

**THE RELATIONSHIP BETWEEN MASS MEDIA EXPOSURE  
BEHAVIOR AND ATTITUDES OF UNIVERSITY STUDENTS  
TOWARDS VIOLENCE AGAINST WOMEN**

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Thesis  
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TOWARDS VIOLENCE AGAINST WOMEN**

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THE RELATIONSHIP BETWEEN MASS MEDIA EXPOSURE BEHAVIOR AND  
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ABSTRACT

The objectives of the research were to study mass media exposure behavior and attitudes towards violence against women by focusing on the relationship between mass media (television, newspaper and radio) exposure and the attitude of Thai female and male university students towards violence against women. A self-administered questionnaire was used as an instrument for data collection, and the method conducted for analysis were percentage, mean, standard deviation, T-test, and Multiple Regression Analysis.

The results showed that the sample group was exposed the most to television out of all mass media. Furthermore, the study found that the respondents had overall positive attitudes towards violence against women. However, the result of T-test analysis found that female university students had more positive attitude than males. Moreover, gender differences had a significant impact on different mass media exposure ( $p < 0.5$ ). The study indicated that female respondents tended to be exposed to entertainment content more than males. The results also showed that mass media exposure significantly influenced attitudes towards violence against women in sexual violence, domestic violence, complications of pregnancy, sexually transmitted affection, women trafficking; and, inequalities in education, occupational sex segregation and wages whereas mass media exposure did not influence attitudes towards violence against women in portraying them as sex objects.

KEY WORDS: ATTITUDE / MASS MEDIA EXPOSURE /  
VIOLENCE AGAINST WOMEN

94 pages

ความสัมพันธ์ระหว่างพฤติกรรมการเปิดรับสื่อมวลชนกับทัศนคติของนักศึกษามหาวิทยาลัยต่อความรุนแรงต่อผู้หญิง  
THE RELATIONSHIP BETWEEN MASS MEDIA EXPOSURE BEHAVIOR AND ATTITUDES OF  
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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาพฤติกรรมการเปิดรับสื่อมวลชนของนักศึกษาหญิงและชายไทย 2) เพื่อศึกษาทัศนคติของนักศึกษาหญิงและชายไทยที่มีต่อความรุนแรงต่อผู้หญิง และ 3) เพื่อศึกษาความสัมพันธ์ระหว่างพฤติกรรมการเปิดรับสื่อมวลชน และทัศนคติของนักศึกษาหญิงและชายไทยที่มีต่อความรุนแรงต่อผู้หญิง เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล คือ แบบสอบถาม วิเคราะห์ข้อมูลโดยใช้สถิติ ค่าร้อยละ, ค่าเฉลี่ย, ส่วนเบี่ยงเบนมาตรฐาน, การทดสอบค่าที และ การวิเคราะห์การถดถอยพหุคูณ

ผลการศึกษาพบว่า กลุ่มตัวอย่างมีปริมาณการเปิดรับชมโทรทัศน์มากที่สุดในบรรดาสื่อมวลชนแขนงอื่นๆ ซึ่งมีการเปิดรับอยู่ในระดับปานกลาง ในขณะที่สื่อหนังสือพิมพ์และสื่อวิทยุมีการเปิดรับอยู่ในระดับต่ำ ทัศนคติต่อความรุนแรงต่อผู้หญิง พบว่า ทั้งเพศหญิงและเพศชายมีทัศนคติภาพรวมต่อความรุนแรงต่อผู้หญิงในเชิงบวก อย่างไรก็ตามผลจากการวิเคราะห์ พบว่า นักศึกษาเพศหญิงมีทัศนคติต่อความรุนแรงต่อผู้หญิงในเชิงบวกมากกว่าเพศชาย นอกจากนี้ยังพบว่าเพศต่างกันมีผลต่อพฤติกรรมการเปิดรับสื่อมวลชนที่แตกต่างกันโดยนักศึกษาหญิงมีพฤติกรรมการเปิดรับเนื้อหาบันเทิงมากกว่านักศึกษาเพศชาย และพฤติกรรมการเปิดรับสื่อมวลชนมีอิทธิพลต่อทัศนคติความรุนแรงต่อผู้หญิงอย่างมีนัยสำคัญในเรื่องความรุนแรงทางเพศ ความรุนแรงในครอบครัว การตั้งครรภ์ไม่พึงประสงค์ การติดโรคทางเพศสัมพันธ์ การล่อลวงมาบังคับค้าประเวณี และการถูกเลือกปฏิบัติทางด้านต่างๆ อย่างไรก็ตามพบว่าพฤติกรรมการเปิดรับสื่อมวลชนไม่มีอิทธิพลต่อทัศนคติความรุนแรงต่อผู้หญิง ในเรื่องการนำเสนองานผู้หญิงเป็นวัตถุทางเพศ

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## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Significance of the study**

Violence against women is a priority problem for women since it brings inequality, gender discrimination, and suffering to women physically and psychologically. The gender-based violence has been discussed and been raised to a global agenda just a decade as a part of human rights violation. This issue is recognized as a form of inequality and significant problem for women around the world. Regarding to World Health Organization information (WHO, 2007), it shows that 10-50% of women all over the world have experienced of being physical abused and 12-25% of being forced to have sex with their husbands or intimate partners. The important thing is that the violence is considered to be a major cause of women death aged between 15-44 years. From this record, it reflects that violence against women from intimate relationships is not only severe health problem but also violates fundamental freedom to live safely. Violence against women happens in most societies and still exists in the social structure. Violence against women is the important problem that everyone should pay attention; otherwise, it can cause more impacts: broken family, children homeless, aids and sexual infection and HIV. United Nations has repeatedly emphasized that as long as violence against women continue, we cannot claim to be making real progress towards equality, development and peace. Violence may take different forms: physical, sexual, emotional and verbal. Women are portrayed as sexual object or are presented in violent way through media are one of examples of violence against women.

Violence against women issue was presented to the public in Thailand for the first time by the cooperation of many groups of people: Friends of Women Foundation, Foundation for Women, Women Worker Unity Group, scholars and students. They organized the campaign in 1995 in order to make people to realize that it is a social concern not only a woman's. Moreover, under the international treaty of

'The Convention on the Elimination of All Forms of Discrimination Against Women' (CEDAW), Thai government pays attention to the topic. Many social organizations have supported this issue and have tried to push it to the national discussion. Fortunately, Thai government considers its importance and finally launches the laws: Child Protection Act B.E. 2003 and Domestic Violence Victim Protection Act B.E.2007, which are the keys to implement the procedure and develop the problem resolution.

Nevertheless, there was the surprised statistic showed that some Thais still ignore the problem when witnessing women related to violent situations although the campaign has continually brought to the public. According to the ABAC poll in November 2008 about Thai Domestic Violence Condition in Bangkok, it shows that 62% of people were likely to stay away from the troubles and up to 65.7% of people did not help because they thought that it was not their concerns, whereas 38% probably helped and 45.9% would call the polices when they notice the violent situations. Those results can be referred that some people in society still consider it as "domestic nature" – problem within the family. Regarding to Vichit-Vadakan (2002), "societal pressures are reflected by police officers' reluctance to officially register complaints of 'domestic nature'". Instead, police officers attempt to serve as mediators for domestic disputes settlement in order not to carry these disputes to the next level. The truth is that Thai police officers statements nowadays give the opinion that in case of family problems, they will try to reconcile the situations and almost of them can be dealt with the problems in the end. "We try to be the mediator to make a settlement for the couple disputes, said anonymous". It emphasizes that violence against women is neglected in this society. Ignorance situation indicates people's attitude in society that they are careless about this topic. Attitude is an idea and feeling towards object or certain person, which has influenced human behavior. Attitude is important in studying human behavior. Having perspective that violence against women is a significant problem can be implied that people in society are aware of the problem about violence against women. As they are aware of the problem, they try to cooperate in preventing and eliminating problems in the future. University students are the young generation group who are the future of this changing and developing society. It is interesting to see how they have attitudes towards violence against women.

Attitudes are formed by learning. Learning from media at the moment is the most important resource. The media have widely become influencing on our society for a decade as we are in the globalization era and we are in the society that depends on information and communication to keep connecting to the world we do our activities and live our lives. Consequently, majority of people receive information they trust on the media because they give people knowledge, education and entertainment. The media has effected on people and can cultivate their attitudes according to Gerbner (1973). In reference to Thai Marketing Head Officer, she stated that Bangkokians expose to mass media the most, which are television, radio and newspaper orderly. The 13<sup>th</sup> ThaiView poll on the March 2010 shows that mass media are the mainstreams that are easily accessed to people aged 18 up the most by television up to 87%, newspaper 61% and radio 45%. Those have impacted on people in Bangkok decided to buy things. This indicates that mass media has greatly influenced people nowadays. In violence topic, mass media violate women as portraying women in sexual violent ways. The recent research in 2009 about violence in drama showed that there were dramas that represented women violation in sexual violence and structural violence, which indicated gender discrimination. On the other hands they give the beneficial information about violence against women. “The role of media is crucial to the issue of violence against women, both in terms of how media cover (and often distort) the issue, and how media may be used as a tool to help activists and governments raise awareness and implement programs on this issue, according to Rina Jimenez David, a longtime journalist and women’s rights activist from the Philippines”, noted by Thompson and Toro (2002). For example, there was news about a female teacher at Nakornpathom who was abused and suffered burns over 50 percents by her ex-husband. The news disclosed that her ex-husband was furious because he wanted to get back with her but she denied, so he poured gasoline on his wife and lit her on fire, burning her alive in front of their two children. At first of the investigation, the police put the case to normal family quarreling and let the ex-husband bail out easily. Later this case became a hot topic in mass media. The police brought this case back and changed to be a murder case (Rujira Bunnag, Daily News 10 September 2012). Not only this emphasized that the mass media has a huge impact on society but also, indicated that violence against women was not an interesting topic

yet. Accordingly, as much as people, especially the university students tend to expose to the media, does it affect on attitudes of them towards violence against women? The research aims to study attitudes of Thai university students nowadays towards violence against women issue, and focus on the relationship between gender, mass media exposure and attitudes.

## **1.2 Objectives of the study**

1.2.1 To study the mass media exposure behavior of Thai female and male university students

1.2.2 To study the attitudes of Thai female and male university students towards violence against women

1.2.3 To study the relationship between mass media exposure and attitudes of Thai female and male university students towards violence against women

## **1.3 Hypothesis**

1.3.1 Gender differences have an impact on different mass media exposure behavior

1.3.2 Gender differences have an impact on different attitudes towards violence against women

1.3.3 Mass media exposure behavior influences attitudes towards violence against women

## **1.4 Scope of the study**

This study is a survey research, which will focus on mass media exposure behavior, which are television, newspaper and radio; and, the attitudes towards violence against women issue of Thai female and male university students from 4 famous universities: Chulalongkorn University, Thammasart University, Mahidol University and Srinakharinwirot University.



## 1.5 Operational Definition

### 1.5.1 Attitude :

The viewpoint and emotion of Thai female and male university students towards violence against women that have negative, positive and neutral response.

Positive Attitude towards violence against women means that female and male of the example group know and understand violence against women, are aware of its significance; and, determine that it is unacceptable.

Negative Attitude towards violence against women means that female and male of the example group do not know and understand violence against women, are not aware of its significance; and, determine that it is acceptable.

Neutral Attitude towards violence against women means that female and male of the example group do not have or show any opinion and are unable to determine that it is unacceptable, and vice versa.

### 1.5.2 Violence Against Women:

7 forms of violence that men act towards women verbally and non-verbally including physical violence and psychological violence that can happen in every place. The researcher used VAW as the acronym for violence against women. The 7 forms of violence (Chouwila, Puengkoksoong, Chaichetpipatgul, & Rieanthong, 2008) are defined as below details.

1. Sexual Violence is including sexual harassment by body language and by word, rape, marital rape, physical abuse, sexual abuse and rape and murder.

2. Domestic Violence is behavior of treat, force and abuse by family members or intimate partners. Beating wives, having no responsibility to their families, cheating, daughter trafficking, cursing, insulting, disgracing, deprivations of liberty and controlling economic status are examples of domestic violence.

3. Complications of pregnancy are including coerced pregnancy or unintended pregnancy. It may cause of men irresponsibility, sexual abuse, or fear using contraception or condoms because of their partner's reaction.

4. Sexually transmitted infections (STIs) such as HIV infections or other STIs from sexual abuse.

5. Portraying women as sex object. Women are sex objects from porn media, advertisements and clips.

6. Woman trafficking is illegal trade of human being for the commercial purposes, which is known as prostitution or slaves

7. Inequalities in education, occupational sex segregation and wages

### **1.5.3 Mass Media exposure :**

Frequency of television, newspaper and radio exposure behavior in general and on violence against women

Content classifications of television, newspaper and radio exposure behavior

## **1.6 The advantages of the study**

The results of this research can show the present attitudes of young generation nowadays towards violence against women, which can be beneficial to women organizations or related to further develop about the violence against women issue and to further study about the effect of mass media towards people in society.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **Literature Reviews**

In this study, the researcher focuses on relation of mass media exposure that have affected on attitudes of target group towards violence against women issue and collects theories and information from many sources which are textbooks, articles, thesis and websites. They can be categorized as follows:

- 2.1 Theory of attitudes
- 2.2 Media Effect Theory
- 2.3 Violence Against Women

#### **2.1 Attitudes**

“Attitude is important. It influences how we view the world, what we think, and what we do. It is essential in understanding human thought and behavior. (Maio & Haddock, 2010: p.4)”. Attitude is the concept that has been used in social psychology and communication. There are some points of attitudes used in the study and the researcher analyzes the main points and gives each case as below details.

- 2.1.1 Attitude Definitions
- 2.1.2 Attitudes Measurement
- 2.1.3 Attitude Characteristics

##### **2.1.1 Attitude Definitions**

According to Allport (1935), attitude was a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's responses to all objects and situations with which it is related (Allport, 1935, cited in Bostrom, 1983). Also, many scholars gave attitude the definitions. Munn (1971) defined that attitude was a feeling and an opinion that people

manifest to things, certain people, situations, institutes and prepositions in positive and negative ways. It influences human behavior (Munn, 1971, cited in Sripadej, et al., 2008). Fishbien and Ajzen (1975) stated that “attitude is a learned predisposition to respond to a given object” (Fishbien and Ajzen, 1975 cited in Breckler and Wiggins, 1989, p. 409). Petty and Cacioppo (1981) defined attitude as “a general and enduring positive or negative feeling about some person, object or issue” (Petty and Cacioppo, 1981 cited in Breckler and Wiggins, 1989, p. 409). Zimbardo, Ebbesen, & Maslach. (1977) affirmed that “Attitudes consist of satisfactions and dissatisfactions. They are the core of our likes or dislikes for certain people, groups, situations, objects, and intangible ideas. Attitudes have generally been regarded as either mental readiness or implicit predispositions that exert some general and consistent influence on a fairly large class of evaluative responses. Thus, attitudes are internal, private events whose existence we infer from our own self-examination or from some forms of behavioral evidence when they are expressed overtly in word or deed. A verbalized attitude is called an opinion (p. 20).” Attitude has been conceptualized as having three components (Rosenberg and Hovland, 1960)

#### The components of attitudes

The definition that has been most attractive to social psychologists, perhaps because of both its breadth and its ancient philosophical roots, conceives attitudes as having three components-affective, cognitive, and behavioral. Rosenberg and Hovland (1960) indicated that attitudes are predispositions to respond to some class of stimuli with certain classes of responds and designate to three major types of response as cognitive, affective and behavioral (Rosenberg and Hovland, 1960 cited in Greenwald, 1989)

#### **The three components of attitudes are as followings:**

##### **1. Cognitive component**

It has been conceptualized as a person’s beliefs about, or perception of a person towards the object or person. Aronson et al. (2004) referred that it is knowledge and understanding of a person towards things in a positive and negative ways, or value and low value, which relate to the experiences of an individual (Aronson, et al., 2004, cited in Ngerndee, 2009). For example, to have attitude towards violence against

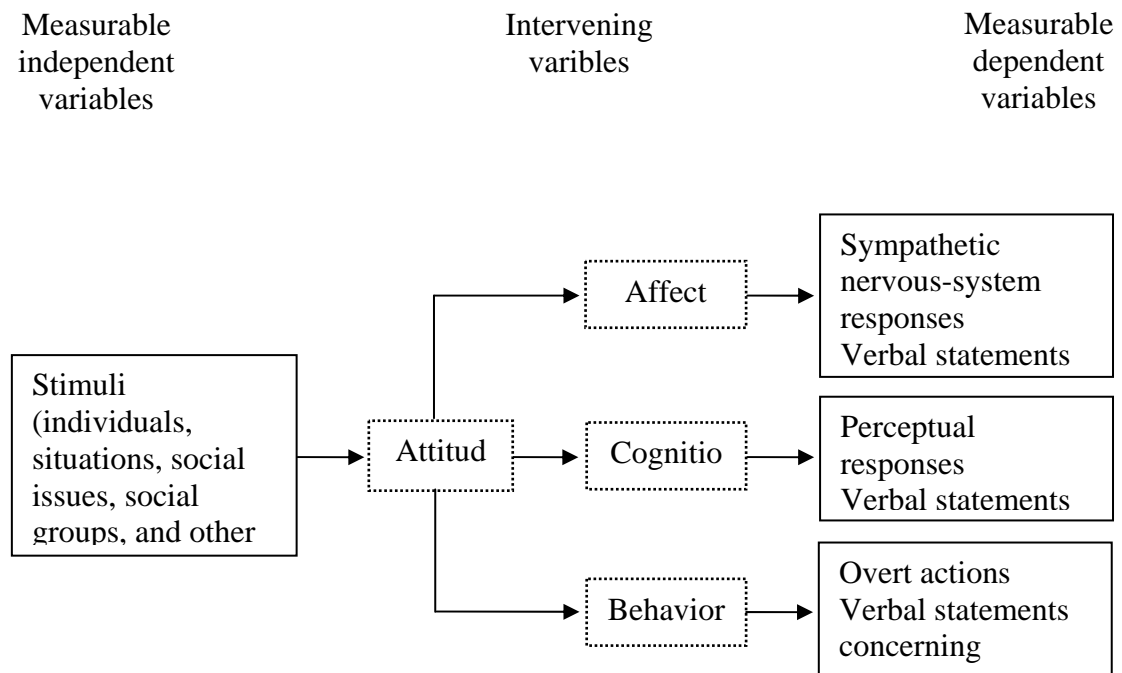
means a person knows about violence against women and is aware of the significance of the issue. If a person has positive attitude about violence against women, it shows that a person understands its impact and think that violence against women is a bad thing. In contrast, if a person do not understands the violence against women problem, it can be implied that the person has negative attitude towards violence against women. For example, a person does not think that men staring and teasing women sexually are wrong, this can be described that the person is not aware of the issue.

## 2. Affective component

It consists of a person's evaluations of, liking of, or emotional response to some object or person. It can be referred to feeling towards some things. For instance, if an individual has knowledge and belief about violence against women that it is a problem and a threat of physical, sexual, or mental harm towards women, the individual dislikes and feels bad about violence against women, which means that the individual has positive attitude towards the issue.

## 3. Behavioral component

It involves the person behavior directed towards the object or person. There are three outer elements according to Saltiel and Woelfel (1975), which are physiological responses, verbal responses and overt responses (Saltiel and Woelfel, 1975, cited in Bostrom, 1983) Verbal responses are conversation, voting, attitude tests and opinion poll responses, which relate to the research survey. This component consists of cognition and affection. For example, if an individual has knowledge about the violence against women problem and feel bad towards it, the individual agrees that men staring and teasing women sexually are violence against women.



**Figure. 2.1** A schematic conception of attitudes (after Rosenberg and Hovland, 1960, cited in Zimbardo, Ebbesen, & Maslach, 1977, p. 21).

In conclusion, attitudes are viewpoint and emotion of like or dislike which derive from knowledge, belief and understand towards certain objects, issues and situations, moreover, attitudes can influence behavior. Attitude consists of three components: cognitive, affective and behavioral components.

### 2.1.2 Attitudes Measurement

To understand attitudes we need to have a sense of how attitudes are measured. Attitudes, like most psychological interprets, are not directly noticeable. You cannot “see” an attitudes as you can see a height of a person or the speed of a car. Attitudes are inner, in our heads and can only be inferred from our responses (Fazio & Olson, 2003; and, Himerfarb, 1993, cited in Mario & Haddock, 2010: p. 11). One common way of measuring attitudes is through attitude scales. The Likert scale is arguably the most widely used type of attitude scale in the social sciences. The typical Likert scale is a set of statements about an attitude object (person, group, institution, idea, etc.) manifesting favorable or unfavorable attitudes towards the object. The

method of Likert became the method of choice for constructing attitude measures and other self-report instruments, especially with the statistical computer programs. Likert scales can be measures of either stable or changeable attitudes (Rene, 2001 and Maio & Haddock, 2010). Researcher uses this method to measure the responses of attitudes of the target group by organizing the negative and positive statements.

Attitudes then overall can be evaluated and differ in valence and intensity. Attitudes are positive, negative and neutral of an object, a person or a situation.

1. Positive attitude is the attitude that arouses a person to express feeling, emotion and response in positive way. If an individual has knowledge and feel bad about violence against women and determine that it is unacceptable in the society, the individual has positive attitude range towards the issue.

2. Negative attitude is the attitude that arouses a person to express feeling, emotion and response in negative way. If an individual has negative aspect of violence against women problem, the individual does not know and understand violence against women, and determine that it is acceptable.

3. Neutral attitude is the attitude that a person does not have or show any opinion and feeling towards certain people, objects or situations. For example, an individual shows neutral attitude means that the individual does not have or any opinion, and are unable to determine that it is unacceptable, or acceptable.

### **2.1.3 Characteristics of attitudes**

Perloff (2003) explained the characteristics by combining the definition and components of attitudes as below details:

1. Attitudes are learned. People acquire attitudes over learning from socialization (culture and way of life) in childhood and adolescence. Also, Allport (1975) mentioned that attitudes can be formed by learning process. People are not born with attitudes. Children do not discriminate against kids with different skin color or religious preferences. Over time, they learn it (Allport, 1975, cited in Sripadeg et al., 2008). Attitudes develop through encounter with social object. Newborns are educated by their parents (family) directly and indirectly including perceiving their parents' practices. Later life, they learn by association between individuals or the formal and informal groups (peers) met with in later life (Nguendee, 2004). In addition, attitudes

are learned from personal experience or similar experiences repeated throughout life including mass media, which is the key to study this research and will be further discuss. As well as violence against women can be learnt via family, peers, personal experiences and from mass media, which has influenced our society nowadays. According to Eagly and Chaiken (1998), they stated, "Individuals do not have an attitude until they first encounter the attitude object (or information about it) and respond evaluatively to it" (Eagly and Chaiken, 1998, cited in Perloff, 2003, p. 40).

2. Attitudes are typically emotional and evaluations. Having and attitudes means that you have categorized something and made a judgment of it net value or worth. Attitudes involve affect and emotion. "Attitudes express passions and hates, attraction and repulsions, likes and dislikes," (Eagly and Chaiken, 199, cited in Perloff, 2003, p. 40). Attitudes encompass beliefs, feelings, which influence behavior.

3. Attitudes influence thought and action. For example, individual learn that nails of antagonist of the drama (woman) always are manicured in red. Individual believes and evaluates that it is bad. When individual see woman in real life whose nails are manicured in red, the individual may judge that the woman is not a good woman and may look down on her.

In conclusion, attitudes are formed by learning process - of becoming a member in family, a member of a group, and of society -, from environment and mass media that make her/ him react to her/his social world in a consistent and characteristic way.

## **2.2 Media Effect Theory:**

### **2.2.1 Selective Process**

### **2.2.2 Cultivation Theory**

## **Media and Attitudes**

How the media work with us. Shaughnessy and Stadler (2005) state that the media show us what the world is like; they make sense the world for us. They represent, interpret and evaluate for us. The media – press, radio, television- have become the place through which we receive most of our entertainment and information



about the world, so they are the primary source for how we see the world. For instance, most of us have some idea if what violence against women is, but this knowledge is most likely to be received not from our actual experience of going there, but through reading about them, hearing and watching media stories told about them, and viewing the picture of them. Besides their representations, they explain the ways of understanding the world we live in. They take on an interpretative role, teaching us how to understand the violence against women. Moreover, they give us the evaluate framework, a judgmental view of the information about the violence against women we gain. The influence they have on us as we grow up, reading, and consuming the media, is to give us the patterns that explain how we will see violence against women and how we will understand the issue.

“The media are just one of the ways by which we and society make sense of the world, or construct the world”, says Shaughnessy and Stadler (2005, p. 34). The media are not the only social forces to learn the violence against women for us, nor do they have total control over how we see and think about the violence against women. They combine with other forces of socialization. Most important for the youngs will be socialization they receive through the family, religious, and education systems, which teach them how to understand and act in the world.

Since media become the significant influential source of information on people nowadays. As we live in the information ages, people tend to perceive the information from the media. In order to find the correlation between media and attitudes of people towards violence against women, the researcher will focus on the media consumption (exposure) of the audiences that tend to have affected on the attitudes of people. Recently, Thai View poll on the March 2010 disclosed that mass media are the mainstreams that are easily accessed to people the most by television up to 87%, newspaper 61% and radio 45%. Those exposures correlated on people in Bangkok decided to buy things. Accordingly, in this work the researcher will use the mass media: television, newspaper and radio to be the media that have influenced the attitudes of Thai women and men towards violence against women.

### 2.2.1 Selective Process

Communication is human behavior which acts or expresses with signals from the necessary basic instincts to survive life and from every forms of human communication behavior. Communication is related to psychological process, social process, culture and physical environment (Kananurak, 2005). Communication brings about new information. In the present, we are in the information age. Information is significant for our lives since knowing information helps us to be more accuracy and to be useful in many ways. According to Atkins (1973) stated that the more person tends to expose the information, the more person knows and literates in any condition (Atkins, 1973 cited in Kaewthep, 1997). Moreover, those knowledge and literacy is a tool that help person to make decision, to increase knowledge and idea, and to solve problem. Nevertheless, there is so enormous information that person cannot perceive it all. Person then has selective process followed by personal interests and preference.

McComb and Baker (1979) stated that individual uses the media to response their six needs as follows:-

1. Surveillance The need for surveillance by following movement and observation of surroundings so as to be informed of modern advances and matters of importance that should be known I a timely manner.
2. Decision The need for joint decisions, especially decisions on topic related to daily living. Receives information will enable individuals to form opinions on the conditions or incidents around them.
3. Discussion The need for discussion: perception of news can enable individual to have information for discussion with other individuals.
4. Participation The need for participation in incidents and various goings-on in the surrounding environment.
5. Reinforcement The need for reinforcement of opinions to help promote the increased security of opinions or to help support decisions that have already been made.
6. Entertainment The need for entertainment, distraction and relaxation.

Additionally, Klapper (1960, cited in Baran and Davis, 2012, p. 155) wrote “By the large, people tend to expose themselves to those mass

communications that are in accord with their existing attitudes and interests. Consciously or unconsciously, they avoid communications of opposite hue. In the event of their being nevertheless exposed to unsympathetic material, they often seem to perceive it, or to recast and interpret it to fit their existing views, or to forget it more readily than they forget sympathetic material.” Josept T. Klapper (1960) showed his selective Process concept that individual has self selective process.

**There are four processes as below:**

1. Selective Exposure. People tend to expose themselves to mass communications or sources depending on their interests and needs for solution or need fulfillment.

2. Selective Attention. Not only people select the media, but also pay attention to the information in accord with their existing attitudes and beliefs. Meanwhile, they try to avoid exposing what is opposite to their existing attitudes and beliefs.

3. Selective Perception. When people expose to sources, people may select messages to perceive and interpret those messages by their understanding, attitudes, experiences, beliefs, needs and motivations.

4. Selection Retention. After people receive information by selective exposure, attention and perception related to their attitudes and beliefs, people will select to specifically retain necessary information to increase their experiences. Besides, they try to avoid retaining what is opposite to their attitudes and interests.

The research uses this media exposure theory and selective process to study and to learn that individuals have different media exposure behavior.

### **2.2.2 Cultivation Theory**

The theory that the researcher brings to study is Cultivation theory. The Cultivation theory focuses more on how people's attitudes are impacted by the media. Cultivation theory was an approach developed by Professor George Gerbner. He began the Cultural Indicators research project in the mid-1960s, to study whether and how watching television may influence ideas of viewers of what the everyday world is

like. Cultivation research is in the effects tradition. “Among theories of long-term media effect, the cultivation hypothesis of Gerbner (1973) remains probably the best documented and most investigated (Signorielli and Morgan, 1990, cited in McQuail, 2005, p. 497). Cultivation theorists argued that television had long-term effects. The effects were small, continuous, indirect but cumulative and significant. They emphasized the effects of television viewing on the attitudes rather than the behavior of viewers. They stated that heavy watching of television is seen as cultivating attitudes which were more consistent with the world of television programs than with the everyday world.

Cultivation research looks at the mass media as a socializing agent and investigates whether television viewers come to believe the television version of reality the more they watch it. Gerbner and his colleagues contended that television drama had a small but significant influence on the attitudes, beliefs and judgments of viewers concerning the social world. Littlejohn and Foss (2008) stated that one of the most interesting aspects of cultivation was the “mean-world syndrome” (p. 300). Although less than 1 percent of the population were victims of violent crimes in any one year period, heavy exposure could lead to the belief that no one could be trusted in what appeared to be a violent world. The focus was on heavy viewers. Gerbner believed that people who watched a lot of television were likely to be more influenced by the ways in which the world was framed by television programs than were individuals who watched less, especially regarding topics of which the viewer had little first-hand experience. Light viewers might have more sources of information than heavy viewers. Television was seen by Gerbner as dominating our symbolic environment. “In this theory of media effect, television provides many people with a consistent and near-total symbolic environment that supplies norms for conduct and beliefs about a wide range of real-life situations. It is not a window on or a reflection of the world but a world in itself” (McQuail, 2005, p.497 and Kaewthep, 2002). Also, Kaewthep stated that the thing was individual was encompassed by two worlds, which were real world and mass-mediated world; and, which world the individual held as the reality.

Gerbner and his associates argued that heavy viewers of violence on television came to believe that the incidence of violence in the everyday world was

higher than light viewers of similar backgrounds. They referred to this as a mainstreaming effect. For instance, the viewers spend much time watch dramas which present repetitively about violence against women and it influences the viewer's attitude and belief that it is acceptable in the real world. Additionally, Gerbner reported evidence for 'resonance' - a 'double dose' effect which might encourage cultivation. This was occurred when the everyday life of viewer experiences were similar with those depicted in the television world. For instance, since on television women are most likely to be victims of crime, women heavy viewers are influenced by the usual heavy viewer mainstreaming effect but are also led to feel especially fearful for themselves as women. The cultivation effect was also argued to be strongest when the viewer's neighborhood was similar to that shown on television. Crime on television was largely in urban, so urban heavy viewers were subject to a double dose (from experience and media), and cultivation theorists argued that violent content resonates more for them.

The research uses the cultivation theory to find the correlation between the media exposure and attitudes towards violence against women of Thai women and men.

## **2.3 Violence Against Women**

Violence against women is the most pervasive yet underrecognized human rights violation in the world. It is also a profound health problem that saps women's energy, compromises their physical and mental health, and erodes their self-esteem (Ellsberg et al. 2005). This study will define its importance into 2 categories.

### **2.3.1 Violence Definition**

According to the UN Declaration on Elimination of Violence Against Women (December 1993), VAW is defined as "any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life and includes physical, sexual and psychological violence perpetrated or conditioned by the state, wherever it occurs".

CEDAW Committee recommends that Gender-based violence against women is “violence that is directed against a woman because she is a woman or that affects women disproportionately. It includes acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty.”

“Violence could be a coercive mechanism to assert one’s will over another, in order to prove a sense of power ....Because violence takes different forms, subtle forms of violence which do not result in physical evidence and which do not create dramatic effects tend to be overlooked and dismissed.” (Atal & Kosambi, 1993, cited in Vichit-Vadakan, 2002, p.189)

Similarly, violence against women means the full range of physical and mental abuses that occur to women and girls in any places the researcher will hold the violence against women term recognized by the UN Declaration. According to this definition, gender based violence includes a host of harmful behaviors directed at women and girls because of their sex, including wife abuse, sexual assault, dowry-related murder, marital rape, selective-malnourishment of female children (Ellsberg et al. 2005). There are variety forms of violence against women.

### **2.3.2 Forms of Violence**

Cheung, et al. (2002) stated that gender-based violence has occurred in different forms throughout the life cycle of women. In the pre-birth period, it may take the form of coerced pregnancy or sex-selective abortion. During infancy, gender violence takes the form of female infanticide or deprived access to food and medical care for female infants. For the childhood, there may be genital mutilation, child prostitution, and child marriage, physical as well as sexual abuse by strangers or family members. From adolescences onwards, girl and women may be exposed to violence during courtship, prostitution, trafficking in women, sexual harassment in schools and at the workplace. In reproductive age, women are not only subject to sexual abuse and harassment in the workplace, or kidnapping and trafficking of women; but, there are also vulnerable to different forms of abuse in the private sphere by intimate partner resulting in physical injury, marital rape, dowry abuse, as well as partner homicide. Elderly abuse affects mostly women. Also, Cheung et al. (2002)

affirmed that rape by strangers and the fears of it affect women of all ages. There is no stage in the life cycle in which women are exempt from the threat of violence.

This research defines forms of violence against women according to Chouwilai, Puengkoksoong, Chaichetpipatgul, & Rieanthong (2008) as follows:

1. Sexual Violence is including sexual harassment by body language and by word, rape, marital rape, physical abuse, sexual abuse and rape and murder.
2. Domestic Violence is behavior of treat, force and abuse by family members or intimate partners. Beating wives, having no responsibility to their families, cheating, daughter trafficking, cursing, insulting, disgracing, deprivations of liberty and controlling economic status are examples of domestic violence.
3. Complications of pregnancy are including coerced pregnancy or unintended pregnancy. It may cause of men irresponsibility, sexual abuse, or fear using contraception or condoms because of their partner's reaction.
4. Sexually transmitted infections (STIs) such as HIV infections or other STIs from sexual abuse.
5. Portraying women as sex object. Women are sex objects from porn media, advertisements and clips.
6. Woman trafficking is illegal trade of human being for the commercial purposes, which is known as prostitution or slaves
7. Inequalities in education, occupational sex segregation and wages

Violence Against Women concept in this study will be used to evaluate basic knowledge that affects on attitudes of the university students or the target group.

## **2.4 Related Researches**

The research of Nitjanun Munjing (2008) studied about Mass Media Exposure Behavior, Knowledge and Participation in Women against Violence in Bangkok Metropolitan. It found that bachelor degree women aged between 26-35 years, worked as employers, exposed about violence against women to News program in Channel 3 the most. Moreover, the result showed that the target group talked with

colleague (personal media) the most. The results still shows that the target group had moderate knowledge about violence against women and participation willing was low.

The research of Duangta Piriyanont and Wimonpan Arpavate (2006) studied about effect of Mass Media Exposure on Sexual Attitude of the Students in Bangkok Area. The study found that the sample group who had sex, university and income difference had affected on dissimilarity of mass media exposure and sexual attitudes. Furthermore, the result showed that Mass Media exposure did not correlate with the sexual knowledge while sexual knowledge correlated with the sexual attitude.

The research of Patama Sabsang (1999) studied about Mass Media exposure of adolescents and moral effect. This study found that adolescents exposed television and radio much more than newspaper and magazines. Moreover, the results showed that the target group tended to expose equally media for knowledge and entertainment. According to the relationship between media exposure and morality of adolescents, the research of Patama presented that media content related significantly to moral reasoning of adolescents at 0.05 level; however, the amount of mass media usage did not have a significant relation to moral reasoning of adolescents.

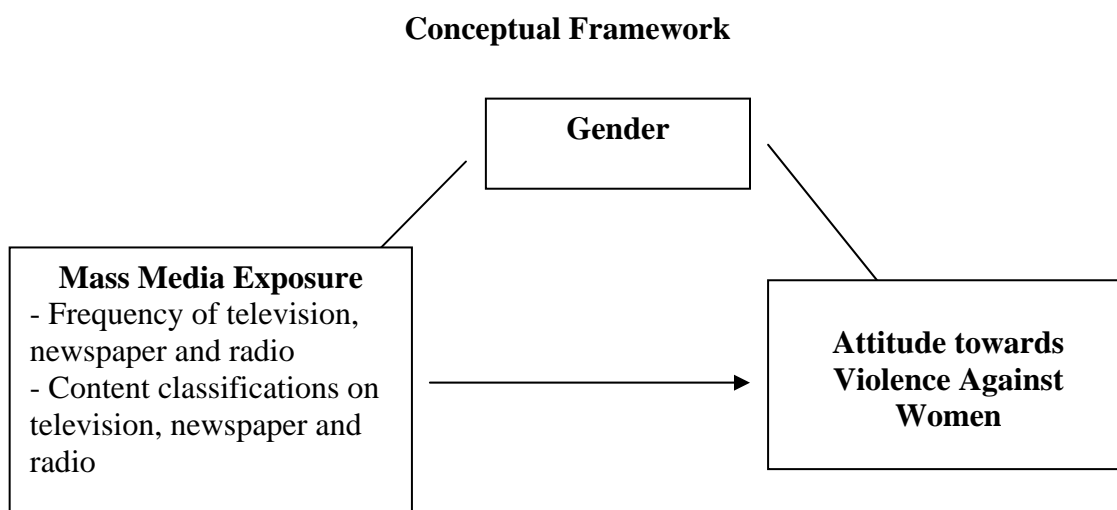
The research of Laddawan Sukhum (1999) studied about Attitudes of physicians and nurses working in the emergency units of public hospitals in Songkhla province towards violence against women. The study found that 67.3% of physicians and nurses showed positive attitudes while 32.7% had moderate level towards violence against women. Significantly different in age, marital status, work experienced, knowledge, belief about violence against women and receiving information were found in correlation to attitudes towards violence against women of physicians and nurses ( $p < 0.5$ ). Besides, the factors significantly influencing the attitudes of the samplings were knowledge, belief about violence against women, work experiences and receiving information ( $R^2 = .195$ ).

The research of Rayong Phoemsap (2003) studied about exposure to sexual content in the media and its effects on sexual attitude and behavior of high school adolescents in Bangkok. The study showed that a reason for the target group exposing themselves to sexual content in the mass media was a response to their sexual curiosity. Additionally, the result of this study found that half of the students who had ever visited a chat room had dated with a new member of the opposite sex,



and students who had sexual relation with a male or female they had known superficially were ones who had ever visited the chat room. The variable significantly influencing the extent of sexual exposure were gender, having friends who had sexual exposure, and exposure to sexual matters. Furthermore, the result of the study showed that exposure to sexual content in the media was significantly influencing sexual attitude.

Regarding to literature review and related researches, it can be used to study as conceptual framework of the research “The Relationship between Mass Media Exposure Behavior and Attitude of university students towards Violence Against Women”



**Figure 2.2** Conceptual Framework for the study of the relationship between mass media exposure behavior and attitudes of university students towards violence against women

## CHAPTER III

### RESEARCH METHODOLOGY

The study of “The Relationship between Mass Media Exposure Behavior and attitudes towards Violence Against Women”, the researcher scopes the details of the study, demographics of target group, tool of the study, data collection, scoring scale, and data analysis as below details.

#### 3.1 Target Group

The population used in this study is Thai women and men student from four famous universities in Thailand, which are Chulalongkorn University, Thammasart University, Mahidol University and Srinakharinwirot University. The data from each university in 2012 suggested that the total of 4 university students were 85,877. Researcher scopes the target group in accordance with Yamane Taro formula, which provides a simplified *formula* to calculate sample sizes.

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

Whereas:

n = Sample size

N = Elements of population, in the study was 400

e = Error of sampling, in this study was 5 percent or 0.05 proportion.

Substitution in the formula

$$\begin{aligned} n &= \frac{85,877}{1 + 85,877 (0.05)^2} \\ &= 398.15 \end{aligned}$$

Therefore, the numbers of 400 people will be used as the sample of the study.

### 3.2 Sampling

The sample of the study was selected from top twenty university ranking in proportional sizes in four universities according to the ranking from three websites: <http://www.4icu.org/th/>, it is made for international colleges and universities to see the top rank of university in each country (4 International Colleges & Universities, 2009), <http://nanotech.sc.mahidol.ac.th/doc/ranking.htm>, it is the ranking of the research made by Office of the Higher Education Commission (“Thailand Top Ranked Universities,” n.d.), and <http://www.webometrics.info/en>, it is claimed to be the website that provides the largest and most updated directory and ranking of higher education institutions in the world (“Ranking Web of Universities,” n.d.). Furthermore, the researcher selected those universities by determining from location of the universities. The researcher dispersed the population into two areas: Chulalongkorn University and Thammasart University from Bangkok area; and, Mahidol University and Srinakharinwirot University from provincial surrounded area. Besides, the study used accidental sampling method to collect the data from four universities.

They are divided into 4 clusters by easy percentage as follows:

1. Chulalongkorn University	25,135 = 29.27%	as equal as 117
2. Thammasart University	23,768 = 27.68%	as equal as 111
3. Mahidol University	19,766 = 23.02%	as equal as 92
4. Srinakharinwirot University	17,208 = 20.04%	as equal as 80

### 3.3 Variables of the study

This study can categorize the variables in accordance with the study hypothesis as followings.

**Hypothesis 1** Gender differences have an impact on different mass media exposure behavior

H<sub>0</sub> Gender differences do not have an impact on different mass media exposure in general

H<sub>1</sub> Gender differences have an impact on different mass media exposure in general

Independent variable is gender.

Dependent variable is frequency of television, newspaper and radio exposure.

H<sub>0</sub> Gender differences do not have an impact on different mass media content classification exposure

H<sub>1</sub> Gender differences have an impact on different mass media content classification exposure

Independent variable is gender.

Dependent variable is television, newspaper and radio content classification exposure.

H<sub>0</sub> Gender differences do not have an impact on different mass media exposure on violence against women

H<sub>1</sub> Gender differences have an impact on different mass media exposure on violence against women

Independent variable is gender.

Dependent variable is frequency of television, newspaper and radio exposure.

**Hypothesis 2** Gender differences have an impact on different attitudes towards violence against women

H<sub>0</sub> Gender differences do not have an impact on different attitude towards violence against women

H<sub>1</sub> Gender differences have an impact on different attitude towards violence against women

Independent variable is gender.

Dependent variable is attitude towards violence against women.

**Hypothesis 3** Mass media exposure behavior influences attitudes towards violence against women

H<sub>0</sub> Frequency of mass media exposure in general does not influence attitudes towards violence against women

H<sub>1</sub> Frequency of mass media exposure in general influences attitudes towards violence against women

Independent variable is frequency of television, newspaper and radio exposure.

Dependent variable is attitude towards violence against women.

H<sub>0</sub> Mass media content classification does not influence attitudes towards violence against women

H<sub>1</sub> Mass media content classification influences attitudes towards violence against women

Independent variable is gender.

Dependent variable is television, newspaper and radio content classification exposure.

H<sub>0</sub> Frequency of mass media exposure on violence against women does not influence attitudes towards violence against women

H<sub>1</sub> Frequency of mass media exposure on violence against women influences attitudes towards violence against women

Independent variable is frequency of television, newspaper and radio exposure.

Dependent variable is attitude towards violence against women.

### **3.4 Instrumentation**

This study is a survey research with one-shot descriptive study. This research will use questionnaire as a tool in collecting the data. Questionnaire is used to as an instrument in this study and is designed by using related researches and previous studies as guideline for construction of questions and context as follows.

The questionnaire consists of 3 parts.

Part1 Question about demographic: gender

Part2 Question about media exposure behavior: frequency, channels, content classification which was developed from the questionnaires of the thesis “Mass Media Exposure of Adolescents and moral effect” of Pamata Sabong, Institute of Language and Culture for Communication and Development, Mahidol University,

1999 and “Effect of Mass Media Exposure on Sexual Attitude of the Student in Bangkok Area” of Duangta Piriyanontand Wimonpan Arpavate, Rajamangala University of Technology Phra Nakhon, 2006.

This part of questionnaire consists of 8 questions: questions about the frequency were from 1 to 7, questions about the frequency of television, newspaper and radio were 1, 2 and 7; and, questions about content classifications were from 4 to 6.

Those questions will be measured by using this scale:

5 means the highest media exposure (everyday/always)

4 means high media exposure (5-6 days a week/very often)

3 means moderate media exposure (3-4 days a week/sometimes)

2 means low media exposure (1-2 days a week/rarely)

1 means never expose to media (not at all/never)

The means can be classified as below details:

1.00-1.80 = lowest level

1.81-2.60 = low level

2.61-3.40 = moderate level

3.41-4.20 = high level

4.21-5.00 = highest level

If mean score of exposure is less than or equal to 3.40, it indicates low to moderate of exposure, or, if mean score is more than 3.40, it signals high exposure.

### Part3 Question about attitudes about violence against women

This part of questionnaire was developed and modified by using the form of violence from Chouwilai, Puengkoksoong, Chaichetpipatgul, & Rieanthong (2008). The area consists of 27 question items. They were measured by using Likert's Scale to weight the five level of scoring the scales: Strongly agree, agree, uncertain, disagree and strongly disagree. Each statement is attended by a graded-response rating scale, typically with five response choices, the most commonly used being: “Strongly Agree,” “Agree,” “Undecided (Neither agree nor disagree or Not sure),” “Disagree,” and “Strongly Disagree.” The respondent is instructed to select one of the response choices for each statement. To score the scale, the response choices are given weights to reflect the attitude continuum, typically weights of 1 to 5, 1 for the most unfavorable (or least favorable) attitude and 5 for the most favorable. The weights for

the respondent's choices are then summed across all statements. The resulting score may be interpreted normatively, with reference to some comparison group, or absolutely, with reference to theoretically or empirically chosen cut-off scores. An important feature of such a scale is that it should consist of equal proportions of oppositely scored items. Thus a "Strongly Agree" response on the following two items would get a 5 in the first case but a 1 in the second case:

As examples, here are two contrasting items from a Likert scale on attitudes toward violence against women:

1. Violence against women is acceptable.

\_\_\_Strongly Agree \_\_\_Agree \_\_\_Undecided \_\_\_Disagree \_\_\_Strongly Disagree

2. Everybody should help to stop violence against women.

\_\_\_Strongly Agree \_\_\_Agree \_\_\_Undecided \_\_\_Disagree \_\_\_Strongly Disagree

The first item reflects an unfavorable attitude toward violence against women and therefore "Strongly Agree" is scored 1, "Agree" is scored 2, and so on, up to 5 for "Strongly Disagree." The second item, reflecting a favorable attitude, is scored 5 for "Strongly Agree," 4 for "Agree," and so on, up to 1 for "Strongly Disagree." Each response alternative is allocated a score. Thus, a low score on statement 1 is taken to indicate a positive attitude, and a high score indicate a negative one. Whereas, a high score on item 2 reflects a positive attitudes, and a low score expresses a negative one. This procedure is called reverse scoring. Researchers create items that are worded in opposite direction in order to help avoided tendencies to agree or disagree in every item.

According to 7 concept forms of violence (Chouwilai, Puengkoksoong, Chaichetpipatgul, & Rieanthong, 2008), in order to avoid the tendency of the score; therefore, the attitude part was conduct to have a reverse scoring procedure, and can be interpreted as below details:

### **1) "Sexual Violence" is the statements from 1 to 5**

Statement 1 and 4 are positive statements designed to get a high score if responding "agree" and "strongly agree". It means that the respondents know, understand and feel bad towards the violence against women. While responding "disagree" and "strongly disagree" is set as a low score to imply as negative attitude. It

means that the respondents do not know and understand the issue; and, determine that it is acceptable.

1. Men staring and teasing women sexually are considered to be the act of Violence Against Women

4. Women are raped because they are inferior to men and are determined to be sex object

Statement 2, 3 and 5 are negative statements designed to get a high score, which indicate positive attitude if responding “disagree” and “strongly disagree”. It means that the respondents know, understand and feel bad towards the violence against women problem in sexual violence. Whereas responding “agree” and “strongly agree” is set as a low score, which mean that they do not know and are not aware of the issue implying as negative attitude .

2. Women being sexual harassed or abused are considered to be their self-problem\*

3. Women are raped because they dress sexily in order to seduce men\*

5. Boyfriends or husbands force their partners to have sex with are acceptable\*

## **2) “Domestic Violence” is the statements from 6-11**

Statement from 6 to 11 are negative statements designed to get a high score or positive attitude if responding “disagree” and “strongly disagree”, which means that the respondents know, understand the problem and feel bad towards the violence against women in domestic violence; and, determine that it is unacceptable. While responding oppositely means that the respondents do not know and understand its problem, which implies the negative one.

6. Domestic abuses are problems within family and should not be involved by others \*

7. Husbands having affairs are acceptable\*

8. Fathers have right to do anything to their daughters for financial purpose\*

9. Men, heads of the family, have decision over family because of their financial power\*

10. Husbands have right to threaten and abuse their wives\*



11. Wives should keep domestic problems within the household\*

**3) “Complications of Pregnancy” is the statements from 12 to 15**

Statement from 12 and 13 are positive statement created to get a high score if responding “agree” and “strongly agree”, which means that the respondents have knowledge and understand towards violence against women in complications of pregnancy. Whereas responding “disagree” and “strongly disagree” indicates negative attitude, which means that the respondents do not know and understand towards the problem.

12. Women can make decision or have bargaining power of using birth control to their partners

13. Both parties should be willing to engage in responsible for sexual intercourse

Statement 14 and 15 are negative statement created in an opposite direction. Therefore, “disagree” and “strongly disagree” responses mean that the respondents know and are aware of the issue implying positive attitude, whereas “agree” and “strongly agree” responses are set as a low score, which mean that the respondents do not know and understand the violence against women issue.

14. Boyfriends or male partners force to have sex with no condom on are acceptable\*

15. Women are ultimately more responsible than men for contraception\*

**4) “Sexually Transmitted Affection” is the statements 16 and 17**

Statement 16 is a negative statement. Hence, “disagree” and “strongly disagree” responses show high score or positive attitude, which mean that the respondents have knowledge and understand about the issue, whereas, responding “agree” and “strongly agree” indicate low score, which mean oppositely.

16. Wives getting sexual diseases can be indicated that they have extra-marital affairs\*

Statement 17 is a positive statement implying a high score when responding “agree” and “strongly agree”, which means that the respondents have knowledge and understand about the violence against women in sexually transmitted affection. It indicates a positive attitude. On the contrary, if responding “disagree” and

“strongly disagree”, it shows a negative one, which mean that the respondents do not know and are not aware of the issue.

17. Women might get sexual transmitted infections from their spouses or being raped

**5) “Portraying women as Sex object” is the statements from 18-20**

Statement 18 and 19 show negative statement, so responding “disagree” and “strongly disagree” implies a high score or positive attitude, which means that the respondents understand and are aware of the violence against women problem. If they “agree” and strongly agree” with the statement, it can be implied oppositely.

18. Women wearing sexy or revealing clothes are attractive\*

19. Watching women hidden camera video clips is normal\*

Statement 20 shows positive statement. A high score is applied if the respondents “agree” and “strongly agree” with the statement reflecting a positive attitude, which mean that they know and understand the problem, whereas low score is applied if the respondents answer reversely.

20. Media is a part of violence against women motivation: women are portrayed as sex object

**6) “Women trafficking” is the statements 21 and 22**

Statement 21 is negative statement; therefore, a high score is taken when responding “disagree” and “strongly disagree” to indicate positive attitude, which means that the respondents know and are aware of the problem. In contrast, “agree” and “strongly agree” responses indicate a low score or negative one, which mean that the respondents do not know and are not aware of the importance of the issue.

21. Women trafficking is a minor problem in Thailand because there are loads of other priority issues await\*

Statement 22 is positive statements. If the respondents “agree” and “strongly agree” with the statement, a high score is taken to indicate positive attitude, which means that they know and are aware of the significance of the issue and determine that it is unacceptable. However, if the respondents answer in opposite direction, a low score is taken to indicate negative attitude, which means that they do not know and are not aware of the significance of the issue.

22. You will assist by informing related authorities if finding trafficking in women

**7) “Inequality in education, occupational sex segregation and wages”  
is the statements from 23 to 27**

Statement 23, 26 and 27 are positive statements. A high score is taken to indicate positive attitude if the respondents “agree” and “strongly agree” with the statements, which means that they know and are aware of the issue, whereas opposite direction choices are set as low score to show negative attitude, which mean they do not know and are not aware of the issue.

23. Women and men are equal

26. Women must have as high education as men

27. Women and men who do same work and responsibility should get equal paid

Statement 24 and 25 are negative statements. If the respondents answer “disagree” and “strongly disagree”, it means that they have knowledge and understand the issue. A high score is taken to indicate positive attitude, whereas negative attitude is applied if the respondents choose oppositely, which mean they do not know and understand the issue; and, determine that it is acceptable.

24. Women are not qualified in leadership as men are\*

25. Men have ability in making decisions more than women\*

**Those questions will be measured by using this scale:**

Positive statement	Negative statement	
Strongly agree with the content	5	5
Agree with the content	4	4
Uncertain to the content	3	3
Disagree with the content	2	2
Strongly disagree with the content	1	1

To rating the scale about attitudes towards violence against women, the researcher divided into five levels as following according to the research of Laddawan Sukhum (1999), “Attitudes of physicians and nurses working in the emergency units of public hospitals in Sonkha province towards violence against women”, Mahidol University:

$$\begin{aligned}\text{Interval} &= \text{range} / \text{number of class} = (\text{max}-\text{min}) / 5 \\ &= (5-1) / 3 = 1.3\end{aligned}$$

Referring to the regulation, it can be determined the attitudes towards violence against women as below:

1.00-2.33 =	negative attitude
2.34-3.66 =	neutral attitude
3.67-5.00 =	positive attitude

### **3.5 Validity and Reliability**

The constructed questionnaire was developed and modified based on the suggestion and examination of five experts. After that it was examined by 30 people for field pretest in order to find the consistency and continuity of the questions. For reliability or measurement of internal consistency of the questionnaire, it was analyzed by using alpha-coefficient according to Cronbach, which was 0.88.

### **3.6 Data Collection**

Researcher collected the data of samplings by letting them fill the entire questionnaire by their own. The period of collecting data was during 15 February-15 April 2012. The questionnaires were selected by using an accidental sampling method from four universities: Chulalongkorn University, Thammasart University, Mahidol University and Srinakharinwirot University. The researchers collected the questionnaire at cafeteria areas and public spaces in each university.

### **3.7 Data Analysis**

The processes of checking, encoding, and analyzing data will be used as below.

1. This study was analyzed by descriptive statistics. The parameters will be used to describe frequency of media exposure, demographic and attitudes of target group.

2. Statistical Inference was used to analyze in this study.

Multiple Regressions was used to determine the relationship between independent variables and dependent variables, which are media exposure and attitudes towards violence against women (Hypothesis 3).

Additionally, T-test will be used to find the differences in demographic, which have affected on mass media exposure and attitudes towards violence against women (Hypothesis 1 and 2).

### Data Analysis

Variables of the study	Statistic Analysis
1. Demographics	Number and percentage description
2. Mass Media Exposure Behavior	Number, percentage description, mean and S.D.
3. Attitude towards VAW	Number, percentage description, mean and S.D.
4. Hypothesis Testing	
4.1 Hypothesis 1 Gender differences have an effect on different Media Exposure Behavior	
Gender differences have an effect on the frequency in different mass media exposure behavior in general	T-Test was used to analyze the gender differences
Gender differences have an effect on different mass media content classification exposure behavior	
Gender differences have an effect on the frequency in different mass media exposure behavior on VAW	

4.2 Hypothesis 2 Gender differences have an effect on different attitudes towards VAW	
Gender differences have an effect on different attitudes towards violence against women	T-Test was used to analyze the gender differences
4.3 Hypothesis 3 Mass media exposure behavior influences attitude towards VAW	
Frequency of mass media exposure behavior in general significantly has relation to attitude towards violence against women	Multiple Regression was used to analyze the relationship between Mass Media Exposure Behavior and Attitude towards violence against women
Mass media content classification significantly has relation to attitude towards violence against women	
Frequency of mass media exposure behavior on VAW significantly has relation to attitude violence against women	

## **CHAPTER IV**

### **RESEARCH RESULTS**

This survey study “The relationship between Mass Media Exposure and Attitudes towards violence against women” is conducted among four university students of Chulalongkorn University, Thammasat University, Srinakharinwirot University and Mahidol University. 400 self-administered questionnaires are used for data collection and for statistical analysis. The proportion of data collection is calculated according by Yamane formula.

**They were presented 4 parts as following details:**

Part 1 General characteristics of the sample group

Part 2 Media Exposure Behavior of the respondents

Part 3 Attitudes towards violence against women

Part 4 Hypothesis Test

#### **4.1 General Characteristics of the sample group**

This quantitative research is constructed through the use of accidental samplings. This part of the research clarifies the results of general characteristics of the respondents, which are gender, age, academic year, major of study, living arrangement, family monthly income, education and career of parents, and perspective of parents on gender bias.

Table 4.1 presents the number and percentage of respondents by gender in the research, which comprises mostly female university students at 60.5 percent, 38.5 percent of male universities students and the fewest homosexual students at 1.0 percent.

**Table 4.1** Number and percentage of the respondents divided by gender

Gender	Number	Percent
Male	154	38.5
Female	242	60.5
Other	4	1.0
Total	400	100.0

Table 4.2 presents the number and percentage of sample group divided by age. Most respondents are between age 19 and 22. Majority or 40 percent of the students are at the age of 19 to 20, while 37.8 percent are 21 to 22 years old orderly.

**Table 4.2** Number and percentage of Respondents divided by Age.

Age	Number	Percent
17-18	78	19.5
<b>19-20</b>	<b>160</b>	<b>40.0</b>
<b>21-22</b>	<b>151</b>	<b>37.8</b>
23-24	11	2.8
Total	400	100.0

Table 4.3 shows the number and percentage of the study year of the students. It has been found that there are 2 groups clearly stand out of the 4 groups, which 37.8 percent are freshman while 31.3 percent are senior. Besides, the second and the third year are slightly different in number of the respondents.

**Table 4.3** Number and Percentage of Respondents divided by Academic Year

Year	Number	Percent
<b>1<sup>st</sup> year</b>	<b>151</b>	<b>37.8</b>
2 <sup>nd</sup> year	63	15.8
3 <sup>rd</sup> year	61	15.3
<b>4<sup>th</sup> year</b>	<b>125</b>	<b>31.3</b>
Total	400	100.0



Table 4.4 reveals the major of study, which is categorized into 2 fields of study. Among those respondents, 65 percent of the students are studying Sciences whereas 35 percent are studying Arts.

**Table 4.4** Number and Percentage of Respondents classified by Major of Study

Major	Number	Percent
Sciences	260	65.0
Arts	140	35.0
Total	400	100.0

Table 4.5 shows that most students, 48.5 percent, live in a dormitory with friends whereas 39.3 percent choose living with their parents. Less than 10 percent live with mother, relatives, father while others live in their apartment or condominium alone respectively.

**Table 4.5** Number and Percentage of Respondents divided by Living Arrangement

Living arrangement	Number	Percent
Father	4	1.0
Mother	26	6.5
<b>Parents</b>	<b>157</b>	<b>39.3</b>
Relatives	15	3.8
<b>Dormitory</b>	<b>194</b>	<b>48.5</b>
Other	4	1.0
Total	400	100.0

Table 4.6 reveals monthly income of respondents for the whole family that more than half of the students (53.8 percent) have family income at 50,000 baht up per month whereas the rest are less than 20 percent.

**Table 4.6** Number and Percentage of Respondents divided by Family monthly income

Family income per month	Number	Percent
5,001-10,000 baht	12	3.0
10,001-20,000 baht	21	5.3
20,001-30,000 baht	50	12.5
30,001-40,000 baht	58	14.5
40,001-50,000 baht	44	11.0
<b>50,000 baht up</b>	<b>215</b>	<b>53.8</b>
Total	400	100.0

Table 4.7 demonstrates that almost half of fathers of the respondents or 43.8 percent graduated with Bachelor degree whereas the rest are less than 20 percent.

**Table 4.7** Number and Percentage of Respondents divided by Education of Father

Father's education	Number	Percent
Primary school (1-6)	32	8.0
Secondary School (M1-3)	14	3.5
High school (M4-6)	45	11.3
Diploma or Vocational certificate or Equal	58	14.5
<b>Bachelor degree or Equal</b>	<b>175</b>	<b>43.8</b>
Master degree or Equal	64	16.0
Doctorate or Equal	12	3.0
Total	400	100.0

Table 4.8 presents the career number and percentage of fathers of the respondents. The results indicate that fathers of the respondents mostly own business and work as government employee or state enterprise employee, which are 38.3 and 32.3 percent respectively. Besides, there are slightly different between the respondents (9.5 percent) who have fathers work as employee and the ones (9.3 percent) who have stated that their fathers work as retired government employee, sell staff, and passed

away, whereas, some (8 percent) have their fathers who are general worker or have daily job. There are 2.8 percent who have unemployed fathers (househusbands).

**Table 4.8** Number and percentage of Respondents divided by Career of Father

Father's career	Number	Percent
<b>Government Employee/State Enterprise Employee</b>	<b>129</b>	<b>32.3</b>
Employee	38	9.5
<b>Business owner</b>	<b>153</b>	<b>38.3</b>
General job/Daily job	32	8.0
Unemployed	11	2.8
Other	37	9.3
Total	400	100.0

Table 4.9 demonstrates that almost half of the students, 45.8 percent, have mothers graduated with Bachelor degree while there are less than 20 percent graduated with Master degree, Diploma or Vocational certificate, Primary school, High School, Secondary School and Doctorate degree respectively.

**Table 4.9** Number and Percentage of Respondents divided by Education of Mother

Mother's education	Number	Percent
Primary school (1-6)	54	13.5
Secondary School (M1-3)	10	2.5
High School (M4-6)	30	7.5
Diploma or Vocational certificate or Equal	56	14.0
<b>Bachelor degree or Equal</b>	<b>183</b>	<b>45.8</b>
Master degree or Equal	58	14.5
Doctorate degree or Equal	9	2.3
Total	400	100.0

Table 4.10 presents the career number and percentage of mothers of the respondents. It has found that mothers of the respondents mostly, 32.3 percent, own business. There are 27.5 percent that work as government employee or state enterprise employee while 18.8 percent are not employed (housewives). 10.8 percent of students have their mothers work as employee, whereas less than 10 percent of the students whose career of mothers are general worker (have daily job), the rest work as retired government employee, as sell staff and as employee in tailor shop respectively.

**Table 4.10** Number and Percentage of Respondents divided by Career of Mother

Mother's career	Number	Percent
<b>Government Employee/State Enterprise Employee</b>	<b>110</b>	<b>27.5</b>
Employee	43	10.8
<b>Business owner</b>	<b>129</b>	<b>32.3</b>
General job/Daily job	29	7.3
Unemployed	75	18.8
Other	14	3.5
Total	400	100.0

Table 4.11 demonstrates the number and percentage of the respondents divided by the perspective on gender bias of parents. The result shows that most parents display equally consistent favoritism towards their children, which lead to 82.5 percent, while the rest are less than 10 percent. Other or 5.3 percent have stated that they are only child, so they are unconcerned with the parental favoritism.

**Table 4.11** Number and Percentage of Perspective of Parents on Gender Bias

Parental child preferences	Number	Percent
Fathers prefer sons to daughters	11	2.8
Fathers prefer daughters to sons	31	7.8
Mothers prefer sons to daughters	25	6.3
Mothers prefer daughters to sons	15	3.8
<b>Equal preferences</b>	<b>329</b>	<b>82.3</b>
Other	21	5.3
Total	400	100.0

## 4.2 Media Exposure Behavior of the respondents

This research was designed to study media exposure behavior of the students from 4 universities by focusing only 3 main mass media, which are television, newspaper and radio. This second part of the study disclosed media exposure behavior of the respondents, which are frequency, duration and purpose of media exposure, content classification of television, newspaper and radio, also frequency of media exposure on violent against women. All those are presented by number, percentage, mean score and standard deviation of mass media exposure was employed as descriptive statistics as below.

Regarding to mass media exposure behavior of the university students within one week, media exposure assessment of the target group was presented in Table 4.12 to 4.14. It was found that the respondents expose to mass media at the low level of 2.60 by mean score according to Table 4.14.

Moreover, the results of each media exposure from table 4.12 shows that 35.8 percent expose to TV the most while 31.3 percent expose to TV 1-2 days a week. Most female students or 38.8 percent watch TV every day, following by 26.4 percent watch 1-2 days a week. Whereas male students or 38.3 percent mostly watch TV 1-2 days a week, following by 31.2 percent watch TV every day. They expose to TV by mean score at moderate level of 3.35.

Besides, the respondents expose to newspaper by mean score at low level of 2.36. Almost half of the students or 48.5 percent read newspaper 1-2 days a week, while there are slightly differences between the respondents who never read newspaper and the ones who read 3-4 days a week, which are 19 percent and 18.5 percent respectively and are similar to the results in both genders.

For radio exposure, it appears that majority of the respondents or 37.8 percent never listen to the radio, and closely following by 35.8 percent expose to the radio 1-2 days a week. Furthermore, female students listen to the radio 1-2 days the most at 37.2 percent and 33.5 percent of them never listen to the radio. Whereas, male students mostly never expose to the radio at 43.5 percent and 33.8 percent listen to it 1-2 days a week. They expose to the radio by mean score at low level of 2.09.

On the contrary, they expose to internet the most by mean score at the highest level of 4.30, and following by personal media at high score level of 3.72. The

results have found that more than half of the respondents, 62.3 percent, use internet every day, which is similar to the results in both genders. As well as personal media, 41.3 percent expose to person every day. Females and males expose to person every day at 47.5 percent and 29.9 percent respectively. With regards to the average duration of each day spent, the results indicate that the respondents spend time on the internet the most at high score level of 3.77 by majority or 32 percent spending 4 to 5 hours each day on the internet. 29.5 percent spend more than 5 hours a day while the respondents using internet more than 2-3 hours a day come third at 26 percent, which are similar to the results in both genders. Again, the respondents spend time by mean score at moderate and low level of 3.05, 1.94 and 1.93 on television, newspaper and radio respectively. 34.7 percent of female students watch TV for 2-3 hours a day and 24.4 percent watch TV only 1 hour or below. Whereas there are nearly equal amounts of male students who spend 1 hour or below and 2-3 hours on TV a day, which are 33.8 and 33.1 percent respectively. Additionally, it has been found that both genders mostly spend 1 hour or below on newspaper. As duration of radio exposure, the results indicate that 47.1 percent of female students spend 1 hour or below on radio, following by 29.8 percent never expose to the radio. There are equal amounts, 40.3 percent, of male students who listen to the radio for 1 hour or below and the ones who never expose to the radio. For duration of person exposure, there are slightly differences between the respondents who expose to person for 2-3 hours a day and for 1 hour or below, which are similar to the results in both genders. They expose to person by mean score at moderate level.

**Table 4.12** Frequency of Media Exposure in general within 1 week divided by Gender

Gender	Media Assessment					$\bar{x}$	S.D.	Level of Media Exposure
	Everyday	5-6 days	3-4 days	1-2 days	Not at all			
Frequency of exposure to TV								
Males	48 (31.2)	15 (9.7)	23 (14.9)	59 (38.3)	9 (5.8)	3.22	1.39	Moderate
Females	94 (38.8)	20 (8.3)	45 (18.6)	64 (26.4)	19 (7.9)	3.43	1.42	Moderate
Total	143 (35.8)	35 (8.8)	69 (17.3)	125 (31.3)	28 (7.0)	3.35	1.41	Moderate
Frequency of exposure to Newspaper								
Males	11 (7.1)	12 (7.8)	31 (20.1)	71 (46.1)	29 (18.8)	2.38	1.10	Low
Females	21 (8.7)	12 (5.0)	42 (17.4)	120 (49.6)	47 (19.4)	2.34	1.11	Low
Total	32 (8.0)	24 (6.0)	74 (18.5)	194 (48.5)	76 (19.0)	2.36	1.10	Low
Frequency of exposure to Radio								
Males	9 (5.8)	7 (4.5)	19 (12.3)	52 (33.8)	67 (43.5)	1.95	1.13	Low
Females	19 (7.9)	17 (7.0)	35 (14.5)	90 (37.2)	81 (33.5)	2.19	1.20	Low
Total	28 (7.0)	24 (6.0)	54 (13.5)	143 (35.8)	151 (37.8)	2.09	1.17	Low
Frequency of exposure to Personal Media								
Males	46 (29.9)	25 (16.2)	34 (22.1)	32 (20.8)	17 (11.0)	3.33	1.38	Moderate
Females	115 (47.5)	43 (17.8)	48 (19.8)	29 (12.0)	7 (2.9)	3.95	1.19	High
Total	165 (41.3)	68 (17.0)	82 (20.5)	61 (15.3)	24 (6.0)	3.72	1.30	High
Frequency of exposure to Internet								
Males	94 (61.0)	29 (18.8)	14 (9.1)	15 (9.7)	2 (1.3)	4.29	1.06	Highest
Females	151 (62.4)	37 (15.3)	33 (13.6)	18 (7.4)	3 (1.2)	4.30	1.04	Highest
Total	249 (62.3)	66 (16.5)	47 (11.8)	33 (8.3)	5 (1.3)	4.30	1.05	Highest

\* This study focuses only mass media: television, newspaper and radio

**Table 4.13** Average Duration of Each Day Spent for Media Exposure in general within 1 week divided by Gender

Gender	Media Assessment					$\bar{x}$	S.D.	Level of Media Exposure
	5 hours up	4-5 hours	2-3 hours	1 hour or below	Not at all			
Duration of TV exposure								
Males	13 (8.4)	30 (19.5)	51 (33.1)	52 (33.8)	8 (5.2)	2.92	1.04	Moderate
Females	41 (16.9)	41 (16.9)	84 (34.7)	59 (24.4)	17 (7.0)	3.12	1.17	Moderate
Total	54 (13.5)	72 (18.0)	137 (34.3)	112 (28.0)	25 (6.3)	3.05	1.12	Moderate
Duration of Newspaper exposure								
Males	1 (0.6)	3 (1.9)	19 (12.3)	106 (68.8)	25 (16.2)	2.02	.65	Low
Females	0 (0)	3 (1.2)	10 (4.1)	187 (77.3)	42 (17.4)	1.90	.50	Low
Total	1 (0.3)	6 (1.5)	29 (7.3)	297 (74.3)	67 (16.8)	1.94	.57	Low
Duration of Radio exposure								
Males	2 (1.3)	5 (3.2)	23 (14.9)	62 (40.3)	62 (40.3)	1.85	.88	Low
Females	4 (1.7)	5 (2.1)	47 (19.4)	114 (47.1)	72 (29.8)	1.98	.85	Low
Total	6 (1.5)	10 (2.5)	71 (17.8)	176 (44.0)	137 (34.3)	1.93	.87	Low
Duration of Personal Media exposure								
Males	16 (10.4)	15 (9.7)	53 (34.4)	54 (35.1)	16 (10.4)	2.75	1.11	Moderate
Females	37 (15.3)	45 (18.6)	78 (32.2)	75 (31.0)	7 (2.9)	3.12	1.10	Moderate
Total	55 (13.8)	62 (15.5)	131 (32.8)	129 (32.3)	23 (5.8)	2.99	1.12	Moderate
Duration of Internet exposure								
Males	44 (28.6)	53 (34.4)	38 (24.7)	17 (11.0)	2 (1.3)	3.78	1.02	High
Females	72 (29.8)	73 (30.2)	66 (27.3)	28 (11.6)	3 (1.2)	3.76	1.04	High
Total	118 (29.5)	128 (32.0)	104 (26.0)	45 (11.3)	5 (1.3)	3.77	1.03	High

\* This study focuses only mass media: television, newspaper and radio

**Table 4.14** Frequency of Overall Mass Media Exposure

Overall Mass Media Exposure	Means	S.D.	Level of media exposure
	2.60	.90	<b>Low</b>



The purpose of media exposure is shown in Table 4.15. The results show that the respondents tend to expose to media by response their needs for surveillance, entertainment, participation in the surrounding environment, decision making, and discussion by mean score at high level respectively, whereas the purpose of exposure to media for reinforcement of opinions is at the moderate level by mean score.

**Table 4.15** Frequency of the Purpose of Media Exposure

Reason for exposure to media	Most	More	Average	Less	Least	$\bar{x}$	S.D.	Level of Media Exposure
Exposure of individuals to media for surveillance	145 (36.3)	183 (45.8)	66 (16.5)	4 (1.0)	2 (0.5)	4.16	.77	High
Exposure of individuals to media in joint decisions	67 (16.8)	182 (45.5)	127 (31.8)	19 (4.8)	5 (1.3)	3.72	.84	High
Exposure of individuals to media for discussion	79 (19.8)	156 (39.3)	125 (31.3)	31 (7.8)	9 (2.3)	3.66	.95	High
Exposure of individuals to media for participation in the surrounding environment	77 (19.3)	206 (51.5)	91 (22.8)	20 (5.0)	6 (1.5)	3.82	.85	High
Exposure of individuals to media for reinforcement of opinions	28 (7.0)	114 (28.5)	170 (42.5)	76 (19.0)	12 (3.0)	3.18	.92	Moderate
Exposure of individuals to media for entertainment	163 (40.8)	137 (34.3)	78 (19.5)	16 (4.0)	6 (1.5)	4.09	.94	High

From Table 4.16-4.18 the questionnaire was designed to choose whether to respond or skip the answer according to the choices of mass media exposure. The results from Table 4.16-4.18 reveal the frequency of television, newspaper and radio content classification exposure. Those tables demonstrate that due to the respondents expose to television at moderate level to newspaper and radio at low level, the results are mostly at moderate and low level of exposure correspondingly. However, the respondents have high level of exposure to music on radio. Female respondents tend to expose to entertainment contents more than males. They expose to drama, movie and music on TV, and read entertainment news by mean score at High level. As male students tend to expose to sport

content more than females, there are slightly different amounts among male students who expose to sport contents from “always” to “not at all”; therefore, the results show moderate level of exposure. Male students tend to expose to sport content more than females.

**Table 4.16** Frequency of Exposure to Television Content Classification within one week divided by Gender

Gender	Frequency of exposure to TV content classification					$\bar{x}$	S.D.	Level of Media exposure
	Always	Very often	Sometimes	Rarely	Never			
News								
Males	30 (20.7)	27 (18.6)	50 (34.5)	37 (25.5)	1 (0.7)	3.33	1.09	Moderate
Females	33 (14.7)	35 (15.6)	88 (39.3)	65 (29.0)	3 (1.3)	3.13	1.04	Moderate
Total	64 (17.2)	62 (16.6)	138 (37.0)	105 (28.2)	4 (1.1)	3.21	1.07	Moderate
Documentary								
Males	8 (5.5)	17 (11.7)	39 (26.9)	64 (44.1)	17 (11.7)	2.55	1.03	Low
Females	8 (3.6)	15 (6.7)	61 (27.2)	115 (51.3)	25 (11.2)	2.40	.90	Low
Total	16 (4.3)	32 (8.6)	102 (27.3)	181 (48.5)	42 (11.3)	2.46	.95	Low
Education								
Males	7 (4.8)	2 (1.4)	25 (17.2)	76 (52.4)	35 (24.1)	2.10	.95	Low
Females	2 (0.9)	10 (4.5)	43 (19.2)	122 (54.5)	47 (21.0)	2.10	.81	Low
Total	10 (2.7)	12 (3.2)	68 (18.2)	200 (53.6)	83 (22.3)	2.10	.88	Low
Drama								
Males	12 (8.3)	27 (18.6)	25 (17.2)	53 (36.6)	28 (19.3)	2.60	1.23	Low
Females	55 (24.6)	61 (27.2)	44 (19.6)	55 (24.6)	9 (4.0)	3.44	1.21	High
Total	67 (18.0)	91 (24.4)	69 (18.5)	109 (29.2)	37 (9.9)	3.11	1.28	Moderate
Movie								
Males	22 (15.2)	33 (22.8)	32 (22.1)	47 (32.4)	11 (7.6)	3.06	1.21	Moderate
Females	46 (20.5)	67 (29.9)	55 (24.6)	45 (20.1)	11 (4.9)	3.41	1.16	High
Total	68 (18.2)	102 (27.3)	88 (23.6)	93 (24.9)	22 (5.9)	3.27	1.19	Moderate

**Table 4.16** Frequency of Exposure to Television Content Classification within one week divided by Gender(cont.)

Gender	Frequency of exposure to TV content classification					$\bar{x}$	S.D.	Level of Media exposure
	Always	Very often	Sometimes	Rarely	Never			
Cartoon								
Males	14 (9.7)	14 (9.7)	36 (24.8)	61 (42.1)	20 (13.8)	2.59	1.14	Low
Females	22 (9.8)	35 (15.6)	53 (23.7)	93 (41.5)	21 (9.4)	2.75	1.13	Moderate
Total	36 (9.7)	50 (13.4)	91 (24.4)	154 (41.3)	42 (11.3)	2.69	1.14	Moderate
Sport								
Males	26 (17.9)	26 (17.9)	34 (23.4)	36 (24.8)	23 (15.9)	2.97	1.34	Moderate
Females	5 (2.2)	15 (6.7)	36 (16.1)	97 (43.3)	71 (31.7)	2.04	.97	Low
Total	31 (8.3)	41 (11.0)	70 (18.8)	135 (36.2)	96 (25.7)	2.40	1.22	Low
Music								
Males	21 (14.5)	26 (17.9)	51 (35.2)	36 (24.8)	11 (7.6)	3.07	1.15	Moderate
Females	42 (18.8)	67 (29.9)	64 (28.6)	42 (18.8)	9 (4.0)	3.41	1.11	High
Total	63 (16.9)	95 (25.5)	115 (30.8)	79 (21.2)	21 (5.6)	3.27	1.14	Moderate
Advertisement								
Males	19 (13.1)	26 (17.9)	41 (28.3)	46 (31.7)	13 (9.0)	2.94	1.18	Moderate
Females	37 16.5	49 (21.9)	82 (36.6)	43 (19.2)	13 (5.8)	3.24	1.12	Moderate
Total	58 (15.5)	75 (20.1)	124 (33.2)	90 (24.1)	26 (7.0)	3.13	1.15	Moderate
Game show								
Males	17 (11.7)	37 (25.5)	39 (26.9)	41 (28.3)	11 (7.6)	3.06	1.15	Moderate
Females	38 (17.0)	67 (29.9)	70 (31.3)	37 (16.5)	12 (5.4)	3.37	1.11	Moderate
Total	55 (14.7)	106 (28.4)	111 (29.8)	78 (20.9)	23 (6.2)	3.25	1.13	Moderate

**\*This question of the study was responded by 373 students, which is considered as 93.3 percent. The missing values are from the questions that can be omitted due to the choice of media exposure of the respondents.**

**Table 4.17** Frequency of Exposure to Newspaper Content Classification within one week divided by Gender

Gender	Frequency of exposure to Newspaper Content Classification					$\bar{x}$	S.D.	Level of Media exposure
	Always	Very often	Sometimes	Rarely	Never			
Crime and violence News								
Males	13 (10.3)	24 (19.0)	45 (35.7)	39 (4.0)	5 (4.0)	3.01	1.04	Moderate
Females	18 (8.9)	35 (17.3)	68 (33.7)	73 (36.1)	8 (4.0)	2.91	1.02	Moderate
Total	33 (9.9)	59 (17.8)	114 (34.3)	113 (34.0)	13 (3.9)	2.96	1.04	Moderate
Economic News								
Males	6 (4.8)	17 (13.5)	23 (18.3)	59 (46.8)	21 (16.7)	2.43	1.07	Low
Females	4 (2.0)	9 (4.5)	39 (19.3)	111 (55.0)	39 (19.3)	2.15	.85	Low
Total	10 (3.0)	26 (7.8)	65 (19.6)	170 (51.2)	61 (18.4)	2.26	.95	Low
Education News								
Males	5 (4.0)	19 (15.1)	35 (27.8)	56 (44.4)	11 (8.7)	2.61	.98	Moderate
Females	1 (0.5)	16 (7.9)	62 (30.7)	91 (45.0)	32 (15.8)	2.32	.85	Low
Total	6 (1.8)	36 (10.8)	98 (29.5)	148 (44.6)	44 (13.3)	2.43	.92	Low
Politic News								
Males	12 (9.5)	26 (20.6)	29 (23.0)	49 (38.9)	10 (7.9)	2.85	1.13	Moderate
Females	8 (4.0)	29 (14.4)	43 (21.3)	95 (47.0)	27 (13.4)	2.49	1.02	Low
Total	21 (6.3)	56 (16.9)	72 (21.7)	146 (44.0)	37 (11.1)	2.63	1.08	Moderate
Technology and innovation News								
Males	16 (12.7)	36 (28.6)	39 (31.0)	27 (21.4)	8 (6.3)	3.20	1.11	Moderate
Females	5 (2.5)	34 (16.8)	59 (29.2)	84 (41.6)	20 (9.9)	2.60	.96	Low
Total	22 (6.6)	71 (21.4)	99 (29.8)	112 (33.7)	28 (8.4)	2.84	1.06	Moderate

**\*This question of the study was responded by 332 students, which is considered as 83.0 percent. The missing values are from the questions that can be omitted due to the choice of media exposure of the respondents.**

**Table 4.17** Frequency of Exposure to Newspaper Content Classification within one week divided by Gender (cont.)

Gender	Frequency of exposure to Newspaper Content Classification					$\bar{x}$	S.D.	Level of Media exposure
	Always	Very often	Sometimes	Rarely	Never			
International News								
Males	14 (11.1)	18 (14.3)	34 (27.0)	56 (44.4)	4 (3.2)	2.86	1.07	Moderate
Females	7 (3.5)	40 (19.8)	56 (27.7)	79 (39.1)	20 (9.9)	2.68	1.01	Moderate
Total	22 (6.6)	58 (17.5)	91 (27.4)	137 (41.3)	24 (7.2)	2.75	1.04	Moderate
Sport News								
Males	28 (22.2)	24 (19.0)	27 (21.4)	26 (20.6)	21 (16.7)	3.10	1.40	Moderate
Females	6 (3.0)	14 (6.9)	34 (16.8)	74 (36.6)	74 (36.6)	2.03	1.04	Low
Total	34 (10.2)	38 (11.4)	61 (18.4)	102 (30.7)	97 (29.2)	2.43	1.30	Low
Opinion and analysis News								
Males	7 (5.6)	16 (12.7)	28 (22.2)	60 (47.6)	15 (11.9)	2.52	1.04	Low
Females	10 (5.0)	24 (11.9)	47 (23.3)	89 (44.1)	32 (15.8)	2.46	1.05	Low
Total	17 (5.1)	40 (12.0)	76 (22.9)	152 (45.8)	47 (14.2)	2.48	1.04	Low
Entertainment News								
Males	5 (4.0)	26 (20.6)	27 (21.4)	43 (34.1)	25 (19.8)	2.55	1.14	Low
Females	40 (19.8)	66 (32.7)	49 (24.3)	40 (19.8)	7 (3.5)	3.46	1.12	High
Total	46 (13.9)	92 (27.7)	76 (22.9)	86 (25.9)	32 (9.6)	3.10	1.21	Moderate
Drama Synopsis								
Males	1 (0.8)	6 (4.8)	16 (12.7)	30 (23.8)	73 (57.9)	1.67	.93	Lowest
Females	18 (8.9)	29 (14.4)	35 (17.3)	60 (29.7)	60 (29.7)	2.43	1.29	Low
Total	19 (5.7)	35 (10.5)	51 (15.4)	91 (27.4)	136 (41.0)	2.13	1.22	Low

**\*This question of the study was responded by 332 students, which is considered as 83.0 percent. The missing values are from the questions that can be omitted due to the choice of media exposure of the respondents.**

**Table 4.17** Frequency of Exposure to Newspaper Content Classification within one week divided by Gender (cont.)

Gender	Frequency of exposure to Newspaper Content Classification					$\bar{x}$	S.D.	Level of Media exposure
	Always	Very often	Sometimes	Rarely	Never			
Social News								
Males	4 (3.2)	20 (15.9)	28 (22.2)	55 (43.7)	19 (15.1)	2.48	1.03	Low
Females	13 (6.4)	22 (10.9)	49 (24.3)	84 (41.6)	34 (16.8)	2.49	1.09	Low
Total	17 (5.1)	42 (12.7)	79 (23.8)	141 (42.5)	53 (16.0)	2.48	1.06	Low

**\*This question of the study was responded by 332 students, which is considered as 83.0 percent. The missing values are from the questions that can be omitted due to the choice of media exposure of the respondents.**

**Table 4.18** Frequency of Exposure to Radio Content Classification within one week divided by Gender

Gender	Frequency of exposure to radio content classification					$\bar{x}$	S.D.	Level of Media exposure
	Always	Very often	Sometimes	Rarely	Never			
News								
Males	11 (12.0)	16 (17.4)	13 (14.1)	44 (47.8)	8 (8.7)	2.76	1.20	Moderate
Females	10 (5.8)	19 (11.1)	54 (31.6)	67 (39.2)	21 (12.3)	2.60	1.03	Low
Total	21 (7.9)	35 (13.2)	67 (25.3)	113 (42.6)	29 (10.9)	2.65	1.09	Moderate
Documentary and general knowledge								
Males	6 (6.5)	9 (9.8)	17 (18.5)	36 (39.1)	24 (26.1)	2.32	1.16	Low
Females	7 (4.1)	9 (5.3)	26 (15.2)	70 (40.9)	59 (34.5)	2.04	1.04	Low
Total	13 (4.9)	18 (6.8)	43 (16.2)	107 (40.4)	84 (31.7)	2.13	1.09	Low

**\*This question of the study was responded by 265 students, which is considered as 66.3 percent. The missing values are from the questions that can be omitted due to the choice of media exposure of the respondents.**

**Table 4.18** Frequency of Exposure to Radio Content Classification within one week divided by Gender (cont.)

Gender	Frequency of exposure to radio content classification					$\bar{x}$	S.D.	Level of Media exposure
	Always	Very often	Sometimes	Rarely	Never			
Discussion								
Males	5 (5.4)	15 (16.3)	22 (23.9)	36 (39.1)	14 (15.2)	2.58	1.10	Low
Females	11 (6.4)	25 (14.6)	39 (22.8)	68 (39.8)	28 (16.4)	2.55	1.12	Low
Total	16 (6.0)	41 (15.5)	61 (23.0)	104 (39.2)	43 (16.2)	2.56	1.12	Low
Music								
Males	28 (30.4)	30 (32.6)	19 (20.7)	14 (15.2)	1 (1.1)	3.76	1.08	High
Females	71 (41.5)	53 (31.0)	36 (21.1)	11 (6.4)	0 (0)	4.08	.94	High
Total	99 (37.4)	84 (31.7)	55 (20.8)	26 (9.8)	1 (.4)	3.96	1.00	High
Radio drama								
Males	0 (0)	6 (6.5)	8 (8.7)	18 (19.6)	60 (65.2)	1.57	.91	Lowest
Females	3 (1.8)	10 (5.8)	12 (7.0)	29 (17.0)	117 (68.4)	1.56	.98	Lowest
Total	3 (.8)	16 (4.0)	20 (7.5)	48 (18.1)	178 (67.2)	1.56	.95	Lowest

**\*This question of the study was responded by 265 students, which is considered as 66.3 percent. The missing values are from the questions that can be omitted due to the choice of media exposure of the respondents.**

Table 4.19 shows frequency of media exposure on violence against women by number, percentage, mean score and standard deviation. It appears that 30.5 percent of the respondents always expose to television on violence against women, while there is a small difference between the students who respond “very often” and “sometimes”, which is similar to the results of female respondents. Male students tend to respond from “always” to “sometimes”. They have high level of exposure to television.

As well as internet exposure on violence against women, majority of the students or 32.3 percent respond “very often”, following by 26.0 percent respond “sometimes” expose to the internet, which are similar to the results in both genders implying by mean score at high level of 3.45.

The result also shows that 32.2 percent of female students expose to newspaper very often, following by 24.8 percent sometimes exposing to newspaper, while 34.4 percent of male students respond “sometimes” the most. A slight difference appears between “very often” and “rarely” among male students who expose to newspaper. Those result in moderate level of exposure.

For radio exposure on violence against women, it demonstrates that the respondents expose at low level by mean score. Majorities of female students, 41.3 percent rarely expose to the radio and 33.5 percent never expose to it. Whereas 42.9 percent of male students mostly respond “never” expose to radio, following by 38.3 percent respond “rarely”.

Moreover, 33.5 percent of females students respond “sometimes” expose to person on violence against women the most, following by 29.8 percent “rarely” exposing to person. 44.2 percent of male students respond “rarely” expose to person while 24 percent respond “sometimes”.

**Table 4.19** Frequency of Media Exposure on Violence against Women divided by Gender

Gender	Frequency of exposure to Violence against Women					$\bar{x}$	S.D.	Level of Media exposure
	Always	Very often	Sometimes	Rarely	Never			
Frequency of TV exposure								
Males	39 (25.3)	42 (27.3)	46 (29.9)	22 (14.3)	5 (3.2)	3.57	1.11	High
Females	81 (33.5)	66 (27.3)	63 (26.0)	27 (11.2)	5 (2.1)	3.79	1.09	High
Total	122 (30.5)	108 (27.0)	111 (27.8)	49 (12.3)	10 (2.5)	3.71	1.10	High
Frequency of Newspaper exposure								
Males	19 (12.3)	30 (19.5)	53 (34.4)	32 (20.8)	20 (13.0)	2.97	1.19	Moderate
Females	42 (17.4)	78 (32.2)	60 (24.8)	42 (17.4)	20 (8.3)	3.33	1.19	Moderate
Total	63 (15.8)	109 (27.3)	113 (28.3)	75 (18.8)	40 (10.0)	3.20	1.21	Moderate
Frequency of Radio exposure								
Males	5 (3.2)	7 (4.5)	17 (11.0)	59 (38.3)	66 (42.9)	1.87	1.00	Low
Females	3 (1.2)	14 (5.8)	44 (18.2)	100 (41.3)	81 (33.5)	2.00	.93	Low
Total	8 (2.0)	21 (5.3)	61 (15.3)	161 (40.3)	149 (37.3)	1.95	.96	Low



**Table 4.19** Frequency of Media Exposure on Violence against Women divided by Gender (cont.)

Gender	Frequency of exposure to Violence against Women					$\bar{x}$	S.D.	Level of Media exposure
	Always	Very often	Sometimes	Rarely	Never			
Frequency of Person exposure								
Males	11 (7.1)	12 (7.8)	37 (24.0)	68 (44.2)	26 (16.9)	2.44	1.08	Low
Females	20 (8.3)	55 (22.7)	81 (33.5)	72 (29.8)	14 (5.8)	2.98	1.04	
Total	32 (8.0)	67 (16.8)	119 (29.8)	142 (35.5)	40 (10.0)	2.77	1.09	Moderate
Frequency of Internet exposure								
Males	33 (21.4)	48 (31.2)	40 (26.0)	24 (15.6)	9 (5.8)	3.47	1.16	High
Females	44 (18.2)	80 (33.1)	62 (25.6)	49 (20.2)	7 (2.9)	3.43	1.09	High
Total	78 (19.5)	129 (32.3)	104 (26.0)	73 (18.3)	16 (4.0)	3.45	1.12	High

Table 4.20 explains that more than half of the respondents have never experienced or involved with violence against women incidents whereas 34 percent of them have experienced or involved with the events before.

**Table 4.20** Number and Percentage of Ever Experiencing or Involving with Violence against Women Incidents

Violence against women experience	Number	Percent
Yes	136	34.0
No	264	66.0
<b>Total</b>	<b>400</b>	<b>100.0</b>

### 4.3 Attitudes towards violent against women

This part of the study means to study the present attitudes of Thai university students towards violence against women, which is explained by mean scores and standard deviation as descriptive statistic. The questions are compiled and classified by 7 concepts from Women and Friend Foundation, which are sexual violence, domestic violence, complications of pregnancy, sexually transmitted

infections, portraying women as sex object, women trafficking and inequality in education, occupation and wages. Each statement is attended by a graded-response rating-scale. Positive score means correct attitude towards violence against women, which refers that a person feel and understand that violence against women is wrong. Negative score means incorrect attitude towards violence against women whereas moderate score means neutral attitude.

Table 4.21 presents attitudes towards 7 concepts of violence against women defined by gender. The results shown below reveal positive attitude of both genders towards violence against women by total mean score of 3.97. Nevertheless, the results show that male respondents have neutral attitude towards violence against women in “sexual violence”, “sexually transmitted affection” and “portraying women as sex object”, which are explained by mean score at moderate level of 3.41, 3.44 and 3.19 respectively. The results of each statement are described as below details.

For sexual violence concept, the result shows that majorities of both sexes “agree” with “Men staring and teasing women sexually are considered to be the act of violence against women” and “Women are raped because they are inferior to men and are determined to be sex object”. Moreover, most males and females “disagree” with Boyfriends or husbands force their partners to have sex with are acceptable”. Some female respondents or 39.7 percent respond “strongly agree” with the statement, which is nearly equal to “disagree”, whereas some male students or 30.5 respond “not sure”. Besides, a slight difference appears between “disagree” and “strongly disagree” with “Women being sexual harassed or abused are considered to be their self-problem”, which is similar to the result of female respondents, while males or 45.5 percent tend to respond “disagree” the most. “Women are raped because they dress sexily in order to seduce men”, it appears that both sexes respond “not sure” the most. Some males or 27.0 percent also “agree” with the statement. However, a small difference of female students tend to respond between “agree” and “disagree”, which are 26.0 percent and 26.4 percent respectively.

For domestic violence concept, it appears that female respondents “strongly disagree” with “Domestic abuses are problems within family and should not be involved by others” and “Husbands having affairs are acceptable” the most while majority of males tend to respond “disagree” with those statements. As well as, most

male respondents or 37.7 “disagree” with “Men, heads of the family, have decision over family because of their financial power” while there is a slight difference among female students who respond between “disagree” and “strongly disagree”, which are 39.3 and 40.1 percent respectively. Majorities of both genders also “strongly disagree” with “Fathers have right to do anything to their daughters for financial purpose and “Husbands have right to threaten and abuse their wives”. “Wives should keep domestic problems within the household”, 36.4 percent of male students respond “agree” the most, following by 29.9 percent responding “not sure”, while majority of females or 36 percent respond “not sure” and 25.2 percent respond “agree” to the statement.

For complications of pregnancy concept, majorities of male and female students appear to respond between “strongly agree” and “agree” with “Women can make decision or have bargaining power of using birth control to their partners”. Also, both genders respond “strongly agree” to “Both parties should be willing to engage in responsible for sexual intercourse” the most. More than half of female “strongly disagree” with “Boyfriends or male partners force to have sex with no condom on are acceptable”, whereas 42.9 percent of males tend to respond “disagree”. “Women are ultimately more responsible than men for contraception”, most female students or 40.1 “strongly agree” while 35.5 percent “agree” with the statement. Most males respond “disagree”, following by 27.3 percent responding “not sure” to the statement.

For sexually transmitted infections concept, more than half of both genders “agree” with “Women might get sexual transmitted infections from their spouses or being raped”. Besides, more than half of male respondents respond “not sure” the most with “Wives getting sexual diseases can be indicated that they have extra-marital affairs”, whereas “not sure” and “strongly disagree” are responded equally by female students.

For Portraying women as sex object concept, it appears that both genders mostly “agree” with “Women wearing sexy or revealing clothes are attractive”, however, there are some female respondents, which are 26.9 and 22.3 percent, respond “not sure” and “disagree” to the statement respectively. Also, both genders mostly “agree” with “Media is a part of violence against women motivation: women are portrayed as sex object”. Besides, half of female respondents “strongly disagree” with

“Watching women hidden camera video clips is normal” and 40.1 percent “disagree” with the statement, whereas 37.0 percent of male students respond “not sure” to the statement, and 31.8 percent respond “disagree”.

For women trafficking concept, more than half of female students “strongly disagree” with “Women trafficking is a minor problem in Thailand because there are loads of other priority issues await” while most male respond “disagree” with the statement. Furthermore, most male and female respondents “agree” with “You will assist by informing related authorities if finding trafficking in women”. Also some female students (31.4 percent) respond “strongly agree” to the statement while some male students (30.5 percent) respond “not sure”.

For Inequality in education, occupational sex segregation and wages concept, majorities of both genders “strongly disagree” with “Women and men are equal”. It also appears that the tendencies of male respondents are in between “not sure” and “disagree”, which are 31.2 and 33.8 percent respectively, with “Women are not qualified in leadership as men are”, while most female or 43.4 percent students respond “strongly agree” to the statement. As “Men have ability in making decisions more than women”, the tendencies of male students respond between “agree” and “not sure”, which are 32.5 and 34.4 percent respectively, while females tend to respond between “disagree” and “strongly disagree” with the statement, which imply as 31.8 and 31.0 percent respectively. Furthermore, the tendencies of male respondents are in between “strongly agree” and “agree” with “Women must have as high education as men” and “Women and men who do same work and responsibility should get equal paid”, while more than half of females respond “strongly agree” to both statements.

**Table 4.21 Attitudes towards Violence against Women divided by Gender**

<b>Attitudes</b>	<b><math>\bar{x}</math></b>	<b>S.D.</b>	<b>Level of Attitudes</b>
<b>1. Sexual Violence</b>			
Males	3.41	.48	Neutral
Females	3.85	.51	Positive
<b>Total</b>	<b>3.67</b>	<b>.54</b>	<b>Positive</b>
<b>2. Domestic Violence</b>			
Males	3.95	.51	Positive
Females	4.30	.43	Positive
<b>Total</b>	<b>4.17</b>	<b>.49</b>	<b>Positive</b>
<b>3. Complications of Pregnancy</b>			
Males	4.02	.55	Positive
Females	4.36	.52	Positive
<b>Total</b>	<b>4.22</b>	<b>.55</b>	<b>Positive</b>
<b>4. Sexually Transmitted Affection</b>			
Males	3.44	.61	Neutral
Females	3.88	.65	Positive
<b>Total</b>	<b>3.71</b>	<b>.67</b>	<b>Positive</b>
<b>5. Portraying women as Sex object</b>			
Males	3.19	.60	Neutral
Females	3.82	.58	Positive
<b>Total</b>	<b>3.57</b>	<b>.67</b>	<b>Neutral</b>
<b>6. Women Trafficking</b>			
Males	3.91	.73	Positive
Females	4.16	.72	Positive
<b>Total</b>	<b>4.06</b>	<b>.74</b>	<b>Positive</b>
<b>7. Inequality in education, occupational sex segregation and wages</b>			
Males	3.84	.52	Positive
Females	4.32	.54	Positive
<b>Total</b>	<b>4.13</b>	<b>.59</b>	<b>Positive</b>
<b>Attitudes towards violence against women</b>			
Males	3.72	.33	Positive
Females	4.13	.32	Positive
<b>Total</b>	<b>3.97</b>	<b>.38</b>	<b>Positive</b>

**Table 4.22** Attitudes towards Sexual Violence of the University Students

Gender	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	$\bar{x}$	S.D.	Level of Attitudes
Men staring and teasing women sexually are considered to be the act of violence against women								
Males	15 (9.7)	71 (46.1)	38 (24.7)	24 (15.6)	6 (3.9)	3.42	1.0	Neutral
Females	63 (26.0)	126 (52.1)	41 (16.9)	4 (1.7)	8 (3.3)	3.96	.89	Positive
<b>Total</b>	78 (19.5)	199 (49.8)	81 (20.3)	28 (7.0)	14 (3.5)	3.75	.96	Positive
Women being sexual harassed or abused are considered to be their self-problem*								
Males	4 (2.6)	11 (7.1)	16 (10.4)	70 (45.5)	53 (34.4)	4.02	.99	Positive
Females	11 (4.5)	18 (7.4)	23 (9.5)	93 (38.4)	97 (40.1)	4.02	1.1	Positive
<b>Total</b>	17 (4.3)	29 (7.3)	40 (10.0)	164 (41.0)	150 (37.5)	4.00	1.07	Positive
Women are raped because they dress sexily in order to seduce men*								
Males	15 (9.7)	42 (27.3)	61 (39.6)	24 (15.6)	12 (7.8)	2.84	1.05	Neutral
Females	13 (5.4)	63 (26.0)	71 (29.3)	64 (26.4)	31 (12.8)	3.15	1.11	Neutral
<b>Total</b>	30 (7.5)	107 (26.8)	132 (33.0)	88 (22.0)	43 (10.8)	3.02	1.10	Neutral
Women are raped because they are inferior to men and are determined to be sex object								
Males	14 (9.1)	68 (44.2)	29 (18.8)	23 (14.9)	20 (13.0)	3.21	1.2	Neutral
Females	80 (33.1)	107 (44.2)	34 (14.0)	9 (3.7)	12 (5.0)	3.97	1.03	Positive
<b>Total</b>	94 (23.5)	178 (44.5)	64 (16.0)	32 (8.0)	32 (8.0)	3.68	1.15	Positive
Boyfriends or husbands force their partners to have sex with are acceptable*								
Males	2 (1.3)	18 (11.7)	47 (30.5)	64 (41.6)	23 (14.9)	3.57	.93	Neutral
Females	1 (0.4)	11 (4.5)	37 (15.3)	97 (40.1)	96 (39.7)	4.14	.87	Positive
<b>Total</b>	3 (0.8)	30 (7.5)	85 (21.3)	162 (40.5)	120 (30.0)	3.92	.94	Positive

\* is a negative statement, which score has been reverted, high score of  $\bar{x}$  refers to positive attitude. However, number and percentage of responses were presented directly and were not changed.

**Table 4.23** Attitudes towards Domestic Violence of University Students

Gender	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	$\bar{x}$	S.D.	Level of Attitudes
Domestic abuses are problems within family and should not be involved by others *								
Males	2 (1.3)	4 (2.6)	18 (11.7)	72 (46.8)	58 (37.7)	4.17	.83	Positive
Females	0	6 (2.5)	26 (10.7)	90 (37.2)	120 (49.6)	4.34	.77	Positive
<b>Total</b>	2 (0.5)	10 (2.5)	44 (11.0)	164 (41.0)	180 (45.0)	4.28	.79	Positive
Husbands having affairs are acceptable*								
Males	0	9 (5.8)	16 (10.4)	65 (42.2)	64 (41.6)	4.19	.85	Positive
Females	1 (0.4)	2 (8)	6 (2.5)	53 (21.9)	180 (74.4)	4.69	.60	Positive
<b>Total</b>	1 (0.3)	11 (2.8)	23 (5.8)	119 (29.8)	246 (61.5)	4.50	.75	Positive
Fathers have right to do anything to their daughters for financial purpose*								
Males	0	3 (1.9)	4 (2.6)	11 (7.1)	136 (88.3)	4.82	.57	Positive
Females	0	0	1 (0.4)	9 (3.7)	232 (95.9)	4.95	.23	Positive
<b>Total</b>	0	3 (0.8)	5 (1.3)	20 (5.0)	372 (93.0)	4.90	.39	Positive
Men, heads of the family, have decision over family because of their financial power*								
Males	4 (2.6)	15 (9.7)	41 (26.6)	58 (37.7)	36 (23.4)	3.69	1.02	Positive
Females	3 (1.2)	11 (4.5)	36 (14.9)	95 (39.3)	97 (40.1)	4.12	.91	Positive
<b>Total</b>	7 (1.8)	26 (6.5)	77 (19.3)	155 (38.8)	135 (33.8)	3.96	.97	Positive
Husbands have right to threaten and abuse their wives*								
Males	1 (0.6)	4 (2.6)	13 (8.4)	49 (31.8)	87 (56.5)	4.41	.81	Positive
Females	1 (0.4)	0	5 (2.1)	33 (13.6)	203 (83.9)	4.81	.50	Positive
<b>Total</b>	2 (0.5)	4 (1.0)	18 (4.5)	82 (20.5)	294 (73.5)	4.66	.66	Positive

\* is a negative statement, which score has been reverted, high score of  $\bar{x}$  refers to positive attitude. However, number and percentage of responses were presented directly and were not changed.

**Table 4.23** Attitudes towards Domestic Violence of University Students (**cont.**)

Gender	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	$\bar{x}$	S.D.	Level of Attitudes
Wives should keep domestic problems within the household*								
Males	31 (20.1)	56 (36.4)	46 (29.9)	16 (10.4)	5 (3.2)	2.42	1.03	Neutral
Females	27 (11.2)	61 (25.2)	87 (36.0)	43 (17.8)	24 (9.9)	2.90	1.13	Neutral
<b>Total</b>	59 (14.8)	118 (29.5)	133 (33.3)	60 (15.0)	30 (7.5)	2.71	1.11	Neutral

\* is a negative statement, which score has been reverted, high score of  $\bar{x}$  refers to positive attitude. However, number and percentage of responses were presented directly and were not changed.

**Table 4.24** Attitudes towards Complications of Pregnancy of University Students

Gender	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	$\bar{x}$	S.D.	Level of Attitudes
Women can make decision or have bargaining power of using birth control to their partners								
Males	55 (35.7)	76 (49.4)	16 (10.4)	5 (3.2)	2 (1.3)	4.15	.83	Positive
Females	115 (47.5)	105 (43.3)	16 (6.6)	2 (0.8)	4 (1.7)	4.34	.78	Positive
<b>Total</b>	173 (43.3)	182 (45.5)	32 (8.0)	7 (1.8)	6 (1.5)	4.27	.83	Positive
. Both parties should be willing to engage in responsible for sexual intercourse								
Males	104 (67.5)	43 (27.9)	3 (1.9)	2 (1.3)	2 (1.3)	4.59	.72	Positive
Females	180 (74.4)	56 (23.1)	3 (1.2)	1 (0.4)	2 (0.8)	4.70	.60	Positive
<b>Total</b>	288 (72.0)	99 (24.8)	6 (1.5)	3 (0.8)	4 (1.0)	4.66	.65	Positive
Boyfriends or male partners force to have sex with no condom on are acceptable*								
Males	0 (9.1)	14 (24.7)	38 (42.9)	66 (23.4)	36 (12.9)	3.81	.90	Positive
Females	0 (2.5)	6 (10.7)	26 (35.1)	85 (51.7)	125 (40.0)	4.36	.77	Positive
<b>Total</b>	0 (5.0)	20 (16.3)	65 (38.0)	152 (40.8)	163 (40.8)	4.15	.87	Positive

\* is a negative statement, which score has been reverted, high score of  $\bar{x}$  refers to positive attitude. However, number and percentage of responses were presented directly and were not changed.



**Table 4.24** Attitudes towards Complications of Pregnancy of University Students (cont.)

Gender	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	$\bar{x}$	S.D.	Level of Attitudes
Women are ultimately more responsible than men for contraception*								
Males	10 (6.5)	14 (9.1)	42 (27.3)	59 (38.3)	29 (18.8)	3.54	1.1	Neutral
Females	7 (2.9)	19 (7.9)	33 (13.6)	86 (35.5)	97 (40.1)	4.02	1.06	Positive
<b>Total</b>	19 (4.8)	34 (8.5)	75 (18.8)	146 (36.5)	126 (31.5)	3.82	1.11	Positive

\* is a negative statement, which score has been reverted, high score of  $\bar{x}$  refers to positive attitude. However, number and percentage of responses were presented directly and were not changed.

**Table 4.25** Attitudes towards Sexually Transmitted Infections of University Students

Gender	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	$\bar{x}$	S.D.	Level of Attitudes
Wives getting sexual diseases can be indicated that they have extra-marital affairs*								
Males	6 (3.9)	13 (8.4)	84 (54.4)	37 (24.0)	14 (9.1)	3.26	.88	Neutral
Females	3 (1.2)	6 (2.5)	86 (35.5)	61 (25.2)	86 (35.5)	3.91	.96	Positive
<b>Total</b>	10 (2.5)	19 (4.8)	172 (43.0)	98 (24.5)	101 (25.3)	3.65	.99	Neutral
. Women might get sexual transmitted infections from their spouses or being raped								
Males	15 (9.7)	83 (53.9)	42 (27.3)	12 (7.8)	2 (1.3)	3.63	.82	Neutral
Females	45 (18.6)	131 (54.1)	53 (21.9)	8 (3.3)	5 (2.1)	3.84	.84	Positive
<b>Total</b>	62 (15.5)	215 (53.8)	96 (24.0)	20 (5.0)	7 (1.8)	3.76	.84	Positive

\* is a negative statement, which score has been reverted, high score of  $\bar{x}$  refers to positive attitude. However, number and percentage of responses were presented directly and were not changed.

**Table 4.26** Attitudes towards Women are Portraying as Sex Object of University Students

Gender	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	$\bar{x}$	S.D.	Level of Attitudes
Women wearing sexy or revealing clothes are attractive*								
Males	36 (23.4)	74 (48.1)	27 (17.5)	9 (5.8)	8 (5.2)	2.21	1.04	Negative
Females	16 (6.6)	76 (31.4)	65 (26.9)	54 (22.3)	31 (12.8)	3.03	1.15	Neutral
<b>Total</b>	54 (13.5)	150 (37.5)	93 (23.3)	63 (15.8)	40 (10.0)	2.71	1.18	Neutral
. Watching women hidden camera video clips is normal*								
Males	2 (1.3)	23 (14.9)	57 (37.0)	49 (31.8)	23 (14.9)	3.44	.96	Neutral
Females	1 (0.4)	6 (2.5)	17 (7.0)	97 (40.1)	121 (50.0)	4.37	.76	Positive
<b>Total</b>	3 (0.8)	30 (7.5)	74 (18.5)	147 (36.8)	146 (36.5)	4.01	.96	Positive
Media is a part of violence against women motivation: women are portrayed as sex object								
Males	41 (26.6)	75 (48.7)	24 (15.6)	10 (6.5)	4 (2.6)	3.90	.96	Positive
Females	82 (33.9)	114 (47.1)	26 (10.7)	15 (6.2)	5 (2.1)	4.05	.94	Positive
<b>Total</b>	125 (31.3)	191 (47.8)	50 (12.5)	25 (6.3)	9 (2.3)	4.00	.94	Positive

\* is a negative statement, which score has been reverted, high score of  $\bar{x}$  refers to positive attitude. However, number and percentage of responses were presented directly and were not changed.

**Table 4.27** Attitudes towards Women Trafficking of University Students

Gender	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	$\bar{x}$	S.D.	Level of Attitudes
Women trafficking is a minor problem in Thailand because there are loads of other priority issues await*								
Males	6 (3.9)	8 (5.2)	19 (12.3)	68 (44.2)	53 (34.4)	4.00	1.02	Positive
Females	6 (2.5)	9 (3.7)	17 (7.0)	67 (27.7)	143 (59.1)	4.37	.95	Positive
<b>Total</b>	14 (3.5)	17 (4.3)	36 (9.0)	136 (34.0)	197 (49.3)	4.21	1.01	Positive
. You will assist by informing related authorities if finding trafficking in women								
Males	33 (21.4)	69 (44.8)	47 (30.5)	2 (1.3)	3 (1.9)	3.82	.85	Positive
Females	76 (31.4)	92 (38.0)	63 (26.0)	7 (2.9)	4 (1.7)	3.95	.92	Positive
<b>Total</b>	112 (28.0)	162 (40.5)	110 (27.5)	9 (2.3)	7 (1.8)	3.91	.89	Positive

\* is a negative statement, which score has been reverted, high score of  $\bar{x}$  refers to positive attitude. However, number and percentage of responses were presented directly and were not changed.

**Table 4.28** Attitudes towards Inequalities in Education, Occupational Sex Segregation and Wages of University Students

Gender	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	$\bar{x}$	S.D.	Level of Attitudes
Women and men are equal								
Males	97 (63.0)	46 (29.9)	7 (4.5)	3 (1.9)	1 (0.6)	4.53	.73	Positive
Females	205 (84.7)	27 (11.2)	7 (2.9)	2 (0.8)	1 (0.4)	4.79	.57	Positive
<b>Total</b>	306 (76.5)	73 (18.3)	14 (3.5)	5 (1.3)	2 (0.5)	4.69	.65	Positive
Women are not qualified in leadership as men are*								
Males	5 (3.2)	23 (14.9)	48 (31.2)	52 (33.8)	26 (16.9)	3.46	1.04	Neutral
Females	10 (4.1)	17 (7.0)	36 (14.9)	74 (30.6)	105 (43.4)	4.02	1.11	Positive
<b>Total</b>	16 (4.0)	41 (10.3)	84 (21.0)	126 (31.5)	133 (33.3)	3.80	1.13	Positive
Men have ability in making decisions more than women*								
Males	8 (5.2)	50 (32.5)	53 (34.4)	30 (19.5)	13 (8.4)	2.94	1.03	Neutral
Females	8 (3.3)	34 (14.4)	48 (19.8)	77 (31.8)	75 (31.0)	3.73	1.14	Positive
<b>Total</b>	17 (4.3)	85 (21.3)	101 (25.3)	107 (26.8)	90 (22.5)	3.42	1.17	Neutral
Women must have as high education as men								
Males	52 (33.8)	54 (35.1)	34 (22.1)	12 (7.8)	2 (1.3)	3.92	.99	Positive
Females	129 (53.3)	74 (30.6)	28 (11.6)	9 (3.7)	2 (0.8)	4.32	.88	Positive
<b>Total</b>	183 (45.8)	128 (32.0)	62 (15.5)	22 (5.5)	5 (1.3)	4.16	.96	Positive
. Women and men who do same work and responsibility should get equal paid								
Males	73 (47.4)	68 (44.2)	9 (5.8)	2 (1.3)	2 (1.3)	4.35	.76	Positive
Females	193 (79.8)	38 (15.7)	6 (2.5)	4 (1.7)	1 (0.4)	4.73	.63	Positive
<b>Total</b>	270 (67.5)	106 (26.5)	15 (3.8)	6 (1.5)	3 (0.8)	4.59	.71	Positive

\* is a negative statement, which score has been reverted, high score of  $\bar{x}$  refers to positive attitude. However, number and percentage of responses were presented directly and were not changed.

#### 4.4 Hypothesis testing

This research focuses on the relationship between mass media exposure and attitudes towards violence against women. There are three hypotheses below to testify.

4.1 Gender differences have an impact on different mass media exposure behavior

4.2 Gender differences have an impact on different attitudes towards violence against women

4.3 Mass media exposure behavior influences attitudes towards violence against women

Mass media exposure behavior therefore depends on self selective exposure that individual tends to expose to media upon their own preferences and interests. There are many variables for investigating the mass media exposure behavior. This study brings gender, which is the main factor of the research to testify hypothesis 1 and 2.

##### **Hypothesis 1 Gender differences have an impact on different mass media exposure behavior**

**H<sub>0</sub>** Gender differences do not have an impact on different mass media exposure in general

**H<sub>1</sub>** Gender differences have an impact on different mass media exposure in general

The results from table 4.29 show that the association between gender and frequency of mass media exposure in general  $> 0.5$ , which cannot refuse H<sub>0</sub>; therefore, Gender differences do not have the impact on different mass media exposure in general.

**H<sub>0</sub>** Gender differences do not have an impact on different mass media content classification exposure

**H<sub>1</sub>** Gender differences have an impact on different mass media content classification exposure

It appears on table 4.29 that Gender differences significantly have the impact on different television content classifications exposure behavior, which are

drama program, movie program, sport program, music program, advertisement program and game show program at the level .000, .005, .000, .005, .015 and 0.10 respectively. Moreover, Gender differences significantly affect on various newspaper content classifications, which are economic news articles, education news articles, politic news articles, technology and innovation news articles, sports news articles, entertainment news articles and drama synopsis articles at the level of .009, .005, .003, .000, .000, .000 and .000. Also, Gender differences significantly have the impact on the radio content classifications, which are documentary and general knowledge program; and, music program at the level of .046 and .017. Hence, those results refuse  $H_0$  and support  $H_1$ .

**$H_0$**  Gender differences do not have an impact on different mass media exposure on violence against women

**$H_1$**  Gender differences have an impact on different mass media exposure on violence against women

The result from Table 4.29 shows significant association between gender differences and newspaper exposure behavior on violence against women at the level .004, therefore  $H_1$  is true.

Furthermore, T - and T+ are used to describe the different mass media exposure behavior between genders. If it is a T+, this means that media exposure of male students is more than women and if it is T-, this means that media exposure of female students is more than male students.

**Table 4.29** Gender Differences have an impact on different mass media exposure behavior

<b>Variables</b>	<b>t</b>	$\bar{x}$ Male	S.D. Male	$\bar{x}$ Female	S.D. Female	<b>P- Value</b>
<b>TV Content Classification</b>						
Drama program	-6.433	2.60	1.23	3.44	1.21	.000
Movie program	-2.823	3.06	1.21	3.41	1.16	.005
Sport program	7.674	2.97	1.34	2.04	.97	.000
Music program	-2.813	3.07	1.15	3.41	1.11	.005
Advertisement program	-2.439	2.94	1.18	3.24	1.12	.015
Game show program	-2.600	3.06	1.15	3.37	1.11	.010
<b>Newspaper Content Classification</b>						
Economic news articles	2.614	2.43	1.07	2.15	.85	.009
Education news articles	2.811	2.61	.98	2.32	.85	.005
Politic news articles	2.997	2.85	1.13	2.49	1.02	.003
Technology and innovation news articles	5.082	3.20	1.11	2.60	.96	.000
Sports news articles	7.735	3.10	1.40	2.03	1.04	.000
Entertainment news articles	-6.980	2.55	1.14	3.46	1.12	.000
Drama synopsis articles	-5.711	1.67	.93	2.43	1.29	.000
<b>Radio Content Classification</b>						
Documentary and general knowledge program	2.002	2.32	1.16	2.04	1.04	.046
Music program	-2.407	3.76	1.08	4.08	.94	.017
<b>Frequency of exposure to Violence against Women</b>						
Frequency of exposure to newspaper on VAW	-2.903	2.97	1.19	3.33	1.19	.004

### **Hypothesis 2 Gender differences have an impact on different attitudes towards violence against women**

The independent variable was defined by 7 concept forms of violence from “Women and Friend Foundation” (Chouwilai, Puengkoksoong, Chaichetpipatgul, & Rieanthong, 2008).

**H<sub>0</sub>** Gender differences do not have an impact on different attitudes towards violence against women

**H<sub>1</sub>** Gender differences have an impact on different attitudes towards violence against women

The results below demonstrate that H<sub>1</sub> is true since gender differences significantly affect on 7 concept forms of violence at level of .000 and .001. Also, positive and negative t can show the different attitudes between genders. The result of negative t or T- can imply that female students have more positive attitudes towards 7 concept forms of violence against women than male students, which mean that female students have more knowledge and are aware of the violence against women issue than male students.

**Table 4.30** Gender differences have an effect on attitudes towards violence against women.

<b>Variables</b>	<b>t</b>	<b><math>\bar{x}</math> Male</b>	<b>S.D. Male</b>	<b><math>\bar{x}</math> Female</b>	<b>S.D. Female</b>	<b>P- Values</b>
<b>Sexual Violence</b>	-8.469	3.41	.48	3.85	.51	.000
<b>Domestic Violence</b>	-7.420	3.95	.51	4.30	.43	.000
<b>Complications of Pregnancy</b>	-6.101	4.02	.55	4.36	.52	.000
<b>Sexually Transmitted Affection</b>	-6.574	3.44	.61	3.88	.65	.000
<b>Portraying women as Sex Object</b>	-10.375	3.19	.60	3.82	.58	.000
<b>Women Trafficking</b>	-3.293	3.91	.73	4.16	.72	.001
<b>Inequalities in education, occupational sex segregation and wages</b>	-8.678	3.84	.52	4.32	.54	.000



### **The relationship between mass media exposure and attitudes toward violence against women**

The attitudes towards violence against women has many variables, however the research focus only mass media exposure with are television, newspaper and radio to testify the significant factors influencing on the attitude. There are thirty six independent variables from mass media exposure behavior, nevertheless, the results shown in Table 4.31 are only the variables that influence the attitude towards violence against women by 7 concept forms of violence (Chouwilai, Puengkoksoong, Chaichetpipatgul, & Rieanthong, 2008)

#### **1. The relationship between mass media exposure and attitudes towards sexual violence**

The results indicate that the independent variables of the frequency of radio exposure in general, advertisement program on TV and the frequency of television exposure on violence against women significantly co-correlate with the attitudes towards sexual violence by 38.8% ( $R = .388$ ), and influence the attitudes towards sexual violence by 15.1% ( $R^2 = .151$ ). The variables significantly influences attitudes towards sexual violence ( $p < 0.5$ ).

Besides, it can be described that the frequency of television exposure on violence against women has positive relationship with the attitude towards sexual violence by Beta .103, so if the audience tend to expose more to television on violence against women, the attitude towards sexual violence tend to be more positive, Whereas the frequency of radio exposure has negative association with the attitude towards sexual violence by Beta -.131, so if the audience tends to expose more to radio, the attitude might results more on the negative side as well as the relationship with the extent of advertisement program exposure.

#### **2. The relationship between mass media exposure and attitudes towards domestic violence**

It is found that the variables of television content classification which are crime and violence news, drama synopsis and sport news articles significantly co-correlate by 45% ( $R = .450$ ). Those variables significantly influence the attitudes towards domestic violence ( $p < 0.5$ ) and can be explained by 20.3% ( $R^2 = .203$ ).

Furthermore, it can be implied that crime and violence news article variable has positive relationship with the attitude towards domestic violence by Beta with positive value. The more crime and violence news articles exposure, the attitude towards domestic violence tend to be more positive, whereas drama synopsis and sport news articles have negative relationship with the attitude by Beta with negative value. Therefore, the students with more drama synopsis and sport news articles tend to have more negative attitude.

### 3. The relationship between mass media exposure and attitudes towards complications of pregnancy

The results indicate that variables that significantly co-correlate with the attitudes towards violence against women in complications of pregnancy by 34.3% ( $R = .343$ ) are frequency of radio exposure in general, sport news articles on newspaper, new program and music program on radio. Those variables significantly influence the attitudes towards complications of pregnancy ( $p < 0.5$ ) and the influence can be explained by 11.8% ( $R^2 = .118$ ).

Moreover, it can be implied that frequency of radio exposure, sport news articles on newspaper and news program on radio have negative relationship with attitude towards complications of pregnancy by Beta with negative values, hence, the attitude might results more negative among students with higher exposure to those variables. However, students with high exposure to music program on radio tend to have more positive attitude towards the issue by Beta with positive value.

### 4. The relationship between mass media exposure and attitudes towards sexually transmitted affection

The result of analysis describes that the variables have significantly co-correlated with the attitudes towards violence against women in sexually transmitted affection by 41.4% ( $R = .414$ ). The variables that significantly influence the attitudes are music program on TV, international news articles on newspaper and the frequency of newspaper on violence against women ( $p < 0.5$ ), which can be explained by 17.1% ( $R^2 = .171$ ).

Also, exposure to music program on TV and international news articles on newspaper have negative relationship with the attitude towards sexually transmitted affection by Beta with negative values, it can be implied that as much as students

expose to those variables, the attitude might results more negative. In contrary, the frequency of newspaper on violence against women has positive relationship with the attitude by Beta with positive value, therefore, the students with high exposure to those variables tend to have more positive attitude.

5. The relationship between mass media exposure and attitudes towards portraying women as sex object

The study indicates that mass media exposure behavior does not influence the attitude toward violence against women in portraying women as sex object.

6. The relationship between mass media exposure and attitudes towards women trafficking

The co-correlation between variables and attitudes towards violence against women in women trafficking can describe by 31.2% ( $R = .312$ ). The study reveals that the discussion program on radio and the frequency of newspaper variables significantly influence the attitudes towards violence against women in women trafficking ( $p < 0.5$ ), which can be explained the influence by 9.7% ( $R^2 = .097$ ).

Moreover, the variables have positive relationship with the attitudes towards violence against women by Beta with positive values. This can imply that the students with high exposure to those variables tend to be more positive attitude towards the issue.

7. The relationship between mass media exposure and attitudes towards inequalities in education, occupational sex segregation and wages

The results show the co-correlation between the variables and the attitudes towards violence against women in inequalities in education, occupational sex segregation and wages by 43.8% ( $R = .438$ ). Those variables, which are advertisement program on TV, international news articles and sport news article, significantly influence the attitude ( $p < 0.5$ ), which can be explained the influence by 19.2% ( $R^2 = .192$ ).

The advertisement program on TV and the sports news article on newspaper variables have negative relationship with the attitude by Beta with negative values. This can be referred that as much as the respondents tend to expose to those variable, the attitude might results more negative side. Whereas the international news article on newspaper and the frequency of television exposure on violence against

women variables have positive relationship with the issue by Beta with positive values, therefore, students with high exposure to those variables tend to have more positive attitude towards inequalities in education, occupational sex segregation and wages.

### **Hypothesis 3 Mass media exposure behavior influences attitudes towards violence against women**

**H<sub>0</sub>** Frequency of mass media exposure in general does not influence attitudes towards violence against women

**H<sub>1</sub>** Frequency of mass media exposure in general influence attitudes towards violence against women

The result shows that the frequency of radio exposure significantly have relationship with the attitudes towards sexual violence and the attitudes towards complications of pregnancy ( $p < 0.5$ ). The result refuses H<sub>0</sub> but supports H<sub>1</sub>, therefore the frequency of mass media exposure in general significantly influence the attitudes towards violence against women.

**H<sub>0</sub>** Mass media content classification does not influence attitudes towards violence against women

**H<sub>1</sub>** Mass media content classification influences attitudes towards violence against women

The result presents that various contents of mass media exposure significantly influence the attitudes towards violence against women ( $p < 0.5$ ). The study found that the advertisement program on TV significantly affects on the attitudes towards sexual violence. Additionally, the crime and violence news, the drama synopsis and the sport news articles variables significantly influence the attitudes towards domestic violence. Moreover, the sport news article on newspaper, the news program and the music program on radio variables significantly have relationship with the attitudes towards complications of pregnancy. Besides, the music program on television and the international news article on newspaper variables significantly affect on the attitudes towards sexually transmitted affection. The discussion program on radio also significantly influences the attitudes towards women trafficking. As well as the advertisement program on TV, the international news article and the sport news

article variables significantly have relationship with the attitudes towards inequalities in education, occupational sex segregation and wages. Therefore, H1 is true.

**H0** Frequency of mass media exposure on violence against women does not influence attitudes towards violence against women

**H1** Frequency of mass media exposure on violence against women influences attitudes towards violence against women

The result supports H1. The study found that the frequency of television exposure variable significantly influences the attitudes towards sexual violence and inequalities in education, occupational sex segregation and wages, while the frequency of newspaper exposure variable significantly influences the attitudes towards sexually transmitted affection and women trafficking.

**Table 4.31** The relationship between mass media exposure behavior and attitudes towards violence against women

Variables	B	Beta	T	P-Value
<b>1. Attitudes towards Sexual Violence</b>				
<b>Frequency of Media exposure in General</b>				
Frequency of exposure to radio	-.061	-.131	-2.612	.009
<b>TV Content Classification</b>				
Advertisement program	-.058	-.120	-2.419	.016
<b>Frequency of Mass Media exposure on Violence Against Women</b>				
Frequency of exposure to television	-.047	.103	.024	.046
<b>R = .388 R<sup>2</sup> = .151</b>				
<b>2. Attitudes towards Domestic Violence</b>				
<b>Newspaper Content Classification</b>				
Crime and violence news article	.072	.138	3.011	.003
Drama synopsis article	-.075	-.168	-3.470	.001
Sport news article	-.062	-.149	-3.009	.003
<b>R = .450 R<sup>2</sup> = .203</b>				

**Table 4.31** The relationship between mass media exposure behavior and attitude towards violence against women (cont.)

Variables	B	Beta	T	P-Value
<b>3. Attitudes towards Complications of Pregnancy</b>				
<b>Frequency of Media exposure in General</b>				
Frequency of exposure to radio	-.053	-.112	-2.255	.025
<b>Newspaper Content Classification</b>				
Sport news article	-.051	-.108	-2.101	.036
<b>Radio Content Classification</b>				
News program	-.062	-.099	-1.983	.048
Music program	.081	.119	2.422	.016
<b>R = .343 R<sup>2</sup> = .118</b>				
<b>4. Attitudes towards Sexually Transmitted Affection</b>				
<b>TV Content Classification</b>				
Music program	-.086	-.141	-2.976	.003
<b>Newspaper Content Classification</b>				
International news article	-.069	-.097	-2.061	.040
<b>Frequency of Mass Media exposure on Violence Against Women</b>				
Frequency of exposure to newspaper	.088	.158	3.142	.002
<b>R = .414 R<sup>2</sup> = .171</b>				
<b>6. Attitudes towards Women Trafficking</b>				
<b>Radio Content Classification</b>				
Discussion program	.092	.113	2.207	.028
<b>Frequency of Mass Media exposure on Violence Against Women</b>				
Frequency of exposure to newspaper	.083	.135	2.641	.009
<b>R = .312 R<sup>2</sup> = .097</b>				
<b>7. Attitudes towards Inequalities in education, occupational sex segregation and wages</b>				
<b>TV Content Classification</b>				
Advertisement program	-.059	-.113	-2.359	0.19
<b>Newspaper Content Classification</b>				
International news article	.076	.123	2.613	.009
Sports news article	-.061	-.123	-2.396	.017
<b>Frequency of Media exposure on Violence Against Women</b>				
Frequency of exposure to television	.081	.153	3.218	.001
<b>R = .438 R<sup>2</sup> = .192</b>				

## **CHAPTER V**

### **ANALYSIS AND DISCUSSION**

#### **5.1 Study Results**

##### **Part 1: General characteristics of the sample group**

The research comprises 154 male students, 242 female students and 4 homosexual students. This research brings only male and female students to study the important relation between mass media exposure behavior and attitude towards violence against women, therefore, 396 are used for sample students. Age of the sample group mostly is between 19-22, studying first year and fourth year with majoring Sciences 65% and Arts 35%. Most respondents live in dormitory with friends and live with parent. Their parents mostly work as government or state enterprise employee, and graduated with Bachelor degree. Majority of the students grow up with unbiased parents.

##### **Part 2: Mass media exposure behavior of the respondents**

The research studies the selective media exposure of the respondents through the frequency and content classification as following.

###### **1. Frequency of mass media exposure behavior**

The study focuses on 3 mainstreams of mass media, which are television, newspaper and radio. Female students, 38% expose to TV every day and tend to expose 2-3 hours a day, while 31.2 % of male students expose to TV every day and the tendency of spending time on TV is between “1 hour or below” and “2-3 hours”. Moreover, television is the mass media that the respondents expose on violence against women the most, especially female students. However, newspaper and radio exposure in general results low exposure of both the frequency and the duration among the respondents. 32.2 % of female students expose to newspaper on violence

against women “very often” whereas both genders “rarely” expose to radio on violence against women issue.

## 2. mass media content classification exposure behavior

The results of mass media content classification exposure behavior tend to be at low and moderate level, which correspond with the results of frequency of mass media exposure.

The respondents have high exposure to music on the radio ( $\bar{x}=3.96$ ). Female students tend to highly expose to drama, movie and music on TV, and read entertainment news very often, while male students tend to expose to sport contents more than females.

### **Part 3: Attitudes towards violence against women**

The results shown below reveal positive attitude of both genders towards violence against women by total  $\bar{x} = 3.97$ . In contrast, the results show that male respondents have neutral attitude towards violence against women in “sexual violence”, “sexually transmitted affection” and “portraying women as sex object”, which are explained by mean score at moderate level of 3.41, 3.44 and 3.19 respectively. Females have more positive attitude on those categories.

### **Part 4 Hypothesis proving**

All 3 hypotheses were accepted as below.

**Hypothesis 1** Gender differences have an impact on different mass media exposure behavior.

According to the analysis, gender differences do not have the impact on the frequency of mass media exposure in general but significantly affect on the frequency of newspaper exposure on violence against women ( $p<0.5$ ). Moreover, it appears that gender differences significantly have the impact on various television content classifications, which are drama program, movie program, sport program, music program, advertisement program and game show program ( $P<0.5$ ), also significantly affect on various newspaper content classifications, which are economic news articles, education news articles, politic news articles, technology and innovation news articles, sports news articles, entertainment news articles and drama synopsis



articles ( $p < 0.5$ ); and, significantly have the impact on the radio content classifications, which are documentary and general knowledge program; and, music program at the level ( $p < 0.5$ ).

**Hypothesis 2** Gender differences have an impact on different attitudes towards violence against women

The results demonstrate that gender differences significantly affect on the 7 concept forms of violence classified by Chouwilai, Puengkoksoong, Chaichetpipatgul, & Rieanthong (2008), which are sexual violence, domestic violence, complications of pregnancy, sexually transmitted infections, portraying women as sex object, women trafficking and inequality in education, occupation and wages at level of .000 and .001. The result of negative  $t$  also can imply that female students have more positive attitude towards 7 conceptual forms of violence against women than male students.

**Hypothesis 3** Mass media exposure behavior influences attitudes towards violence against women

The result shows that the frequency of radio exposure in general significantly has the effect on the attitudes towards sexual violence and on the attitudes towards complications of pregnancy ( $p < 0.5$ ), whereas the frequency of television exposure on violence against women significantly influences the attitudes towards sexual violence and inequalities in education, occupational sex segregation and wages. Besides, the frequency of newspaper exposure on violence against women significantly affects on the attitudes towards sexually transmitted affection and women trafficking. The result also presents that the advertisement program on TV significantly affects on the attitudes towards sexual violence. Additionally, crime and violence news, drama synopsis and sport news articles significantly influence the attitudes towards domestic violence. Moreover, sport news article on newspaper, news program and music program on radio significantly have relationship with the attitudes towards complications of pregnancy. Besides, music program on television and international news article on newspaper significantly affect on the attitudes towards sexually transmitted affection. Discussion program on radio also significantly has the

effect on the attitudes towards women trafficking. As well as the variables: advertisement program on TV, international news article and sport news article significantly influence the attitudes towards violence against women in inequalities in education, occupational sex segregation and wages.

## 5.2 Discussion

The results found some relevant parts to be discussed as below.

Regarding to the result, TV is the mass media mainstream that the target group expose the most. Also, it has the most effect on the respondents of in all mass media towards violence against women. The result shows that people tend to access to violence against women issue on TV, which accords well with the research from Nitjanun Munjing (2008), “Mass Media Exposure Behavior, Knowledge and Participation in Women against Violence in Bangkok Metropolitan” found that women mostly expose to TV news on violence against women, and a high exposure on TV results in more knowledge about violence against women. In this research also imply that the respondents who tend to expose to TV on violence against women would have more positive attitude ( $p < 0.5$ ), which mean that they gain knowledge and understand the violence against women when expose to TV on the violence against women. Therefore, TV is still the media mainstream that has important towards the issue. According to the attitudes towards violence against women, the result shows that female students are more aware of it than men. This might be because of the content differences of the respondents. Gender differences show significant relationship with various mass media content classification exposure behavior regarding to Table 4.29, which is similar to the result of Duangta Piriyanont and Wimonpan Arpavate (2006) that gender differences have significant effect on different mass media exposure behavior. Those are in accord with selective process (Macomb and Baker, 1979; and Josept T. Klapper, 1960) that individual has self selective process upon their personal interests and preference. The respondents expose to media for surveillance, entertainment, participation in the surrounding environment, decision making, and discussion. The results also show that female respondents tend to have entertainment content exposure more than males from Table 4.29. For example, female students tend

to expose to drama, movie, music, advertisement and game show, while males tend to expose to sport content. Those results are in accords with the difference of mass media exposure of men and women of Benjarongkij (1999) who stated that women prefer drama to men, while men tend to expose to news and sport contents. If we look at the contents that females tend to expose, they have violent messages hidden; for instance, the research from media monitor in 2009 about violence in drama showed that there were dramas that represented women violation in sexual violence and structural violence, which indicated gender discrimination. Therefore, we can assume that female respondents are aware that there is hidden violent content in the media. However, the result appears that as much as the respondents tend to expose to advertisement, they tend to be more negative attitude towards sexual violence and inequalities in education, occupational sex segregation and wages, which mean that they do not know and are not aware of those issues. This is in accords with the research of Rayong Phoemsap (2003), "Exposure to Sexual Content in the Media and Its Effects on Sexual Attitude and Behavior of High School Adolescents in Bangkok", found that the extent of selective exposure to sexual matters has an effect on the attitude towards sexual matter. As much as the respondents expose to sexual content, they tend to have negative attitude, which means that they have an incorrect attitude, explained *Phoemsap (2003)*. This might be because the media itself cultivate the idea of women image. Regarding to Gerbner theory, he reported this evidence for 'resonance' - a 'double dose' effect which may encourage cultivation. This is occurred when the everyday life of viewer experiences are similar with those depicted in the television world. The advertisement sets trend for people in society. Women nowadays have to have good figure, white skin and dress provocatively or wear more revealed clothes in order to have sex appeal. According to the research of "Sexuality on TV Advertisement" (2008), it was found that majorities of advertisements reflected on gender discrimination, which tended to set the important role for men, whereas women are portraying women as sex object. The advertisements are continually and repeatedly display on TV and it might cause the respondents to think that the image sets are normal. However, the problem is "dress provocatively" cannot be defined, it depend on the extent of individual definition. Honored Marketing Association President stated that there were extremely conflicted opinions in society, so the word "dress

provocatively” was definitely difficult to determine. Some agreed that wearing shorts meant dress provocatively, while some said that wearing backless dress did not. It depended on individuals. Therefore, society should constitute the definition together (Media Monitor, 2013). Nevertheless, male students tend to expose to sport content, which does not have women violence message hidden. So, they might not have experiences and knowledge that result in as equal attitude as women. The result were not in accord with the research of Patama Sabsang (1999), “Mass Media exposure of adolescents and moral effect”, appeared that mass media knowledge content selection had influence on morality of adolescents, while this research found that females who have positive attitude tend to expose to entertainment content, therefore it can be explained by self-selective process because the respondents tend to expose to media depending on their interests and needs. They try to avoid exposing what is opposite to their existing attitudes and beliefs. They select messages to perceive and interpret those messages by their understanding, attitudes, experiences, beliefs, needs and motivations; and, try to avoid retaining what is opposite to their attitudes and interests. Individual selective process might cause individuals to refuse the messages and retain what they really need, which cause of communication trouble. The interesting thing is what kind of media that would draw attention of men towards the issue.

The study also shows that internet is the medium that the respondents expose the most and might be the powerful one in the future. UN stated that one of the third world populations accessed to the internet and ITU disclosed that there were 20% increasing of broadband internet business in developing countries and the popularity of smart phone was rising, so the internet assessment was easier than computer assessment. UN expected to 60% increase of internet users around the world within the year of 2015. Moreover, Statistics report of inter users and internet exposure behavior of Dr. Piya Tanthawichian, Chief Technology Officer Internet Innovation Research Center Co., Ltd., revealed that Thailand has 26.77 percent growth of internet users compare to the 2010 report and more than 25 million people in Thailand accessed to the internet. Besides, after iPhone4s launched in 2011 regarding to the statistic report, there were increasing in internet users, which is 113.47% growth on iPhone and 529.81% growth on iPad. We can see that in the future internet is probably the most powerful tool for communication. It might because the ability of “time-space

compression” (Harvey, 1993, cited in Panayioti, 2009, p.12), so internet users do not concern with time and place to access to the selective information. The report of Dr. Piya Tanthawichian disclosed that students and university students tended to use internet the most, which is the sample group of the study, and most of them come from rich family. This therefore emphasizes the students are the group that easily accesses to the internet. The respondents tend to expose to internet because they include TV and newspaper capacity in there. The statistic report revealed that entertainment, game online; blog, diary, web board, news and shopping website were the most popular ones in 2011. Therefore it is interesting that the target group who exposes to internet the most, which websites they tend to visit. Those might be connected the other source that people probably learn the attitudes towards violence against women. People nowadays like interpersonal communication through social network. For example, Facebook and Twitter, according to the statistic report, it was found that more people used Facebook and even more during the flood disaster. This because social network is fast media that links needed information to the audiences. It is interesting and challenging that if we can give the information and knowledge about violence against women hidden agenda in the social network or website that has been accessed by the audience the most, it might help increasing the awareness towards the issue. On the other hand, every coin has two sides as well as the media itself is the tool for positive and negative usage. Media itself sets the agenda for society; therefore, media sometimes distort the information. Related authorities should clearly scope and seriously monitor the content of the media, whereas the audiences should aware the media literacy.

### **5.3 Limitations in the study**

Even though this research was carefully prepared, I am still aware of its limitations and shortcomings. First of all, this study was conducted by using accidental sampling (sometimes known as convenience sampling). With this method, the researcher uses subjects or target group that are easy and convenient to reach. Therefore, this might cause the sample selection bias. According to the study, the number of respondents tends to be female (60.5%) and the female respondents

understand better in the problem due to it is the topic that concerns women directly. It is interesting to focus on the male sample group who are the gender that commit the act or threat of violence against women in order to benefit the related organizations to help increasing the awareness to the society and to prevent violence against women.

Furthermore, the attitude towards violence against women results in the positive direction, this is due to the target group is from the top universities in Thailand, so this probably causes that the respondents of the study have some prior knowledge and are aware of the issue quite well. Also, the tendency of the respondents has similar background; for example, they come from well-income families and their parents are well educated. As a result, it might have more interesting details to discuss if the further research would focus on conducting the study of diverse demographics: different universities in the city and in the rural areas, or changing target group to people in general in order to see the difference in the result and the variety of information.

Last but not least, the part of attitudes found in this study is still broad and is suitable for the organization and group of researchers to take part by forming team to survey and narrow down the various areas of violence against women. Also, this study is a one shot survey, which means that the data is collected at one point in time. Hence, the researcher could not ask the reasons of the responses. It could be better if the further research would be an in-depth interview to gain more profound information about the issue.

## **5.4 Recommendations**

1) The further research should be in-depth interview for receiving more profound details.

2) The further research should specify the violence against women in one specific area; for example, sexual violence from various demographic groups for deep information in order to find out the other factors that might affect the attitudes towards violence against women.

3) The further research might focus on the internet exposure behavior that influences on the attitudes towards violence against women

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Laddawan Sukhum. (1999). *Attitudes of Physicians and Nurses Working in the Emergency*

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## **APPENDIX**

## แบบสอบถาม

เรื่อง ความสัมพันธ์ระหว่างการเปิดรับสื่อมวลชนกับทัศนคติที่มีต่อความรุนแรงต่อผู้หญิง

แบบสอบถามนี้แบ่งออกเป็น 3 ตอน ได้แก่

ตอนที่ 1 เป็นแบบสอบถามเกี่ยวกับข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

ตอนที่ 2 เป็นแบบสอบถามเกี่ยวกับการเปิดรับข้อมูลข่าวสารทั่วไปและความรุนแรงต่อผู้หญิง

ตอนที่ 3 ทัศนคติต่อประเด็นความรุนแรงต่อผู้หญิง

## ตอนที่ 1 ข้อมูลส่วนตัว

กรุณาทำเครื่องหมาย ✓ ลงในช่อง ☐ ที่ตรงกับข้อมูลของท่าน หรือกรอกข้อความลงในช่องว่างแล้วแต่กรณี1.เพศ ☐ ชาย ☐ หญิง ☐ อื่นๆ (โปรดระบุ).....

2.อายุ.....ปี

3.ชั้นปีการศึกษา.....

4.สาขาวิชา.....

5.ขณะนี้ท่านอาศัยอยู่กับ ☐ บิดา ☐ มารดา ☐ บิดาและมารดา ☐ญาติพี่น้อง☐ หอพัก ☐ อื่นๆ (โปรดระบุ).....6.รายได้ของครอบครัวท่านต่อเดือนประมาณ ☐ 5,001-10,000 บาท ☐ 10,001-20,000 บาท  
☐ 20,001-30,000 บาท ☐ 30,001-40,000 บาท  
☐ 40,001-50,000 บาท ☐ 50,000 บาทขึ้นไป7. ระดับการศึกษาของบิดา ☐ ประถมศึกษา (ระดับชั้นป.1-6) ☐ มัธยมศึกษา (ระดับชั้นม.1-3)  
☐ มัธยมศึกษา หรือ เทียบเท่า (ระดับชั้นม.4-6) ☐ อนุปริญญาตรี/ปวส. หรือเทียบเท่า  
☐ ปริญญาตรี หรือ เทียบเท่า ☐ ปริญญาโท หรือเทียบเท่า  
☐ สูงกว่าปริญญาโท หรือ เทียบเท่า ☐ อื่นๆ (โปรดระบุ).....8.อาชีพของบิดา ☐ รับราชการ/รัฐวิสาหกิจ ☐ พนักงานเอกชน  
☐ ธุรกิจส่วนตัว ☐ รับจ้างทั่วไป  
☐ ไม่มีอาชีพ (พ่อบ้าน) ☐ อื่นๆ (โปรดระบุ).....9. ระดับการศึกษาของมารดา ☐ ประถมศึกษา (ระดับชั้นป.1-6) ☐ มัธยมศึกษา (ระดับชั้นม.1-3)  
☐ มัธยมศึกษา หรือ เทียบเท่า (ระดับชั้นม.4-6) ☐ อนุปริญญาตรี/ปวส. หรือเทียบเท่า  
☐ ปริญญาตรี หรือ เทียบเท่า ☐ ปริญญาโท หรือเทียบเท่า  
☐ สูงกว่าปริญญาโท หรือ เทียบเท่า ☐ อื่นๆ (โปรดระบุ).....10.อาชีพของมารดา ☐ รับราชการ/รัฐวิสาหกิจ ☐ พนักงานเอกชน  
☐ ธุรกิจส่วนตัว ☐ รับจ้างทั่วไป  
☐ ไม่มีอาชีพ (แม่บ้าน) ☐ อื่นๆ (โปรดระบุ).....

11. ท่านคิดว่าบิดามารดาของท่านให้ความสำคัญต่อการเป็นชายและเป็นหญิงอย่างไร (ตอบได้มากกว่า 1 ข้อ)

- ☐ พ่อให้ความสำคัญลูกชายมากกว่าลูกสาว      ☐ พ่อให้ความสำคัญลูกสาวมากกว่าลูกชาย  
☐ แม่ให้ความสำคัญลูกชายมากกว่าลูกสาว      ☐ แม่ให้ความสำคัญลูกสาวมากกว่าลูกชาย  
☐ ความเสมอภาคเท่าเทียมกัน      ☐ อื่นๆ (โปรดระบุ).....

**ตอนที่ 2** เป็นแบบสอบถามเกี่ยวกับการเปิดรับข้อมูลข่าวสารทั่วไป และความรุนแรงต่อผู้หญิง

กรุณาทำเครื่องหมาย ✓ ลงในช่อง ☐ ที่ตรงกับความคิดเห็นของท่านมากที่สุด หรือกรอกข้อความลงในช่องว่างตามความเป็นจริง

1. โดยปกติภายใน 1 สัปดาห์ท่านเปิดรับข่าวสารจากสื่อต่อไปนี้บ่อยครั้งเพียงใด

ข้อ	สื่อ	ทุกวัน	5-6 วัน	3-4 วัน	1-2 วัน	ไม่เคยเลย
1.1	โทรทัศน์					
1.2	หนังสือพิมพ์					
1.3	วิทยุ					
1.4	บุคคล					
1.5	อินเทอร์เน็ต					
1.6	อื่นๆ(โปรดระบุ).....					

2. ทุกครั้งที่ท่านเปิดรับข่าวสารจากสื่อประเภทต่อไปนี้ ท่านเปิดรับสื่อเป็นเวลานานเท่าใดโดยเฉลี่ยต่อวัน

ข้อ	สื่อ	5 ชั่วโมงขึ้นไป	4-5 ชั่วโมง	2-3 ชั่วโมง	1 ชั่วโมงหรือต่ำกว่า	ไม่เคยเลย
2.1	โทรทัศน์					
2.2	หนังสือพิมพ์					
2.3	วิทยุ					
2.4	บุคคล					
2.5	อินเทอร์เน็ต					
2.6	อื่นๆ(โปรดระบุ).....					

3. เหตุผลสำคัญที่ท่านเลือกเปิดรับสื่อต่างๆเหล่านี้เพราะเหตุใด

ข้อ	เหตุผล	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
3.1	เพื่อรู้เท่าทันเหตุการณ์					
3.2	เพื่อรู้ข้อมูลช่วยในการตัดสินใจ					
3.3	เพื่อช่วยในการพูดคุยสนทนา					
3.4	เพื่อรับรู้และมีส่วนร่วมเหตุการณ์ต่างๆในสังคม					
3.5	เพื่อช่วยสนับสนุนยืนยันการตัดสินใจที่ได้กระทำไปแล้ว					
3.6	ความบันเทิง					
3.7	อื่นๆ(โปรดระบุ).....					

## 4. ในรายการโทรทัศน์ท่านดูรายการประเภทต่อไปนี้ภายใน 1 สัปดาห์ บ่อยครั้งเพียงใด

(หากท่านไม่เคยรับข่าวสารทางโทรทัศน์โปรดข้ามไปทำข้อต่อไป)

ข้อ	รายการ	เป็นประจำ	บ่อยมาก	ค่อนข้างบ่อย	บางครั้ง	ไม่เคยเลย
4.1	รายการข่าวและวิเคราะห์ข่าว					
4.2	รายการสารคดี					
4.3	รายการการศึกษา					
4.4	รายการละครโทรทัศน์					
4.5	รายการภาพยนตร์					
4.6	รายการสำหรับเด็กและการ์ตูน					
4.7	รายการกีฬา					
4.8	รายการดนตรีและเพลง					
4.9	รายการโฆษณา					
4.10	รายการบันเทิงเกมโชว์					
4.11	อื่นๆ (โปรดระบุ).....					

## 5. ท่านอ่านคอลัมน์ต่อไปนี้ในหนังสือพิมพ์ภายใน 1 สัปดาห์ บ่อยครั้งเพียงใด

(หากท่านไม่เคยรับข่าวสารทางหนังสือพิมพ์โปรดข้ามไปทำข้อต่อไป)

ข้อ	คอลัมน์	เป็นประจำ	บ่อยมาก	ค่อนข้างบ่อย	บางครั้ง	ไม่เคยเลย
5.1	คอลัมน์อาชญากรรม/ข่าวความรุนแรง					
5.2	คอลัมน์เศรษฐกิจ					
5.3	คอลัมน์การศึกษา					
5.4	คอลัมน์การเมือง					
5.5	คอลัมน์วิทยาการความก้าวหน้า					
5.6	คอลัมน์ต่างประเทศ					
5.7	คอลัมน์กีฬา					
5.8	คอลัมน์บทวิจารณ์แสดงความคิดเห็น					
5.9	คอลัมน์บันเทิง					
5.10	คอลัมน์เรื่องย่อละคร					
5.11	คอลัมน์สังคม					
5.12	อื่นๆ (โปรดระบุ).....					

## 6. ท่านรับฟังรายการวิทยุต่อไปนี้ภายใน 1 สัปดาห์ บ่อยครั้งเพียงใด (หากท่านไม่เคยรับข่าวสารทางวิทยุโปรดข้ามไปทำข้อต่อไป)

ข้อ	รายการ	เป็นประจำ	บ่อยมาก	ค่อนข้างบ่อย	บางครั้ง	ไม่เคยเลย
6.1	รายการข่าวและวิเคราะห์ข่าว					
6.2	รายการสารคดีและความรู้ทั่วไป					
6.3	รายการสนทนา (สนทนาเรื่องราวต่างๆ)					
6.4	รายการดนตรีและเพลง					
6.5	รายการละครวิทยุ					
6.6	อื่นๆ (โปรดระบุ).....					

7.ท่านได้รับข่าวสารเกี่ยวกับความรุนแรงต่อผู้หญิง เช่น ข่าวภัยสังคม ข่าวองค์กรสตรี ข่าวต่อต้านความรุนแรงต่อผู้หญิง เป็นต้น จากสื่อต่อไปนี้บ่อยครั้งเพียงใด

ข้อ	สื่อ	เป็นประจำ	บ่อยมาก	ค่อนข้างบ่อย	บางครั้ง	ไม่เคยเลย
7.1	โทรทัศน์					
7.2	หนังสือพิมพ์					
7.3	วิทยุ					
7.4	บุคคล					
7.5	อินเทอร์เน็ต					
7.6	อื่นๆ(โปรดระบุ).....					

8.ท่านเคยพบเห็นหรือมีประสบการณ์ส่วนตัวเกี่ยวข้องกับเหตุการณ์ความรุนแรงต่อผู้หญิงหรือไม่

☐ เคย

☐ ไม่เคย



ตอนที่ 3 เป็นแบบสอบถามเกี่ยวกับทัศนคติที่มีต่อความรุนแรงต่อผู้หญิง

กรุณาทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความคิดเห็นของท่านมากที่สุด

ทัศนคติ	เห็นด้วย อย่างยิ่ง	เห็น ด้วย	ไม่ แน่ใจ	ไม่เห็น ด้วย	ไม่เห็นด้วย อย่างยิ่ง
1.ผู้ชายใช้สายตาโลมเลีย และวางานทะโลม ถือเป็นการกระทำความรุนแรงต่อผู้หญิง					
2. ผู้หญิงที่ถูกกลั่นแกล้ง หรือ ทำร้ายร่างกาย ถือเป็นปัญหาส่วนตัวของผู้หญิง					
3. ผู้หญิงถูกข่มขืนเพราะผู้หญิงแต่งตัวล่อแหลมให้ทำผู้ชาย					
4. ผู้หญิงถูกข่มขืนเพราะผู้ชายแสดงอำนาจและเห็นเพศหญิงเป็นเครื่องมือระบอบความใคร่					
5. แฟน หรือ สามีนึงขับให้ร่วมหลับนอนด้วยเป็นเรื่องที่ยอมรับได้					
6. สามีนักรายการข่มขืนเรื่องภายในครอบครัว คนอื่นไม่ควรยุ่งเกี่ยว					
7. การที่สามีนึงมีเล็กมีน้อย เป็นเรื่องยอมรับได้					
8. พ่อมีสิทธิขายลูกสาวเพื่อผลประโยชน์ทางการเงิน					
9. ผู้ชายเป็นหัวหน้าครอบครัวมีอำนาจตัดสินใจภายในบ้าน เพราะเป็นคนหาเลี้ยงครอบครัว					
10. สามีนึงมีสิทธิว่ากล่าวตักเตือนและทำรายการข่มขืนได้					
11. ภรรยา ไม่ควรนำเรื่องทะเลาะเบาะแว้งภายในครอบครัวไปเล่าให้บุคคลภายนอกฟัง					
12. ผู้หญิงสามารถเป็นฝ่ายเสนอ หรือต่อรองในการ ใช้เครื่องมือคุมกำเนิดต่อคู่สมพันธ์ของตนได้					
13. ควรมีเพศสัมพันธ์ที่เกิดจากความยินยอมของทั้งสองฝ่าย และพร้อมจะรับผิดชอบ					
14. แฟนหรือคู่รักบังคับให้มีความสัมพันธ์โดยการ ไม่ป้องกันถือเป็นเรื่องที่ยอมรับได้					
15. ผู้หญิงควรเป็นฝ่ายป้องกันการตั้งครรภ์มากกว่าผู้ชาย					
16. ผู้หญิงคิดโรคจากการมีเพศสัมพันธ์ทั้งๆที่มีสามีแสดงว่าฝ่ายหญิงมีฐานจิตใจสามีน					
17. การคิดโรคทางเพศสัมพันธ์ของฝ่ายหญิงอาจเกิดจากสามี หรือ การถูกล่วงละเมิดทางเพศ					
18. ภาพผู้หญิงนุ่งน้อยห่มน้อยดูน่าดึงดูดใจ					
19. การดูคลิปผู้หญิง โดนแอบถ่ายถือเป็นเรื่องปกติ					
20. สื่อเป็นส่วนหนึ่งที่กระตุ้นให้เกิดความรุนแรงต่อผู้หญิง เช่น การนำเสนอภาพผู้หญิงในทางที่ล่อแหลม					
21. การบังคับค้าประเวณีในสังคมไทยเป็นปัญหาที่ยังรอได้เพราะมีปัญหาคืออื่นๆในสังคมที่สำคัญกว่าที่ยังรอการแก้ไข					
22. หากคุณพบเห็นการล่วงละเมิดประเวณี คุณจะยื่นมือเข้าไปช่วยเหลือโดยการแจ้งให้กับหน่วยงานที่เกี่ยวข้องทราบ					
23. ผู้หญิงและผู้ชายต่างมีสิทธิและศักดิ์ศรีเท่าเทียมกัน					
24. ผู้หญิงยังไม่มีความสามารถในการเป็นผู้นำได้เท่าเทียมกับผู้ชาย					
25. ผู้ชายมีความสามารถมากกว่าผู้หญิงในสายงานที่ต้องใช้อำนาจตัดสินใจ					
26. ผู้หญิงต้องมีการศึกษาสูงเท่าเทียมกับผู้ชาย					
27. ในงานลักษณะ/ความรับผิดชอบเหมือนกันทั้งผู้หญิงและผู้ชายควร ได้รับรายได้/ค่าตอบแทนเท่าเทียมกัน					

ขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถามค่ะ

## **BIOGRAPHY**

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