer than 3 years. However, the guardians did not know how to prevent the children from certain dangerous websites. In addition, the guardians did not limit the internet surfing time, and they did not know why the children surfed the internet. For the students aged 10-12, the guardians at 90% knew that their children were on-line. The guardians to the students aged 13-15 for 41% knew the children's on-line internet. The students aged 10-12 for 7% thought that their guardians knew the objectives of their internet surf, but the guardians might not know actually. However, the students aged 13-15 about 27% thought that their guardians knew the objectives of their internet surf, but the guardians did not care for it. For students at higher grades, they thought that their guardians should pay attention to the children's on-line community.

Furthermore, the mobile phone is an important communication tool for this group of children. NCPC made the survey and found that the students aged 13-15 for

59% and those aged 16-17 for 74% possessed the mobile phone. About 60% of students preferred sending SMS and those for 25% preferred sending messages while staying at school.

The female students aged 15-16 were ones most bullied in the cyber world. The impacts to these victims were anger and shame. The students for 56% felt angry; 33% felt painful; 32% felt ashamed; and 13% felt fearful. In particular, the victims who were female students aged 13-15 were sensitive to these feelings and they got more impacts than the students at other ages.

The victims were unable to know that the bullies were their close friends, school colleagues or strangers. The students for 23% were threatened via chat rooms, emails and SMS without knowing of bullies.

The sample students gave reasons of cyber bullying: fun for bullies for 81%; dislike for 64%; wanting to hurt victims for 45%; not knowing what they've done for 58%; not knowing the impacts for 47%; and thinking that the bullies would not be arrested for 45%.

Researches relating to Family Relations

The research on Personality and Family Relations of Children Who Bully was conducted by Irene Connolly and Mona O'Moore (2003) in 2001 covering 228 youths. The research compared the differences between child bullies and general children by using the Eysenck Personality Questionnaire Junior (1975) and The Family Relations Test (1957). The results showed that the child bullies had lower abilities in emotional control than general children, had bad relations with brothers/sisters and guardians. The research also showed that the child bullies came from the broken home. If any child bullied their friends over 3 times, he/she was likely to have family problems. Aggression in the childhood was resulted by the fatherless family, parents' divorce or parents' death, mother's quick temper and parents' quarrels. Any child having conflicts with his/her mother would express his/her aggressive behavior through his/her playing (Olweus, 1980). The theory of Bandura (1959) stated that if the parents had the negative attitude toward their child, he/she would be aggressive and unfriendly with others. The guardians of boys who bullied

were the ignorant guardians, and those boys might not be able to get along with the father (Andry, 1960).

The mother's emotions result to the child's personalities. The mother's coldness is like a silent violence, which takes effect to her son's behaviors (Olweus, 1980). The child bullies are likely to be controlled and oppressed at home. If the family does not take care of the child, he/she will be out of sympathy with others (Manning et al.). The fatherless boys usually show more aggression than fatherless girls, especially at the age of adolescence. At the family having violence, the fathers giving harsh punishments were correlated to sons who used violence with others like their fathers. If the parents were strict to disciplines and punishment, the child would respond to aggression more.

The research on Cyber Bullying Behaviors of Thai Youths in Bangkok conducted by Vimonthip Musikpan showed that some 58% of the sample group used to see the violent acts in the family, scolding and using the vulgar word. Among these youths, 7% of them saw their family members used the verbal violence more than one time a week. For the physical violence, the youths for 17% used to see violence in form of bodily injury. Some youths thought that violence in the family was common. In particular, the youths for 48% in the vocational school thought that violence in the family was common.

The research on Bullying Behaviors of Junior Secondary Students at Pattani Province was conducted by Boonyapat Yodprang (2007). She examined the factors influencing bullying behaviors in junior secondary students aged 12-19 in the total of 244 students. The results showed that the students for 18.5% had bullying behaviors. Either female or male students had no different bullying behaviors. The factors influencing bullying behaviors included age, race, school location and parents' quarrels. If the parents used violence against each other, the children would have bullying behaviors, and their bullying behaviors would be less if their parents did not have quarrels.

Disclosure of Bullying Behaviors

Anti-Bullying Alliance (ABA) made a survey for assistance given to cyber bullied students in 2009. The survey showed that the subjects, aged 10-11, 21% were bullied in the past year. The survey also indicated that 22% of students did not know how to prevent themselves from cyber bullying; meanwhile, the students for 18% were bullied while they were on-line at home. About 39% of students were unsure that they could talk to their guardians about cyber bullying. The students for 61% believed that cyber bullying could be stopped if their guardians knew how to handle it.

Furthermore, ABA surveyed 1,163 guardians to students aged 8-14. The result showed that the guardians for 89% thought that cyber bullying was as serious as other bullying types. The guardians for 54% have never talked to their children about self-prevention or solution of cyber bullying. The guardians for 45% have never been known the information about cyber bullying while 23% permitted their children aged less than 10 years surfed the internet at home. The guardians for 38% permitted their children aged less than 10 years to have the mobile phone.

The results from the research conducted by National Crime Prevention Council (NCPC), 2007 indicated that the counter attack methods used by the bullied students were: asking to stop bullying, blocking suspicious persons from the on-line system, and telling cyber bullying to friends, guardians and other seniors. The students thought that the cyber bullying problems could be solved in 3 sections. For the first section, the students about 71% thought that they could prevent themselves from such bullying by blocking on-line bullies; students for 62% rejected to receive bad-intention messages; and 56% of those thought that if they knew the bullies, they would ask them to stop such bullying behaviors. In the second section, the students for 56% believed that the on-line service providers could help stop the sending of bad-intention messages. In the last section, the students for 45% thought that the guardians should give warning to their children about cyber bullying. In addition, the students had opinions that cyber bullying was not suitable to be put in the school problem solving process as cyber bullying was different from other bullying behaviors found at school.

According to the research on bullying behaviors conducted by Marilyn A. Campbell, she talked about different viewpoints and attitude between children and

seniors toward cyber bullying. The children had a belief that the seniors had no knowledge about communication technologies since the seniors did not use on-line communications. The teachers might be unable to remedy cyber bullying via SMS since they did not have the mobile phone (Campbell & Gardner, 2005). The children thought that cyber bullying could not be solved like other bullying forms. Also, the guardians thought that the computer was a tool for skill practice, but the children viewed the computer differently; the children thought that the computer could link them to the society and friends.

The above result was consistent with the research in Thailand conducted by Dr. Vimonthip Musikpan that, for solving bullying problems, youths for 36% had prompt counter attack; 35% told bullying behaviors to others; and 19% did not tell it to anyone. If talking about cyber bullying to others, the youths at 50% told it to their friends; 13% to guardians; 8% to lovers; and 3% to teachers.

The youths in the sample group indicated that the some 81% of teachers were not aware of cyber bullying and some 72% of guardians were not aware of it.

2.7 Effects of Cyber Bully

Cyber bullying is different from other bullying types because bullies are anonyms, are arrested difficultly or could not be identified promptly. Bullying behaviors are hidden in the on-line network around the clock. In addition, cyber bullying could not be solved by the school system because there is no apparent evidence. Also, the bullies and victims could not take role fully while staying at school due to rules and regulations; so electronic communications are used so that bullying can be done in class or at home.

The cyber bullying victims face more pressure because when the bullies could not be identified, the punishment is impossible. The impact would be widespread in the interaction network quickly. Some 31% of youths victimized felt sad and disappointed; 19% had fear at the high and extremely high levels; and 18% accepted that they felt so ashamed when being attacked through the cyber network (Raskauskas & Stoltz, 2007). Female youths got more impact than male youths. In addition, cyber bullying threatens the studying efficiency and self-confidence. Further,

cyber bullying makes the victims stressful up to doubtful, and it makes them avoid interactions with others because they fear another bullying. American students with experience in bullying for 7% fear to go to school and they may change the school due to shame. When the students lose their social status and have no assistance from friends, they fall in the cycle of bullying. The most critical impact may be the suicide.

For bullier youths, they admitted that cyber bullying could be committed easily and the bullies may be arrested difficultly. Cyber bullying makes the bullies feel fun, get respect from friends and feel powerful. Sometimes, the bullies may want to take revenge and to hurt others. The youths with bullying behaviors were likely to have bad decision-making, and have lower emotional and social development than normal children. It is likely that these children were misled such as use of narcotics and use of violence (Raskauskas & Stoltz, 2007). The youths might get the impacts like counter attack, e.g. revenge, bodily injury, etc.

CHAPTER III

METHODOLOGY

3.1 Methodology

This research was conducted to survey the data about female students at the senior secondary level in Bangkok in the total of 400 by using open-ended and close-ended questions. The data obtained was processed, analyzed and summarized into the research report.

3.2 Targeted Populations

This research covered the targeted populations who were female students at the senior secondary level in Bangkok in the educational year of 2008 in the total of 64,536 students (Action Center of the Ministry of Education, Commission on Higher Education, 2009).

3.3 Sample Group and Sampling Method

This research covered the targeted populations who were female students at the senior secondary level in Bangkok. The sample group size representing female students at the senior secondary level in Bangkok was fixed at 400 students. This sample group size was calculated subject to the formula of Taro Yamane (Kanlaya Vanichbancha, 2000).

$$n = \frac{N}{(1 + Ne^2)}$$

n = Number of subjects

N = Number of populations

e = Acceptable errors at 0.05

whereas

$$n = \frac{64,536}{1+64,536 (0.05)^2}$$

$$n = \frac{64,536}{162.34}$$

$$n = 397.53$$

From the number of female students at the senior secondary level in Bangkok in the educational year of 2008 totaling 64,536, the sample group size calculated equaled 397.53 persons; so the populations of this research were fixed at 400 persons, who were female students at the senior secondary level in Bangkok.

The selection of sample school was based on the cluster or area sampling. The areas were divided by the educational zone in Bangkok into the Educational Zone 1-3. The selection of the sample group was based on the simple sampling to get 8 schools: 3 schools in the Educational Zone 1, 2 schools in the Educational Zone 2 and 3 schools in the Educational Zone 3 (3 girls' schools and 5 co-educational schools). The sample group, thus, consisted of 50 female senior secondary students in each school.

3.4 Research Instrument

The data collection relied on the open-ended and close-ended questions to be answered by the sample group. Any queries found in the questionnaire were explained by the Researcher. The questionnaire consisted of 5 parts:

Part 1: Questions about general information, e.g. age, level of education, residence, number of brothers/sisters, and rank of birth, as well as information about the use of mobile phone and internet.

Part 2: Questions about family factors, e.g. information about guardians, economic status, types of residence, types of family, number of family members and family relations

Part 3: Questions about self-esteem

Part 4: Questions about cyber bullying, e.g. attitude toward cyber bullying behaviors, and perception of cyber bullying

Part 5: Open-ended questions to show opinions about the prevention of cyber bullying

3.5 Reliability of Data Collection Tool

To study the impacts of the family and self-esteem to the attitude toward cyber bullying among female senior secondary students in Bangkok, the questionnaire quality of this research was checked; it was tested in 30 female senior secondary students in Bangkok in the educational year of 2009. The questionnaire data was calculated by Cronbach Alpha's method to find out its reliability; the Alpha Coefficient of the questionnaire equaled 0.52.

3.6 Data Collection

The data of this research was collected from 400 female students at the senior secondary level in Bangkok from 8 schools located in the educational zones in Bangkok; they were the Educational Zone 1-3.

3.7 Data Analysis

1. Variances Analysis

1.1 Variables regarding family relations, divided into 5 levels:

Questions about positive relations, comprising Question 10.1, 10.2, 10.3, 10.5, 10.6, 10.9, 10.14 and 10.15 with the scoring method as follows:

| | | | |
|---------------------|---|---|--------|
| Most extremely true | = | 5 | scores |
| Extremely true | = | 4 | scores |
| Fairly true | = | 3 | scores |
| Slightly true | = | 2 | scores |
| Most slightly true | = | 1 | score |

Questions about negative relations, comprising Question 10.4, 10.7, 10.8, 10.10, 10.11, 10.12 and 10.13 with the scoring method as follows:

| | | | |
|---------------------|---|---|-------|
| Most extremely true | = | 1 | score |
|---------------------|---|---|-------|

| | | | |
|--------------------|---|---|--------|
| Extremely true | = | 2 | scores |
| Fairly true | = | 3 | scores |
| Slightly true | = | 4 | scores |
| Most slightly true | = | 5 | scores |

1.2 Variables regarding self-esteem, divided into 4 levels:

Questions about positive self-esteem, comprising Question 1, 2, 4, 6 and 7 with the scoring method as follows:

| | | | |
|--------------------|---|---|--------|
| Extremely disagree | = | 1 | score |
| Disagree | = | 2 | scores |
| Agree | = | 3 | scores |
| Extremely agree | = | 4 | scores |

1.3 Variables regarding self-esteem, divided into 4 levels:

Questions about negative self-esteem, comprising Question 3, 5, 8, 9 and 10 with the scoring method as follows:

| | | | |
|--------------------|---|---|--------|
| Extremely disagree | = | 4 | scores |
| Disagree | = | 3 | scores |
| Agree | = | 2 | scores |
| Extremely agree | = | 1 | score |

Questions about positive attitude toward cyber bullying, comprising Question 1.1, 1.4, 1.7, 1.10, 1.12, 1.14 and 1.15 with the scoring method as follows:

| | | | |
|--------------------|---|---|--------|
| Extremely agree | = | 5 | scores |
| Agree | = | 4 | scores |
| Not sure | = | 3 | scores |
| Disagree | = | 2 | scores |
| Extremely disagree | = | 1 | score |

Questions about negative attitude toward cyber bullying, comprising Question 1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 1.11 and 1.13 with the scoring method as follows:

| | | | |
|-----------------|---|---|-------|
| Extremely agree | = | 1 | score |
|-----------------|---|---|-------|

| | | | |
|--------------------|---|---|--------|
| Agree | = | 2 | scores |
| Not sure | = | 3 | scores |
| Disagree | = | 4 | scores |
| Extremely disagree | = | 5 | scores |

2. Range of scores

The range of scores for family relations was divided into 3 groups. The scores of each group are in the range of 25 scores.

2.1 Range of scores for family relations is divided into 3 ranges:

0-25 scores: range of scores for bad family relations

26-50 scores: range of scores for fair family relations

51-75 scores: range of scores for good family relations

The range of scores for self-esteem was divided into 3 groups. The scores of each group are in the range of 13 scores.

2.2 Range of scores for self-esteem is divided into 3 ranges:

0-13 scores: range of scores for low self-esteem

14-26 scores: range of scores for fair self-esteem

27-40 scores: range of scores for high self-esteem

The range of scores for attitude toward cyber bullying was divided into 3 groups. The scores of each group are in the range of 25 scores.

2.3 Range of scores for attitude toward cyber bullying is divided into 3 ranges:

0-25 scores: range of scores for wrong attitude toward cyber bullying

26-50 scores: range of scores for unsurliness

51-75 scores: range of scores for right attitude toward cyber bullying

3.8 Statistics of the Research

1. The data about self-esteem of female students, family and cyber bullying attitude, and problem solving or confrontation among female students with cyber bullying was analyzed by using the descriptive statistics, which included the percentage and mean.

2. The correlation between family factors and self-esteem and cyber bullying attitude among female students was analyzed by using the following statistics:

2.1 T-test statistics (Independent Sample T-test) and ANOVA were used to test the differences of arithmetic means for family factors, self-esteem and cyber bullying attitude among female students.

2.2 Multiple Comparisons Tamhane’s 2 was used to analyze the differences of means in variables.

2.3 Regression Analysis was used to find out the correlation between family factors and self-esteem and cyber bullying attitude among female students in order to find out the factors influencing the cyber bullying attitude among female students at the statistic significance.

3.9 Measurements of Variables in Data Analysis

Table 1 Measurement of variables in data analysis

| Variables | Scale of Measurement | Remark |
|-------------------------|-----------------------|---|
| Dependent Variables | | |
| Cyber Bullying Attitude | Ratio (scores) | |
| Independent Variables | | |
| Age | Number of Ages (year) | Range of ages divided by: 1= 14-16 years (middle adolescence) 2= 16-20 years (late adolescence) |

Table 1 Measurement of variables in data analysis (cont.)

| Variables | Scale of Measurement | Remark |
|-----------------------------------|---|--|
| Types of school | 1 = Co-education 2 = Girls' school | |
| Levels of education | 1 = Muttayom 4 2 = Muttayom 5 3 = Muttayom 6 | |
| Frequency of surfing the internet | 1 = everyday 2 = frequently 3 = hardly | 2 = frequently (3-5 days) 3 = not frequently (1-2 days) |
| Duration of surfing the internet | 1 = less than 1 hour 2 = 1 hour 3 = 2-3 hours 4 = 4-5 hours 5 = more than 5 hours | |
| Residence | 1 = living with the parents 2 = living with the father 3 = living with the mother 4 = living with relatives 5 = living with friends in the rental residence 6 = living alone in the rental residence 7 = others | |
| Marriage status of guardians | 1 = Parents lived together. 2 = Parents were separated. 3 = Parents were divorced. 4 = Mother was dead. 5 = Father was dead. 6 = Parents were dead. | |
| Types of family | 1 = nuclear family 2 = extended family | |

Table 1 Measurement of variables in data analysis (cont.)

| Variables | Scale of Measurement | Remark |
|------------------|---|---|
| Family relations | 1 = bad relations 2 = fair relations 3 = good relations | Range of relations divided by: 1 = bad (0-25 scores) 2 = fair (26-50 scores) 3 = good (51-75 scores) |
| Self-esteem | 1 = low self-esteem 2 = medium self-esteem 3 = high self-esteem | Range of self-esteem divided by: 1 = low (0-13 scores) 2 = medium (14-26 scores) 3 = high (27-40 scores) |

Table 2 Measurement of variables in the analysis of data relations

| Variables | Scale of Measurement | Remark |
|-------------------------|----------------------------------|--|
| Dependent Variables | | |
| Cyber bullying attitude | Ratio of cyber bullying attitude | Range of cyber bullying attitude divided by: 1 = wrong (0-25 scores) 2 = unsure (26-50 scores) 3 = right (51-75 scores) |
| Independent variables | | |
| Family relations | Ratio of family relations | Range of Ages divided by: 1 = bad (0-25 scores) 2 = (26-50 scores) 3 = (51-75 scores) |
| Self-esteem | Ratio of self-esteem | Range of self-esteem divided by: 1 = low (0-13 scores) 2 = medium (14-26 scores) 3 = high (27-40 scores) |

CHAPTER IV

RESULTS

This research aims at studying the Correlation between Family Context and Self-esteem Influencing the Cyber Bullying Attitude: Case Study of Female Senior Secondary Students in Bangkok in the Educational Year of 2010. The results were divided into 3 parts:

Part 1: General characteristics of the sample group

Part 2: Result Analysis for data regarding the level of family relations, level of self-esteem and level of cyber bullying attitude

Part 3: Results of hypothesis test

Part 1: Analysis Results for general characteristics of the sample group

The results of analyzing the general characteristics of female senior secondary students in Bangkok were tabulated in form of frequency and percentage as illustrated in Table 3.

Table 3 Number and percentage of the sample group classified by age

| Level of ages (year) | | |
|---|-------------------|-----------------------|
| Personal Data | Number N = 400 | Percentage (100.0) |
| Age 14 years old | 13 | 3.3 |
| 15 years old | 109 | 27.3 |
| 16 years old | 70 | 17.5 |
| 17 years old | 170 | 42.5 |
| 18 years old | 35 | 8.8 |
| 19 years old | 2 | 0.5 |
| 20 years old | 1 | 0.3 |
| Age 14-16 years old | 192 | 48 |
| Age 17-20 years old | 208 | 52 |
| Mean (x) = 16 years, maximum age = 20 years old, minimum age = 14 years old | | |

Table 3 presented the data about ages of sample female students. The average age of the group was 16 years old. Most subjects (42.5%) in the total of 170 students were aged 17. Based on the range of ages, 208 female students (52%) were at the late adolescence and 192 female students (48%) were at the medium adolescence.

Table 4 Number and percentage of the sample group classified by types of school and levels of education

| Personal Data | Number N = 400 | Percentage (100.0) |
|---------------------|-------------------|-----------------------|
| Types of school | | |
| Co-education | 296 | 74.0 |
| Girls' school | 104 | 26.0 |
| Levels of education | | |
| Muttayom 4 | 143 | 35.8 |
| Muttayom 5 | 44 | 11.0 |
| Muttayom 6 | 213 | 53.3 |

Table 4 illustrated that there were 296 female students (74%) studying at the co-educational schools and 104 female students (26%) studying at the girls' schools. The sample female students totaling 213 (53.3%) studying at Muttayom 6, 143 students (35.8%) at Muttayom 4 and 44 students (11%) at Muttayom 5.

Table 5 Number and percentage of the sample group classified by residential features

| Personal Data | Number N = 400 | Percentage (100.0) |
|--------------------------------------|-------------------|-----------------------|
| Types of residence | | |
| Living with the parents | 303 | 75.8 |
| Living with the father | 22 | 5.5 |
| Living with the mother | 33 | 8.3 |
| Living with relatives | 36 | 9.0 |
| Living alone in the rental residence | 3 | 0.8 |
| Others | 3 | 0.8 |

Table 5 illustrated that most sample female students totaling 303 (75.8%) lived with the parents.

Table 6 Number and percentage of the sample group classified by number of brothers/sisters and rank of birth

| Personal Data | Number N = 400 | Percentage (100.0) |
|----------------------------|-------------------|-----------------------|
| Number of brothers/sisters | | |
| 1 | 85 | 21.8 |
| 2 | 188 | 48.2 |
| 3 | 86 | 22.1 |
| 4 | 24 | 6.2 |
| 5 | 5 | 1.3 |
| 6 | 1 | 0.3 |
| 7 | 1 | 0.3 |
| Rank of birth | | |
| Only child | 85 | 21.3 |
| Eldest child | 138 | 34.5 |
| Middle child | 43 | 10.8 |
| Youngest child | 121 | 30.3 |
| Twin | 13 | 3.3 |

Table 6 illustrated that most sample students totaling 188 (48.2%) had two brothers/sisters and 138 students in the sample group (34.5%) were the eldest child, and 121 students (30.3%) were the youngest child.

Table 7 Number and percentage of the sample group classified by possession of mobile phone

| Personal Data | Number N = 400 | Percentage (100.0) |
|-------------------------------|-------------------|-----------------------|
| No possession of mobile phone | 13 | 3.2 |
| Possession of mobile phone | 387 | 96.8 |

Table 8 Number and percentage of the sample group classified by mobile phone functions of the students

| Personal Data | Number N = 400 | | Percentage (100.0) | |
|-------------------------|-------------------|-----------|-----------------------|-----------|
| | Capable | Incapable | Capable | Incapable |
| Mobile phone functions | | | | |
| Photographing | 37 | 363 | 9.2 | 90.8 |
| Internet | 134 | 266 | 33.5 | 66.5 |
| MMS sending and receipt | 78 | 322 | 19.5 | 80.5 |
| Bluetooth | 57 | 340 | 15.0 | 85.0 |

Table 7 illustrated that 387 sample students (96.8%) possessed the mobile phones. The data in Table 8 showed that the mobile phones of 363 students (90.8%) could take photographs, 266 students (66.5%) had the mobile phones capable of surfing the internet, 322 students (80.5%) had the mobile phones capable of sending and receiving MMS, and 340 students (85%) had the mobile phones capable of sending and receiving the information via Bluetooth.

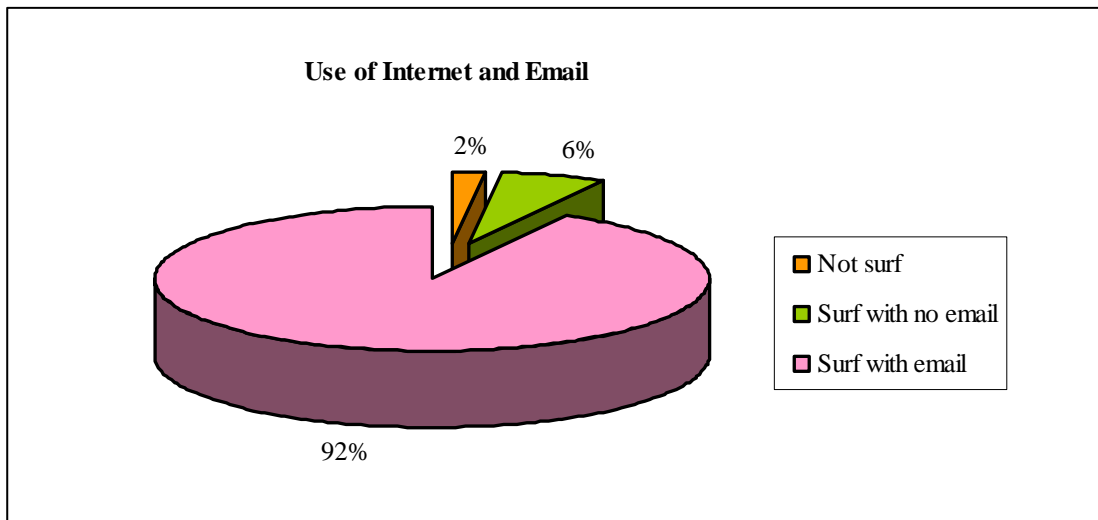


Figure 1 Percentage of use of the internet and holding of email address

Table 9 Number and percentage of the sample group classified by frequency and duration of use of the internet

| Personal Data | Number N = 400 | Percentage (100.0) |
|---------------------------------|-------------------|-----------------------|
| Frequency of using the internet | | |
| Everyday | 153 | 38.2 |
| Frequently (3-5 days) | 140 | 35.0 |
| Not frequently | 99 | 24.8 |
| Not surfing the internet | 8 | 2.0 |
| Duration of using the internet | | |
| Less than 1 hour | 14 | 3.5 |
| 1 hour | 41 | 10.3 |
| 2-3 hours | 220 | 55.0 |
| 4-5 hours | 85 | 21.2 |
| More than 5 hours | 32 | 8.0 |
| Not surf the internet | 8 | 2.0 |

From Figure 1, 396 sample female students (92.3%) surfed the internet and had the email addresses. Table 9 showed that 153 female students (38.2%) surfed the internet every day, and 140 students (35.0%) surfed the internet frequently (3-5 days a week). Most female students totaling 220 (55.0%) surfed the internet around 2-3 hours per time.

Table 10 Number and percentage of the sample group classified by place of using the internet

| Personal Data | Number N = 400 | Percentage (100.0) |
|--|-------------------|-----------------------|
| Places of using the internet | | |
| At home | 311 | 77.8 |
| Friend's house | 10 | 2.5 |
| School | 14 | 3.5 |
| Internet shop | 52 | 13.0 |
| Others | 5 | 1.2 |
| Not surfing the internet | 8 | 2.0 |
| Positions of placing the computer at home | | |
| Bedroom | 122 | 30.5 |
| Living room/ common room | 231 | 57.8 |
| No computer | 38 | 9.5 |
| Others | 9 | 2.2 |

Table 1 showed that 311 sample students (77.8%) used the internet at home. The sample students totaling 231 (57.8%) placed the computer at the common room in the house, and 122 students (30.5%) placed the computer in the bedroom.

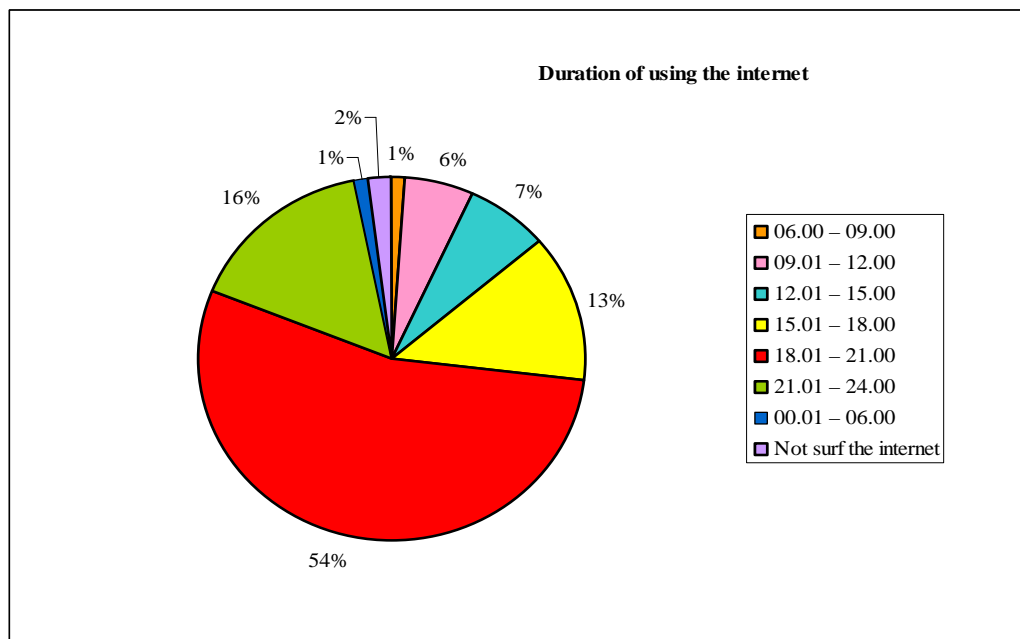


Figure 2 Percentage of the sample group classified by the period of using the internet

Figure 2 showed that most sample subjects totaling 215 (54%) surfed the internet from 18.01 - 21.00 o'clock. The next group as represented by green included 65 students (16%) who surfed the internet from 21.01 - 24.00 o'clock. The following group represented by yellow included 52 students (13%) who surfed the internet from 15.01 - 18.00 o'clock.

Part 2: Result Analysis for data regarding the level of family relations, level of self-esteem and level of cyber bullying attitude

1. Information about family relations. This research measured the level of family relations by using 15 questions regarding intimacy of family members, rationality and family assistance and supports. The family relations were divided into 3 levels: good, fair and bad. The result showed that 335 subjects (83.7%) had good family relations while 65 students (16.3%) had fair family relations as illustrated in Table 11.

Table 11 Number and percentage of the sample group classified by level of family relations

| Family Relations | Number N = 400 | Percentage (100.0) |
|---------------------|-------------------|-----------------------|
| 0-25 scores (bad) | 0 | 0.0 |
| 26-50 scores (fair) | 65 | 16.3 |
| 51-75 scores (good) | 335 | 83.7 |

Minimum = 31, Maximum = 75, Mean = 59.39, S.D. = 8.068

When considering the family relations classified by the marriage status of parents, the result indicated that the female students whose parents were divorced (66.7%) had worse family relations than female students whose parents were separated (75%) and those whose parents lived together (86%). This meant that the families that the parents were divorced or separated took effect to the family relations as illustrated in Table 12.

Table 12 Percentage of family relation levels classified by the marriage status of guardians

| (N = 400) | Level of Family Relations | |
|------------------------|---------------------------|-------|
| Marriage Status | Fair | Good |
| Parents lived together | 14.0 | 86.0 |
| Parents were separated | 25.0 | 75.0 |
| Parents were divorced | 33.3 | 66.7 |
| Mother was dead | 12.5 | 87.5 |
| Father was dead | 0 | 100.0 |
| Parents were dead | 0 | 100.0 |

Table 13 Percentage of guardians' marriage status and level of family relations classified by types of family

| Personal Data | Types of Family (N =400) | |
|---------------------------|--------------------------|-----------------|
| | Nuclear Family | Extended Family |
| Marriage status | | |
| Parents lived together | 68.7 | 31.3 |
| Parents were separated | 52.0 | 48.0 |
| Parents were divorced | 39.0 | 61.0 |
| Mother was dead | 63.5 | 37.5 |
| Father was dead | 25.0 | 75.0 |
| Parents were dead | 33.3 | 66.7 |
| Level of family relations | | |
| Fair | 15.2 | 18.2 |
| Good | 84.8 | 81.8 |

Table 13 showed that most female students whose parents lived together had the nuclear family comprising the father, mother and children only (68.7%). Meanwhile, the students whose parents were divorced (61%) had the extended family. For the students whose mothers were dead, 63.5% of them had the nuclear family; as a result, these students had to live with their fathers or the fathers were re-married. For the students whose fathers were dead, 75% of them had the extended family. This meant that their mothers went back to stay with the relatives. Either students from the nuclear family (84.8%) or extended family (81.8%), they had family relations at the good level.

2. Information about self-esteem. This part was based on 10 questions regarding self-satisfaction and self-respect. Self-esteem was divided into 3 levels: high, medium and low. The result showed that the sample subjects (71.8%) had high self-esteem while 28.2% had medium self-esteem. According to this research, there were no subjects who had low self-esteem as illustrated in Table 14.

Table 14 Percentage of the sample group classified by the level of self-esteem

| Self-esteem | Number N = 400 | Percentage (100.0) |
|-----------------------|-------------------|-----------------------|
| 0-13 scores (bad) | 0 | 0.0 |
| 14-27 scores (medium) | 113 | 28.2 |
| 28-40 scores (good) | 287 | 71.8 |

Minimum = 18, Maximum = 40, Mean = 28.71, S.D. = 3.860

Table 15 showed that female students in the co-educational schools (75.0%) had higher self-esteem than female students in the girls' schools (62.5%). The female students studying at Muttayom 4 and Muttayom 6 had high self-esteem at the similar level (75.5% and 74.6% respectively). However, the female students studying at Muttayom 5 for 45.5% only had high self-esteem.

Table 15 Percentage of level of self-esteem classified by types of school and levels of education

| Personal Data | Self-esteem | |
|---------------------|-------------|------|
| | Medium | High |
| Types of school | | |
| Co-education | 25.0 | 75.0 |
| Girls' school | 37.5 | 62.5 |
| Levels of education | | |
| Muttayom 4 | 24.5 | 75.5 |
| Muttayom 5 | 54.5 | 45.5 |
| Muttayom 6 | 23.4 | 74.6 |

Table 16 Percentage of level of self-esteem classified by family relations and intimacy to the guardians

| Family Relations | Self-esteem | |
|---|-------------|------|
| | Medium | High |
| Medium family relations | 66.2 | 33.8 |
| Good family relations | 21.0 | 79.0 |
| Types of family | | |
| Nuclear | 26.4 | 73.6 |
| Extended | 31.8 | 68.2 |
| Intimacy to parents | | |
| Not being intimate with the mother | 35.0 | 65.0 |
| Being intimate with the mother | 25.0 | 75.0 |
| Not being intimate with the father | 32.4 | 67.6 |
| Being intimate with the father | 25.8 | 74.2 |
| Discussions in the family | | |
| Not discussing about personal matters | 40.0 | 60.0 |
| Discussing about personal matters | 24.8 | 75.2 |
| Attention of guardians | | |
| Think that the guardians did not pay attention. | 67.7 | 32.3 |
| Think that the guardians paid attention. | 25.0 | 75.0 |

Table 16 showed that the female students with good family relations (79%) had high self-esteem while those with medium family relations (66.2%) had medium self-esteem as well. The female students from the nuclear family (73.6%) had higher self-esteem than those from the extended family (68.2%). The female students intimate with the mother (74.2%) and the father (75.0%) had high self-esteem at the same proportion. If any families discussed about personal matters, the female students of those families would have high self-esteem (75.2%). Similarly, the female students being aware of their guardians' attention would have high self-esteem (75.0%).

3. Analysis of data about attitude toward cyber bullying. The levels of attitude toward cyber bullying were studied by using 15 questions regarding both positive and negative attitude toward cyber bullying. These questions might be divided into 3 parts: awareness of cyber bullying, impact resulted by cyber bullying, and cyber bullying behaviors. There were 3 levels of attitude: right attitude, unsure and wrong attitude. The result showed that the female students totaling 109 (27.3%) were unsure,

that is, they could not indicate either positive or negative attitude clearly. The female students totaling 291 (72.7%) had right cyber bullying attitude as illustrated in Table 17.

Table 17 Number and percentage of the sample group classified by the level of attitude toward cyber bullying

| Cyber Bullying Attitude | Number N = 400 | Percentage (100.0) |
|-------------------------|-------------------|-----------------------|
| 0-25 scores (wrong) | 0 | 0.0 |
| 26-50 scores (unsure) | 109 | 27.3 |
| 51-75 scores (right) | 291 | 72.7 |

Minimum = 27, Maximum = 74, Mean = 55.96, S.D. = 8.391

Table 18 showed that the female students at the late adolescence (17-20 years old) had righter cyber bullying attitude (76.0%) than those at the middle adolescence (69.3%). The female students studying at the co-educational school (74.7%) had righter cyber bullying attitude than those at the girls' schools (67.3%). The female students studying at Muttayom 6 (79.3%) had righter cyber bullying attitude than those at Muttayom 4 (72.0%) and Muttayom 5 (43.2%).

Table 18 Percentage of level of cyber bullying attitude classified by range of ages, types of school and levels of education

| Personal Data | Cyber Bullying Attitude | |
|--------------------------------------|-------------------------|-------|
| | Not sure | Right |
| Ages | | |
| Middle adolescence (14-16 years old) | 30.7 | 69.3 |
| Late adolescence (17-20 years old) | 24. | 76.0 |
| Types of school | | |
| Co-educational school | 25.3 | 74.7 |
| Girls' school | 32.7 | 67.3 |
| Levels of education | | |
| Muttayom 4 | 28.0 | 72.0 |
| Muttayom 5 | 56.8 | 43.2 |
| Muttayom 6 | 20.7 | 79.3 |

4. Awareness of cyber bullying

The results of awareness of cyber bullying came from the data on sample female students in Bangkok in the total of 400 students. The result was illustrated in Table 19.

Table 19 Number and percentage of being aware of cyber bullying behaviors

| Experience in seeing or hearing about cyber bullying | Number N = 400 | Percentage (100.0) |
|--|-------------------|-----------------------|
| Never | 86 | 21.4 |
| Having experience via mobile phone | 19 | 4.8 |
| Having experience via internet | 163 | 40.8 |
| Having experience via internet and mobile phone | 132 | 33.0 |

Table 19 showed that 163 female students in the sample group were aware of cyber bullying via internet (40.8%) while 132 female students (33.0%) were aware of cyber bullying via internet and mobile phone, and 19 female students (4.8%) were aware of cyber bullying via mobile phone. Meanwhile, 86 female subjects have never been aware of cyber bullying (21.4%).

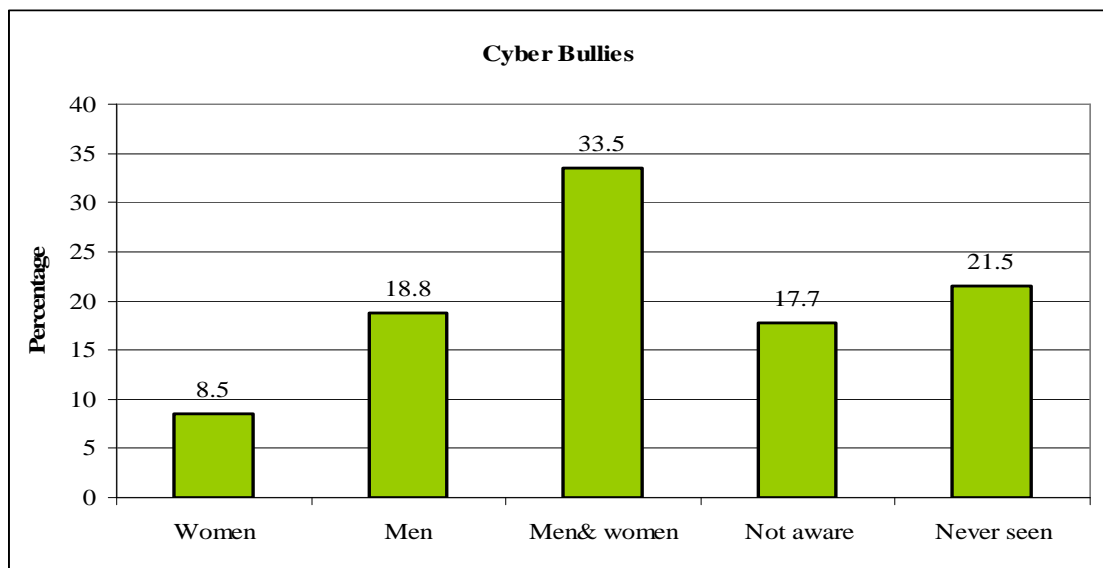


Figure 3 Proportion of cyber bullies classified by the sample group’s awareness

Figure 3 showed that the sample female students (33.5%) were aware of cyber bullies were both men and women. Cyber bullies were men more than women (18.9% to 8.5%). Also, the female students for 17.7% have not been aware of cyber bullies.

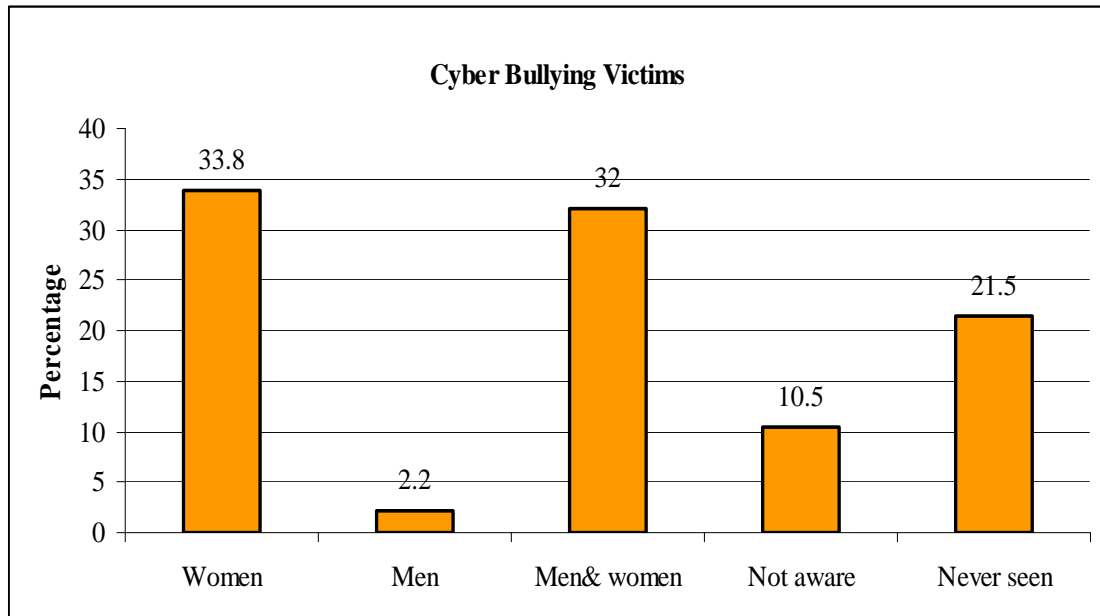


Figure 4 Proportion of cyber bullying victims classified by the sample group's awareness

Figure 4 showed that the sample female students were aware that cyber bullying victims were women (33.8%) and men and women (32%).

5. Types of cyber bullying behaviors were shown out in form of frequency, severity, cyber bullying behaviors and self-protection among female students.

This part dealt with the analysis of cyber bullying types the female students were aware of from their own experience and their friends' experience. The results were presented in form of frequency of cyber bullying occurrence as illustrated in Table 20.

Table 20 Percentage of awareness of cyber bullying classified by types of cyber bullying of the sample group

| Types of cyber bullying | Used to see/ be aware of/hear per month | | | | |
|---|---|------|------|-----|--------|
| | Never | 1 | 2-3 | 4-5 | Over 6 |
| - Gossip or scold others via mobile phone, chat room or website | 33.0 | 24.0 | 27.0 | 8.0 | 8.5 |
| - Sending nuisance messages repeatedly via mobile phone, email or website | 52.5 | 16.0 | 17.0 | 7.5 | 7.0 |
| - Disseminating the information hurting others | 52.0 | 20.0 | 16.0 | 7.0 | 5.0 |
| - Disseminating others' personal or secret information | 58.0 | 19.0 | 14.0 | 4.0 | 5.0 |
| - Mentioning others' names to smear, scold or perform other acts mentioned in other clauses | 55.0 | 21.0 | 15.0 | 5.0 | 4.0 |
| - Mocking, bluffing or threatening others via electronic device | 58.5 | 19.5 | 14.5 | 5.0 | 3.0 |
| - Deleting or blocking others from the group, rumor spreading or protest against anyone | 54.5 | 19.5 | 16.0 | 5.0 | 5.0 |

Table 21 showed that the sample students for 27% used to see or be aware of cyber bullying by seeing gossips or scolding others via mobile phone, chat room or website for 2-3 times (17%); repeatedly sending messages annoying others via mobile phone, email or website for 2-3 times a month (20%); disseminating harmful information once a month (19%); disclosing or forwarding personal information and secrecy once a month (19%); mentioning others' names to smear, scold or perform other acts mentioned in other clauses once a month; mocking, bluffing or threatening others via electronic device; and deleting or blocking others from the group, rumor spreading or protest against anyone once a month (19.5%).

Table 21 Number and percentage of experience in being bullied by the sample group

| Experience in being bullied | Number (399)* | Percentage (100.0) |
|-----------------------------|------------------|-----------------------|
| Never be bullied | 315 | 78.9 |
| Used to be bullied | 84 | 21.1 |

* 1 missing

Table 22 Number and percentage of guessing at cyber bullies

| Guessing at cyber bullies | Number (399)* | Percentage (100.0) |
|--------------------------------|------------------|-----------------------|
| Not-guessable | 266 | 66.7 |
| Guessable, bullied by friends | 74 | 18.5 |
| Guessable, bullied by others** | 59 | 14.8 |

* 1 missing

**others: opposite, familiar persons, mentally disorder persons, lovers

Table 22 showed that the sample students totaling 84 had experience in cyber bullying (21.1%) and those totaling 266 (66.7%) thought that they could not guess at the bullies. The students totaling 74 (18.5%) could guess at the bullies while the students totaling 59 (14.8%) guessed that the bullies were others.

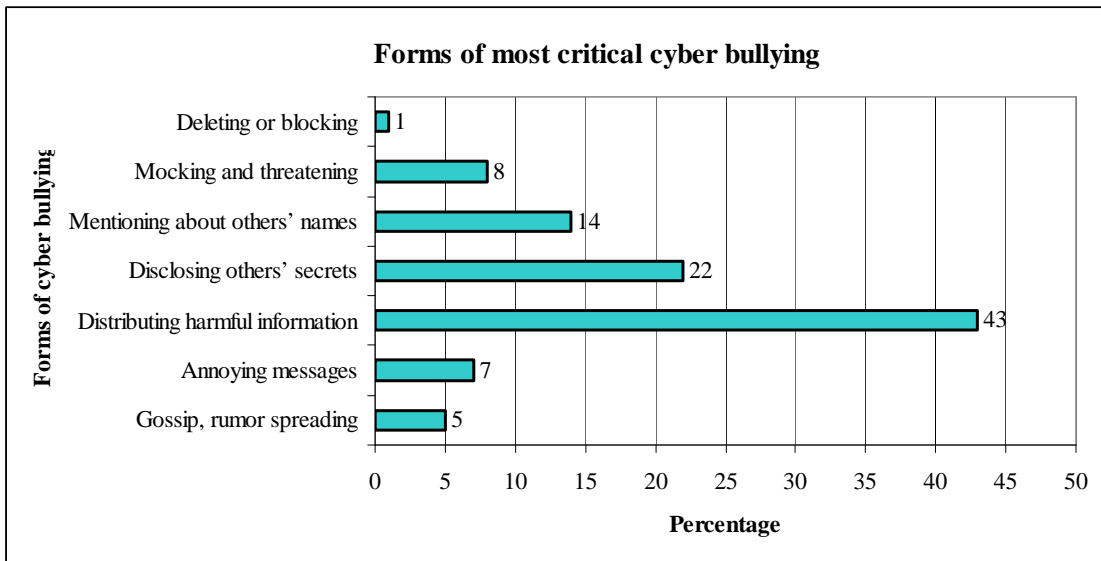


Figure 5 Types of the most terrible cyber bullying in the sample group's views

Figure 5 showed that the female students for 43% were of view that the distribution of harmful messages was the critical cyber bullying, 22% of those were of view that the disclosure of personal information or secrets was the critical cyber bullying, and 14% of those were of view that mentioning about others' names to discredit anyone was the critical cyber bullying.

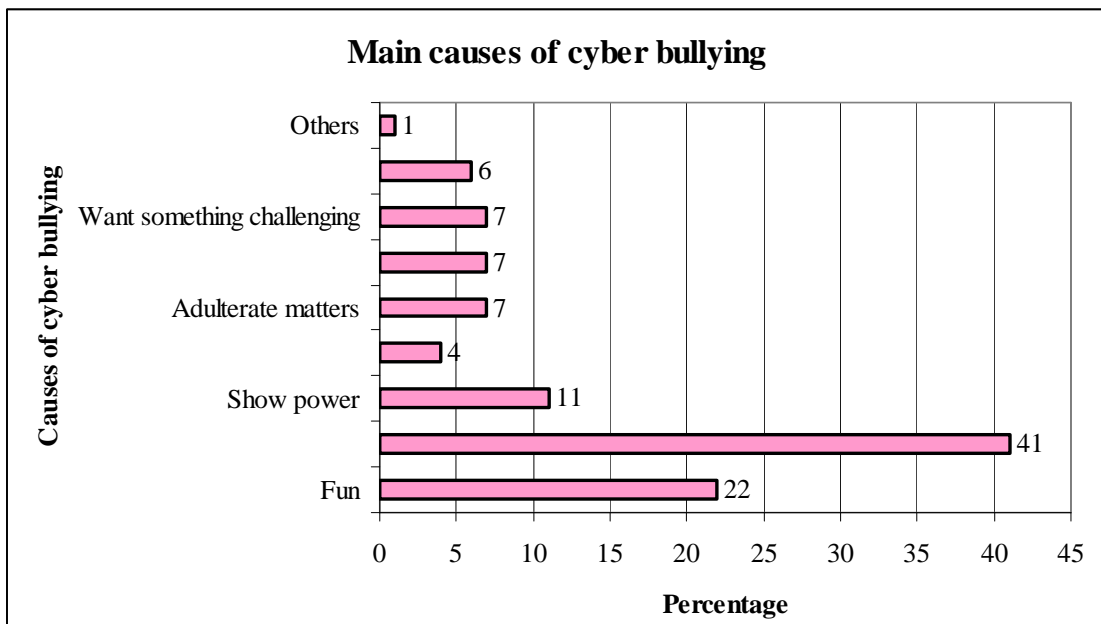


Figure 6 Main causes of cyber bullies

Figure 6 showed that the female students for 41% thought that the main cause of cyber bullying was the dislike, 22% of those committed it for fun, and 11% of those wanted to show power to others.

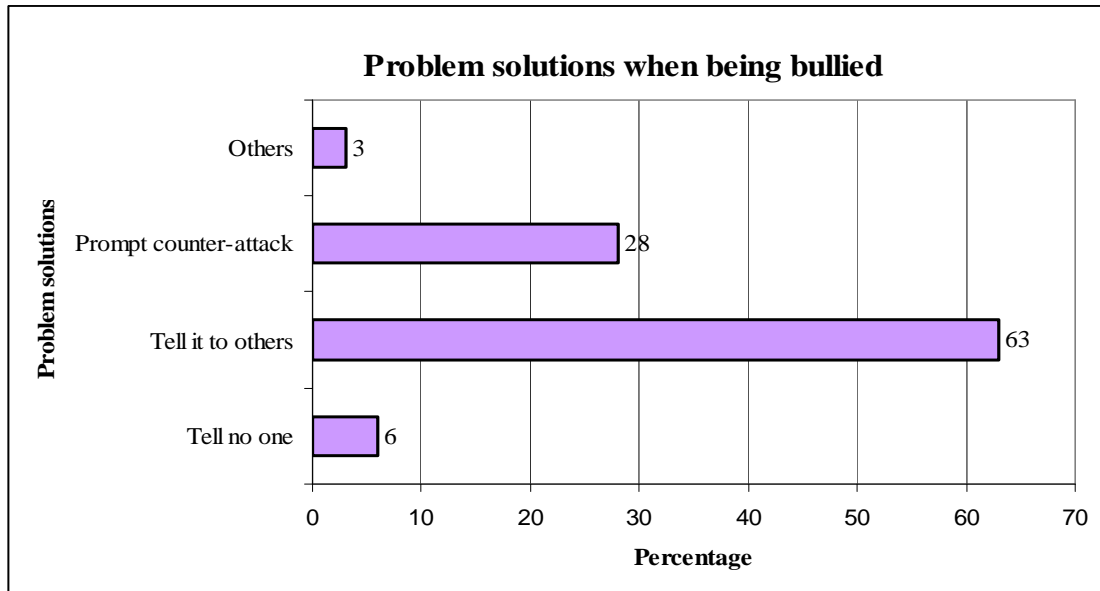


Figure 7 Problem solutions when being bullied

Table 23 Persons giving assistance in case of confronting cyber bullying

| Persons giving assistance | Number N = 400 | Percentage (100.0) |
|---------------------------|-------------------|-----------------------|
| Not knowing anyone | 70 | 17.5 |
| Teacher | 26 | 6.5 |
| Parents | 173 | 43.3 |
| Friend | 101 | 25.3 |
| Lover | 7 | 1.8 |
| Others | 23 | 5.8 |

Figure 7 showed that 63% of female students would tell others when they faced cyber bullying and 28% of those would have prompt counter attack. Table 23 showed that the persons giving the best assistance to girls who faced cyber bullying were the parents (43.3%), friends (25.3%). Meanwhile, 17.5% of female students did not know anyone who could give assistance when they had this problem.

Table 24 Percentage of opinions about cyber bullying

| Cyber bullying | Yes | No |
|---|------|------|
| – Teachers understand and know about cyber bullying. | 78.0 | 22.0 |
| – Teachers can help solve and stop cyber bullying problems. | 56.0 | 44.0 |
| – Guardians understand and know about cyber bullying. | 74.0 | 26.0 |
| – Guardians can help solve problems and stop cyber bullying. | 62.0 | 38.0 |
| – It is likely that these students may be cyber bullied. | 66.0 | 34.0 |
| – Students used to give information to the strangers through the on-line system. | 33.0 | 67.0 |
| – Students are unsure if the threat in the cyber bullying can be prevented. | 78.0 | 22.0 |
| – Blocking persons and rejecting the sending or receipt of messages can prevent the cyber threat. | 74.0 | 26.0 |
| – Telling seniors about cyber bullying will make the situation worse. | 29.0 | 71.0 |
| – Students think that they can stop cyber bullying by themselves. | 29.0 | 71.0 |
| – Students can give assistance to their friends who are bullied. | 63.0 | 37.0 |
| – Cyber bullying is severe like other bullying types. | 78.0 | 22.0 |
| – If bullied in the cyber world, the students can create the counter attack methods promptly. | 47.0 | 53.0 |
| – Guardians are aware of the activities the students have done in the internet. | 72.0 | 28.0 |
| – Students and guardians used to surf the internet together. | 52.0 | 48.0 |
| – Cyber bullying may result to the suicide. | | |

Table 24 showed that some 78% of sample female student thought that the teachers understood and were aware of cyber bullying; 56% thought that the teacher could help solve and stop problems while 74% of those thought that the guardians understood and were aware of cyber bullying. About 62% of students thought that the guardians could help solve and stop cyber bullying problems; 66% were aware that they might be bullied in the cyber world; 33% used to give information to the strangers via on-line system; 78% were unsure if the threat in the cyber bullying can be prevented; and 74% thought that blocking persons and rejecting the sending or receipt of messages can prevent the cyber threat. In addition, most students for 71% did not believe that telling seniors about cyber bullying will make the situation worse; 71% did not think that they could stop cyber bullying by themselves, but 63% of

female students thought that they could give assistance to their friends who were bullied in the cyber world; and 78% thought that cyber bullying is severe like other bullying types. In the meantime, the female students for 47% thought that if bullied in the cyber world, the students can create the counter attack methods promptly. Further, the guardians to 72 % of students were aware of activities done by the students in the internet; the guardians and students for 52% used to surf the internet together; and 81% of female students believed that cyber bullying may result to the suicide.

Table 25 Percentage of students' opinions that informing the seniors of cyber bullying would make the situation more terrible as classified by types of school

| | Telling seniors about cyber bullying will make the situation worse | |
|--|--|------|
| | Yes | No |
| Types of school | | |
| Co-education | 25.3 | 74.7 |
| Girls' school | 38.5 | 61.5 |
| Experience of being bullied in the cyber world | | |
| No | 25.0 | 75.0 |
| Yes | 41.7 | 58.3 |

Table 25 showed that 74.7% of female students studying at co-educational schools and 61.5% at girls' school thought that telling the seniors about cyber bullying would not make the situation worse. As a result, the female students from co-educational schools disclosed their cyber bullying experience more. In addition, about 75% of students with no experience in cyber bullying thought that telling the seniors about cyber bullying would not make the situation worse. In the meantime, about 41.7% of students with experience in cyber bullying thought that telling the seniors about cyber bullying would make the situation worse. This showed that the disclosure of cyber bullying would be difficult if one is the cyber victim.

Table 26 Percentage of students being able to create counter attack methods when being threatened by cyber bullies as classified by the experience in cyber bullies

| Experience in cyber bullying | students being able to create counter attack methods when being threatened by cyber bullies | |
|------------------------------|---|------|
| | Yes | No |
| Yes | 42.5 | 57.5 |
| No | 60.7 | 39.3 |

Table 26 showed that about 42.5% of students with no experience in cyber bullying and 60.7% of students with experience in cyber bullying would create the counter attack methods promptly if bullied in the cyber world. This means that whether the female students had experience in cyber bullying or not, it was likely that the severity of cyber world would continue.

Part 3: Results of hypothesis test

Hypothesis 1: Different family factor of female students results to the different cyber bullying attitude.

The family factors of this research included the types of family, severity in the family, guardians’ attention and family relations, and difference tests of variables on family affecting the attitude toward cyber bullying. The t-test for two independent samples was used to study the differences of mean in 2 variables. ANOVA was also used to find out the differences of mean in more than 2 variables. In case of paired relation, the multiple comparisons Tamhane’s 2 was used to analyze the differences of mean in related pair of variables. The results were presented below.

Table 27 Comparison of cyber bullying attitude between female students in the nuclear family and extended family, and deep-rooted experience in being punished by the parents

| | N | \bar{X} | S.D. | t | P |
|--|-----|-----------|-------|-------|-------|
| Types of family | | | | | |
| Nuclear | 250 | 55.40 | 8.627 | 1.877 | 0.171 |
| Extended | 148 | 56.88 | 7.966 | | |
| Deep-rooted experience in being punished | | | | | |
| Yes | 279 | 56.62 | 8.190 | .991 | .320 |
| No | 121 | 54.45 | 8.682 | | |

Table 27 showed that the female students from the nuclear family ($\bar{X} = 55.40$) and extended family ($\bar{X} = 56.88$) as well as female students who have never been ($\bar{X} = 56.62$) and have ever been ($\bar{X} = 54.45$) punished by the parents had no difference of cyber bullying attitude.

Table 28 Comparison of cyber bullying attitude between experiencing their parents' quarrels, arguments or use of vulgar word

| Sources of Variation | Df | SS | MS | F |
|----------------------|-----|-----------|---------|----------|
| Between groups | 4 | 2025.070 | 506.267 | 7.672*** |
| In the group | 395 | 26066.440 | 65.991 | |
| Total | 399 | 28091.510 | | |

Table 28 showed that the female students with different frequency of experiencing their parents' quarrels, arguments or use of vulgar word would significantly have the different cyber bullying attitude at the statistic test level of 0.001. Then, the paired t-test was done to find out in which level of frequency of violence in family was correlated to the cyber bullying attitude. The analysis results done by Tamhane's 2 were presented in Table 29.

Table 29 Testing of differences of cyber bullying attitude between female students with experiencing their parents’ quarrels, arguments or use of vulgar word

| Frequency | | Never | 1-2 times/ week | 1-2 times/ month | 1-2 times/ year | Others** |
|------------------|-----------|-------|-----------------|------------------|-----------------|----------|
| | \bar{X} | 56.19 | 51.45 | 54.74 | 58.51 | 60.73 |
| Never | 56.19 | | 4.74* | 1.45 | 2.31* | 4.45* |
| 1-2 times/ week | 51.45 | | | 3.29 | 7.06* | 9.28* |
| 1-2 times/ month | 54.47 | | | | 3.76* | 5.99 |
| 1-2 times/ year | 58.51 | | | | | 2.23 |
| Others** | 60.73 | | | | | |

*p<.05

**rarely, seen for long

Table 29 showed that the female students’ experience in the parents’ quarrels, arguments or vulgar word resulted to the different cyber bullying attitude of these students. That is, the female students who have never seen their parents’ quarrels, arguments or use of vulgar word ($\bar{X} = 56.19$) would have righter attitude toward cyber bullying than female students who have ever seen such violence in the family for 1-2 times a week ($\bar{X} = 51.45$). However, although some female students might have experience in seeing their parents’ quarrels, arguments or use of vulgar word for 1-2 times a year ($\bar{X} = 58.51$) and they have rarely seen such or seen such for long ($\bar{X} = 60.73$), these female students still had more right cyber bullying attitude than those with no experience in such violence ($\bar{X} = 56.19$) or those seeing such violence 1-2 times a week ($\bar{X} = 51.45$). Moreover, the female students with experience in seeing their parents’ quarrels, arguments or use of vulgar word for 1-2 times a week ($\bar{X} = 51.45$) had less right cyber bullying attitude than those with experience in the parents’ quarrels 1-2 times a year ($\bar{X} = 58.51$) and those who have rarely seen such or seen such for long ($\bar{X} = 60.73$).

Table 30 Comparison of cyber bullying attitude between experiences in their parents' physical attacks or throwing of objects to each other

| Sources of Variation | df | SS | MS | F |
|----------------------|-----|-----------|---------|-----------|
| Between groups | 4 | 2629.898 | 657.475 | 10.200*** |
| In the group | 395 | 25461.612 | 64.460 | |
| Total | 399 | 28091.510 | | |

Table 30 showed that the female students with experience, at the different frequency, in the parents' physical attacks or throwing objects to each other would have the different cyber bullying attitude significantly at the statistic test level of 0.001. Thus, the paired t-test was done to find out in which level of frequency of violence in family was correlated to the cyber bullying attitude. The analysis results done by Tamhane's 2 were presented in Table 31.

Table 31 Testing of differences of cyber bullying attitude between female students with experience in seeing their parents' physical attacks or throwing objects to each other

| Frequency | \bar{X} | Never | 1-2 times/ week | 1-2 times/ month | 1-2 times/ year | Others ** |
|------------------|-----------|-------|--------------------|---------------------|--------------------|--------------|
| | | | | | | |
| Never | 57.03 | | 8.60* | 8.46* | 5.46* | 0.69 |
| 1-2 times/ week | 48.43 | | | 0.14 | 3.14 | 9.29 |
| 1-2 times/ month | 48.57 | | | | 3.00 | 9.14 |
| 1-2 times/ year | 51.57 | | | | | 6.14 |
| Others** | 57.71 | | | | | |

*p<.05

Table 31 showed that the female students' experience in the parents' physical attack or throwing of objects to each other resulted to the different cyber bullying attitude of these students. That is, the female students who have never seen their parents' physical attack or throwing of objects to each other ($\bar{X} = 57.03$) would have righter attitude toward cyber bullying than female students who have ever seen

such violence in the family for 1-2 times a week ($\bar{X} = 48.43$), 1-2 times a month ($\bar{X} = 48.57$) and 1-2 times a year ($\bar{X} = 51.57$).

Table 32 Comparison between cyber bullying attitude and care and attention from the guardians

| Sources of Variation | df | SS | MS | F |
|----------------------|-----|----------|---------|---------|
| Between groups | 4 | 1140.579 | 285.145 | 4.179** |
| In the group | 395 | 26950.93 | 68.230 | |
| Total | 399 | 28091.51 | | |

Table 32 showed that the female students receiving care and attention from their guardians would have the different cyber bullying attitude significantly at the statistic test level of 0.01. Thus, the paired t-test was done to find out in which level of care and attention from the parents was correlated to the cyber bullying attitude. The analysis results done by Tamhane’s 2 were presented in Table 33.

Table 33 Comparison between cyber bullying attitude and care and attention from the parents

| Sources of Variation | \bar{X} | Rarely care 50.40 | Slightly care 53.27 | Fairly care 53.37 | Quite care 56.88 | So care 57.06 |
|----------------------|-----------|----------------------|------------------------|----------------------|---------------------|------------------|
| Rarely care | 50.40 | | 2.87 | 2.97 | 6.48 | 6.66 |
| Slight care | 53.27 | | | 0.10 | 3.61 | 3.79 |
| Fairly care | 53.37 | | | | 3.50 | 3.69* |
| Quite care | 56.88 | | | | | 0.18 |
| So care | 57.06 | | | | | |

*p<.05

Table 33 showed that the female students receiving care and attention from the guardians at the medium level would have the right attitude toward cyber bullying less than female students receiving much care and attention from the guardians ($\bar{X} = 53.37$ and $x = 57.06$).

Table 34 Comparison between cyber bullying attitude and obedience between advices of the guardians and close friends

| Sources of Variation | Df | SS | MS | F |
|----------------------|-----|----------|---------|----------|
| Between the groups | 4 | 1688.961 | 422.240 | 6.317*** |
| In the group | 395 | 26402.55 | 66.842 | |
| Total | 399 | 28091.51 | | |

Table 34 showed that the female students obeying to different advices between advices of guardians and those of close friends would have the different cyber bullying attitude significantly at the statistic test level of 0.001. Thus, the paired t-test was done to find out in which obedience between advices of guardians and advices of close friends was correlated to the cyber bullying attitude. The analysis results done by Tamhane's 2 were presented in Table 35.

Table 35 Testing of differences of cyber bullying attitude and obedience between advices of the guardians and close friends

| Obedience to advices | \bar{x} | Greatly obey to guardians 56.82 | Quite obey to guardians 53.06 | Equally obey 56.89 | Obey to close friends, but not so much 49.50 | Greatly obey to close friends 48.50 |
|--|-----------|------------------------------------|----------------------------------|-----------------------|---|--|
| Greatly obey to guardians | 56.82 | | 3.76* | 0.07 | 7.32 | 8.32* |
| Quite obey to guardians | 53.06 | | | 3.83 | 3.56 | 4.56 |
| Equally obey | 56.89 | | | | 7.39 | 8.39* |
| Obey to close friends, but not so much | 49.50 | | | | | 1.00 |
| Greatly obey to close friends | 48.50 | | | | | |

*p<.05

Table 35 showed that the different obedience between advices of the guardians and advices of close friends resulted to the different cyber bullying attitude of these students. That is, the female students who greatly obeyed to the guardians ($\bar{X} = 56.82$) would have the right attitude toward cyber bullying more than female students who quite obeyed to the guardians ($\bar{X} = 53.06$) and those greatly obeying to their close friends ($\bar{X} = 48.50$). In addition, the female students obeyed their guardians and close friends equally ($\bar{X} = 56.89$) would have the right attitude toward cyber bullying more than female students who obeyed to their close friends ($\bar{X} = 48.50$).

To study the correlation between family relations and cyber bullying attitude, the correlation coefficient was used and the Simple Regression was used to study the correlation between a dependent variable and an independent variable.

Table 36 Correlation coefficient between family relations and cyber bullying attitude

| Relations between | Family Relations |
|--------------------------------|------------------|
| Attitude toward cyber bullying | .304** |

**p<0.01

Table 36 showed the results of analyzing the family relations influencing the cyber bullying attitude. According to the analysis of correlation coefficient between variables on family relations and cyber bullying attitude, both variables were significantly correlated at the statistic test level of .01. This means that the variables on family relations could be used to predict the cyber bullying attitude based on the Simple Regression as illustrated in Table 37.

Table 37 Regression of family relations and cyber bullying attitude

| Variables | Regression Coefficient | | | |
|------------------|------------------------|------------|----------|------|
| | B | Beta | T | P |
| Family relations | .316 | .304 | 6.358*** | .000 |
| $R^2 = .092$ | $F = 40.428***$ | $P = .000$ | | |

***P < .001

Table 37 showed that the variables on family relations could explain the variation of scores of cyber bullying attitude significantly at the statistic test level of .001 with $R^2 = .092$. This means that the relation is the predictor of cyber bullying attitude at 9.2%.

Hypothesis 2: Different self-esteem of female students results to the different cyber bullying attitude

To study the correlation between self-esteem and cyber bullying attitude, the correlation coefficient was used and the Simple Regression was used to study the correlation between a dependent variable and an independent variable.

Table 38 Correlation coefficient between self-esteem and cyber bullying attitude

| Relations between | Self-esteem |
|--------------------------------|-------------|
| Attitude toward cyber bullying | .197** |

**p < .01

Table 38 showed the results of analyzing self-esteem influencing the cyber bullying attitude. According to the analysis of correlation coefficient between variables on self-esteem and cyber bullying attitude, both variables were significantly correlated at the statistic test level of .01. This means that the variables on self-esteem could be used to predict the cyber bullying attitude based on the Regression Analysis as illustrated in Table 39.

Table 39 Regression of self-esteem and cyber bullying attitude

| Variables | Regression Coefficient | | | |
|--------------|------------------------|------------|----------|------|
| | B | Beta | t | p |
| Self-esteem | .429 | .197 | 4.012*** | .000 |
| $R^2 = .039$ | $F = 16.097***$ | $P = .000$ | | |

***P < .001

Table 39 showed that the variables on self-esteem could explain the variation of scores of cyber bullying attitude significantly at the statistic test level of .001 with $R^2 = .039$. This means that self-esteem is the predictor of cyber bullying attitude at 4%.

CHAPTER V

CONCLUSION AND DISCUSSION

The research on “Family Context and Self-esteem and Cyber Bullying Attitude: Case Study of Female Senior Secondary Students in Bangkok” covered 400 samples who were female students studying at Muttayom 4 to Muttayom 6 at ages of 14-20. The data collection of this research was based on the questionnaire. Then, the data obtained was analyzed by the descriptive statistics, which included the percentage and mean, and t-test statistics (Independent Sample t-test) ANOVA to find out the differences of mean in more than 2 variables. The multiple comparisons Tamhane’s 2 was used to analyze the differences of mean in variables. The correlation coefficient was used to analyze the correlation of variables. Finally, the Simple Regression was used to find out the correlation between one dependent variable and 1 independent variable.

5.1 Conclusion of the Results

5.1.1 General characteristics of the sample group

The research on “Family Context and Self-esteem and Cyber Bullying Attitude: Case Study of Female Senior Secondary Students in Bangkok” covered 400 female senior secondary students, which consisted of 296 female students in the co-educational schools or it accounted for 74% and another 104 female students in the girls’ schools or it accounted for 26%. Among 400 students, they consisted of 143 students at Muttayom 4 or about 35.8%, 44 students at Muttayom 5 or about 11%, and 213 students at Muttayom 6 or about 53.3%. For the range of ages, the sample consisted of 195 middle adolescents or for 48% and another 208 late adolescents or for 52%. The average age of the sample group was 16.

The sample female students had 2 brothers/sisters on average. About 34.5% of female students were the eldest children; 30.3% were the youngest children; 21.3% were the only children; 10.8% were the middle children; and 3.3% were twins. Some 76% of subjects of the sample group have lived with the parents. About 97% of female

students had their own mobile phone. About 90.8% of female students' mobile phones had the photo-shot function; 66.5% of their mobile phones could surf the internet; 80.5% had the function of sending and receipt in the MMS system; and 85% had the function of Bluetooth-based message sending and delivery. The female students' mobile phones for 58.8% had all functions mentioned above.

Some 98% of sample female students surfed the internet, and 92.3% had the email address. About 77.8% of female students surfed the internet at home while 13% at the internet shop. Some 57.8% of these students placed their computer at the common room at home and 30.5% in the bedroom. About 38% of female students surfed the internet every day; 35% surfed 3-5 days a week; and 55% surfed the internet 2-3 hours per time. About 54% of female students surfed the internet from 18.01 – 21.00 o'clock.

5.1.2 The sample group's family characteristics

Marriage status of the parents to the sample female students. The parents to 77% of female students were married. The level of education among fathers of female students was the bachelor degree. The levels of education among mothers of female students were the primary school and bachelor degree. The parents of most students were the merchants or had the personal business. The parents' monthly income was in the range of baht 10,000-50,000. Most parents of these students lived in their own residences and their family was the nuclear family. There were 5 family members on average.

Family relations of female students. About 83.8% had family relations at the good level, and another 16.3% at the fair level. There were no female students with bad family relations.

Violence in the family. Some 30% of female students were punished by the parents until it became their deep-rooted experience; 65% were verbally punished (scolding); and 20% were physically punished (striking). If making mistakes, most students (73%) were sometimes punished or were hardly punished. When making mistakes during the childhood, the female students in the sample group for 32% were punished by way of warning; 26% got the verbal punishment; and 19% were advised

to have the correct acts. It is obvious that the female students hardly got the physical punishment, but verbal punishment. The punishments to these students were rare.

The female students for 21% saw violence in their guardians by way of quarrels, use of vulgar word or sullenness for 1-2 times a month and 1-2 times a year; 12% of them saw violence in their guardians by way of quarrels, use of vulgar word or sullenness for 1-2 times a week while another 42% of female students have never seen such violence. For the physical attacks of students' guardians, only 4% of students saw such attack for 1-2 times a week, but 83% have never seen such physical attack.

Some 81.8% of female students had talks with their guardians about their education. Most of these students (52%) talked about their education with the guardians almost every day. About 77.5% of students talked about personal matters with the guardians. About 46% talked about personal matters almost every day. The female students for 68.5% had intimacy and obeyed to the mother and 63% obeyed to the father. About 92.3% of female students were aware that their guardians paid attention to them. When facing any problems, the female students for 55% obeyed to their guardians' advice while 28% obeyed to advices of guardians and close friends equally. If wanting any help, the female students for 55% wanted some help from their parents and 19% wanted such from the mother.

5.1.3 Self-esteem

Most sample female students (71.8%) had high self-esteem and 28.2% had medium self-esteem. There were no female students with low self-esteem.

5.1.4 Cyber bullying attitude

Some 72.8% of sample female students had the right attitude. Most students for 41% were aware of cyber bullying behaviors via internet, and 33% via telephone and internet. About 34% of bullies were men and women and 19% of bullies were men. About 18% of female students were not aware of the bullies. Most of cyber bullying victims (34%) were female victims and 32% were both male and female victims. This showed that women were more bullied than men. Most cyber bullying behaviors were gossips or scolding others via mobile phone, chat room or website, which were seen for 2-3 times a month. The websites the female students indicated

that the bullying could be done included Hi5, Facebook, Dek-D, Hotmail, Twitter, Google, MSN, YouTube, Pantip, Sanook, Kapook, Camfog, Teenee, Gooseed, exteen, Postjung, blogs, school boards, on-line game boards and general websites.

Some 21% of female students had experience in cyber bullying. Most of them (68%) indicated that the victims could not guess at the bullies.

The most critical cyber bullying behaviors in female students' attitude were the spreading of harmful information and the disclosure of personal information or secrets. The main causes of cyber bullying, in female students' attitude, were the detestation (41%), and fun (22%). If being bullied in the cyber world, most of them (63%) solved this problem by telling it to others and 28% of them would have prompt counter attack. The persons, in female students' opinion, who could give best assistance in case of cyber bullying, were the parents (43%) and friends (25%). About 18% of female students did not know who could give them assistance while only 7% thought that the teacher could give assistance.

However, the female students were aware that the teachers and guardians understood and were aware of cyber bullying. The female students believed that the teachers and guardians could help solve and stop cyber bullying problems. The female students felt confident in receiving assistance from their guardians (62%) more than teachers (54%). About 71% of female students did not believe that telling seniors about cyber bullying would make the situation worse.

The female students for 66% perceived that they might be bullied in the cyber world while 78% were unsure of self-protection from cyber bullying. About 71% of female students could not stop such cyber bullying by themselves, but 47% thought that if being bullied, they would create the counter attack methods promptly. About 63% of female students believed that if their friends were bullied in the cyber world, they could give them assistance.

Some 33% of female students accepted that they used to give personal information to the strangers via on-line system, and these students also knew that blocking persons or rejecting the sending and receipt of messages could prevent such cyber threat. About 52% of female students used to surf the internet with their guardians. 72% of female students indicated that their guardians were aware of activities the students have done in the internet.

Some 78% of sample female students were aware that cyber bullying was critical as other bullying behaviors. Some 81% of female students believed that such cyber bullying might result to the suicide.

5.1.5 Opinions about cyber bullying

The opinions about cyber bullying came from the open-ended questionnaire regarding roles in assisting and preventing cyber bullying in the student, guardian and teacher context.

Students' roles in helping and preventing cyber bullying

The sample female students thought that cyber bullying was the preventable behavior. In their opinion, the prevention methods of cyber bullying were as follows:

1. Sample female students focused on the correct internet surfing methods. That is, they were aware that they should not give their personal information to any strangers, not chat or believe in the strangers, avoid meeting with any person contacted via on-line system, not distribute improper personal photos, and avoid some risky websites for self-protection.
2. Female students should obey to seniors. If facing any cyber bullying, the female students should inform their guardians suddenly.
3. Most female students would not stimulate such cyber bullying behaviors, not use the vulgar word, not start bullying others, not send any messages to repeat others' shame, not send any messages to threaten others, avoid the counteracts by ignoring them, deleting those messages, correcting untrue messages, and having discretion in sending or receiving messages.
4. Female students might prevent cyber bullying by blocking peculiar messages or strangers by using the privacy program, informing the webmaster, and reporting it to the police.
5. Female students were willing to send the information about cyber bullying to their friends. If any of friends had cyber bullying behaviors, these students would advice them about the negative outcome of bullying. If any of friends had the cyber bullying problems, these students were ready to give assistance, consultation and esprit.

In addition, some female students were of view that self-protection from cyber bullying was difficult and they were unable to solve this problem alone.

Guardians' roles in helping and preventing cyber bullying

The female students in the sample group were aware that the guardians could give assistance and prevent cyber bullying, that is:

1. Most female students expected that the guardians paid attention and controlled the children's internet surf by positioning the computer under the guardians' eyes. The guardians should also know that for which activities the children surfed the internet. The guardians should be able to surf the internet, be quick-witted to the technology, and get information about problems of using the internet so that they could educate the children to use the internet correctly.

2. In case of any risky behaviors of their children, the guardians should warn and stop them. In addition, the guardians should regularly see about the children's problems. If any children faced cyber bullying problems, the guardians should not insult the bullying victims, but give them consultation, solve problems, seek for bullies, report the police or other related agencies.

3. The female students in the sample group needed the esprit and protection from their guardians. These female students wanted the guardians to recognize that cyber bullying might result to the suicide.

Some of these female students indicted that the guardians should be indifferent; the guardians have never paid attention to the children's internet surf; and the guardians could help solve cyber bullying problems slightly.

Teachers' roles in helping and preventing cyber bullying

The sample female students recognized that the teachers could give help and prevent cyber bullying by:

1. Most female students expected that the teachers controlled the students not to have any fault.

2. The teachers should be capable of advising the correct and appropriate use of the internet. In addition, there should be some teaching and learning about cyber

bullying as well as negative outcome of such cyber bullying behaviors, and talks about new information of the Internet.

3. If the teachers found any female students who were victimized in the cyber world, these female students did not want the teachers to consider that such bullying problems were nonsense, but the teachers should give consultation, help solve problems, advise preventive measures, and counteracts if the female students faced cyber bullying by seeking for and punish the cyber bullies.

4. The teachers should be able to inform any related agencies to solve this cyber bullying problem if any students were bullied.

Moreover, some students indicated that they were unsure of telling the teachers about cyber bullying since they might not understand this problem and help any help.

According to the roles of students, guardians and teachers in assistance and prevention of cyber bullying as mentioned above, it is apparent that cyber bullying is preventable and remediable situation and behavior, which must rely on students' knowledge and understanding about cyber bullying in line with guardians and teachers' attention so that their help and prevention are efficient and effective.

5.2 Discussion

5.2.1 Use of mobile phone and internet by female students

The results showed that the sample female students for 96.8% owned the mobile phone; their most mobile phones comprised the functions of photographing, internet surfing, MMS sending and receipt, and data sending and receipt via Bluetooth. These results were consistent with a survey by the Wisdom Society for Public Opinion Research of Thailand (2008) for public opinions about the use of mobile phone and internet for communications and entertainment. The result showed that some 96% of children and youths aged 12-22 used the mobile phone. This survey result was consistent with the result research conducted by Vimonthip Musikpan (2009) that about 97% of students owned the mobile phone. In addition, a survey by the Telecommunications Consumer Protection Institute (2006) for youths aged 16-18 showed that 53% of mobile phone users were female.

For the use of internet, the result showed that the sample female students for 98% used the internet. Most of them used the internet at home. This result was consistent with the survey by the Wisdom Society for Public Opinion Research of Thailand (2008) that some 97% of children and youths aged 12-22 used the mobile phone, and 37% used the internet at home. These results were consistent with the research by Vimonthip Musikpan (2009) with a result that 8% of youths did not use the internet and 66% of youths used the internet at home.

5.2.2 Awareness and experience in cyber bullying

According to the results, the sample female students for 78.5% perceived cyber bullying. Among these female students, 52% perceived such cyber bullying via internet, and 42% perceived such cyber bullying via internet and mobile phone. These results were consistent with the research by Vimonthip Musikpan (2009) with a result that more than 50% of youths used to see and perceive cyber bullying. Such cyber bullying consisted of cyber bullying via internet for 79.3%, and via mobile phone and internet for 73%. These results were consistent to the research by Qing Li (2006) that over 54% of students in Grade 7-9 perceived that their friends were bullied in the cyber world. Furthermore, the results of this research insisted that the sample female students perceived that the cyber bullies were male and female at the similar proportion whereas most victims were female. These results were consistent with the research conducted by Vimonthip Musikpan (2009) with a result that the sample group for 60.8% perceived that the female students were bullied in the cyber world while the cyber bullies were male and female at the equal proportion. The National Crime Prevention Center (2008) studied and found that 40% of American adolescents using the internet were bullied while being on-line. In this regard, it was more likely that female adolescents were bullied than male adolescents. About 60% of bullied adolescents were female while 52% of male adolescents were the bullies.

The results of this research showed that cyber bullying frequently found by the female students were the gossip or insulting others via mobile phone, chat room and website. The sample female students for 21% had the direct experience in cyber bullying. Further, most sample subjects indicated that the cyber bullying victims were not aware of the cyber bullying mastermind. These results were consistent with the

research conducted by Vimonthip Musikpan (2009) with a result that most victims or 44% were gossiped and insulted via mobile phone and chat room. About 54% of victims could not guess at the bullies. The survey of the National Crime Prevention Center (2008) indicated that 23% of cyber victims could not identify the bullies.

5.2.3 Female students' attitude toward cyber bullying

The results showed that most sample female students thought that the distribution of harmful information and disclosure of personal information or secrets were the most critical cyber bullying behaviors. The main causes of cyber bullying were the detestation, fun and show of power above others. These results were consistent with Elizabeth Englander (2008) that what stimulated the girls to have cyber bullying behaviors were anger and revenge; meanwhile, boys thought that cyber bullying was teasing only. The results of this research were also consistent with the social way and expression of aggression by women as studied by Jena Ponsford (2007) regarding *The Future of Adolescent Female Cyber-Bullying: Electronic Media's Effect on Aggressive Female Communication*. Her result indicated that female adolescents' cyber bullying behaviors were different from those of male adolescents who preferred the straightforward physical and verbal attacks, but female ones used the isolation from the group and relational aggression as tools of mental harm; so the electronic media allowed female adolescents to express such expression. Female adolescents also used the internet as the tool of creating their social power. Female adolescents did not like the overt conflicts; so they showed aggression on-line to avoid the confrontation (Li, 2006 cited in Jena Ponsford, 2007).

The results showed that most sample female students for 62.5% would tell any other persons if they faced the cyber bullying problems. However, some of these students told that they would counteract promptly. The persons whom the sample group thought could give best assistance were the parents. Only 6.5% of female students would ask for assistance from the teachers. These results were consistent with the research on the relations between children, teachers and guardians in bullying behaviors as conducted by Fekkes M, Pijpers FI and Verloove-Vanhorick SP (2006) with a result that if the children confronted the bullying problems, they would tell such to their guardians rather than teachers. The children frequently bullied were more

likely to tell this problem to the seniors. This is the same to the research result conducted by Unnever & Cornell (2004) indicating that 71% of children bullied for long would tell their situation to seniors. The girls victimized were more likely to tell the seniors about this situation than boys. Due to the difference of gender, the boys did not want to request for help or they did not want any help making their problems worse (Qing, Li, 2006). However, this result was contrary to the research result conducted by Vimonthip Musikpan (2009) that, for students at the secondary, vocational and university levels, if they were bullied in the cyber world, they preferred counteracting rather than telling it to others. Only 35% of students would tell others if being bullied. About a half of sample female students preferred telling their friends, not guardians or teachers.

Moreover, the results indicated that the sample female students were aware well that the teachers and guardians understood and recognize the cyber bullying, but the former could help solve and stop cyber bullying better than the latter. This result was contrary to the research result conducted by Vimonthip Musikpan (2009) that some 81% of students at the secondary, vocational and university levels indicated that the teachers were not aware of cyber bullying, and 72% of guardians were not aware of such as well.

The result also showed that most sample students did not think that telling the seniors about cyber bullying problems would make the situation worse. Further, the female students recognized that cyber bullying might result to the suicide. This result was contrary to the research result conducted by Fekkes M. M, Pijpers FI and Verloove-Vanhorick SP (2006) with a result that when the teachers saw any bullying, they would give some help, but, sometimes, their help was not helpful but worsened the situation. There were a number of guardians and teachers who have never talked about bullying behaviors among children because they had no information and did not know how to handle this problem. In addition, Qing Li (2006) indicated that the children bullied in the cyber world decided to remain silent rather than to disclose it to seniors. One thirds of subjects studied by Li did not think that the seniors would help them. Also, the school teachers' measures could not help stop such cyber bullying.

5.2.4 Family context and cyber bullying attitude

The results showed that the family relations took effect to the cyber bullying attitude, that is, the experience in seeing the parents' quarrels, arguments or use of vulgar word, and experience in seeing the parents' physical attacks or throwing objects to each other would make the female students have the wrong attitude toward cyber bullying. The female students not receiving care and attention from the guardians would have the wrong cyber bullying attitude as well. This means that the cyber bullying problems could be solved and prevented by giving time and care with each other between family members. This result was consistent with bullying behaviors of junior secondary students as conducted by Boonyapat Yodprang (2007) that the risk factors influencing bullying behaviors among junior secondary students were the age, race, school location and parents' quarrels. In particular, if the students saw that their parents used the violence with each other, the students would have bullying behaviors. The students' bullying behaviors would be reducing if the parents did not have any quarrels. The children were aggressive since they were fatherless; the parents were divorced; the mothers had depression; and the parents threw hot temper to each other (Wolff, 1985 cited in Irene Connolly and Mona O'Moore, 2003). In addition, the children who were ignored by the mothers or the children could get along with the fathers would be aggressive and young criminals. These behaviors were explicit in male adolescents rather than female ones (Andry, 1960 cited in Irene Connolly and Mona O'Moore, 2003).

However, the result showed that the female students from the extended family and nuclear family had no different cyber bullying attitude. Although the female students had deep-rooted experience in punishments, they had the right cyber bullying attitude. This result was contrary to the research conducted by Olweus, 1980 (cited in Irene Connolly and Mona O'Moore, 2003) with a result that any families where the violence occurred frequently, especially the fathers who liked the harsh punishments would make the children aggressive and use violence with others like their fathers. However, this factor put more influence on aggression of boys than girls. The parents' strict discipline and harsh punishments made the children respond to the aggression more (Randall, 1991 and Sroufe, 1988 as cited in Irene Connolly and Mona O'Moore, 2003).

5.2.5 Self-esteem and cyber bullying attitude

The result showed that the female students with high self-esteem had the right cyber bullying attitude. This result was consistent with Mynard & Joseph (1997) and O'Moore (2000) with a finding that the children with bullying behaviors would have low self-esteem, no consideration, no control of their own behaviors, no guilt in their bullying behaviors, and anti-society behaviors (Thomas and Chess, 1997 as cited in Irene Connolly and Mona O'Moore, 2003). Moreover, from the research on the personalities and family relations among children with bullying behaviors as conducted by Irene Connolly and Mona O'Moore (2003), the finding was that the children who wanted the social acceptance and wanted to set up their superiority were likely to have bullying behaviors. The children with bullying behaviors would have lower self-esteem than those without such behaviors. The children with bullying behaviors were shown through competitions among friends. The female students victimized in the cyber world would have low self-esteem, be introvert, shy and sensitive (Moultapa et al., 2004 as cited in Jena Ponsford, 2007).

5.2.6 Self-esteem and family relations

The finding showed that the family relations resulted to the level of self-esteem, that is, the female students from the families with good family relations would have good self-esteem as well. This finding was consistent with Savitri Tayarnsilp (1998) who studied the influence of family to adolescents' self-esteem. The finding was that the bringing-up characteristics was the most important variable affecting self-esteem. Other second most important variables were the persons bring them up, relations with the parents, and intimacy to the family. That is, the adolescents who had freedom in any decision-making, were brought up by the parents, had good relations with the parents or had few conflicts with the parents, and did many activities with the family would have high self-esteem. Also, the rank of birth gave effect to self-esteem, that is, if the female adolescents were highly educated, had few conflicts with the parents, and had freedom in any decision-making, they would have high self-esteem as well. The relation with the parents was the variable most influencing self-esteem of female adolescents. This finding was consistent with the result showing that the

female students in the sample group who were the eldest children would have higher self-esteem than other groups.

Further, Satit Pasara (1992) (cited in Savitri Tayarnsilp, 1998) indicated that if the adolescents had smooth relations with the parents and had no conflicts would have satisfaction and happiness when staying with the family. This satisfaction made the adolescents perceive their self-esteem and higher pride.

5.3 Hypothesis Testing

This research consisted of 4 hypotheses:

1. The family put influence on cyber bullying attitude among female students.
2. The different family factors influencing the different cyber bullying attitude of female senior secondary students in Bangkok included the types of family, experience in seeing violence in the family, attention by the guardians, and family relations.
3. Self-esteem put influence on cyber bullying attitude of female students.
4. The different self-esteem of female students resulted to the different cyber bullying attitude of female senior secondary students in Bangkok.

5.4 Recommendations of the Research

The results of this research may contribute 4 sections of recommendations: recommendations for students, recommendations for guardians, recommendations for teachers, and recommendations for other related agencies.

5.4.1 Recommendations for students

1) The results showed explicitly that the female students had the right cyber bullying attitude. They recognize that such cyber bullying is a dangerous event. Although they have good self-protection, they may be threatened at all time. A number of female students fall in cyber bullying because the victims, particular female victims, dare not to disclose or ask for help and accept that such violence is normal; therefore, the students should have good knowledge and understanding about cyber bullying, which helps reduce the risk of such violent threat.

2) The result showed that self-esteem was correlated to cyber bullying attitude. If the students had high self-esteem, they would be free from the victimization of violence, not only cyber victimization. Self-esteem could be a basis of preventing other types of violence, which may be more severe. Self-esteem does not only mean self-respect, but giving value and paying respect to others as well. Self-esteem motivates the students to recognize what they should do and avoid, and the potential impact resulted by their acts. Therefore, self-esteem partially reduces risky cyber bullying behaviors to be involved by the students, either as bullies or victims. Finally, the students will be able to confront or counter cyber bullying efficiently.

5.4.2 Recommendations for guardians

1) The results showed that the family was related to perception and response to the violence. The family relation was an important variable influencing the cyber bullying attitude. If a student absorbs the aggressive behaviors from his family, once he faces other kinds of violence, he will respond to or counteracts that aggressive behavior quickly. If the guardians throw the violence to each other and accumulate it in the family continuously and for long, the children of that family would use the violence to solve their problems or see it as a normal situation, to do the violence or accept it. The guardians should act as good models, set up the rationale culture in the family, and promote the positive relations between family members to help prevent and reduce risky behaviors so that the children will not be involved with the violence and they can solve problems reasonably.

2) The results showed that when the female students confronted cyber bullying problems, the students would value their guardians most. The female students expected to rely on the guardians who could give advice, assistance and esprit. The guardians should give care and attention, ask for the children's problems and give the children some solutions and sympathy. The guardians should encourage the children's confidence in solving problems by using knowledge and understanding of both guardians and children so that the children dare to open their mind and talk about any problems openly.

3) Cyber bullying is a danger attached with technologies and it is a new emerging situation. The guardians should have good knowledge and

understanding about cyber bullying, and pay attention to the children's use of internet. At present, the children do not surf the internet to get knowledge only, but also entertainment and communications via on-line society. The guardians must be quick-witted to the on-line culture as well as danger hidden in the cyber media. The guardians must monitor any risky behaviors of their children in order to give prompt help.

5.4.3 Recommendations for teachers

1) The results showed that the female students expected that the teachers would instruct and advise on how to prevent themselves from the on-line danger. The schools should teach how to surf the internet correctly, place policies on the prevention of all cyber bullying in the schools, and monitor recent news and situations to allow the students to have the most recent knowledge. These will allow the students to access into the technologies safely and they use the technologies most cost-effectively.

2) This research showed that if any students confronted the cyber bullying problems, they expected that the teachers could give them some help. The teachers should monitor, with the guardians, risky behaviors among students. If the risky students have bullying behaviors, the teachers should adjust the students' behaviors or if the teachers find the students victimized in the cyber world, the teachers should give some help promptly, and give solutions suitable to any particular situations. The teachers also need the guardians' cooperation to solve the problems efficiently and effectively.

5.4.4 Recommendations for other related agencies

1) Cyber bullying is a new emerging phenomenon in Thailand; so no exact law is enacted now. The public should be given knowledge and understanding in various information forms, including mass media, academic seminars and development of knowledge base in order to develop related laws to cover such cyber-based violence.

2) The results of this research showed that the students at Muttayom 4-5 and at ages of 14-16 were those at ages and levels of education that have not concerned about violence. Thus, all related agencies should educate this group of students about violence.

5.4.5 Recommendations for further study

1) In Thailand, cyber bullying is a new phenomenon not being studied so much. There should be a comparative study between the research in Thailand and international research on this matter in order to understand this emerging situation, which is likely to be harsher.

2) This research was conducted to find out the cyber bullying attitude among general female students. The in-depth study on this matter among female students who have direct experience as bullies, victims and bystanders should be done in order to understand this situation clearer.

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APPENDIX

แบบสอบถาม

บริบทของครอบครัวและการเห็นคุณค่าในตนเองกับทัศนคติที่มีต่อการข่มเหงรังแกกันผ่านโลกโซเชียล
กรณีศึกษา : นักเรียนหญิงมัธยมศึกษาตอนปลาย เขตกรุงเทพมหานคร

คำชี้แจง

1. การศึกษาวิจัยเรื่อง บริบทของครอบครัวและการเห็นคุณค่าในตนเองกับทัศนคติที่มีต่อการข่มเหงรังแกกันผ่านโลกโซเชียล กรณีศึกษา : นักเรียนหญิงมัธยมศึกษาตอนปลาย เขตกรุงเทพมหานคร เป็นการวิจัยของนักศึกษาระดับปริญญาโท สาขาพัฒนาการมนุษย์ สถาบันแห่งชาติเพื่อการพัฒนาเด็กและครอบครัว มหาวิทยาลัยมหิดล

2. แบบสอบถามฉบับนี้ประกอบไปด้วย

ส่วนที่ 1 แบบสอบถามข้อมูลส่วนบุคคล

ส่วนที่ 2 แบบสอบถามปัจจัยด้านครอบครัว

ส่วนที่ 3 แบบสอบถามการเห็นคุณค่าในตนเอง

ส่วนที่ 4 แบบสอบถามเกี่ยวกับการรังแกผ่านโลกโซเชียล

3. แบบสอบถามชุดนี้เป็นแบบสอบถามแบบกรอกเอง วิธีการตอบแบบสอบถามโปรดทำเครื่องหมาย ✓ ลงใน () และเติมคำลงในช่องว่างตามความเป็นจริงเกี่ยวกับตัวนักเรียนมากที่สุด

4. ข้อมูลที่ได้จากแบบสอบถามชุดนี้ ผู้วิจัยขอรับรองว่าจะเก็บเป็นความลับ ซึ่งในส่วนของ การนำเสนอผลการวิจัยนั้น ผู้วิจัยนำเสนอในลักษณะภาพรวมเพื่อประโยชน์ทางวิชาการ ไม่มีการชี้เฉพาะเจาะจงไปยังผู้ใดหรือกลุ่มหนึ่งกลุ่มใดทั้งสิ้น

ขอขอบพระคุณที่กรุณาให้ข้อมูลมา ณ โอกาสนี้

นางสาวบุษยรัต รุ่งสาคร

โรงเรียน.....

ตอนที่ 1: ข้อมูลส่วนบุคคล

1. อายุ.....ปี

2. ระดับการศึกษา

- () 1. มัธยมศึกษาปีที่ 4 () 2. มัธยมศึกษาปีที่ 5 () 6. มัธยมศึกษาปีที่ 6

3. ปัจจุบันนักเรียนอาศัยอยู่กับ

- () 1. อยู่กับบิดาและมารดา () 2. อยู่กับบิดา () 3. อยู่กับมารดา
 () 4. อยู่กับญาติ () 5. อยู่กับเพื่อน โดยเช่าที่พัก () 6. อยู่คนเดียว โดยเช่าที่พัก
 () 7. อื่นๆ โปรดระบุ.....

4. จำนวนพี่น้อง (นับตัวนักเรียนด้วย)..... คน

5. นักเรียนเป็นบุตรลำดับที่

- () 1. ลูกคนเดียว () 2. ลูกคนโต () 3. ลูกคนกลาง () 4. ลูกคนเล็ก () 5. ผ่าแฝด

6. นักเรียนมีโทรศัพท์มือถือหรือไม่

- () 1. ไม่มี (หากไม่มีโทรศัพท์มือถือ ข้ามไปตอบข้อ 8)
 () 2. มี

7. โทรศัพท์ของนักเรียนสามารถรองรับการทำงานดังนี้ (ตอบได้มากกว่า 1 ข้อ)

- () 1. สามารถถ่ายรูปได้
 () 2. สามารถเล่นอินเทอร์เน็ตได้
 () 3. สามารถรับ-ส่ง ข้อมูลในระบบ MMS ได้
 () 4. สามารถรับ-ส่ง ข้อมูลผ่าน Bluetooth ได้

8. นักเรียนเล่นอินเทอร์เน็ตหรือไม่

- () 1. ไม่เล่น (หากไม่เล่นอินเทอร์เน็ต ข้ามไปตอบ ตอนที่ 2)
 () 2. เล่น

9. นักเรียนเล่นอินเทอร์เน็ตจากแหล่งใดมากที่สุด

- () 1. บ้านตนเอง () 2. บ้านเพื่อน () 3. โรงเรียน () 4. ร้านอินเทอร์เน็ต
 () 5. อื่น ๆ ระบุ.....

10. ความถี่ในการเล่นอินเทอร์เน็ต

- () 1. ทุกวัน () 2. บ่อย สัปดาห์ละ.....วัน () 3. ไม่บ่อย สัปดาห์ละ.....วัน

11. นักเรียนเล่นอินเทอร์เน็ตครั้งละประมาณ.....ชั่วโมงนาที
12. ช่วงเวลาที่นักเรียนเล่นอินเทอร์เน็ตบ่อยที่สุด
- () 1. 06.01-9.00 น. () 2. 09.01-12.00 น. () 3. 12.01-15.00 น. () 4. 15.01-18.00 น.
- () 5. 18.01- 21.00 น. () 6. 21.01-24.00 น. () 7. 00.01-06.00 น.
13. คอมพิวเตอร์ตั้งในตำแหน่งใดของบ้าน
- () 1. ห้องนอน () 2. ห้องนั่งเล่น / พื้นที่ส่วนกลางของบ้าน () 3. อื่น ๆ (ระบุ).....

ตอนที่ 2 : ปัจจัยด้านครอบครัว

1. สถานภาพสมรสของบิดามารดา
- () 1. บิดามารดายังมีชีวิตอยู่และอยู่ด้วยกัน
- () 2. บิดามารดายังมีชีวิตอยู่แต่หย่าร้างกัน
- () 2.1 มารดาแต่งงานใหม่
- () 2.2 บิดาแต่งงานใหม่
- () 3. มารดาเสียชีวิต
- บิดาแต่งงานใหม่ () 3.1 ใช่ () 3.2 ไม่ใช่
- () 4. บิดาเสียชีวิต
- มารดาแต่งงานใหม่ () 4.1 ใช่ () 4.2 ไม่ใช่
- () 5. บิดามารดาเสียชีวิต
- () 6. อื่นๆ โปรดระบุ.....
2. ระดับการศึกษาของบิดา
- () 1. ประถมศึกษา () 2. มัธยมศึกษาตอนต้น () 3. มัธยมศึกษาตอนปลาย
- () 4. ประกาศนียบัตรวิชาชีพ (ปวช.) () 5. อนุปริญญา (ปวส.) () 6.ปริญญาตรี
- () 7. สูงกว่าปริญญาตรี

3. อาชีพของบิดา

- () 1. รับราชการ () 2. พนักงานรัฐวิสาหกิจ () 3. พนักงานบริษัทเอกชน
 () 4. ธุรกิจส่วนตัว () 5. รับจ้างรายวัน () 6. เกษตรกร
 () 7. อื่น ๆ (ระบุ).....

4. ระดับการศึกษาของมารดา

- () 1. ประถมศึกษา () 2. มัธยมศึกษาตอนต้น () 3. มัธยมศึกษาตอนปลาย
 () 4. ประกาศนียบัตรวิชาชีพ (ปวช.) () 5. อนุปริญญา (ปวส.) () 6.ปริญญาตรี
 () 7. สูงกว่าปริญญาตรี

5. อาชีพของมารดา

- () 1. รับราชการ () 2. พนักงานรัฐวิสาหกิจ () 3. พนักงานบริษัทเอกชน
 () 4. ธุรกิจส่วนตัว () 5. รับจ้างรายวัน () 6. เกษตรกร
 () 7. อื่น ๆ (ระบุ).....

6. อาชีพของผู้ปกครอง (กรณีอาศัยอยู่กับผู้อื่นที่ไม่ใช่บิดา-มารดา หากอาศัยอยู่กับบิดา-มารดา ข้ามไปตอบข้อ 7.)

- () 1. รับราชการ () 2. พนักงานรัฐวิสาหกิจ () 3. พนักงานบริษัทเอกชน
 () 4. ธุรกิจส่วนตัว () 5. รับจ้างรายวัน () 6. เกษตรกร
 () 7. อื่น ๆ (ระบุ).....

7. รายได้ของครอบครัวเฉลี่ยต่อเดือน (บาท)

- () 1. น้อยกว่า 7,500 () 2. 7,501-15,000 () 3. 15,001-25,000
 () 4. 25,001-50,000 () 5. มากกว่า 50,000

8. ลักษณะที่อยู่อาศัย

- () 1. บ้านตัวเอง () 2. บ้านญาติ () 3. บ้านเพื่อน () 4. บ้านเช่า
 () 5. แฟลต/ห้องเช่า () 6. อื่น ๆ (ระบุ).....

9. ประเภทของครอบครัวของนักเรียน คือ

- () 1. ครอบครัวเดี่ยว (ในครอบครัวมีเฉพาะ พ่อ แม่ ลูก)
 () 2. ครอบครัวขยาย (ในครอบครัวมีญาติคนอื่นอาศัยอยู่ด้วย เช่น ปู่ ย่า ตา ยาย ป้า น้า อา)

9.1 จำนวนสมาชิกที่อาศัยอยู่ด้วยกัน คน

10. ความสัมพันธ์ในครอบครัว

คำชี้แจง : ในแต่ละข้อความต่อไปนี้ กรุณาทำเครื่องหมาย ✓ ในช่องที่อธิบายความรู้สึกของท่าน ได้ตรงที่สุด

| ความสัมพันธ์ในครอบครัว | จริงมากที่สุด | จริงมาก | จริงปานกลาง | จริงน้อย | จริงน้อยที่สุด |
|---|---------------|---------|-------------|----------|----------------|
| 10.1. สมาชิกในครอบครัวของฉันช่วยเหลือและสนับสนุนซึ่งกันและกัน | | | | | |
| 10.2. บิดามารดาเอาใจใส่ดูแลทุกข์สุขของฉันเป็นอย่างดี | | | | | |
| 10.3.เมื่อถึงวันหยุด สมาชิกในครอบครัวของฉันจะปรึกษาหารือถึงกิจกรรมที่จะทำร่วมกัน | | | | | |
| 10.4. สมาชิกในครอบครัวของฉันทะเลาะเบาะแว้งกันเป็นประจำ | | | | | |
| 10.5. บิดามารดาให้คำแนะนำ ปรึกษาแก่ฉันด้วยเหตุผล | | | | | |
| 10.6. สมาชิกในครอบครัวของฉันต่างรับผิดชอบหน้าที่ของตน | | | | | |
| 10.7. ฉันรู้สึกที่บิดามารดาไม่เข้าใจในตัวฉัน | | | | | |
| 10.8. เมื่อฉันทำผิดบิดามารดาจะดุฉันโดยไม่ถามเหตุผล | | | | | |
| 10.9. สมาชิกในครอบครัวของฉันช่วยกันกำหนดกฎระเบียบเพื่อให้สมาชิกในครอบครัวปฏิบัติตาม | | | | | |

| ความสัมพันธ์ในครอบครัว | จริงมากที่สุด | จริงมาก | จริงปานกลาง | จริงน้อย | จริงน้อยที่สุด |
|---|---------------|---------|-------------|----------|----------------|
| 10.10. ฉันไม่ต้องปฏิบัติตามกฎระเบียบของครอบครัว | | | | | |
| 10.11. ฉันแสดงความไม่พอใจทันทีเมื่อบิดามารดาว่ากล่าวตักเตือน | | | | | |
| 10.12. ในครอบครัวของฉันไม่มีใครสนใจกันและกัน | | | | | |
| 10. 13. บิดามารดาไม่ยอมให้ฉันตัดสินใจในเรื่องส่วนตัวของตนเอง | | | | | |
| 10.14. เวลาสมาชิกในครอบครัวของฉันมีปัญหาทุก ๆ คนในครอบครัวจะช่วยกันหาทางแก้ไข | | | | | |
| 10.15. ฉันรู้สึกอบอุ่น เมื่อได้อยู่กับครอบครัว | | | | | |

11. นักเรียนเคยถูกบิดามารดาทำโทษจนฝังใจหรือไม่

- () 1. เคย () 2. ไม่เคย

12. นักเรียนเคยถูกบิดามารดาลงโทษ ที่นักเรียนคิดว่ารุนแรงลักษณะใด

- () 1. ไม่เคยถูกลงโทษ () 2. ลงโทษด้วยคำพูด คำว่า () 3. ทูป ตี (ทางร่างกาย)
 () 4. อื่น ๆ (ระบุ).....

13. นักเรียนเคยเห็นบิดามารดา ทะเลาะ มีปากเสียง ใช้คำหยาบคายหรือบึ้งตึงต่อกันบ่อยแค่ไหน

- () 1. ไม่เคยเห็น () 2. 1-2 ครั้งต่อสัปดาห์ () 3. 1-2 ครั้งต่อเดือน
 () 4. 1-2 ครั้งต่อปี () 5. อื่น ๆ (ระบุ).....

14. นักเรียนเคยเห็นบิดามารดา ทำร้ายร่างกาย หรือขู่วางปาสิ่งของใส่กันบ่อยแค่ไหน
- () 1. ไม่เคยเห็น () 2. 1-2 ครั้งต่อสัปดาห์ () 3. 1-2 ครั้งต่อเดือน
- () 4. 1-2 ครั้งต่อปี () 5. อื่น ๆ (ระบุ).....
15. นักเรียนคิดว่าใกล้ชิดกับแม่มากแค่ไหน
- () 1. ใกล้ชิดมาก () 2. ค่อนข้างใกล้ชิด () 3. ใกล้ชิดปานกลาง
- () 4. ไม่ค่อยใกล้ชิด () 5. ไม่ใกล้ชิดเลย
16. นักเรียนเชื่อฟังการตักเตือนของแม่มากแค่ไหน
- () 1. ไม่เชื่อฟังเลย () 2. เชื่อฟังบ้างเล็กน้อย () 3. ค่อนข้างเชื่อฟัง () 4. เชื่อฟังมาก
17. นักเรียนคิดว่าใกล้ชิดกับพ่อมากแค่ไหน
- () 1. ใกล้ชิดมาก () 2. ค่อนข้างใกล้ชิด () 3. ใกล้ชิดปานกลาง
- () 4. ไม่ค่อยใกล้ชิด () 5. ไม่ใกล้ชิดเลย
18. นักเรียนเชื่อฟังการตักเตือนของพ่อมากแค่ไหน
- () 1. ไม่เชื่อฟังเลย () 2. เชื่อฟังบ้างเล็กน้อย () 3. ค่อนข้างเชื่อฟัง () 4. เชื่อฟังมาก
19. หากนักเรียนไม่เชื่อฟัง นักเรียนถูกทำโทษบ่อยแค่ไหน
- () 1. ถูกทำโทษเสมอ () 2. ถูกทำโทษบ่อย ๆ () 3. ถูกทำโทษบางครั้ง
- () 4. ถูกทำโทษเล็กน้อยหรือแทบจะไม่ถูกทำโทษเลย () 5. ไม่เคยถูกทำโทษเลย
20. นักเรียนกับผู้ปกครองพูดคุยเกี่ยวกับการเรียนบ่อยแค่ไหน
- () 1. เกือบทุกวัน () 2. 1-2 ครั้งต่อสัปดาห์ () 3. 1-2 ครั้งต่อเดือน
- () 4. แทบจะไม่ได้พูดคุยกันเลย
21. นักเรียนกับผู้ปกครองพูดคุยเกี่ยวกับเรื่องส่วนตัวบ่อยแค่ไหน
- () 1. เกือบทุกวัน () 2. 1-2 ครั้งต่อสัปดาห์ () 3. 1-2 ครั้งต่อเดือน
- () 4. แทบจะไม่ได้พูดคุยกันเลย

22. ความคิดเห็นของนักเรียนกับผู้ปกครอง มักจะ

- () 1. เหมือนกัน () 2. ต่างต่างกัน

23. เมื่อตอนเป็นเด็ก ส่วนใหญ่เด็กนักเรียนมักถูกทำโทษอย่างไร

- () 1. ทำโทษทางร่างกาย () 2. ดุ คำ ว่ากล่าว () 3. ตัดสิทธิ์บางสิ่งบางอย่าง
() 4. แนะนำให้ทำในสิ่งที่ควรทำ () 5. ตักเตือนไม่ให้ทำอีก แต่ไม่ถูกทำโทษ
() 6. อื่น ๆ (ระบุ).....

24. นักเรียนรู้สึกว่าคุณปกครองเอาใจใส่และสนใจสิ่งต่างๆ เกี่ยวกับนักเรียนมากแค่ไหน

- () 1. ไม่ค่อยสนใจ () 2. สนใจเล็กน้อย () 3. สนใจปานกลาง
() 4. สนใจค่อนข้างมาก () 5. สนใจมาก

25. นักเรียนรู้สึกว่าคุณสนใจในครอบครัวเอาใจใส่และสนใจสิ่งต่างๆ เกี่ยวกับนักเรียนมากแค่ไหน

- () 1. ไม่ค่อยสนใจ () 2. สนใจเล็กน้อย () 3. สนใจปานกลาง
() 4. สนใจค่อนข้างมาก () 5. สนใจมาก

26. เมื่อนักเรียนมีปัญหา นักเรียนจะเลือกเชื่อคำแนะนำของผู้ปกครองหรือเพื่อนสนิท

- () 1. เชื่อผู้ปกครองมากกว่า () 2. เชื่อผู้ปกครอง แต่ไม่มาก
() 3. เชื่อทั้งผู้ปกครองและเพื่อนสนิทพอ ๆ กัน
() 4. เชื่อเพื่อนสนิท แต่ไม่มาก () 5. เชื่อเพื่อนสนิทมากกว่า

27. เมื่อนักเรียนมีปัญหา นักเรียนอยากให้ใครช่วยเหลือมากที่สุด

- () 1. พ่อแม่ () 2. แม่ () 3. พ่อ () 4.ญาติ ๆ
() 5. พี่น้อง () 6.เพื่อน ๆ () 7. ไม่มี

ตอนที่ 3: การเห็นคุณค่าในตนเอง

คำชี้แจง : ในแต่ละข้อความต่อไปนี้ กรุณาทำเครื่องหมาย ✓ ในช่องที่อธิบายความรู้สึกของท่านได้ตรงที่สุด

| | ไม่เห็นด้วย อย่างยิ่ง | ไม่เห็น ด้วย | เห็นด้วย | เห็นด้วย อย่างยิ่ง |
|--|--------------------------|-----------------|----------|-----------------------|
| 1. ฉันรู้สึกว่าคุณก็เป็นคนมีคุณค่า อย่างน้อยก็ทัดเทียมกับคนอื่น ๆ | | | | |
| 2. ฉันรู้สึกว่าคุณมีคุณสมบัติที่ดีหลายอย่าง | | | | |
| 3. โดยทั่วไปแล้ว ฉันมีความรู้สึกว่าคุณเป็นคนที่ทำอะไรล้มเหลวอยู่เสมอ | | | | |
| 4. ฉันมีความสามารถในการทำสิ่งต่าง ๆ ได้ทัดเทียมกับคนอื่น ๆ | | | | |
| 5. ฉันรู้สึกว่าคุณไม่มีสิ่งที่จะทำให้ฉันภาคภูมิใจในตนเอง | | | | |
| 6. ฉันมีความรู้สึกในด้านดีต่อตนเอง | | | | |
| 7. โดยทั่วไปแล้ว ฉันมีความพึงพอใจในตนเอง | | | | |
| 8. ฉันปรารถนาที่จะมีความนับถือในตนเองให้มากกว่านี้ | | | | |
| 9. บางครั้ง ฉันก็รู้สึกว่าตัวเองไม่มีประโยชน์อะไร | | | | |
| 10. บางครั้ง ฉันรู้สึกว่าฉันไม่มีอะไรดีเลย | | | | |

ตอนที่ 4: แบบสอบถามเกี่ยวกับการรังแกผ่านโลกไซเบอร์

การรังแกผ่านโลกไซเบอร์ (Cyber Bully) ในแบบสอบถามนี้หมายความว่าถึง

1. การนินทา หรือคำทอผู้อื่นผ่านมือถือ ห้องสนทนา หรือเว็บไซต์
2. การส่งข้อความก่อกวนผู้อื่นผ่านมือถือ อีเมล หรือเว็บไซต์ต่างๆ
3. การนำข้อมูลที่ทำให้ผู้อื่นเสื่อมเสียไปเผยแพร่ทางมือถือหรืออินเทอร์เน็ต
4. การนำข้อมูลส่วนตัวหรือข้อมูลที่เป็นความลับของผู้อื่น ไปเปิดเผยหรือส่งต่อทางมือถือหรืออินเทอร์เน็ต
5. การแอบอ้างชื่อของผู้อื่นไปให้ร้าย คำทอหรือกระทำการดั่งชื่ออื่นๆทางมือถือหรืออินเทอร์เน็ต
6. การล้อเลียน ข่มขู่ หรือคุกคามผู้อื่นผ่านอุปกรณ์อิเล็กทรอนิกส์
7. การลบหรือบล็อกผู้อื่นออกจากกลุ่ม, สร้างข่าวลือหรือให้เกิดกระแสการต่อต้านผู้อื่นผ่านมือถือหรืออินเทอร์เน็ต

คำชี้แจง : ในแต่ละข้อความต่อไปนี้ กรุณาทำเครื่องหมาย ✓ ในช่องที่อธิบายความรู้สึกของท่าน ได้ตรงที่สุด

1. ทศนคติต่อพฤติกรรมกรังแกผ่านโลกไซเบอร์

| การรังแกผ่านโลกไซเบอร์ในความคิดของนักเรียน | เห็นด้วยอย่างยิ่ง | เห็นด้วย | ไม่แน่ใจ | ไม่เห็นด้วย | ไม่เห็นด้วยอย่างยิ่ง |
|--|-------------------|----------|----------|-------------|----------------------|
| 1.1. ฉันเห็นว่าส่งผลเสียต่อสุขภาพจิตของผู้ถูกรังแก | | | | | |
| 1.2. ฉันรู้สึกว่ามีอำนาจเหนือผู้อื่น | | | | | |
| 1.3. ฉันรู้สึกว่ามีอำนาจ | | | | | |
| 1.4. ฉันเห็นว่าเป็นพฤติกรรมที่แสดงออกถึงความก้าวร้าว | | | | | |
| 1.5. ฉันรู้สึกว่ามีอำนาจ | | | | | |
| 1.6. ฉันเห็นว่าไม่ได้เป็นการทำร้ายใคร | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 1.7. ฉันเห็นว่าเป็นพฤติกรรมที่ร้ายแรง | | | | | |
| 1.8. ฉันเห็นว่าทุกคนมีอิสระที่จะทำตามใจ ต้องการ | | | | | |
| 1.9. ฉันเห็นว่าผู้ที่กระทำได้ระบายความรู้สึก | | | | | |
| 1.10. ฉันเห็นว่าสิ่งนี้เป็นการสร้างปัญหาให้กับ ผู้อื่น | | | | | |
| 1.11. ฉันเห็นว่าเป็นเรื่องที่ใคร ๆ ก็ทำกัน | | | | | |
| 1.12. ฉันรู้สึกว่าเป็นเรื่องที่ผิด | | | | | |
| 1.13. ฉันรู้สึกว่าผู้ที่กระทำได้รับการยอมรับ มากขึ้น | | | | | |
| 1.14. ฉันเห็นว่าเป็นสิ่งที่ไม่ควรกระทำ | | | | | |
| 1.15. ฉันเห็นว่าเป็นความรุนแรงอย่างหนึ่ง | | | | | |

2. การรับรู้การรังแกผ่านโลกโซเชียล

| นักเรียนเคยเห็นหรือได้ยินเกี่ยวกับพฤติกรรมกรังแกผ่านโลก โซเชียล | ไม่เคย | เคย (ประมาณจำนวนครั้งต่อ เดือน) | | | |
|--|--------|------------------------------------|-----|-----|-----|
| | | 1 | 2-3 | 4-5 | > 6 |
| 2.1. เคยเห็นหรือเคยได้ยินการกระทำผ่านทางโทรศัพท์มือถือ | | | | | |
| 2.2. เคยเห็นหรือเคยได้ยินการกระทำทางอินเทอร์เน็ต | | | | | |
| 2.3. เคยเห็นหรือเคยได้ยินผ่านทั้งทางโทรศัพท์มือถือและทาง อินเทอร์เน็ต | | | | | |
| 2.4. เคยเห็นหรือเคยได้ยิน โดยที่เพื่อนนักเรียนหญิงเป็นผู้กระทำ | | | | | |

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|--|--|--|--|--|--|
| 2.5. เคยเห็นหรือเคยได้ยิน โดยที่เพื่อนนักเรียนชายเป็นผู้กระทำ | | | | | |
| 2.6. เคยเห็นหรือเคยได้ยิน โดยที่เพื่อนนักเรียนหญิงเป็นผู้กระทำ | | | | | |
| 2.7. เคยเห็นหรือเคยได้ยิน โดยที่เพื่อนนักเรียนชายเป็นผู้กระทำ | | | | | |
| 2.8. เคยเห็นหรือเคยได้ยิน โดยที่เพื่อนนักเรียนกระทำคนเดียว | | | | | |
| 2.9. เคยเห็นหรือเคยได้ยิน โดยที่เพื่อนนักเรียนกระทำเป็นกลุ่ม | | | | | |

3. ประเภทของพฤติกรรมการรังแกผ่านโลกไซเบอร์ที่เคยกระทำ เคยเห็น เคยรับรู้ หรือเคยได้ยินจากเพื่อน หรือพี่น้อง

| | ไม่เคย | เคย (ประมาณจำนวนครั้งต่อเดือน) | | | |
|---|--------|--------------------------------|-----|-----|-----|
| | | 1 | 2-3 | 4-5 | > 6 |
| 3.1. การนิทา หรือคำทอผู้อื่นผ่านมือถือ ห้องสนทนา หรือเว็บไซต์ | | | | | |
| 3.2. การส่งข้อความก่อกวนผู้อื่นผ่านมือถือ อีเมลล์ หรือ เว็บไซต์ ั่วๆ | | | | | |
| 3.3. การนำข้อมูลที่ทำให้ผู้อื่นเสื่อมเสียไปเผยแพร่ทางมือถือหรือ อินเทอร์เน็ต | | | | | |
| 3.4. การนำข้อมูลส่วนตัวหรือข้อมูลที่เป็นความลับของผู้อื่น ไป เปิดเผยหรือส่งต่อทางมือถือหรืออินเทอร์เน็ต | | | | | |
| 3.5. การแอบอ้างชื่อของผู้อื่นไปให้ร้าย คำทอหรือกระทำการดั่ง ้ออื่น ๆ ทางมือถือหรืออินเทอร์เน็ต | | | | | |
| 3.6. การล้อเลียน ข่มขู่ หรือคุกคามผู้อื่นผ่านอุปกรณ์ อิเล็กทรอนิกส์ | | | | | |
| 3.7. การลบหรือบล็อกผู้อื่นออกจากกลุ่ม, สร้างข่าวลือหรือให้ เกิดกระแสการต่อต้านผู้อื่นผ่านมือถือหรืออินเทอร์เน็ต | | | | | |

3.8. นักเรียนคิดว่า การชมหนังผ่านโลกไซเบอร์สามารถทำผ่านเว็บไซต์ได้บ้าง.....

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3.9. นักเรียนเคยถูกรังแกผ่านโลกไซเบอร์

| | ใช่ | ไม่ใช่ |
|--|-----|--------|
| 3.9.1 การนินทา หรือคำทอผู้อื่นผ่านมือถือ ห้องสนทนา หรือเว็บไซต์ | | |
| 3.9.2 การส่งข้อความก่อกวนผู้อื่นผ่านมือถือ อีเมล หรือเว็บไซต์ซ้ำๆ | | |
| 3.9.3 การนำข้อมูลที่ทำให้ผู้อื่นเสื่อมเสีย ไปเผยแพร่ทางมือถือหรืออินเทอร์เน็ต | | |
| 3.9.4 การนำข้อมูลส่วนตัวหรือข้อมูลที่เป็นความลับของผู้อื่น ไปเปิดเผยหรือส่งต่อทางมือถือหรืออินเทอร์เน็ต | | |
| 3.9.5 การแอบอ้างชื่อของผู้อื่นไปให้ร้าย คำทอหรือกระทำการคังข้ออื่นๆทางมือถือหรืออินเทอร์เน็ต | | |
| 3.9.6 การล้อเลียน ข่มขู่ หรือคุกคามผู้อื่นผ่านอุปกรณ์อิเล็กทรอนิกส์ | | |
| 3.9.7 การลบหรือบล็อกผู้อื่นออกจากกลุ่ม สร้างข่าวลือหรือให้เกิดกระแสการต่อต้านผู้อื่นผ่านมือถือหรืออินเทอร์เน็ต | | |

3.10. นักเรียนคาดเดาได้หรือไม่ว่าใครเป็นคนกระทำ

() 1. ไม่ได้ () 2. ได้ เพื่อนเป็นคนทำ () 3. ได้ (ระบุ).....

4. ความคิดเห็นเกี่ยวกับการรังแกผ่านโลกไซเบอร์

4.1 นักเรียนคิดว่าพฤติกรรมกรังแกผ่านโลกไซเบอร์รูปแบบใดร้ายแรงที่สุด

- () 1. การนินทา การกระจายข่าวลือ
- () 2. การส่งข้อความก่อกวน
- () 3. การเผยแพร่ข้อมูลที่ทำให้เสื่อมเสีย
- () 4. เปิดเผยข้อมูลส่วนตัวหรือความลับ
- () 5. แอบอ้างชื่อไปให้ร้ายผู้อื่น
- () 6. การล้อเลียน ข่มขู่
- () 7. การลบหรือบล็อกออกจากกลุ่ม

4.2 นักเรียนคิดว่า สาเหตุหลักของการข่มเหงรังแกผ่าน โลกโซเชียล คือ

- () 1. ความสนุกสนาน () 2. ความไม่ชอบหน้า () 3.อยากแสดงอำนาจเหนือผู้อื่น
 () 4. อยากได้รับการยอมรับจากผู้อื่น () 5. เรื่องชู้สาว () 6. อยากทำทนาย
 () 7. รู้เท่าไม่ถึงการณ์ () 8. อื่น ๆ (ระบุ)

4.3 หากนักเรียนประสบปัญหาการรังแกผ่าน โลกโซเชียล จะแก้ปัญหาอย่างไร

- () 1. เก็บไว้คนเดียว ไม่บอกใคร () 2. บอกให้ผู้อื่นทราบ () 3. ตอบโต้กลับทันที
 () 4. อื่น ๆ (ระบุ).....

4.4 นักเรียนคิดว่าคนที่สามารถให้ความช่วยเหลือเมื่อถูกรังแกผ่าน โลกโซเชียลได้ดีที่สุด คือ

- () 1. ไม่ทราบ () 2. ครู () 3. บิดา มารดา () 4. เพื่อน
 () 5. แฟน () 6. อื่น ๆ (ระบุ)

4.5 นักเรียนคิดว่า คุณครู เข้าใจและทราบว่ามีการรังแกผ่าน โลกโซเชียล () 1. ใช่ () 2. ไม่ใช่

4.6 นักเรียนคิดว่าคุณครูสามารถช่วยแก้ปัญหาและหยุดการรังแกผ่าน โลกโซเชียลได้ () 1. ใช่ () 2. ไม่ใช่

4.7 นักเรียนคิดว่าผู้ปกครอง เข้าใจและทราบว่ามีการรังแกผ่าน โลกโซเชียล () 1. ใช่ () 2. ไม่ใช่

4.8 นักเรียนคิดว่าผู้ปกครองสามารถช่วยแก้ปัญหาและหยุดการรังแกผ่าน โลกโซเชียลได้ () 1. ใช่ () 2. ไม่ใช่

4.9 นักเรียนคิดว่ามีโอกาสดที่ตนเองจะถูกรังแกผ่าน โลกโซเชียล () 1. ใช่ () 2. ไม่ใช่

4.10 นักเรียนเคยให้ข้อมูลส่วนตัวกับบุคคลแปลกหน้าผ่านระบบออนไลน์ () 1. ใช่ () 2. ไม่ใช่

4.11 นักเรียนไม่แน่ใจว่า จะสามารถป้องกันการถูกคุกคามใน โลกโซเชียลได้ () 1. ใช่ () 2. ไม่ใช่

4.12 นักเรียนคิดว่าการบล็อกบุคคลและการปฏิเสธรับส่งข้อความจะสามารถป้องกันการคุกคามได้

- () 1. ใช่ () 2. ไม่ใช่

4.13 นักเรียนคิดว่า การบอกผู้ใหญ่เกี่ยวกับการรังแกผ่าน โลกโซเชียลจะทำให้เรื่องเลวร้ายมากขึ้น

- () 1. ใช่ () 2. ไม่ใช่

- 4.14 นักเรียนคิดว่าจะสามารถหยุดการรังแกผ่านโลกโซเชียลได้ด้วยตัวเอง () 1. ใช่ () 2. ไม่ใช่
- 4.15 นักเรียนจะสามารถให้ความช่วยเหลือเพื่อนได้หากเพื่อนถูกรังแกผ่านโลกโซเชียล () 1. ใช่ () 2. ไม่ใช่
- 4.16 นักเรียนคิดว่าการรังแกผ่านโลกโซเชียลรุนแรงเหมือนกับการรังแกในรูปแบบอื่น ๆ () 1. ใช่ () 2. ไม่ใช่
- 4.17 หากถูกรังแกผ่านโลกโซเชียล นักเรียนสามารถคิดวิธีการโต้ตอบกลับได้ที่ทันที () 1. ใช่ () 2. ไม่ใช่
- 4.18 ผู้ปกครองรับรู้กิจกรรมที่นักเรียนทำในอินเทอร์เน็ต () 1. ใช่ () 2. ไม่ใช่
- 4.19 นักเรียนและผู้ปกครองเคยร่วมเล่นอินเทอร์เน็ตด้วยกัน () 1. ใช่ () 2. ไม่ใช่
- 4.20 นักเรียนคิดว่าการรังแกผ่านโลกโซเชียลอาจนำไปสู่การฆ่าตัวตายได้ () 1. ใช่ () 2. ไม่ใช่

5. ความคิดเห็นเกี่ยวกับป้องกันการรั้งแค้นผ่านโลกโซเชียล

5.1 บทบาทของนักเรียนสามารถให้การช่วยเหลือและป้องกันการรั้งแค้นผ่านโลกโซเชียลได้อย่างไร

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5.2 บทบาทของผู้ปกครอง สามารถให้การช่วยเหลือและป้องกันการรั้งแค้นผ่านโลกโซเชียลได้อย่างไร

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5.3 บทบาทของคุณครูสามารถให้การช่วยเหลือและป้องกันการรั้งแค้นผ่านโลกโซเชียลได้อย่างไร

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BIOGRAPHY

| | |
|------------------------------|---|
| NAME | Miss Budsayarat Rungsakorn |
| DATE OF BIRTH | 11 January, 1983 |
| PLACE OF BIRTH | Bangkok, Thailand |
| INSTITUTIONS ATTENDED | Thammasat University, 2004 Bachelor of Social Work Mahidol University, 2011 Master of Science (Human Development) |
| HOME ADDRESS | 153/1 Sukhonthawit Road, Talad Krathumbaen, Krathumbaen, Samutsakorn 74110 Tel. 086-984-5300 E-mail: Budsayarat_R@hotmail.com |