

**RELATIONSHIP BETWEEN PERSONAL CHARACTERISTICS
FAMILY CONTEXT AND CYBER-BULLYING AMONG
SECONDARY AND VOCATIONAL STUDENTS IN BANGKOK**

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RELATIONSHIP BETWEEN PERSONAL CHARACTERISTICS, FAMILY CONTEXT AND CYBER-BULLYING AMONG SECONDARY AND VOCATIONAL STUDENTS IN BANGKOK

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ABSTRACT

The objectives of this research were to study the nature, frequency, degree of violence and prevalence of cyber-bullying and the relationship between personal characteristics and family context on cyber-bullying among secondary and vocational students in Bangkok. The sample group included male and female students studying at the secondary level and vocational level at governmental and private schools located in Bangkok in the academic year of 2009-2010. A total of 1,200 students were involved. The research instrument was data collection by questionnaire, developed by The Wisdom Society for Public Opinion Research of Thailand in 2009 and from the project called “Surveys of Cyber-Bullying Behavior of Thai Youths in Bangkok”. The data were analyzed by using percentage, mean, standard deviation, t-test, ANOVA, and chi-square.

The results showed that cyber-bullying behaviors, which included online fights using electronic messages with angry and vulgar language, and repeatedly sending nasty, mean, and insulting messages via mobile phones, chat rooms, e-mail or website, were at a moderate level. The frequency of cyber-bullying that the students engaged in, saw, perceived or heard was over 6 times a month. Online fights using electronic messages with angry and vulgar language via mobile phones, chat rooms or website were most found (12.0%) and prevalence of cyber-bullying was at 52.4%. The personal factors relevant to the established hypothesis were gender and the duration of using the internet and the family factors relevant to the established hypothesis were family relationship, experiences of violence in the family and family income, which affected the cyber-bullying behaviors in secondary and vocational students in Bangkok. Also, there were two psychosocial factors relevant to the established hypothesis; attitude towards the cyber-bullying behaviors and perception of the cyber-bullying behaviors were correlated to the cyber-bullying behaviors in secondary and vocational students in Bangkok.

KEY WORDS : CYBER-BULLYING / FAMILY CONTEXT / PERSONAL CHARACTERISTICS / SECONDARY AND VOCATIONAL STUDENTS

109 pages

ลักษณะส่วนความสัมพันธ์ระหว่างบุคคล บริบทของครอบครัว และพฤติกรรมการรังแกกันผ่านโลกไซเบอร์ของนักเรียนมัธยมศึกษาและอาชีวศึกษาในเขตกรุงเทพมหานคร

RELATIONSHIP BETWEEN PERSONAL CHARACTERISTICS AND FAMILY CONTEXT ON CYBER-BULLYING AMONG SECONDARY AND VOCATIONAL STUDENTS IN BANGKOK

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาลักษณะของพฤติกรรมการรังแกกันผ่านโลกไซเบอร์ 2) ศึกษาความถี่ ระดับความรุนแรง และความชุกของพฤติกรรมการรังแกกันผ่านโลกไซเบอร์ และ 3) ศึกษาความสัมพันธ์ระหว่างลักษณะส่วนบุคคล บริบทของครอบครัว และพฤติกรรมการรังแกกันผ่านโลกไซเบอร์ของนักเรียนมัธยมศึกษาและอาชีวศึกษาในเขตกรุงเทพมหานคร กลุ่มตัวอย่างได้แก่ นักเรียนชั้นมัธยมศึกษาและอาชีวศึกษาในโรงเรียนรัฐบาลและเอกชน เขตกรุงเทพมหานคร ปีการศึกษา 2552 จำนวน 1,200 คน เครื่องมือที่ใช้ในการวิจัยได้แก่ แบบสอบถามของโครงการสำรวจพฤติกรรมการรังแกกันผ่านโลกไซเบอร์ของเยาวชนไทยในเขตกรุงเทพมหานคร สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน t-test ANOVA และ Chi-square

ผลการวิจัยพบว่า 1) พฤติกรรมการนินทา หรือคำทอผู้อื่น และการส่งข้อความก่อกวนผู้อื่นผ่านมือถือ ห้องสนทนา อีเมลล์ หรือเว็บไซต์ต่างๆอยู่ในระดับปานกลาง 2) พบความชุกของพฤติกรรมการรังแกกันผ่านโลกไซเบอร์ ร้อยละ 52.4 และความถี่ของพฤติกรรมการรังแกกันผ่านโลกไซเบอร์ที่พบมากที่สุด ร้อยละ 12.0 คือ ประเภทการนินทา หรือคำทอผู้อื่นผ่านมือถือ ห้องสนทนา หรือเว็บไซต์ที่นักเรียนเคยกระทำ เคยเห็น เคยรับรู้ หรือเคยได้ยินมากกว่า 6 ครั้งต่อเดือน 3) พฤติกรรมการรังแกกันผ่านโลกไซเบอร์มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติตามตัวแปรเพศ ระยะเวลาในการใช้อินเทอร์เน็ต สัมพันธภาพภายในครอบครัว ประสบการณ์การได้รับความรุนแรงภายในครอบครัว และเศรษฐกิจของครอบครัว 4) ทศนคติและการรับรู้ที่มีต่อการรังแกกันผ่านโลกไซเบอร์มีความสัมพันธ์กับพฤติกรรมการรังแกกันผ่านโลกไซเบอร์ของนักเรียนมัธยมศึกษาและอาชีวศึกษาในเขตกรุงเทพมหานคร

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CHAPTER I

INTRODUCTION

1.1 Background and Rationale of the Research

Violence is a problem that may be occurring at every level in the society, either individual, family, school, community or global levels, which gives effect to human development because a human would not engage development if one of his basic needs is not served, that is, safety need as mentioned by Maslow's Hierarchy of Needs Theory. Humans will have the hierarch of behavior in responding to their needs of development from bottom to top, which may be divided into 5 steps while the safety need is ranked at the second after the physiological need (1).

But, violence is an issue harming humans' safety. According to an annual report of Thai People's Health in 2009 prepared by the Institute of Population and Social Research, Mahidol University, Thai Health Promotion Foundation, and National Health Commission Office, violence occurs different forms and exists without limits of place and time, either in house, educational institute, workplace, road and even in holy place like temple or religious place. Thus, no place is free from violence, either in any form or origin. Violence not only results to physical and mental pain of people involved, it also makes the society sick, blocks the growth of cooperation and creativity, and lessen the chance of peaceful living of humans. From the statistics of the Bureau of Policy and Strategy, Ministry of Public Health, violence was one of ten critical causes of death in Thailand (2).

For the daily life of children, except their personal and sleeping time, they spend their life or do activities at school rather than other places. School is a gathering source of children from different surroundings and bring-up types; so conflicts or displeasure may occur at school. School is a place where violence may frequently be found through bullying. In the past, violence in school has been ignored and seen as a common situation experienced by every child. In addition, the teachers and guardians view that bullying is the same to teasing and tantalizing between children (3).

Bullying in students is one kind of violence occurring around the world. Thailand is a country where this violence has been found in schools. According to the workshop on the development of guidelines resolving students' problematic behaviors held on 24 October 2007, Asst. Prof. Sombat Tapanya of the Department of Psychiatry, Faculty of Medicine, Chiang Mai University (4) stated that if observing the results of surveying bullying behavior at schools in Thailand as compared with those of other countries, Thailand was ranked the second after Japan where the students at 40% were bullied. In Japan, 60% of students were bullied. Other ranked countries included the United Kingdom and United States of America at 20-25%. The bullying of students resulted to other problems such as student's suicide because they could not stand on pressure from bullying.

From the information about bullying of students in Thailand surveyed by the questionnaire about opinions of teachers and students from Phathom 4 to Mutthayom 2, it was found that 40% of students were bullied for 2-3 times a month or more. This event occurred most frequently in students at Pathom 4 and this event was less at higher educational levels. The bullying can be experienced by both boys and girls at the similar rates, except at Pathom 5 and Mutthayom 1 that boys were bullied more than girls. Bullying most found at every region of the country included the verbal bullying or mocking to have disgrace (47.9%), abuse of race and skin colors (27.9%), and sex harassment (10.7%), except in the eastern region. Other bullying behaviors included the scrambling of money and objects and threatening and bluffing. Most bullying behaviors occurred in the classroom where the teachers were not present there (4). According to the information of the Center for the Protection of Children's Rights (5), bullying behaviors in children varied. Generally, they were acts making other children feel inferior or valueless; for example, mocking others' inferiority or threatening others to be under control or compelling any child. Bullying children had many bullying ways to satisfy or pleasing a big group of children or frightening to gain some benefits from bullied children.

Bullying behaviors are various. Because of technological advances and development of unlimited communication systems, the cyber world is a channel allowing anyone to have more bullying choices. New types of bullying can occur at any time and any place. This is a new bullying method by using electronic tools via

information technology and communications, e.g. mobile phone and computer or it is called cyber-bullying by posting messages blaming, looking down on, mocking or posting others' personal video clips on the internet or sending or distributing distorted information or sending the information harming others via mobile phone to make others ashamed and deleting or blocking others from the on-line networking society. This is an efficient communication disseminating the information rapidly and everyone can be involved to know and share opinions so independently that the bullied persons feel painful and ashamed because they responded to that information. A principal, sometimes, may be investigated from the information posted in the internet because that principal knows the personal information of the bullied person so well because the personal code or password must be filled in to access to that personal information. But, sometimes, the principal could not be sought because the information posted space is a free service zone to be accessed by everyone.

From the article of Prof. Dr. Srisakdi Charmonman in 1997 (6), the cyber-bullying has been more severe through various cyber-bullying forms such as gossips in chat rooms, sending emails to calumniate, posting distorted information via webs and emails and sending prompt messages to disgrace others, sending of repeated threatening messages, disseminating personal information to harm one's image, posting bad-purpose information on webs by mentioning about the third person, and dispelling or showing rejection to join the group or social network, etc. From the information up to Year 2008, the cyber-bullying has spread in many schools around the world and took great effect to the students. For example, from the statistics of cyber-bullying in the United States surveyed by the National Crime Prevention Board, over 40% of teenagers were victimized by the cyber-bullying and 10% of victimized teenagers informed this event to their guardians. In addition, almost a half of victimized teenagers said that, "Cyber-bullying occurs because the teenagers do not recognize the disadvantage concretely". The National Crime Prevention Board stated that the teenagers could prevent this cyber-bullying by rejecting messages they received, telling friends to stop such act, not chatting with persons having this cyber-bullying, and reporting the cyber-bullying to the adults, etc.

"Cyber-bullying becomes a new violence growing in this cruel society" stated by Kirk Williams and Nancy Guerra of California University (7). About 70% of

children aged 10-19 said that they experienced the cyber-bullying. About 60% of children received the cyber-bullying only while they have never physically harmed or scolded. According to the National Children's Home (NCH) of the United Kingdom in 2005 from a survey of 770 children aged 11-19, it was found that 20% of these children received the cyber-bullying while 14% received this in form of messages; 5% in form of chat room; and 4% in form of email, but 28% did not tell anyone that they were bullied (8). Moreover, according to the research had done in 2007 by the Research Institute about behaviors of internet users in the United States, it was found that one thirds of American adolescents using the internet were the target of bullying. The information of the Thai Health Promotion Foundation in 2007 indicated that 37.2% of Thai adolescents using the internet experienced the cyber-bullying. Therefore, when the internet-based communications have been developed constantly from chat rooms and typing chatting messages to the on-line social network, the bullying channels have spotted on children more and disclosed more publicly. Although the cyber-bullying is on the initial stage, but one clearer issue is that the internet-based communications stimulate aggression and urge the internet users to do what they do not dare in the real life. That is, the internet increases the degree of bullying; when one needs not to disclose oneself in the internet, he dares to write anything he will not disclose at his presence. Because the internet can gather a plenty of people and be accessed at anytime; so the cyber-bullying causes more harms to the victims than other bullying methods.

Another ground that the cyber-bullying causes great damages is that this bullying can be done unlimitedly. "In the past, bullying in the play ground stopped when the bell was hit and children dispersed to the classroom or go back home. But, the cyber-bullying can be done around the clock and everyone with no holidays and it is inevitable." (9) The adults may shut down the computer; but this is not the adolescents' choice at this age, who must rely on the internet to contact with persons at the same age (9). Dr. Marilyn Campbell, a psychologist of Queensland Technology University stated that several children victimized by the cyber and internet bullying felt that they had no shelter. Dr. Campbell disclosed that, according to the research on Grade 8 students at Brisbane, about 13% of students were victimized by the cyber-bullying while 23% knew people facing this bullying. Over a half of these students

believed that this phenomenon has been increasing (10). Previous researches showed that bullying caused the long-term damages to the victims. Dr. Campbell expected that the cyber-bullying caused more critical damages because the threatening or bullying principals in the cyber-bullying were still able to hide themselves behind technologies.

There are many effects caused by the cyber-bullying, particularly in adolescents because adolescents are at age of changes that must rely on time for adaptation. This is a turning point of life when adolescents have emotional confusion, uncertainty or they do not know how the right things should be done. These adolescents need acceptance from friends and society. The influence of friends is so critical at this period. Some adolescents who are not accepted from the group or frequently bullied may do some improper acts without careful consideration such as suicide, etc. In the United States, Ryan Halligan, 13, has been teased for several months after his class colleagues distributed a rumor via the internet chatting that he was a gay. His female colleague who was a class star pretended to like Ryan and chatted with him via the internet. Later, she forwarded all chats to other friends. Ryan could not stand on this pressure and committed suicide finally. Later, Gail Jones, 15, English girl, committed suicide after her mobile phone ringed at every 30 minutes but no one talked when she picked up rings. In some periods, there were 20 rings. Her father doubted that the last call of that night made her lose her control. These two events are too violent, but others are so violent too. After Gail's death in 2000 and Ryan's death in 2003, children have used the internet more increasingly; so it is possible that the cyber-bullying has been rising as well, including sending threatening messages, disclosure of personal information, posting the video clips or photos in the internet to make involving persons ashamed (11).

From an example that an American girl, Megan Meier, 13, committed suicide on October 2006, it was assumed that her suicide came from the cyber-bullying. Megan has been regularly calumniated through My Space Social Network. The defendant was Lori Drew, 49, who was the mother of Megan's friend who claimed that she was a boy aged 16 and used the name of Josh Evans. Lori sent an email to Megan to gain her personal information for posting messages disgracing Megan as a vengeance that Megan gossiped her daughter (12).

In Japan, one non-expectable event occurred on July 2007 when a student aged 18 committed suicide by jumping from the school building at a school at Kobe because her colleague posted her nude pictures on an unauthorized web and threatened her for some money. In Thailand, the news on 30 June 2009 reported that there was a video clip shooting a high school girl in the girl-guide uniform caught her female colleague to be raped by her boyfriend in the boyscout uniform. This event was shot in a video clip before being posted on websites. This video clip was forwarded in the internet after someone raised a query like condemning the victim. Later, there was the news that 3 school seniors at Mutthayom 3 jointly slapped their school junior at Mutthayom 2 at a school toilet at Songkhla. The reason of this act was the disgust. These school seniors forced their school junior to prostrate their feet, which was shot in a video clip to condemn her publicly and make her ashamed until she dared not to go to school. The latter occurred after the occurrence of the former for 5 days only. These events are results of perceiving another kind of bullying because, except physical bullying, the dissemination of bullying makes the victim harmful and ashamed. The subsequent effects are not only the school dropping and moving to another school, but bad mental condition, thought and victimized feeling would be stuck in these victims' mind.

“Bullying in children, mocking or disgrace may be superficially seen as a common situation, but, in fact, it is so critical because it originates other kinds of bullying and it is likely to be violence at higher degree” (13), which could be seen in foreign and domestic news. The cyber-bullying will cause subsequent more violent behaviors because there are no explicit results of such bullying to the victimized persons until the children may have misunderstanding that bullying is not wrong. They also do not recognize that this is a kind of violence, and they need not to be responsible for this event, but it lessens the basic morality in every child. This morality is the consciousness of what one does, which takes serious effect to the bullied children who will have more violent behaviors or have adaptation problems in the society, which will subsequently lead to their aggression and anti-society. These bullied children may bully others or develop bullying to other forms of violence, which cause other social problems. The bullied children may face difficulties in

studying or must leave school with bad mental condition, feeling against the society so hard that they cannot stand on this situation and commit suicide eventually.

As mentioned above, violence in adolescents is one issue to which the society has paid attention to and has tried to resolve. However, no precise research on cyber-bullying was conducted in Thailand. The cyber-bullying in students may be a small point ignored by the public, but it may become a big social problem with more cases and severity degree. Importantly, this problem affects everyone at every level in the society because it directly affects the morality degree of the public if this is not remedied correctly and timely. Moreover, the cyber-bullying in children is not originated by only one cause. Thus, the Researcher is interested in examining the characteristics or forms of cyber-bullying, frequency, degree of violence and prevalence of cyber-bullying and relationship between personal characteristics, family context and cyber-bullying in high schools and vocational schools located in Bangkok; a period of adolescents based on human development regarding enthusiasm and curiosity, which may cause the cyber-bullying. Bangkok is a city where it is believed that most children can access to the internet. The results of this research would guide the planning, preventive measures and problem solutions for related agencies. The results obtained would also be basic technical information to develop the knowledge base to really correspond to social problems.

1.2 Research Objective

1. To study the nature of cyber-bullying among secondary and vocational students in Bangkok.
2. To study the frequency, degree of violence and prevalence of cyber-bullying among secondary and vocational students in Bangkok.
3. To study the relationship between personal characteristics and family context on cyber-bullying among secondary and vocational students in Bangkok.

1.3 Research Hypotheses

Research hypotheses in this study made for achieving the research objectives in assumption 3 as followings:

1. Different personal factors generate different levels of cyber-bullying among secondary and vocational students in Bangkok.
2. Different family factors generate different levels of cyber-bullying among secondary and vocational students in Bangkok.
3. Psychosocial factors correlate to cyber-bullying among secondary and vocational students in Bangkok.

1.4 Scope of the Research

The scope of this research is:

1. The research's samples are groups of secondary and vocational students in Bangkok comparing of 1,200 students in both government and private schools.
2. The content cyber-bullying study is
 - 2.1 The nature and perception of cyber-bullying
 - 2.2 Frequency of cyber-bullying
 - 2.3 Relationship between personal characteristics and family context on cyber-bullying

1.5 Research Relevance to Society

1. To determine the factors relating to cyber-bullying among students.
2. To be a data base for any concerned agencies to know about violence which happens in school leading to guideline of prevention.
3. To be a academic data base that leads to develop the knowledge concerning with violence in school.

1.6 Operational Definitions

Cyber-bullying means sending or disseminating the information via information technology and communications by using electronic devices, e.g. computer and mobile phone, which is intentionally done by individual or group to make the targeted person(s) annoyed, harmful, ashamed or painful. The following way:

1. Online fights using electronic messages with angry and vulgar language via mobile phones, chat room or website.
2. Repeatedly sending nasty, mean, and insulting messages via mobile phones e-mail or website.
3. Talking someone into revealing secrets or embarrassing information, then sharing it online via mobile phones or internet.
4. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships via mobile phones or internet.
5. Pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person's reputation or friendships via mobile phones or internet.
6. Repeated, intense harassment and denigration that includes threats or creates significant fear via mobile phones or internet.
7. Intentionally and cruelly excluding someone from an online group.

Students mean school boys and girls studying at junior and senior high schools, and vocational schools, either governmental or private schools, in Bangkok.

Family relationship means an expression of intimacy, care, responsibility, acceptance and offering or receipt of help of family members.

Experience of violence in the family means the experience when a student is physically and mentally harmed by hitting, making the body pain or scolding, grumble by using vulgar words that hurt the student's feeling.

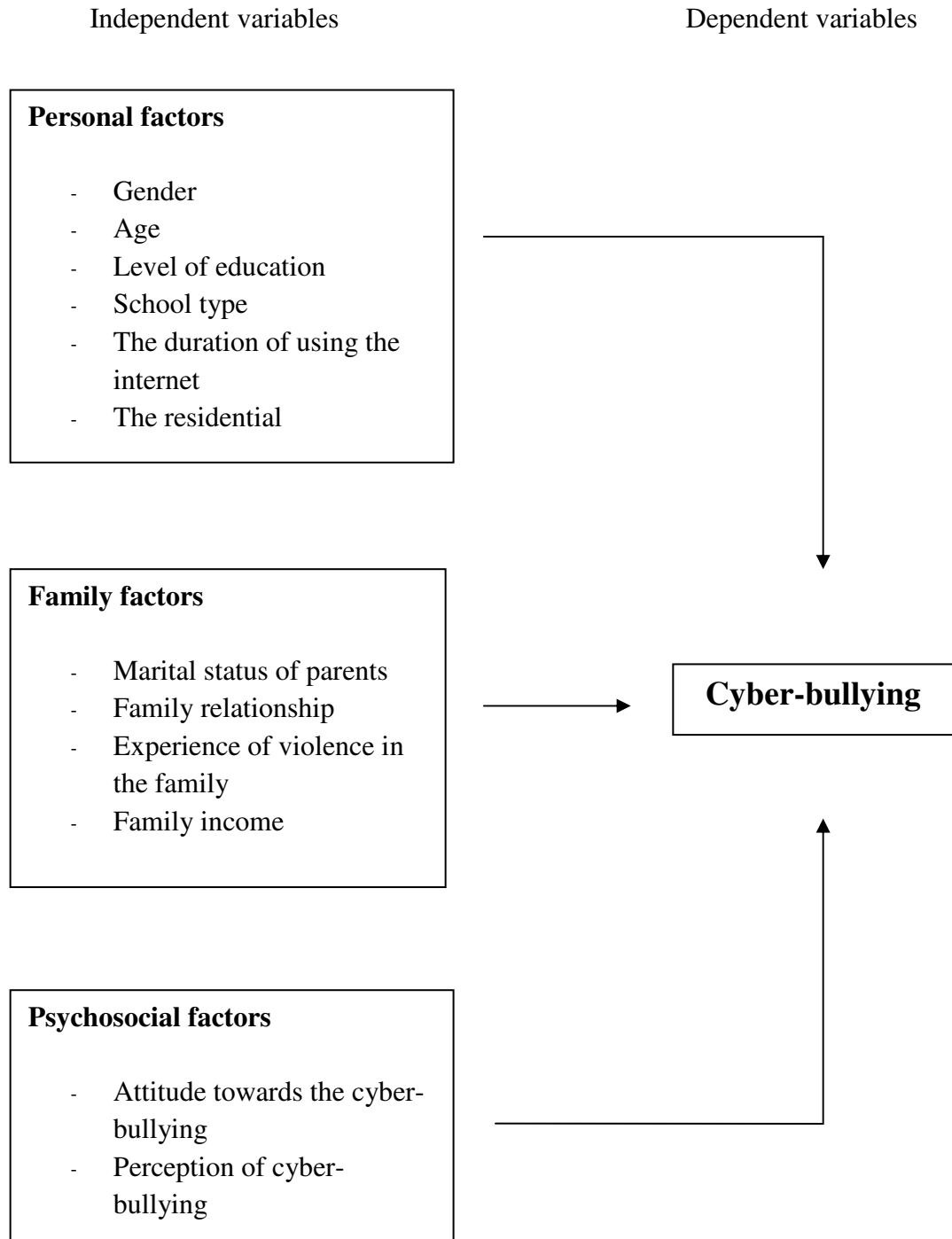
Attitude towards the cyber-bullying means thought, feeling and behavior of students on the cyber-bullying.

Perception of cyber-bullying means the perception from seeing, hearing or involving in any situations relating to the cyber-bullying.

1.7 Variables of the Research

Variables in this study contain personal factors, family factors and psychosocial factors that associated with cyber-bullying.

1.8 Conceptual Framework



CHAPTER II

LITERATURE REVIEW

The researches have been explored to examine relationship between personal characteristics and family context on cyber-bullying in secondary and vocational students in Bangkok. The researcher has studied the concept, theory and related researches to guide the study as follows:

2.1 Cyber-bullying

2.2 Family relationship

2.3 Attitude

2.4 Perception

2.5 Related researches

2.1 Cyber-bullying

2.1.1 Definition of cyber-bullying

Cyber-bullying is defined as bullying through the internet, mobile phones or other devices are used to send or post text or images intended to hurt or embarrass another person and ostracized another person from an online group (14, 15, 16).

Dr. Shaheen Shariff of McGill University's Faculty of Education (17) defines cyber-bullying as follows: "Cyber-bullying consists of covert, psychological bullying, conveyed through the electronic mediums such as cell-phones, web-logs and web-sites, online chat rooms, 'MUD' rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or cell phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available".

Willard (18) defines cyber-bullying as, “a way of being cruel to others by sending or posting harmful material or engaging in other forms of social aggression using the internet or other digital technologies.”

Cyber-bullying is defined as an individual or a group willfully using information and communication involving electronic technologies to facilitate deliberate and repeated harassment or threat to another individual or group by sending or posting cruel text and/or graphics using technological means(19).

It could be concluded that cyber-bullying is the use of technology such as the internet and mobile phones to degrade or humiliate another person or group.

2.1.2 Types of cyber-bullying

Articles in Books, Educator's Guide to Cyber-bullying and Cyberthreats (18) Nancy Willard divides the cyber-bullying into 8 types as follows:

1. Flaming - Online fights using electronic messages with angry and vulgar language.
2. Harassment - Repeatedly sending nasty, mean, and insulting messages.
3. Denigration - “Dissing” someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships.
4. Impersonation - Pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person’s reputation or friendship
5. Outing - Sharing someone’s secrets or embarrassing information or images online.
6. Trickery - Talking someone into revealing secrets or embarrassing information, then sharing it online.
7. Exclusion - Intentionally and cruelly excluding someone from an online group.
8. Cyberstalking - Repeated, intense harassment and denigration that includes threats or creates significant fear.

Kowalski and Limber (14) divides the cyber-bullying as follows:

Cyberstalking

“Cyberstalking refers to the use of electronic communications to stalk another person through repetitive harassing and threatening communications. Black’s Law Dictionary (1999) defines “stalking” as: 1) The act or an instance of following another by stealth. 2) The offense of following or loitering near another, often surreptitiously, with the purpose of annoying or harassing that person or committing a further crime such as assault or battery.” Although clearly related to harassment, cyberstalking involves more threats than pure harassment.”

Denigration

“Denigration is information about another that is derogatory and untrue. The information may be posted on a web page or it may be disseminated to others via e-mail or instant messaging. Included within this category of cyber bullying is posting or sending digitally altered photos of someone, particularly in a way that portrays them in a sexualized or harmful manner.”

Flaming

“Flaming refers to a brief, heated exchange between two or more individuals that occurs via any communication technology. Typically, though, flaming occurs in “public” settings, such as chat rooms or discussion groups, rather than private e-mail exchanges.”

Cyber Harassment

“In the cyber bullying literature, cyber harassment generally is viewed as a unique form of cyber bullying that involves repetitive offensive messages sent to a target. Most often harassment occurs via personal communication channels, such as e-mail, but harassing messages may also be communicated in public forums, such as chat rooms and discussion groups.”

Impersonation

“With impersonation, the perpetrator poses as the victim, most often by using the victim’s password to gain access to his or her accounts, then communicating negative, cruel, or inappropriate information with others as if the target himself or herself were voicing those thoughts.”

Outing and Trickery

“Outing refers to sharing personal, often embarrassing information with others with whom the information was never intended to be shared. This may take the form of receiving an e-mail or instant message from a target that contains private, potentially embarrassing information and/or photos and then forwarding that e-mail on to others. Trickery refers to tricking someone into revealing personal information about themselves and then sharing that information with others.”

Exclusion/Ostracism

“Whether in the online or offline world, children often perceive that they are either in or out. If they are not in the “in-group,” then they are in the “out-group.” Online exclusion can occur in any type of password-protected environment or by a target being knocked off of buddy lists or by refusal to accept a friend request from a classmate on a social networking site.”

2.1.3 Cyber-bullying Tools

Bhat, Christine Suniti. (20) explain about Cyber-bullying tools thus

Instant Messaging (IM)

Instant messaging began as real-time communication between two or more people using typed text on computers connected by the internet. Cyber bullies can use IM in a variety of ways including setting up ‘fake’ profiles to hide their identity, excluding peers by blocking them, or by saving and printing out or forwarding IM’s sent to one person to large numbers of people.

Mobile Phones

Mobile phones can be used by cyber bullies in one of three ways: text messaging, pictures, and video clips taken using mobile phones. These may be forwarded to large groups of people with the intent of hurting or embarrassing the victim. Pictures or videos may have been taken with or without the consent of the victim. Threatening messages may be sent via mobile phone. Circulation of pictures or video taken by mobile phone can be particularly damaging to the victim’s self-esteem.

Chat Rooms

Chat rooms are a form of synchronous conferencing. The primary purpose of chat rooms is to converse with other people for social interaction or knowledge

sharing. Chat rooms allow for verbal, audio, and video chat. Examples of how bullying in chat rooms could manifest include explicitly sexual talk without the consent of the victim, attacks on the victims thoughts or feelings, and shaming or embarrassing tactics. The victim would often have built rapport with several in the chat room and may not know what he or she did to warrant such harsh treatment.

E-mail Messages

E-mail provides the opportunity to reach large numbers of people with damaging or hurtful messages. Once again the dissemination of such messages may be multiter. Verbal, audio, and visual material can be sent via email. With the forwarding capabilities of e-mail programs, very large numbers of people can be reached in a very short time.

Social Networking Sites

Social networking sites have become extremely popular with school students. MySpace provides an interactive network of photos, weblogs, user profiles, web forums and groups, as well as other media formats. The site is open to individuals 14 years of age and older, but relies on users to accurately report their age. Similarly, facebook, these sites can be used to chat, post photographs and films, share files, and so on, and again the potential to reach large numbers of people with a single action is immense. Cyber bullies can use an identity which is unknown to the victim and/or could use their site to post harmful or derogatory material about others.

Blogs

A blog is defined as an authored online diary or chronology of thoughts published on a webpage. It is also referred to a weblog or a web log. Blogs can be used to embarrass, make fun of, or attack individuals or groups of people. Anything that is posted on a blog is identified as the author's views. Cyber bullies could post comments about a classmate's looks, intelligence, personal hygiene, or sexual preferences.

2.1.4 Ways of Cyber-bullying

Wired Safety Group (19) divided the ways of bullying into 2 forms: direct bullying (by delivery to the targeted victim); and bullying through representatives

(asking other persons to help bully the targeted person and those representatives may or may not be aware of it).

1. Direct bullying varied:

1.1 Sending threatening messages repeatedly or setting up a name similar to the targeted person to be used for improper acts.

1.2 Stealing the password to intrude into the targeted person's computer program and lock it to prevent that targeted person to access to it or change some information such as gender, race and other improper matters.

1.3 Blocking websites providing the service on personal data recording with aims to intrude privacy of targeted person or to harm reputation or make that targeted person ashamed.

1.4 Creating the website(s) to look down on the targeted person or post contents, information or personal pictures that may harm that targeted person.

1.5 Sending pictures via the internet or mobile phone. The bully disseminates pictures of any targeted person staying in the toilet or clothing room to other persons, and provides the service of downloading those pictures or retouching pictures to harm the targeted person.

1.6 Opinion surveys via the internet by using violent questions

1.7 Contacting games are on-line games; the bully may frighten by using threatening or obscene words, and rejection to join the group.

1.8 Sending the password with bad intention or sending a virus password or program destroying the information stored in the computer and intruding in the computer program of the targeted person.

1.9 Sending messages, obscene pictures or junk mails and advertising messages.

1.10 Disguising as the targeted person by aiming to show some disgusting matters, to have annoying talks or to disclose the secrets of others persons or to make others in the chat room anti the targeted person.

2. Bullying through representatives

The cyber-bullying through representatives is to ask other persons to have representing acts and most representatives are conspirators unintentionally or are not

aware that they are bullying other persons. This is the most dangerous method because some adults may be involved to threaten and frighten with or without knowing that they have relationship with the targeted person.

“Warning” or “Notify Wars” is an example of cyber-bullying through representatives. When a targeted person presses these buttons; he suddenly violates the established rule and his existing data would be deleted. The system administrator may be aware and monitor this, but the bully may be able to make the targeted person unpleasant and harmful. Sometimes, the parents may become the representatives of this bullying if the bully can set up a situation like the targeted person does a wrong thing who will be punished by the parents.

The cyber-bullying through representatives starts from stealing of password and setting up a new password to pretend the targeted person and cause that targeted have problems by sending vulgar messages to everyone listed in the record of the targeted person to make everyone displeased with him. The bully will find out other names to send vulgar messages by using the password of the targeted person (no one knows that this is not done by the targeted person). Sometimes, it is more critical that the bully writes the information about the targeted person’s sex advertising in chat rooms or web boards to encourage the group members to protest the targeted person.

In conclusion, the cyber- bullying can be done directly, which includes sending messages or pictures causing annoyance or harm or shame to the targeted person, and it can be done indirectly, which includes sending messages or pictures through various channels to other persons to make them bully the targeted person instead or making false information or disseminate the targeted person’s personal information through various channels.

2.1.5 Forms and conditions of cyber-bullying

Cyber- bullying consists of 4 types. Each type has specific characteristics due to different motivation (19):

1. **“The Vengeful Angel”** – Bullying is to revenge, claim for fairness and it deems preventing oneself and other persons from bullying. Bullying is done to make the bully feel guilty with his bullying. The bully may have bullying by

himself or his close friend may know about this, but the bully knows that no one dares or tries to request for anything.

2. **The “Power-Hungry” and “Revenge of the Nerds”** – This is a bullying to show power over others, to show that one can control other persons. This is not different from other common bullying. The bully wants other persons to know his bullying acts. For “Power-Hungry”, the targeted person in the cyber-bullying may be the same targeted person in a common bullying. The targeted person may be a woman or small-sized person and not so well-known person. “Revenge of the Nerds” may occur when the bully cannot have this act in the real life and dares not to confront. This type of bully will keep this revenge secret or use the bullying representative.

3. **“Mean Girls”** – This is a bullying because the bully feels bored or views that it is a joyful event because he may be blind to the situation or may not be mature. For this type of bullying, the bullies are girls and bully women more frequently than men. The bullying will be done in group for joy only, and it can occur in the school library, nightgown party or a house of any girl after class. The bully wants other persons to know who she is. Praise and admiration of the group or individuals’ silence cause the bullying.

4. **The Inadvertent Cyber-Bully or “Because I Can”** – This act does not concern the subsequent outcome. This is an emotional response to what one receives and sees, but he/she has no intention to revenge. The bully has bullying acts without understanding or being serious about his acts because he/she feels happy with those acts.

The bullying is done by only one person who does not think that other persons may be serious about that, and he/she will feel surprised when anyone blames that he/she bullies other persons.

2.1.6 Types and conditions of cyber-bullying

There are several types and conditions of cyber-bullying. The bully and bullied person are influenced by development, environmental and social factors (17):

1. Conditions of bullying – The difference between bullying and mocking is that bullying is not needed by anyone. The bully intends to have

bullying acts and repeats his/her bullying in order to make the targeted person ashamed. The imbalance between the bully and bullied person may separate the targeted person from the group. The verbal bullying may not be concerned by the teacher like the physical bullying that can be seen clearly.

2. Convert and insidious – The cyber-bullying consists of concealment and effect to mental conditions by using various media.

3. Hiding behind virtual identities – The cyber-bullying needs not to show virtual identities; so the bully can hide. The cyber-bullying gives impact to the school life, destroy the mental health, and has no opportunities of full learning because the bullied person will feel suspicious because he/she is not aware of who the bully is.

4. An Infinite Audience – From studying general bullying, about 30% of scene witnesses supported the bullies; the weaker would be the bullied persons. The bullies in the cyber world may not be the bullies at school. The cyber-bullying can increase the number of perceivers without the limit of learning.

2.1.7 Cyber-bullying Roles

Adolescents who socialize online have probably been involved in cyber-bullying in some form (21). There are six different roles:

1. Entitlement bullies are individuals who believe that they are superior and have the right to harass or demean others, especially if the person is different.

2. Targets of entitlement bullies are individuals who are picked on because bullies believe that they are different or inferior.

3. Retaliators are individuals who have been bullied by others and are using the Internet to retaliate.

4. Victims of retaliators are individuals who have been bullying others, but are now receiving the cruelty of being cyber-bullied.

5. Bystanders who are part of the problem are individuals who encourage and support the bully or who watch the bullying from the sidelines, but do nothing to help the victim.

6. Bystanders who are part of the solution are individuals who seek to stop the bullying, protest it, and provide support to the victim.

2.1.8 Difference between conventional bullying and cyber-bullying

Conventional bullying and cyber-bullying differ in several aspects. In the past, bullying needed a physical location to harass the victim. Nowadays, bullies have additional mediums such as the Internet and cell phones to harass victims, often without consequence. From the study of Lenhart et al. (21) found that 87% of American adolescents, ages 12 to 17, go online which that indicates electronic devices such as mobile phones, computers, and personal digital assistants allow them to contact others at all times and in almost all places.

Cyber-bullying, like other forms of bullying, is centered on the systematic abuse of power and control over another individual that is perceived to be vulnerable and weaker, and this imbalance of strength and power makes it difficult for the person being bullied to defend him or herself. This cyber-bullying is a part of aggressive behaviors because cyber-bullying represents a pattern of offense behavior in a period of time. In other words, cyber-bullying is a covert form of verbal and written bullying. Because cyber-bullying is not anonymous offender and the result of actions will be continue at all (21).

2.2 Family relationship

2.2.1 Definition of family

Family has been defined by many authors. Most definitions are consistent and could be concluded as follows:

Family as defined in the Dictionary of the Royal Institute, B.E. 2542 is a basic social institute comprising husband, wife and child (22).

Wittaya (23) concluded that family was a basic social institute, both psychological and social domains, in which the relationship was official by way of marriage and blood relation with rules, communications, roles and duties of family

members, bring-up and transfer of values, morality, attitude and habits, and family members have emotional intimacy.

The Academic Department of Sky Books (24) mentioned about the meaning of family as defined by sociologists and psychologists that this is a form of living between two persons. It is the first social institute created by humans from their relationship as representatives of external institutes. This institute takes roles in rooting belief, values and attitude to new members of the society who are born in the family.

It can be concluded that the family means two persons or more who live together and have close relationship, interactions, attachment and information sharing, e.g. husband and wife, parents, son, daughter, brothers or sisters, and the culture and morality are transferred to the family members. Thus, a student's attitude towards the cyber-bullying depends on his/her family basis.

2.2.2 Importance of family

Family is an important social institute because it takes roles upon one's birth in bringing-up, transfer of knowledge and living. The problems in the family take effect to the community, society and country. The importance of family was summarized as follows:

The Academic Department of Sky Books (24) mentioned about the importance of family that the family is an important institute for the development of children and youth; it makes the society contain happy people and strong communities.

Panthip (25) mentioned about the importance of family to its members that the family took effect to all aspects of development of individuals. Although the types of family and relationship vary, every family focuses on its family members. For the relationship between parents and children and relationship between husband and wife, if the relationship of parents is smooth, that family will be stable, creative and lead the family members to meet success.

Sukhothaimathirat University (26) divided the importance of family into 2 parts:

1. Importance of the family to individuals – Because family is the first social institute that individuals are members, it mediates individuals to the society and transfers the cultural pattern to new members. Family is an institute responding humans' basic needs such as sexual needs, emotional needs, needs of acceptance and attachment, etc.

2. Importance of the family to the society – Family is important for the society since it mediates the society to individuals. The family supports individuals to respond the society's needs while the society takes a duty of formulating interaction patterns between persons. These patterns reflect roles and duties to be performed by individuals.

2.2.3 Duties of family

Family is a primary and important institute for bringing up a child since he was born and grows up. The family performing its duties well will make family members live happily and have the good quality of life. Some scholars mentioned about the duties of family as summarized below.

Kanchana (27) talked about the duties of family as follows:

1. Creating family members – The family has a duty of creating new members to replace the dead ones in order to succeed the family. But, the amount of family members must balance to the society. Excessive population will cause subsequent social problems.

2. Teaching the social order – Family is the first and most important institute with duty and role of teaching by focusing on cultural value, development of personality, habits and adaptation to the society.

3. Giving love and warmth – Family is an important source of giving love, warmth and esprit to its members so that they can combat and have esprit of living.

4. Setting the status in the family – Every member holds status set up by his birth such as gender, race, religion, nationality and status in the family and in the society.

5. Protecting or feeding the infants – The family takes roles in protecting and development its new members in term of physical body, mind and education.

6. Economics – Every family member deems an important production unit; everyone must work and share products with each other. For example, the parents earn for living for their young children. When the children grow up to the working age, they must earn for living to nourish their parents.

7. Education – The family is the first educational source of each member. When the children are at the school age, the family has a duty of sending them to school and supporting their education so that they have enough knowledge to earn for living in the future.

8. Religion – The family has a duty of rooting the faith of national religion and promoting its members to practice according to the religious teaching so that the family members are good members of the society.

The Academic Department of Sky Books (24) mentioned about the duties of family as follows:

1. Giving love – Love and esprit of the family help children grow up happily and confidently. Love in the family helps protect the children in the infighting world. At present, the parents should recognize the importance of love to children because love is important for child development.

2. Protection of safety – The family must protect safety for its members by relying on other social agencies such as police, public health, insurance, etc. to make the family warm and safe.

3. Economics changes – Economic changes force the family members to work outside, men or women, father or mother or children, to earn some income for the family.

4. Education – Apart from supporting children's education in school, the family acts as a cultural representative to transfer tradition, belief, value, hobby and activities learnt at home, practice and living in the family, and a representative of learning stronger than studying at school.

5. Recreation – it deems necessary that the family must do activities for pleasure and relaxation in the family, which help sustain good family relationship.

6. Religion – The family is a basic institute giving the philosophy of life and morality.

It could be concluded that the family is an institute dealing with humans directly. It is apparent that the family has duties of giving birth, warmth, safety, bringing-up and educating. If the family performs these duties and roles efficiently, the family members will be happy. By these reasons, the family becomes the most important institute for humans and the country.

2.2.4 Family relationship

Family relationship is the most essential for every family because good relationship makes the family happy and warm. Good relationship occurs when each family member recognizes his/her roles and duties because relationship cannot be formed by only one person, but everyone must be involved. Thus, to strengthen the family, cooperation, coordination and support of each family member are required. Some authors gave the definitions of family relationship as follows:

Wittaya (23) concluded that the good family relationship was an important basis taking effect to the society. If the family members offer love, intimacy, care and help with each other, forgive and have flexibility of duties and roles, happiness of the family will occur.

Sophapan (28) defined the family relationship as the family behavior, comprising some family members, towards love, concern, care and interaction of family members.

Friedman (cited in 29) explained about the characteristics of family relationship that it meant care and attention to feelings of family members, acceptance and support with each other, which led to intimacy and familiarity and desires to share with each other.

In conclusion, the family relationship means the relationship of family members in domains of intimacy and attachment of every family member, responsibility, acceptance and help. The good family relationship would result to

happiness and smoothness. In contrast, the bad family relationship causes many subsequent problems. Thus, love and intimacy between parents and children are the most important for the family. It is apparent that a perfect family will contain the good relationship and understanding, which make the children have happiness and good and proper behavior.

2.2.5 Composition of family relationship

Suthera (cited in 30) mentioned about the concept of Richard C. Grandall that the family relationship is the primary relationship, comprising the following compositions:

1. Number of role – The family relationship consists of several roles. Due to multi-interactions, they result to interest, learning of value, belief and virtual personality in each other.
2. Communications – The primary relationship is an open relationship by way of opinion sharing.
3. Emotion – The family relationship forms various emotions between members; it forms love, understanding, attachment and conflicts.
4. Transferability – The primary relationship occurs in individuals; it is interactions of each person and attachment that may be changed difficultly.

Moos and Moos (cited in 31) stated that the family relationship consists of 3 dimensions:

1. Inter-relationship dimensions, comprising help with each other, expression of emotions and expression of conflicts.
2. Personal growth dimensions, comprising self-reliance, success in life, participation in social activities, recreation and participation in religious activities.
3. System maintenance dimensions, comprising the management in the family and controls.

Stable relationship helps individuals meet their needs, which is important for a good health condition. Relationship deriving from the social network structure takes effect to health condition (32) by involving the following factors:

1. Familiarity – This makes individuals warm, safe and not lonely. Familiarity may come from the spouse, friends, brothers or sisters and parents.

2. Involvement in the society – This is an expression of involvement between an individual with other persons to share experience, information, thought and praise with each other. No involvement in the society isolates individuals from the society. This relationship is frequently found in groups of friends.

3. Responsibility occurs when an individual cares for younger one. If one does not perform this duty, he/she will feel embarrassed and feels that this life is imperfect, empty and aimless.

4. Receipt of acceptance – Acceptance occurs when an individual has abilities in doing acts properly as per his/her roles. These abilities may be roles in occupation, family or friends. When one has abilities, he/she will be accepted and trusted. But, if he/she is not accepted, his/her self-confidence will be less.

5. Receipt of help – This is what one receives from his/her family, friends and neighbors. The groups with close relationship can give wide and long help. If there is no relationship that forms some help, one will feel worried and weak.

The Academic Department of Sky Books (24) mentioned about the relationship of family members as follows:

1. Relationship of spouse – Relationship of spouse needs adaptation to accept individual's difference, to reduce possible conflicts and to help each other feel satisfied because the spouse is the most important starting point of relationship. If the spouse has good understanding, love and care and tries to adjust for each other, the family will be secure and smooth. In contrast, if the spouse has no love, understanding and sympathy, the family will contain conflicts and no happiness.

2. Relationship between parents and adolescents – When a child turns to be an adolescent, he/she will have vast changes, both physically and mentally. When he/she grows up to be an adolescent, he/she will make his/her identities. The parents should give understanding and care, and do not let him/her have learning alone. Girls or boys compromisingly cared by the parents will have warm and

comprehensive personality better than those whose parents have inconsistent attitude of child brining-up.

Relationship between parents and teenager children may involve one problem of generation gap. This problem is a conflict due to no understanding in behaviors of the parents, teenager children or grandparents because humans at each age will have different development characteristics such as physical development, social development and emotional development. The development of each age is unique and there are differences of concept, attitude and value. Thus, all family members should have understanding and sympathy with each other (25).

As mentioned earlier, if a student had good family relationship, the intimacy and transfer of ethics and morality will allow that student to have good and proper attitude, to know his responsibility as student. In contrast, if the relationship between family members is bad and there is violence in the family, the student will have improper attitude towards the cyber-bullying.

2.3 Attitude

2.3.1 Definition of Attitude

Some academics defined “attitude” and most definitions are consistent as described below.

Luckana (33) stated that attitude means feelings (emotions), opinions (intellect) or manners (behavior) of an individual to one thing.

Sitthichoke (34) concluded the meaning of attitude that “attitude” means feelings, belief and tendency of individual’s behavior to persons or objects or any thinking in form of evaluation. These feeling, belief and tendency of behavior must last quite long.”

Allport (35) defined attitude as the compilation of emotional feelings responding to social stimulus, which may be expressed in 2 types: support or objection.

Krech Crutchfield and Ballachey (cited in 36) defined attitude as a system durable for positive and negative evaluation; an emotional feeling and tendency of behavior to support or object to anything in the society.

Rokeach (cited in 37) defined attitude as the combination or ordering of belief to one thing or situation. The result of this belief will formulate the tendency that an individual reacts positively or negatively.

It could be concluded that attitude means each individual's mental condition deriving from experience or learning and one is ready to respond those things or situations in either way such as preference, dislike, support or reject, etc.

2.3.2 Characteristics of attitude

Attitude is important for studying human behavior; so several psychologists or attitude theorists have tried to study and understand important characteristics of attitude as mentioned briefly below:

Newcomb (cited in 38) stated that individual's attitude depends on surroundings one receives and expresses in form of behavior. There are two types of attitude:

1. Positive attitude expressed by form of satisfaction and agreement or preference that makes an individual wants to do, desire and approach that thing.
2. Negative attitude expressed in form of non-satisfaction and disagreement or dislike that makes an individual bored, disgusted and run away from that thing.

Thongchai Santiwongse (39) concluded the characteristics of attitude as follows:

1. Attitude is something inside, that is, it is the internal thought of each person.
2. Attitude is not a natal characteristic, but it involves learning about many things that one is involved. Attitude will be formulated after the evaluation after involving with those external things. This shows that attitude derives from learning.

3. Attitude is stable and durable, that is, after the attitude is formed, it is stable as appropriate and it does not change suddenly after receiving different stimulants because such formed attitude consists of the thinking, analysis, evaluation and summary processes as the belief. Any attitude changes, so, need time for those processes.

4. Attitude always refers to individuals and objects. It does not derive from one's inner, but it is formed or learnt from tangible and referable things, which may be persons, group of persons, institutes, objects, value, social matters or thinking.

Jirawat Wongsawasdiwat (40) concluded the important characteristics of attitude as follows:

1. Attitude comes from learning or accumulation of experience in each person; it does not come by birth.

2. Attitude consists of the evaluative nature – Attitude comes from an individual's evaluation of thought or belief in objects, persons or situations, which mediates the reactions. For this evaluative nature, Fishbein and Ajzen (cited in 40) emphasized that it is the most important characteristic that virtually differentiates the attitude from inner stimulus such as habit, reinforcement or motivation.

3. Quality and intensity – The quality and intensity of attitude indicate the different attitude of individuals towards things. The quality of attitude comes from the evaluation. When one evaluates his attitude towards anything, he may have positive attitude (preference) or negative attitude (dislike) towards that.

4. Permanence – Attitude comes from the accumulation of experience and long learning process. Although attitude is durable, we need not to have such attitude for the whole life.

5. Attitude object – The objects include persons, materials, places or situations, etc.

6. Relative attitude – Attitude shows relationship between persons and objects, other persons or situations.

2.3.3 Composition of attitude

When one has attitude towards anything, either object, thought or person, Sears et al. (cited in 41) explained that attitude consists of 3 main parts:

1. Cognitive component, comprising all knowledge base that one has, or existing experience in what is attitude object, and perception of additional facts, knowledge and belief about that matter.

2. Affective or evaluative component, comprising one's feelings and emotions to the attitude object, which evaluate positive feelings such as preference, pleasure, sympathy, or negative feelings such as dislike, displeasure, fear, disgust, which are consistent to cognitive component about that thing.

3. Behavioral component, comprising one's readiness to respond or tendency to act to the attitude object after evaluating knowledge and feeling to that thing. The behavior may be expressed in 2 types: positive behavior such as acceptance, support, approach, help and promotion, and negative behavior such as destruction, opposition, fright, runaway, etc.

Attitude consists of 3 components (38, 42):

1. Cognitive component – It involves one's knowledge and understanding about that stimulus that is the reason of concluding the belief, or evaluating the result of that stimulus.

2. Affective component – Emotions or feelings and thinking are correlated. This component, thus, involves the evaluation of feelings, preference or emotional response to objects or persons in form of preference or dislike, positive or negative feeling. The affective component may be divided into 2 types:

- 2.1 Positive feeling (satisfaction), e.g. respect, preference and sympathy.

- 2.2 Negative feeling (dissatisfaction), e.g. fear, disgust, looking down on.

Among all 3 components of attitude, the affective component is the important or central component of attitude because feelings always deal with actions.

3. Behavioral component – It is readiness to act or one's behavior directly expressed to any object or person. The behavioral component relates

to the cognitive component and affective component; so we can infer one's attitude from what he speaks out or acts.

However, an individual's attitude may not always be consistent to his behavior expressed. What one speaks may not relevant to what he act in real situations because attitude is only one reason of behavior. The behavior expressed may come from several reasons; for example, one may have to follow the social norm, etc.

2.3.4 Emergence of attitude

Attitude varies depending on experience, influence of mass media, brining-up, individuals' personality, and need to attain the expected outcome and others. One's attitude to anything derives from 4 main reasons (37, 43):

1. Specific experience – An experience that a person meets in a situation and that specific experience is deeply rooted until it becomes his attitude.

2. Communication from other – Several attitudes of a person comes from communications with other persons, especially informal learning and informal communications that a child receives from his family, from persons he respects, which result to his trust and attitude.

3. Models – We create some attitude from imitating other persons after observing their practice. After that, we will interpret that practice to be our belief and attitude. In what extent the practice is turned to attitude depends on how we respect and believe in that model.

4. Institutional factors – Several attitudes of a person derive from institutions such as school, religious places, agencies, etc. These institutions may be sources or they support the formation of attitude.

Hilgard (cited in 44) mentioned about Allport's viewpoint on the emergence of attitude that one's attitude occur by the following 4 conditions:

1. Learning comes from the accumulation and integration of responses to various concepts, e.g. attitude of family, school, teacher, teaching and learning and others.

2. Personal experience depends on individuals' differences – One's experience not only accumulates gradually, he has his own experience pattern;

so some attitude is specific in each individual depending on his development and growth.

3. Imitation – Someone's attitude comes from imitating attitude of other persons he is satisfied such as parents, teachers, brothers or sisters and others.

4. Influence of social groups – One will have attitude subject to the social group and the environment where he lives, e.g. attitude to religion, institutes, etc.

2.3.5 Dimensions of attitude

Bernart & Snadowsky (cited in 44) stated that attitude may be observed in various aspects or dimensions. There are 7 interesting dimensions as follows:

1. Intensity – Other aspects of attitude are involved; so attitude is more intense such as confidence, importance of objectives to purposes of attitude.

2. Magnitude – The extent of preference or dislike or great preference, slight preference or dislike.

3. Salience or readiness to show attitude towards anything.

4. Centrality – One views the world or life by using this principle. This attitude is a part of self-concept.

5. The Cognitive, Affective and Action Tendency Trichotomy – This involves cognition, affection and action or behavior.

6. Consciousness – It is viewed that attitude is under consciousness or sub-consciousness.

7. Stability – This is about how attitude is flexible or difficult to be change.

Shaw & Wright (cited in 45) divided dimensions or characteristics of attitude as follows:

1. Attitude is a result or depends on one's evaluation of stimulus before changing it to be the inner feeling motivating him/her to show behavior.

2. Individual's attitude may be interpreted in term of quality and intensity, which covers the continuum of attitude. The attitude interpretation may be strong, fair or weak or attitude may be positive and negative.

3. Attitude derives from learning rather than congenital nature, or attitude results from one's inner structure or maturity.

4. Attitude depends on specific social stimulus.

5. One's attitude towards the same group of stimulus may be correlated.

6. Attitude formulated will be stable and be changed difficultly.

2.3.6 Attitude and behavior

Attitude puts influence on one's behavior. There are 3 parts of behavior relating to attitude (42):

1. Cognitive domain – This behavior deals with learning, memorizing of thought and facts, development of cognitive and intellectual skills, use of discretion for decision-making. Cognitive domain consists of various ability levels, starting from simple cognition to higher cognition and intellectual development when one has abilities in cognition, interpretation, definition, expectation and application as well as analysis and synthesis.

2. Affective domain – This deals with interest, affection and preference. This behavior occurs inside and can be evaluated by using some special devices.

3. Response – This is the response to situations or stimulus in the manner of delight, willingness and pleasure to respond.

Thus, attitude relates to, originates and results from behavior because one will show his behavior as per his thinking and desire. Experience makes him have thinking and feeling in that action. Thus, attitude is a result of behavior, and it puts influence on setting up the pattern of behavior to be done in the next time.

2.3.7 Assessment of attitude

In the psychological domain, attitude assessment is important and so useful for one's living. Learning about attitude of a person or group of person can predict his/their possible behavior, and planning or undertaking to that person or group of persons can be done precisely and efficiently.

Sakdi Soontornsanee (44) talked about issues of attitude assessment as follows:

1. It is an assessment showing overall human being about feelings, preference, thinking, fear, frightening, bias and obedience to any particular issue.

2. Opinion means the verbal expression of attitude. The verbal expression is the opinion only, but when that opinion is interpreted, it will become the attitude. This can be concluded that opinion is a symbol of attitude and this opinion is the mediator of attitude assessment.

3. Use of opinion to pinpoint the attitude has a limitation that a person may conceal his real feeling or pretend to show his real attitude. But, the deviation of assessing the opinion as indicator of attitude and real attitude is common in attitude assessment.

4. Attitude assessment in anyone may be accepted or rejected by that person, but it cannot be pinpointed that such person must act relevant to his attitude or not because attitude assessment is to assess that person's opinion; it does not mean the prediction of his actions at every situation. Attitude assessment is to determine how one feels subject to his belief. One's attitude towards anything may be changed.

5. Attitude assessment does not mean much or little, but it means preference.

2.3.8 Initial agreement for attitude assessment

Attitude assessment could be done under following agreements (45).

1. Examination – Attitude is to examine stable opinions and feelings of any person or, at least, those opinions or feelings have not changing at a period.

2. Attitude could not be assessed or observed directly. Attitude assessment must be done indirectly by observing the tendency of expression or behavior or stable pattern, which is not human' direct behavior.

3. Studying the attitude of individuals does not involve the tendency of attitude only, but also the degree and intensity of that attitude.

From the above concepts, it led to a conclusion that attitude is the cognition and mental condition that one has to many things whether he likes or dislikes, or agrees or disagrees, which results to reactions or response to those. Attitude is also a variable closely relating to the behavior; attitude results to the individual's behavior; meanwhile, behavior results to his attitude as well. In this research, the attitude as a variable was studied because it was expected to relate to the cyber-bullying. This research involved the attitude in 3 dimensions, e.g. cognitive dimension, affective dimension and behavioral dimension.

2.4 Perception

2.4.1 Definition of perception

The root of "Perception" is "percipere". In Latin, "per" means through and "cipere" means to take. According to Webster's Dictionary, perception means "to take hold of, feel, and comprehend by an individual" (46).

Perception is a process that one selects, sorts out and interprets the stimulus or information received by relying on five sensory organs, including seeing, hearing, smelling, tasting and touching. Or, perception is a process that a person sorts out and interprets what he touches to define the surrounding. In addition, perception is a process involving memory while interpreting the stimulus that must be compared with his existing experience accumulated in his memory (47, 48).

Schiffman and Kanuk (cited in 49) defined perception as a process that each person selects, processes and interprets the stimulus to have its meaning and scope of content. Moreover, perception may be easily explained as "a process of direct interpretation through any sensory organ."

Chitapa (50) defined perception as a process of receiving, processing and interpreting as a response to surrounding responses in order to assess the decision-making and to show either behavior to that stimulus. Perception relies on individuals. It is also a guideline of setting up communication behavior between persons.

Perception is a process that a human communicates with his surroundings by interpreting those he touches and responds them appropriately. Each person may interpret the same surrounding differently depending on each person's mind and thought but he must also use his existing knowledge or experience (42, 51).

One's perception depends on 2 influencing stimulus (42):

1. External stimuli mean the characteristics or qualifications of stimuli touching one's sensory organs, e.g. color, size, novelty.
2. Internal stimuli mean the interest, thought, desire, motivation and expectation in one's mind while touching.

2.4.2 Components influencing perception

In perceiving each event, several factors must be involved, and each factor results to different perception. Perception of each person is different even in the same event because individuals have differences of background, experience, identities as well as changes of stimulus and change of time, which result to humans' perception. All these components may be divided into 2 main parts: stimulus or event, and person or perceiver (46):

1. Stimulus – Each stimulus has different qualifications. Some stimuli may affect the perceiver's feelings quickly, but some cannot be recognized by the perceiver because of the different attraction of each stimulus. Generally, stimuli attracting people's interest should have the following qualifications:

- Intensity – The intensity degree of each stimulus.
- Prominence or contrast – Doing something prominent or contrast will cause more interest in that.
- Size of stimulus when the size of stimulus becomes abnormal.
- Motion – Motioning stimulus will be more perceived than still one.

- Frequency – Stimulus appearing frequently will be more perceived than rarely-seen one.

- Novelty and familiarity – A new thing in the same environment or the familiar thing in a new environment can arouse people's interest.

- Physical environment – This means the location of stimulus.

2. Person or perceiver – This deems a component greatly affecting one's perception because, in the perception process, one will interpret what he perceives. Each person's interpretation is different; so his behavior is different as well depending on the following factors:

- Physical limit and physical perfection – One's perception is different partly due to the perceivers' physical limit.

- Motivation or need – Need usually leads a person to define or interpret the object or situation he perceives to be relevant to his need.

- Expectation – One expects to attain what he desires or needs. If his expectation is not responded, he will feel disappointed, embarrassed and have tension until his interpretation or perception touched may deviate.

- Personality – Each person's personality leads to the different perception. Personality is an important factor.

- Experience and learning – One's knowledge about many things may be much or little depends on his experience.

- Value – One's value takes role in his perception, that is, it is a person's scope of perception relating to the environment existing.

- Familiarity – Stimulus we have seen frequently will make us recognize and perceive quicker than that we have hardly seen.

- Consistency with the perceiver's internal condition – Stimulus consistent to one's emotion, feeling, interest, expectation and attitude at a particular time will make a person have quicker perception than the stimulus inconsistent with his internal condition.

Nongluck Weiprom (52) summarized the components influencing perception as follows:

1. Attention – This is a basic component of perception because one will perceive anything once he pays attention to it first. Attention is a preparation process for perception, starting from adaptation of sensory organs such as smelling, looking at, etc. If anything is much attended, perception will be apparent.

Attention may come from 2 components:

1) State of Perceiver – This means the state of a person perceiving which state he is because each one was born and grows up in the different society, which results to different thought. Each one has differences in desire, motivation and expectation. All three factors are important stimulating one to pay attention.

2) Stimulus characteristic – It is what one meets and feels, but to which extent he will pay attention to it depends on intensity, size, contrast or novelty, repetition and motion.

2. Previous experience – This is like a tool helping us interpret the feelings clearer. One's perception does not derive from vacuum, but several factors, especially experience accumulated since the young age that is used to expect or prepare for learning.

3. Mental set and context – Experiences make a person expect to coming events. Living in the society among various surroundings, one must interpret and perceive the surrounding stimulus carefully and deliberately. This is to prepare his thinking to perceive stimuli rightly and appropriately.

This could be concluded that perception is a thinking process and human mind presenting his cognition and comprehension to stimuli passing through sensory organs under help of experiences to interpret the meaning; so perception is different in individuals.

2.5 Related researches

2.5.1 Domestic researches

Golf Pomsong (53) studied factors affecting inappropriate behaviors in using the internet by teenagers at Matthayom sueksa schools in the Bangkok metropolitan area. The finding indicated that inappropriate behaviors in using the internet were at the lowest level. These inappropriate behaviors can be classified in the following terms. Inappropriate behaviors in using the internet through normal websites were at a low level. The provision of personal information on the internet was at a moderate level. Conversation on the internet and the use of e-mail was at a low level. The use of websites with inappropriate content was at the lowest level. Behavior in which websites with obvious sexual content, with content exciting hatred or violence, concerning drugs, alcohol, illegal matters, and gambling was also at the lowest level. Differences in personal expenses, family income, places where the internet was used, the duration of time in using the internet, the frequency in using the internet on the part of the teenagers being investigated differentially affected inappropriate behaviors in using the internet.

Boonyapat Yodprang (54) researched bullying among lower secondary school students in Pattani province. This study aimed to investigate the prevalence of physical bullying and to identify a suitable statistical model accounting for risk factors affecting physical bullying among lower secondary school students in Pattani province, southern Thailand. A cross-sectional survey was conducted among 244 students aged 12 to 19 years by questionnaire. The overall prevalence of physical bullying was found to be 18.5%. Gender was not significantly associated with bullying others. The outcome was associated to a statistically significant degree with age group, ethnicity, school type and parental violence. Specifically, the results from this study indicated that students who had experience of parental violence were more likely to be bullies at school.

In the study, Patra Junlapiya (55) explored the relationship between perceptions of bullying behaviors and actual bullying behaviors among groups of Chiang Mai students. The research findings show that the students often perceived bullying behavior at school. 48.1% of the bullying behaviors were conducted by a

group of 2-3 students. When perceiving bullying acts, the students preferred sharing their experience with friends. 62.7% of the bully victims were seldom bullied. Mockery was identified as the most performed bullying act. 56.7% of the students seldom bullied other students. Locations where bullying occurred and were perceived included classrooms with no presence of teachers, hallways or stairways, fields, toilets and canteens. The research also indicates a relationship between the perception of bullying behaviors and the actual bullying behaviors. This signifies that the more bullying behaviors the students have perceived or observed, the more often they will themselves perform bullying behaviors.

2.5.2 Foreign Researches

In their study, Slonje, R. and Smith, P. K. (8) surveyed to examine the nature and extent of cyber-bullying in Swedish schools. The sample was 360 adolescents (12–20 years). Four categories of cyber-bullying (by text message, email, phone call and picture/video clip) were examined in relation to age and gender, perceived impact, telling others, and perception of adults becoming aware of such bullying. There was a significant incidence of cyber-bullying in lower secondary schools, less in sixth-form colleges. Gender differences were few. The impact of cyber-bullying was perceived as highly negative for picture/video clip bullying. Cyber victims most often chose to either tell their friends or no one at all about the cyber-bullying, so adults may not be aware of cyber-bullying, and (apart from picture/video clip bullying) this is how it was perceived by pupils.

In their study, Kowalski, R.M. and Limber, S.P. (14) showed of the students, 11% that they had been electronically bullied at least once in the last couple of months (victims only); 7% indicated that they were bully/victims; and 4% had electronically bullied someone else at least once in the previous couple of months (bullies only). The most common methods for electronic bullying (as reported by both victims and perpetrators) involved the use of instant messaging, chat rooms, and e-mail. Importantly, close to half of the electronic bully victims reported not knowing the perpetrator's identity.

Connolly, I. and O'Moore, M. (56) studied personality and family relations of children who bully. The results indicated that children who bullied exhibited greater

emotional inhibition and attributed significantly more negative statements to themselves than children who did not bully. The children who bullied also demonstrated an ambivalent relationship with their siblings, mothers and fathers. The controls on the other hand displayed positive relationships with members of their family. Moreover children who bullied scored higher on extraversion, psychoticism and neuroticism than their counterparts who did not bully. The findings highlight the need for early identification and the involvement of the family in the intervention of children who bully.

Jankauskiene, R., Kardelis, K., Sukys, S., and Kardeliene, L. (57) researched associations between school bullying and psychosocial factors. Indicators of psychosocial health are self-esteem, happiness, relationships in family and with teachers, smoking and alcohol use. Participants were 1,162 pupils from the 6th, 8th, and 11th grades of schools. A total of 56.5% of students were involved in bullying. 12.7% were ascribed as victims and 16.3% as bullies. Using logistic regression, it was established that involvement in bullying is most associated with grade (6th and 8th grades), masculine gender, tobacco smoking, lower self-esteem, and family teasing about appearance. Victimization was most associated with grade, masculine gender, lower self-esteem, unhappiness, and family teasing about appearance. For the bully, masculine gender, grades (6th and 8th), tobacco smoking and family teasing about appearance are typically associated factors. Results are interpreted against the background of other study findings, while emphasizing relevance of family teasing about appearance in bullying behavior.

Li, Q. (58) studied cyber-bullying in schools: a research of gender differences. This study investigates the nature and the extent of adolescences' experience of cyber-bullying. A survey study of 264 students from three junior high schools was conducted. The results show that close to half of the students were bully victims and about one in four had been cyber-bullied. Over half of the students reported that they knew someone being cyber-bullied. Almost half of the cyber-bullies used electronic means to harass others more than three times. The majority of the cyber-bully victims and bystanders did not report the incidents to adults. When gender was considered, significant differences were identified in terms of bullying and cyber-bullying. Males were more likely to be bullies and cyber-bullies than their female

counterparts. In addition, female cyber-bully victims were more likely to inform adults than their male counterparts.

Li, Q. (59) researched new bottle but old wine: a research of cyber-bullying in schools. This study investigates the nature and the extent of adolescences' experience of cyber-bullying. A survey study of 177 grade seven students in an urban city is conducted. The results show that almost 54% of the students were victims of traditional bullying and over a quarter of them had been cyber-bullied. Almost one in three students had bullied others in the traditional form, and almost 15% had bullied others using electronic communication tools. Almost 60% of the cyber victims are females, while over 52% of cyber-bullies are males. Majority of the cyber-bully victims and bystanders did not report the incidents to adults.

In their study, Mishna, F., Saini, M., and Solomon, S. (60) showed the participants considered cyber bullying to be a serious problem and some characterized online bullying as more serious than 'traditional' bullying because of the associated anonymity. Although the students depicted anonymity as integral to cyber-bullying, the findings suggest that much of the cyber bullying occurred within the context of their social groups and relationships. Findings revealed five major themes: technology embraced at younger ages and becoming the dominant medium for communication; definitions and views of cyber-bullying; factors unique to cyber bullying; types of cyber-bullying; and telling adults. The findings highlight the complexity of the perceived anonymity provided by the internet and how this may impact cyber-bullying. The study offers greater awareness of the meanings of online relationships for children and youth.

Smith, P.K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., and Tippett, N. (61) researched two surveys with pupils aged 11–16 years: 1) 92 pupils from 14 schools, supplemented by focus groups; 2) 533 pupils from 5 schools, to assess the generalisability of findings from the first study, and investigate relationships of cyber-bullying to general internet use. The results showed both studies found cyber-bullying less frequent than traditional bullying, but appreciable, and reported more outside of school than inside. Phone call and text message bullying were most prevalent, with instant messaging bullying in the second study; their impact was perceived as comparable to traditional bullying. Mobile phone/video clip bullying, while rarer, was

perceived to have more negative impact. Age and gender differences varied between the two studies. Study 1 found that most cyber-bullying was done by one or a few students, usually from the same year group. It often just lasted about a week, but sometimes much longer. The second study found that being a cyber victim, but not a cyber-bully, correlated with internet use; many cyber victims were traditional 'bully-victims'. Pupils recommended blocking/avoiding messages, and telling someone, as the best coping strategies; but many cyber victims had told nobody about it.

Table 1 Summary of related researches

Variable	Result	Reference	Hypothesis
Gender	Gender was significant difference. Males were more likely to be bullies and cyber-bullies than their female counterparts.	Jankauskiene and et al. (57), Li. (58), Li. (59), Smith and et al. (61)	The different gender resulted to different cyber-bullying behaviors.
Age	Correlated with bully behaviors.	Boonyapat (54), Smith and et al. (61)	The different age resulted to different cyber-bullying behaviors.
Level of education	There was a significant incidence of cyber-bullying in lower secondary schools, less in sixth-form colleges.	Slonje and Smith (8), Jankauskiene and et al. (57)	The different level of education resulted to different cyber-bullying behaviors.
The duration of using the internet	Affected inappropriate behaviors in using the internet.	Golf (53)	The different the duration of using the internet resulted to different cyber-bullying behaviors.

Table 1 Summary of related researches (cont.)

Variable	Result	Reference	Hypothesis
Family relationship	Correlated with cyber-bully behaviors.	Boonyapat (54), Connolly and Moore (56), Jankauskiene and et al. (57)	The different family relationship resulted to different cyber-bullying behaviors.
Experience of violence in the family	The students who had experience of parental violence were more likely to be bullies at school.	Boonyapat (54)	The different experience of violence in the family resulted to different cyber-bullying behaviors.
Family income	Affected inappropriate behaviors in using the internet.	Golf (53)	The different family income resulted to different cyber-bullying behaviors.
Perception	That the more bullying behaviors the students have perceived or observed, the more often they will themselves perform bullying behaviors.	Patra (55)	The perception of cyber-bullying related to cyber-bullying behaviors

Table 1 Summary of related researches (cont.)

Variable	Result	Reference	Hypothesis
Type of cyber-bullying	<ul style="list-style-type: none"> - The most common methods for cyber-bullying involved the use of instant messaging, chat rooms, and e-mail. - The impact of cyber-bullying was perceived as highly negative for picture/video clip bullying. 	Slonje and Smith (8), Kowalski and Limber (14), Mishna and et al. (60), Smith and et al. (61)	

CHAPTER III

RESEARCH METHODOLOGY

This research was the quantitative research conducted to examine the characteristics of behavior, frequency and correlation between personal characteristics context of family and cyber-bullying in secondary and vocational students in Bangkok. The research was under the following methods:

1. Asking for cooperation from The Wisdom Society for Public Opinion Research of Thailand for the use of secondary information in the project of “Surveys of Cyber-Bullying Behavior of Thai Youths in Bangkok”.

2. Data analysis by using the descriptive statistics, t-test ANOVA, and chi-square.

3.1 Population and sample group

1. The population of this research included students of high schools and vocational schools, both governmental and private schools, located in Bangkok.

2. The sample group included male and female students studying at the secondary level and vocational level at governmental and private schools located in Bangkok in the educational year of 2009 in the total of 1,200 students according to the data of The Wisdom Society for Public Opinion Research of Thailand project in 2009 in the project of “Surveys of Cyber-Bullying Behavior of Thai Youths in Bangkok”. The research areas were divided by Bangkok zones, comprising inner zone, central zone and outer zone; 7 schools at each zone were selected and those selected schools covered 6 governmental schools, 5 governmental vocational schools, 5 private high schools, and 5 private vocational schools.

3.2 Data collection

The data collection of this research was as follows:

1. Submitting a letter of the National Institute for Child and Family Development to request for the data under the possession of The Wisdom Society for Public Opinion Research of Thailand in 2009 in the project of “Surveys of Cyber-Bullying Behavior of Thai Youths in Bangkok” surveying data from 2,000 high schools, vocational schools and universities.

2. In this research, an assistant was assigned for the data collection in the project of “Surveys of Cyber-Bullying Behavior of Thai Youths in Bangkok”. Only data of 1,200 students at secondary schools and vocational schools were selected and analyzed.

3.3 Research Instrument

The research instrument was data collection by questionnaire of the possession of The Wisdom Society for Public Opinion Research of Thailand in 2009 in the project of “Surveys of Cyber-Bullying Behavior of Thai Youths in Bangkok”, which consisted of as follows:

Part 1 Personal Factors

Part 2 Family factors

Part 3 Psychosocial factors

Part 4 Experience of cyber-bullying

3.4 Data Analysis

Variances Analysis

3.4.1 Variances analysis of family relationship, cyber-bullying attitude and cyber-bullying perception are divided 5 into scales as follows:

3.4.1.1 Rating scales of family relationship

Positive question item, that was 7.1, 7.2, 7.3, 7.5, 7.6, 7.9, 7.14 and 7.15 as follows:

Most true	5	points
Very true	4	points
True medium	3	points
True low	2	points
True lowest	1	point

Negative question item, that was 7.4, 7.7, 7.8, 7.10, 7.11, 7.12 and 7.13 as follows:

Most true	1	point
Very true	2	points
True medium	3	points
True low	4	points
True lowest	5	points

3.4.1.2 Rating scale of cyber-bullying attitude

Positive question item, that was 2, 3, 5, 6, 8, 9, 11 and 13 as follows:

Very agree	5	points
Agree	4	points
Not sure	3	points
Disagree	2	points
Very Disagree	1	point

Negative question item, that was 1, 4, 7, 10, 12, 14 and 15 as follows:

Very agree	1	point
Agree	2	points
Not sure	3	points
Disagree	4	points
Very Disagree	5	points

3.4.1.3 Rating scale of cyber-bullying perception as follows:

Never	1	point
Ever 1 time/ month	2	points
Ever 2-3 times/ month	3	points
Ever 4-5 times/month	4	points
Ever more than 6 times/ month	5	points

3.4.2 Range of scores of family relationship, cyber-bullying attitude and cyber-bullying perception.

3.4.2.1 Range of points is divided 3 into levels as follows:

15 – 35 points defined Family relationship / Cyber-bullying attitude at the poor

36 – 54 points defined Family relationship / Cyber-bullying attitude at the moderate

55 – 75 points defined Family relationship / Cyber-bullying attitude at the good

3.4.2.2 Range of points is divided 3 into levels for each item as follows:

Mean	Definition
1.00 – 2.33	Low perception of frequency
2.34 – 3.47	Moderate perception of frequency
3.48 – 4.81	High perception of frequency

3.5 Statistics for data analysis

The Researcher checked the completeness of data before processing it by the statistical processing program analysis:

1. Descriptive statistics, comprising percentage, mean, Standard Deviation used to analyze personal data of students.

2. For testing the differences of independent variables affecting the cyber-bullying in students, t-test statistics (Independent Sample t-test) was used to test the differences of mean of factors in 2 independent population groups. In addition,

ANOVA was used to test the differences of mean factors in over 2 independent populations groups. The multiple comparisons by way of Tamhane's T2 was done to know the differences of mean of each group. This method was suitable for testing the differences of mean by matching variables with different deviations and different number of populations.

3. For testing independent variables correlated to the cyber-bullying in students, the Chi-square (χ^2) was used to find out correlation between 2 variables while the measure of variables was at a nominal level.

Table 2 Scale of measurement to statistics for data analysis

Variables	Scale of measurement	Remark
Dependent Variables		
Cyber-bullying	Ratio	
Independent Variables		
Gender	1 = Male 2 = Female	
Age	1 = 11 - 13 years 2 = 14 - 16 years 3 = 17 - 22 years	Range of age was divided 1 = 11 - 13 years (early adolescence) 2 = 14 -16 years (middle adolescence) 3 = 17 - 22 years (late adolescence).
Level of education	1 = Lower high school 2 = Upper high school 3 = Vocational school	
School type	1 = Government secondary school 2 = Private secondary school 3 = Government vocational school 4 = Private vocational school	

Table 2 Scale of measurement to statistics for difference analysis (cont.)

Variables	Scale of measurement	Remark
Independent Variables		
The duration of using the internet	1 = Less than 1 hour	
	2 = 1 - 2 hours	
	3 = 3 - 4 hours	
	4 = 5 - 6 hours	
	5 = More than 6 hours	
The residential	1 = Living with parents	
	2 = Living with father or mother	
	3 = Living with stepfather or stepmother	
	4 = Living with friend in dormitory	
	5 = Living with relatives	
	6 = Etc.	

Table 2 Scale of measurement to statistics for data analysis (cont.)

Variables	Scale of measurement	Remark
Independent Variables		
Marital status of parents	1 = Married	
	2 = Separated	
	3 = Divorced	
	4 = Dead of father	
	5 = Dead of mother	
	6 = Dead of parents	
Family relationship	1 = Bad level	Points derived from the family relationship was divided into 1 = bad level (15 - 35 points) 2 = medium level (36 - 54 points) 3 = good level (55 - 75 points).
	2 = Medium level	
	3 = Good level	
Family income	1 = < 7,500 baht	The average family income per a month
	2 = 7,501 – 15,000 baht	
	3 = 15,001 – 25,000 baht	
	4 = 25,001 – 50,000 baht	
	5 = > 50,000 baht	

Table 3 Scale of measurement to statistics for correlation analysis

Variables	Scale of measurement	Remark
Dependent Variables		
Cyber-bullying	1 = Never	
	2 = Ever	
Independent Variables		
Attitude towards cyber-bullying	1 = Never	
	2 = Ever	
Perception of cyber-bullying	1 = Never	
	2 = Ever	

CHAPTER IV

RESULTS

This research was the relationship study between personal characteristics and family context on cyber-bullying in secondary and vocational students in Bangkok. The results of this research were presented under the following topics:

Part 1 Analysis results of personal data

Part 2 Analysis results of the level of family relationship, the level of attitude towards the cyber-bullying, characteristics and perception of cyber-bullying and types of cyber-bullying in term of frequency, severity and prevalence

Part 3 Hypothesis testing

Part 1 Analysis results of personal data

Analysis results of personal data of secondary and vocational students in Bangkok analyzed through frequency and percentage are presented in Table 4.

Table 4 Number and percentage of samples classified by gender and age

Personal Data		Number N = 1,200	Percentage (100.0)
Gender	Male	512	42.7
	Female	688	57.3
Age	11 - 13 years	201	16.8
	14 - 16 years	562	46.8
	17 - 22 years	437	36.4

Table 4 showed secondary and vocational students in number as 688 of them are male (57.3%) and 512 are female (42.7%). Students were at ages of 14-16 in the total of 562 (46.8%), which period of age is in middle adolescent that was a half of samples in this research.

Table 5 Number and percentage of samples classified by school type and level of education

Personal Data	Number N = 1,200	Percentage (100.0)
School type		
Government high school	400	33.3
Private high school	400	33.3
Government vocational school	200	16.7
Private vocational school	200	16.7
Level of education		
Lower high school	383	31.9
Upper high school	417	34.8
Vocational school	400	33.3

Table 5 showed 800 students under the supervision of governmental and private secondary schools; 400 students for each (33.3%). Another 400 students were under the supervision of vocational governmental and private schools; 200 students for each (16.7%). Students were studying in upper high school of 417 students (34.8%). About 400 students of vocational school (33.3%) and another 383 students of lower high school (31.9%).

Table 6 Number and percentage of samples classified by the residential

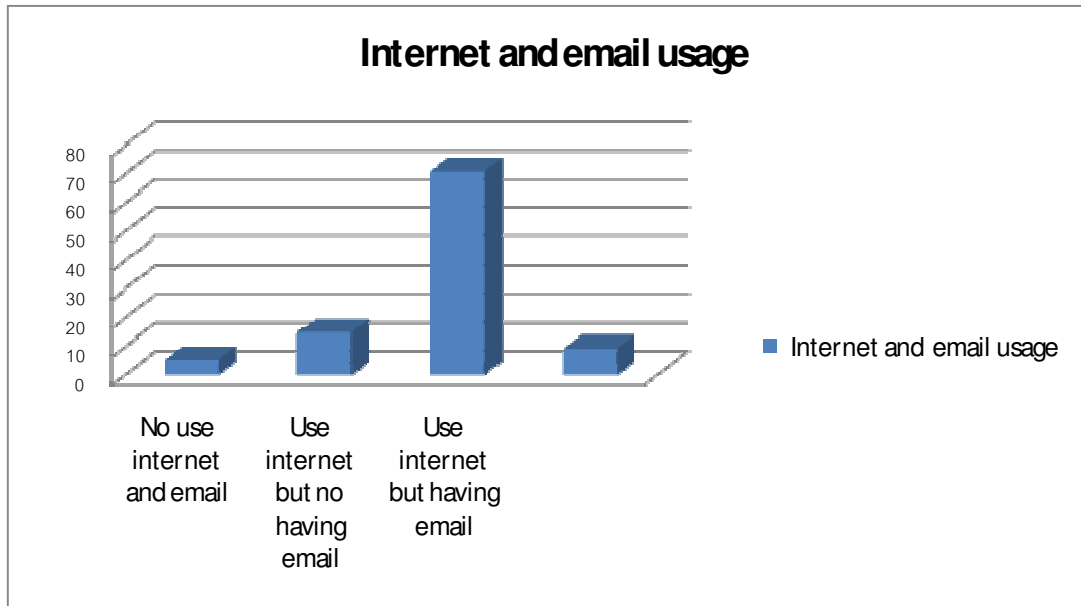
Personal Data	Number	Percentage
The residential		
Living with parents	816	68.0
Living with father or mother	155	12.9
Living with stepfather or stepmother	28	2.3
Living with friend in dormitory	76	6.3
Living with relatives	105	8.8
Others	20	1.7
Total	1,200	100.0

Table 6 showed the most students in the total of 816 living with their parents (68.0%) and about 155 students live with father or mother (12.9%).

Table 7 Number and percentage of samples classified by mobile phone accessibility

Personal Data	Number	Percentage
Mobile phone accessibility		
No having	48	4.0
Having	1,152	96.0
Total	1,200	100.0

Figure 1 Percentage of samples classified by internet and email usage



As illustrated in Table 7, the total of 1,125 students owned mobile phones (96.0%). And data shown in Figure 1 indicated the most students in the total of 849 (70.8%) used the internet and emails which reflected access to the technology limitless and technology's use of children as communication through media instead of face-to-face communication.

Table 8 Number and percentage of samples classified by place of internet usage, frequency of internet usage and the duration of internet usage

Personal Data	Number	Percentage
Place of internet usage		
At own home	881	78.3
At friend's home	26	2.3
At school	32	2.8
At internet cafe	161	14.3
Others	25	2.2
Total	1,125	100.0
Frequency of internet usage		
Everyday	486	44.8
Often	317	29.2
Seldom	282	26.0
Total	1,085	100.0
The duration of internet usage		
Less than 1 hour	42	3.9
1 – 2 hours	500	46.0
3 - 4 hours	352	32.4
5 - 6 hours	130	12.0
More than 6 hours	62	5.7
Total	1,086	100.0

Figure 2 Percentage of samples classified by time period of internet usage

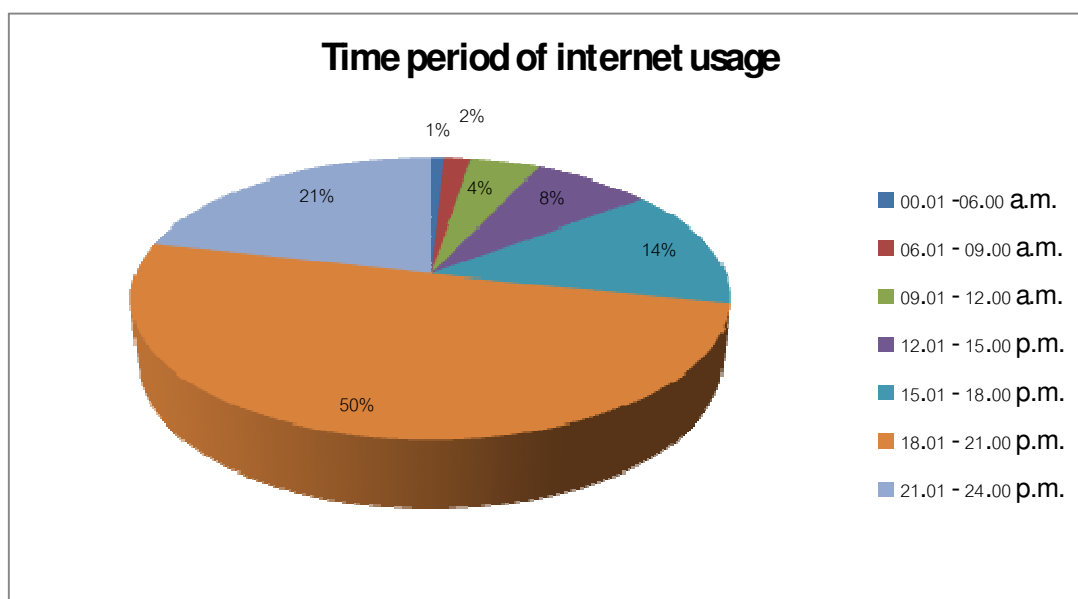


Table 8 showed the most of them totaling 881 students surfing the internet at home (78.3%). About 486 students used the internet everyday (44.8%). About 500 students spent time for the internet around 1-2 hours per time (46.0%), followed by 3-4 hours per time of 352 students (32.4%) and spent time for the internet each time less than 1 hour of 42 students (3.9%). As shown in Figure 2, the internet time of almost a half of all students (556 students or at 50.3%) was from 08.01 – 21.00 o’clock, followed by 21.01 - 24.00 o’clock of 237 students (21.4%).

Part 2 Analysis results of the level of family relationship, the level of attitude towards the cyber-bullying, the nature and perception of cyber-bullying and types of cyber-bullying in term of frequency, degree of violence and prevalence

The following studied:

1. This analysis of the family relationship aimed to study the level of family relationship and the level of family relationship associated with the marital status of parents of secondary and vocational students in Bangkok.

1.1 The level of family relationship assessed by questionnaire of 15 items, which consist of family relationships in terms of intimacy, responsibility, acceptance and receipt of help from family members. The points divided into 3 levels: relationship to high level, moderate level and poor level. The overall results showed that the family relationship of students was at good level for 65.8%, at moderate level for 33.4% and at poor level for 0.8%, as shown in Table 9.

Table 9 Number and percentage of samples classified by family relationship

Family relationship	Number	Percentage
15 – 35 points (Poor)	9	0.8
36 – 54 points (Moderate)	385	33.4
55 – 75 points (Good)	757	65.8
Total	1,151	100.0

Minimum = 25 Maximum = 75 Mean = 59.01 S.D. = 8.408

1.2 The level of family relationship associated with the marital status of parents of secondary and vocational students in Bangkok.

Table 10 Percentage of family relationship classified by marital status of parents

Marital status of parents	Level of family relationship		
	Good	Moderate	Poor
Married	69.2	30.3	0.6
Separated	48.4	49.5	2.1
Divorced	52.4	46.3	1.2
Dead of father	69.8	28.3	1.9
Dead of mother	40.0	6.0	0
Dead of parents	25.0	75.0	0

As illustrated in Table 10, about 69.2% of students had the married parents and 52.4% had divorced parents that had better family relationship than those with divorced parents at 48.4%.

2. This analysis of the attitude towards the cyber-bullying aimed to study the level of attitude towards the cyber-bullying and the level of attitude towards the cyber-bullying related the difference school types.

2.1 The attitude towards the cyber-bullying of secondary and vocational students in Bangkok divided points into 3 levels: attitude to high level, moderate level and poor level. The attitude was assessed by questionnaire of 15 items, the both of positive question items and negative question items. The attitude consisted of 3 components: cognitive component, affective component and behavioral component; 5 items for each. Then the points were gathered. The overall results showed that the students' attitude towards cyber-bullying was at poor level for 54.8%, at moderate level for 44.8% and at good level at 0.5%. When comparing with the 3 components of attitude towards the cyber-bullying, it was found that most students had the attitude towards the cyber-bullying in poor level, that is behavioral component of 70.4%, followed by affective component of 44.3%, and 37.5% of cognitive component, as shown in Table 11.

Table 11 Number and percentage of samples classified by attitude towards cyber-bullying

Attitude towards cyber-bullying	Number	Percentage
15 – 35 points (Poor)	608	54.8
36 – 54 points (Moderate)	497	44.8
55 – 75 points (Good)	5	0.5
Total	1,110	100.0

Minimum = 15 Maximum = 71 Mean = 34.57 S.D. = 8.477

2.2 The level of attitude towards the cyber-bullying related the difference school types of secondary and vocational students in Bangkok.

Table 12 Percentage of attitude to cyber-bullying classified by school type

School type	Attitude towards cyber-bullying		
	Good	Moderate	Poor
Government secondary school	0	30.8	37.0
Private secondary school	40.0	33.2	33.6
Government vocational school	20.0	17.1	16.1
Private vocational school	40.0	18.9	13.3

Table 12 showed the attitude towards cyber-bullying of students at government secondary schools for 37.0% at poor level and this percentage was higher than that of students at private secondary schools (33.6%). The attitude towards cyber-bullying of students at vocational governmental schools was at poor level for 16.1% and this percentage was higher than that of students at private vocational schools (13.3%).

3. The nature and perception of cyber-bullying

Analysis of the nature and perception of cyber-bullying was proceeded with 1,200 secondary and vocational students in Bangkok. The researcher employed mean (\bar{x}) and standard deviation (S.D.) to show the nature of cyber-bullying and the perception of students toward cyber-bullying. The nature of cyber-bullying and the perception in this research was measured and showed for each item. The analysis was presented in detail as Table 13.

Table 13 Mean (\bar{x}) and standard deviation (S.D.) on the nature and perception to cyber-bullying of samples

Perception to cyber-bullying	\bar{x}	S.D.	Level
1. I ever seen or heard cyber-bullying through mobile phones	1.98	1.111	Low
2. I ever seen or heard cyber-bullying through internet	2.76	1.323	Moderate
3. I ever seen or heard cyber-bullying through mobile phones and internet	2.50	1.287	Moderate
4. I ever seen or heard by the schoolgirl who cyber-bullies.	1.94	1.137	Low
5. I ever seen or heard by the schoolboy who cyber-bullies.	2.05	1.202	Low
6. I ever seen or heard by the schoolgirl who was cyber-bullied.	2.14	1.245	Low
7. I ever seen or heard by the schoolboy who was cyber-bullied.	1.85	1.127	Low
8. I ever seen or heard by the student was cyber-bullied alone.	1.74	1.067	Low
9. I ever seen or heard by a group of students were cyber-bullied.	2.10	1.284	Low

As shown in Table 13, the students at secondary schools and vocational schools in Bangkok had perception about cyber-bullying through internet, and cyber-bullying through internet and mobile phone at moderate level ($\bar{x}=2.76$ and 2.50 , respectively). The perception about cyber-bullying through mobile phone was at low level ($\bar{x}=1.98$). It was found that the cyber-bullying was done by both female and male students and both male and female students were wrongdoers. The cyber-bullying was mainly done by only one student and by group at low level ($\bar{x}=1.94$, 2.05 , 2.14 , 1.85 , 1.74 and 2.10 , respectively).

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4. Types of cyber-bullying in term of frequency, degree of violence and prevalence

Analysis on types of cyber-bullying. The researcher employed mean (\bar{x}) and standard deviation (S.D.) to show the level, frequency, and prevalence of cyber-bullying in each types. The level, frequency, and prevalence of cyber-bullying in this research was measured and showed for each item. The analysis was presented in detail as Table 14 and Table 15.

Table 14 Mean (\bar{x}) and standard deviation (S.D.) on type of cyber-bullying of samples

Type of cyber-bullying	\bar{x}	S.D.	Level
1. Online fights using electronic messages with angry and vulgar language via mobile phones chat room or website.	2.63	1.273	Moderate
2. Repeatedly sending nasty, mean, and insulting messages via mobile phones e-mail or website.	2.35	1.265	Moderate
3. Talking someone into revealing secrets or embarrassing information, then sharing it online via mobile phones or internet.	2.29	1.292	Low
4. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships via mobile phones or internet.	2.09	1.232	Low
5. Pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person's reputation or friendships via mobile phones or internet.	2.11	1.219	Low
6. Repeated, intense harassment and denigration that includes threats or creates significant fear via mobile phones or internet.	2.04	1.196	Low
7. Intentionally and cruelly excluding someone from an online group.	2.04	1.206	Low

Table 14 revealed that cyber-bullying behaviors, which included online fights using electronic messages with angry and vulgar language and repeatedly sending nasty, mean, and insulting messages via mobile phones chat room e-mail or website, were at moderate level ($\bar{x} = 2.63$ and 2.35 , respectively). For the behaviors regarding talking someone into revealing secrets or embarrassing information, then sharing it online, sending or posting gossip or rumors about a person to damage his or her reputation or friendships, pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person's reputation or friendships, repeated intense harassment and denigration that includes threats or creates significant fear and intentionally and cruelly excluding someone from an online group via mobile phones or internet were at low level. ($\bar{x} = 2.29, 2.09, 2.11, 2.04$ and 2.04 , respectively).

Table 15 Percentage on type of cyber-bullying

Type of cyber-bullying	I ever done or seen or heard cyber-bullying (Percentage)				
	Never	Ever 1 time/ month	Ever 2- 3 times/ month	Ever 4- 5 times/ month	Ever more than 6 times/ month
1. Online fights using electronic messages with angry and vulgar language via mobile phones chat room or website.	22.6	26.7	28.2	10.4	12.0
2. Repeatedly sending nasty, mean, and insulting messages via mobile phones e-mail or website.	34.4	21.6	26.7	9.0	8.4
3. Talking someone into revealing secrets or embarrassing information, then sharing it online via mobile phones or internet.	37.7	22.9	21.5	9.1	8.8
4. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships via mobile phones or internet.	44.5	22.8	8.2	8.2	6.3

Table 15 Percentage on type of cyber-bullying (cont.)

Type of cyber-bullying	I ever done or seen or heard cyber-bullying (Percentage)				
	Never	Ever 1 time/ month	Ever 2- 3 times/ month	Ever 4- 5 times/ month	Ever more than 6 times/ month
5. Pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person's reputation or friendships via mobile phones or internet.	43.2	22.8	20.3	7.4	6.3
6. Repeated, intense harassment and denigration that includes threats or creates significant fear via mobile phones or internet.	45.6	23.5	18.3	6.9	5.7
7. Intentionally and cruelly excluding someone from an online group.	45.6	23.0	18.9	6.2	6.2

As illustrated in Table 15, The frequency of cyber-bullying that the students used to do, see, perceive or hear was over 6 times a month. Online fights using electronic messages with angry and vulgar language via mobile phones chat room or website were most found (12.0%). Next behaviors were talking someone into revealing secrets or embarrassing information, then sharing it online via mobile phones or internet (8.8%) and repeatedly sending nasty, mean, and insulting messages via mobile phones e-mail or website (8.4%).

Table 16 Percentage on cyber-bullying of sample

Cyber-bullying behaviors	Number N = 1,148	Percentage (100.0)
I have never cyber-bullying	547	47.6
I have ever cyber-bullying	601	52.4

Table 16 showed about 601 students have ever cyber-bullying (52.4%) and 547 students have never cyber-bullying (47.6%)

Part 3 Hypothesis testing

Hypothesis 1 Different personal factors, including gender, age, level of education, school type, the duration of using the internet and the residence affected the different cyber-bullying behaviors.

For testing the differences of gender variables affecting the cyber-bullying in students, the researcher used t-test statistics (Independent Sample t-test) to test the differences of mean of factors in 2 independent population groups.

The results showed that:

Table 17 Comparison of cyber-bullying of sample between male and female

Gender	N	\bar{x}	S.D.	t	p
Male	490	16.31	3.253	2.759	.006*
Female	658	15.82	2.518		

*p < .05

Table 17 showed differences in cyber-bullying behaviors between male and female at the significance of .05. According to the average, male ($\bar{x} = 16.31$) tended to cyber-bullying higher than female. ($\bar{x} = 15.82$)

For testing the differences of independent variables affecting the cyber-bullying in students as age, level of education, school type, the duration of using the internet and the residential, the researcher used ANOVA to test the differences of mean factors in over 2 independent populations groups. The multiple comparisons by way of Tamhane's T2 was done to know the differences of mean of each group. This method was suitable for testing the differences of mean by matching variables with different deviations and different number of populations.

The results showed that:

Table 18 Comparison of cyber-bullying of samples between age group of 11 – 13 years, 14 – 16 years and 17 – 22 years

Variance	df	SS	MS	F
Between groups	2	28.043	14.021	1.712
Within groups	1145	9378.009	8.190	
Total	1147	9406.051		

Table 18 showed age group of 11 – 13 years, 14 – 16 years and 17 – 22 years were no significant difference.

Table 19 Comparison of cyber-bullying of samples between level of education and school type

Variance	df	SS	MS	F	p
Level of education	2	38.943	19.471	2.390	.092
School type	3	.573	.191	.23	.878
Interaction between level of education and school type	6	249.102	41.517	5.095	.024*
Error	1136	9305.527	8.148		
Total	1147	9406.051			

*p < .05

Table 19 showed interaction between level of education and school type affected the different cyber-bullying behaviors at the significance of .05.

Table 20 Comparison of cyber-bullying of samples between the duration of using the internet

Variance	df	SS	MS	F
Between groups	4	290.924	72.731	9.244*
Within groups	1030	8104.289	7.868	
Total	1034	8395.214		

*p < .05

Table 20 showed the different the duration of using the internet of students affected the different cyber-bullying behaviors at the significance of .05 analyzed by Tamhane's T2 as shown in Table 21.

Table 21 Multiple comparisons of cyber-bullying of samples between the different the duration of using the internet

The duration of using the internet		Less than 1 hour	1 – 2 hours	3 - 4 hours	5 - 6 hours	More than 6 hours
	\bar{x}	15.12	15.63	16.41	16.36	17.52
Less than 1 hour	15.12	-	-.50	-1.29	-1.24	-2.40*
1 – 2 hours	15.63		-	-.79*	-.73	-1.89*
3 - 4 hours	16.41			-	.06	-1.11
5 - 6 hours	16.36				-	-1.16
More than 6 hours	17.52					-

*p < .05

Table 21 showed that students spending time for the internet less 1 hour per time ($\bar{x}=15.12$) had lower cyber-bullying behaviors than students spending time for the internet more than 6 hours ($\bar{x}=17.52$). Also students spending time for the internet around 1-2 hours per time ($\bar{x}=15.63$) had lower cyber-bullying behaviors than students spending time for the internet around 3-4 hours ($\bar{x}=16.41$) and students spending time for the internet more than 6 hours ($\bar{x}=17.52$) by comparing the average of the duration of using the internet per time. Others had no difference.

Table 22 Comparison of cyber-bullying of samples between the residential

Variance	df	SS	MS	F
Between groups	5	24.162	4.832	.588
Within groups	1142	9381.890	8.215	
Total	1147	9406.051		

Table 22 showed that the different residential of students were not affected the different cyber-bullying behaviors.

Hypothesis 2 Different family factors, including marital status of parents, family relationship, experiences of violence in the family and family income affected the different cyber-bullying behaviors.

For testing the differences of family factors affecting the cyber-bullying in students, the researcher used ANOVA to test the differences of mean factors in over 2 independent populations groups. The multiple comparisons by way of Tamhane's T2 was done to know the differences of mean of each group. This method was suitable for testing the differences of mean by matching variables with different deviations and different number of populations.

The results showed that:

Table 23 Comparison of cyber-bullying of samples between marital status of parents

Variance	df	SS	MS	F
Between groups	5	43.760	8.752	1.068
Within groups	1142	9362.291	8.198	
Total	1147	9406.051		

Table 23 showed that the different marital status of parents of students were not affected the different cyber-bullying behaviors.

Table 24 Comparison of cyber-bullying of samples between family relationship

Variance	df	SS	MS	F
Between groups	2	208.794	104.397	13.425***
Within groups	1100	8554.002	7.779	
Total	1102	8762.796		

***p < .001

Table 24 showed that the different family relationship of students affected the different cyber-bullying behaviors at the significance of .001 analyzed by Tamhane's T2 as shown in Table 25.

Table 25 Multiple comparisons of cyber-bullying of samples between the different family relationship

Family relationship		Good	Moderate	Poor
	\bar{x}	15.68	16.60	15.44
Good	15.68	-	.92***	.24
Moderate	16.60		-	1.16
Poor	15.44			-

***p < .001

Table 25 revealed that the different family relationship of students affected the different cyber-bullying behaviors. Family relationship of students in good level ($\bar{x} = 15.68$) had lower cyber-bullying behaviors than family relationship of students in moderate level ($\bar{x} = 16.60$) by comparing the average of family relationship. Others had no difference.

Table 26 Comparison of cyber-bullying of samples between experience of violence in the family

Variance	df	SS	MS	F
Between groups	3	383.985	127.995	16.366***
Within groups	1118	8743.584	7.821	
Total	1121	9127.569		

***p < .001

Table 26 showed that the different experience of violence in the family of students affected the different cyber-bullying behaviors at the significance of .001 analyzed by Tamhane's T2 as shown in Table 27.

Table 27 Multiple comparisons of cyber-bullying of samples between the different experience of violence in the family

Experience of violence in the family	\bar{x}	Never be punished	Rebuke with vulgar	Slap, Hit, Assault	Others
		15.66	17.25	16.35	16.02
Never be punished	15.66	-	1.60***	.70	.53
Rebuke with vulgar	17.25		-	.90	1.07
Slap, Hit, Assault	16.35			-	.17
Others	16.02				-

***p < .001

Table 27 revealed that the different experience of violence in the family of students affected the different cyber-bullying behaviors. Students who had never be punished had lower cyber-bullying behaviors than students who were rebuked with vulgar ($\bar{x} = 15.66$ and $\bar{x} = 17.25$ respectively) by comparing the average of experience of violence in the family. Others had no difference.

Table 28 Comparison of cyber-bullying of samples between family income

Variance	df	SS	MS	F
Between groups	4	84.197	21.049	2.563*
Within groups	1120	9197.755	8.212	
Total	1124	9281.952		

*p < .05

Table 28 revealed that the different family income of students affected the different cyber-bullying behaviors at the significance of .05 analyzed by Tamhane's T2 as shown in Table 29.

Table 29 Multiple comparisons of cyber-bullying of samples between the different family income

Family income (baht)	\bar{x}	< 7,500	7,501 – 15,000	15,001 – 25,000	25,001 – 50,000	> 50,000
		15.53	16.15	16.11	15.69	16.33
< 7,500	15.53	-	.62	.58	.15	.80
7,501 – 15,000	16.15		-	.04	.47	.18
15,001 – 25,000	16.11			-	.43	.22
25,001 – 50,000	15.69				-	.64*
> 50,000	16.33					-

*p < .05

Table 29 showed that the different family income of students affected the different cyber-bullying behaviors. The students whose family income was in the range of baht 25,001-50,000 per month had lower cyber-bullying behaviors than those whose family income was over baht 50,000 per month. ($\bar{x} = 15.69$ and $\bar{x} = 16.33$ respectively) by comparing the average of family income. Others had no difference.

Hypothesis 3 Psychosocial factors were correlated to the cyber-bullying behaviors, including attitude towards the cyber-bullying behaviors and perception to the cyber-bullying behaviors.

For testing independent variables correlated to the cyber-bullying in students, the Chi-square (χ^2) was used to find out correlation between two variables in which the measurement of variables was at a nominal level.

The results showed that:

Table 30 The relation between attitude towards the cyber-bullying and cyber-bullying behaviors among secondary and vocational students in Bangkok

Attitude towards the cyber-bullying	Cyber-bullying behaviors		Total	χ^2	Sig.
	Never	Ever			
Poor	313 (52.8)	280 (47.2)	593 (100)	13.498	.001***
Moderate	198 (42.1)	272 (57.9)	470 (100)		
Good	1 (20)	4 (80)	5 (100)		
Total	512 (47.9)	556 (52.1)	1068 (100)		

***p < .001

As illustrated in Table 30, χ^2 was shown of 13.498 with a significance of .001, which is less than $\alpha = 0.05$. It meant that attitude towards the cyber-bullying behaviors correlated to the cyber-bullying behaviors at the significance of .001, which indicated attitude towards the cyber-bullying behaviors correlated to the cyber-bullying behaviors in each level.

Table 31 The relation between perception of cyber-bullying and cyber-bullying behaviors among secondary and vocational students in Bangkok

Perception of cyber- bullying	Cyber-bullying behaviors		Total	χ^2	Sig.
	Never	Ever			
Never	127 (75.6)	41 (24.4)	168 (100)	61.552	.000***
Ever	417 (42.9)	556 (57.1)	973 (100)		
Total	544 (47.7)	597 (52.3)	1141 (100)		

***p < .001

As illustrated in Table 31, χ^2 was shown of 61.552 with a significance of .000, which is less than $\alpha = 0.05$. It meant that perception of cyber-bullying behaviors correlated to the cyber-bullying behaviors at the significance of .001, which indicated cyber-bullying behaviors depends on perception of cyber-bullying of each student.

CHAPTER V

DISCUSSION

From the research on “Relationship between Personal Characteristics, Family Context and Cyber-Bullying among Secondary and Vocational Students in Bangkok, the following discussion was done pursuant to the objectives, results and answers to the established hypothesis in 3 parts below.

1. According to the cyber-bullying behaviors in secondary and vocational students in Bangkok, the students’ perception about the cyber-bullying through mobile phone and internet was at moderate level. The cyber-bullying through the internet was at moderate level, but the cyber-bullying through mobile phone was at low level. These results were consistent to the research of Li, Q. (59) on cyber-bullying behaviors in schools in 177 students with results that about 54.0% of bullied students and more than one fourths of students were bullied in the cyber world. This is possible that the advances of communication technologies allow more bullying channels; so the students prefer using this channel to bully others. It was also found that the bullying was done by both female and male students and the bullied students were both male and female. The bullying by individual and group was at weak level. Moreover, the research of Smith et al. (61) examined the cyber-bullying behaviors in terms of characteristics and impact in high school students. The results showed that cyber-bullying was usually done by one person or few persons.

2. Regarding frequency, degree of violence and prevalence of cyber-bullying behaviors in secondary and vocational students in Bangkok, it was found that, for frequency of cyber-bullying behaviors, the students used to do, see, perceive or hear about them more than 6 times a month. Cyber-bullying behaviors most found were online fights using electronic messages with angry and vulgar language via mobile phones chat room or website (12.0%). Other cyber-bullying behaviors found

included talking someone into revealing secrets or embarrassing information, then sharing it online via mobile phones or internet (8.8%) and repeatedly sending nasty, mean, and insulting messages via mobile phones e-mail or website (8.4%). The degree of violence in respect with online fights using electronic messages with angry and vulgar language, and repeatedly sending nasty, mean, and insulting messages via mobile phones chat room e-mail or website was at moderate level. The degree of violence in respect with talking someone into revealing secrets or embarrassing information, then sharing it online, sending or posting gossip or rumors about a person to damage his or her reputation or friendships, pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person's reputation or friendships, repeated intense harassment and denigration that includes threats or creates significant fear and intentionally and cruelly excluding someone from an online group via mobile phones or internet was at low level. The prevalence of cyber-bullying behaviors in secondary school and vocational school students in Bangkok was at 52.4%. These results were consistent to the research of Kowalski, R.M. and Limber, S.P. (14) on cyber-bullying behaviors in junior high school students. They found that 11% of these students were bullied in the cyber world at least 1 time per every 2 months. Most bullying methods were sending prompt messages, communications through chat room emails.

3. For Hypothesis 1 regarding different personal factors, e.g. gender, age, level of education, school type, the duration of using the internet and the residential result to different cyber-bullying behaviors affected the different cyber-bullying behaviors. The results were detailed below.

Personal factors, comprising 6 independent variables, e.g. gender, age, level of education, educational institute, length of using the internet and types of residential – It was found that the differences of 2 independent variables; namely, gender and length of using the internet affected the cyber-bullying behaviors in high school and vocational school students in Bangkok. But, other personal factors did not influence the cyber-bullying behaviors. The results of studying each variable were summarized below.

Gender – Both male and female students had different cyber-bullying behaviors. Male students had, on average, more cyber-bullying behaviors than female students because men usually prefer challenge and risk more than women, and the former prefer trying new things, which resulted to more cyber-bullying behaviors in men. This result was consistent to the research of Li, Q. (58) that gender caused the significant difference in common bullying and cyber-bullying. Men were more likely to be common bullies and cyber-bullies than women.

Age – Students at different ages did not have different cyber-bullying behaviors. Because the ages studied in this research were in the range of 14-16 or at 46.8%; so the data on age was not distributed adequately that made the results deviate from the established hypothesis. There was also a ground that most adolescents, at present, at any ages can access to communication technologies, internet, mobile phone and modern communication equipment, especially in areas of Bangkok where the data collection was done. When possessing these technologies, these adolescents have chance to use these communication equipment or channels in the wrong ways to threaten, bully or harm others. According to the changes of emotional and mental development of these adolescent, they lack consideration of their acts and do not regard the outcome of those acts. As mentioned above, it is possible that the adolescents at any ages showed no different cyber-bullying behaviors. This result may not be consistent to the research of Boonyapat Yodprang (54) on cyber-bullying behaviors in junior high school students at Pattani Province. The sample group included 244 students at junior secondary level at ages of 12-19. The results showed that age was the factor correlated to cyber-bullying behaviors.

Level of education and school type – It was found that the students at different level of educational and school type would have no different cyber-bullying behaviors. However, the interaction between the level of education and school type resulted to different cyber-bullying behaviors in students. The reason of such result may be that these students are at age of following social trends and perceiving similar information. When the sample group had similar data distribution in term of level of education and educational institute, the students did not have different cyber-bullying behaviors. This result was consistent to the research of Slonje, R. and Smith, P.K. (8) on characteristics and scope of cyber-bullying in 360 adolescents aged 12-20 at

Swedish schools. It was found that cyber-bullying at lower secondary schools and at sixth-form colleges was lower. When considering the attitude towards cyber-bullying behaviors in students at government secondary schools at 37.1%, this percentage was at better level than that of students at private secondary level at 33.8%. The attitude towards cyber-bullying behaviors in students at governmental vocational/commercial schools was at 16.2%, which was at better than the students at private vocational/commercial schools at 12.9%. In contrast, the attitude towards cyber-bullying behaviors in students at 4.0% was likely to be at poor level.

For the duration of using the internet – It was found that the different the duration of using the internet by the students resulted to different cyber-bullying behaviors. The students who spent more than 6 hours per each use had higher cyber-bullying behaviors than those spending time for using the internet less than 1 hour and 1-2 hours per each use. This could be explained that when a student spent a long time for using the internet, he had high chance and risk of seeing cyber-bullying behaviors. This result was consistent to the research of Golf Pomsoong (53) that the length of using the internet resulted to the improper behavior of using the internet. However, the research of Golf Pomsoong showed that the adolescents using the internet less than 10 hours a week had higher improper behaviors of using the internet than those using the internet at other periods of time more than 10 hours a week. Such result may derive from other factors relating to adolescents, e.g. period of using or knowledge about use of the internet.

The residential – It was found that the students with different the residential did not have different cyber-bullying behaviors. This result was not consistent to the research of Ravikarn Nuntavej (62) revealing that the united living of parents was a factor correlated to the internet-addicted behaviors. The reason may be that types of residential reflected lower family activities and more free time for using the internet. However, a student's cyber-bullying behaviors did not rely on only types of residential, but they involved bringing-up, care and teaching, and rooting of morality and ethics by parents or guardians in students. Wherever or whoever the student lived with, his cognition and recognition of appropriateness to cyber-bullying behaviors certainly involve the teaching and cultivating or transferring from his parents or guardians. In addition, the adolescents' value comes from the social

refinement process and teaching in the family. Thus, the adolescents' behaviors are influenced by surrounding factors in term of personal independence, following the custom and tradition, respect to the parents, and obedience to the parents (63). Other factors involve the parents' attention to social situations, perception about their child's being, child behavior and emotions, time-giving, advice or daily talks about technological advances or impact by those innovations. If the parents or guardians pay attention to these matters, the student will have proper and useful cyber-bullying behaviors.

4. For Hypothesis 2 regarding different family factors, e.g. marital status of family, family relationship, experience of violence in the family and family income resulted to different cyber-bullying behaviors. The results were detailed below.

Family factors consisted of 4 independent variables; namely, marital status of parents, family relationship, experience of violence in the family and family income. It was found that the differences of 3 independent variables; namely, family relationship, experience of violence in family and family income resulted to the cyber-bullying behaviors in secondary and vocational students in Bangkok. However, the different parents' marriage status did not result to different cyber-bullying behaviors in students. Each family factor could be summarized as follows:

Marital status of parents – It was found that the different Marital status of parents did not result to different cyber-bullying behaviors because the factors causing such behaviors do not depend on a perfect family condition only, but they involve the bring-up, time-giving, advice, consultation or close relationship between parents and children. This is consistent to the research of Pornthip Roonnoom (64) that the students with different family status had no different internet-addicted behaviors.

Family relationship – It was found that the different family relationship resulted to different cyber-bullying behaviors. This result was consistent to the research of Connolly, I. and O'Moore, M. (56) who divided the sample group into 2 groups: one group with cyber-bullying behaviors; and another group without cyber-bullying behaviors. The researchers found that the bullying children had the relationship with parents and brothers/sisters at moderate level while the children in

the control group had good relationship with their family members. This may be considered according to Friedman's concept (cited in 29) explaining about family relationship that it meant the receipt of care and attention to feelings from family members, acceptance and support to each other, which led to intimacy, familiarity and sharing. The families with poor relationship may bring up the members who have improper behaviors.

Experience of violence in the family – It was found that the students with different experience of violence in family would have different cyber-bullying behaviors. The students who have never been punished severely would have fewer cyber-bullying behaviors than those scolded with vulgar words. The reason of this result may be that the students are at age of learning and imitation. The family is the first model of their learning. If a student receives violence from his family, he will have experience in violence and learn to express that violence to other persons. This is consistent to the research of Boonyapat Yodprang (54) finding that the factor correlated to cyber-bullying behaviors was the quarrel of parents. Thus, if the parents use violence against each other, the student will do bullying behaviors with others.

Family income – It was found that the different family income resulted to different cyber-bullying behaviors. The reason may be that the families with high income may support the students to use greater extent of technologies than those with low income. This result is not consistent to the research of Golf Pomsoong (53) finding that the family income was correlated to the improper behaviors of using the internet in the converse direction, that is, the higher the family income was, the lesser the adolescents had improper behaviors of using the internet or the better they had proper behaviors of using the internet. The family income represents the social status and knowledge of the guardians. In the high-income families, the guardians or parents usually have high knowledge and abilities. People in good knowledge and social status usually give good care to their children; so the adolescents or children under their supervision will have proper behaviors of using the internet. But, in this research, the students whose family income was in the range of baht 25,001-50,000 per month had fewer cyber-bullying behaviors than those whose family income was over baht 50,000 per month. This may be a controversial viewpoint because, in the families with high income, the parents or guardians may not have enough time to care for children and to

root morality and ethics in them because these guardians and parents must spend most time to working, and heavy workload blocks them to bring up their children.

5. For Hypothesis 3 regarding psychosocial factors, e.g. attitude towards cyber-bullying behaviors and perception of cyber-bullying behaviors were correlated to cyber-bullying behaviors. The results were detailed below.

Psychosocial factors consisted of 2 independent variables: attitude towards cyber-bullying behaviors and perception of cyber-bullying behaviors. It was found that both independent variables were correlated to cyber-bullying behaviors in secondary school and vocational school students in Bangkok. The results of both socio-psychological factors were summarized below.

Attitude towards cyber-bullying behaviors – It was found that this factor was correlated to cyber-bullying behaviors. This means that cyber-bullying behaviors depend on the attitude of each student towards cyber-bullying behaviors. The reason may come from the different experience or viewpoint. Most students may have experience in cyber-bullying behaviors that did not give serious impact; so they thought that cyber-bullying behaviors did not include any violence or aggression. When the students had good attitude towards cyber-bullying behaviors, they may want to try such behaviors. But, if the students had poor attitude towards cyber-bullying behaviors and learnt that they dealt with violence, they would not want to involve with them. This result is consistent to the attitude characteristics concluded by Thongchai Santiwongse (39) that the attitude involved both internal and external learning. The attitude may be formed after evaluating those external things. This showed that attitude is a result of learning.

Perception of cyber-bullying behaviors – It was found that this factor was correlated to cyber-bullying behaviors. This means that cyber-bullying behaviors depend on each student's perception of cyber-bullying behaviors. The reason may be that the students are at age of learning and imitation. If they receive bad models; for example, perception of cyber-bullying behaviors from news presented by mass media or real situations in the school, they may want to learning and imitate cyber-bullying behaviors. This result is consistent to the research of Patra Julapiya (55) on correlation

between perception of bullying behaviors and bullying behaviors in students in Chiang Mai Province. The result showed that the perception of bullying behaviors was correlated to bullying behaviors, that is, the more the students perceived or saw bullying, the more students with bullying behaviors. This is consistent to the research of Pornthip Roonnoom (64) finding that the social environment and perception of internet could mutually predicted the internet-addicted behaviors at 37.2%.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

From the research on “Relationship between Personal Characteristics, Family Context and Cyber-Bullying among Secondary and Vocational Students in Bangkok, it was survey research method. This research objective as follows: 1. to study the nature of cyber-bullying among secondary and vocational students in Bangkok. 2. to study the frequency, degree of violence and prevalence of cyber-bullying among secondary and vocational students in Bangkok. and 3. to study the relationship between personal characteristics and family context on cyber-bullying among secondary and vocational students in Bangkok.

The sample group included students studying at the secondary level and vocational level at governmental and private schools located in Bangkok in the educational year of 2009 in the total of 1,200 students according to the data of The Wisdom Society for Public Opinion Research of Thailand project in 2009 in the project of “Surveys of Cyber-Bullying Behavior of Thai Youths in Bangkok”.

The research instrument was data collection by questionnaire of the possession of The Wisdom Society for Public Opinion Research of Thailand in 2009 in the project of “Surveys of Cyber-Bullying Behavior of Thai Youths in Bangkok”.

Statistics for personal data, the level of family relationship, the level of attitude towards the cyber-bullying, the nature and perception of cyber-bullying and types of cyber-bullying were analyzed descriptive statistics; comprising percentage, mean, standard deviation. In addition, statistics for hypothesis testing were analyzed inferences statistics; t-test, ANOVA, and chi-square.

6.1 Conclusion of the research

From the data analysis, the results could be concluded in 3 parts:

Part 1: Analysis results of personal data

Part 2: Analysis results of the level of family relationship, the level of attitude towards the cyber-bullying, the nature and perception of cyber-bullying and types of cyber-bullying in term of frequency, severity and prevalence

Part 3: Hypothesis testing

Part 1: Analysis results of personal data

Personal data – The sample group included high school and vocational school students, which consisted of 688 female students (57.3%) and 512 male students (42.7%). Most students were at ages of 14-16 or in the total of 562 (46.8%). About 800 students were under the supervision of governmental and private high schools; 400 students for each (33.3%). Another 400 students were under the supervision of vocational/commercial governmental and private schools; 200 students for each (16.7%). Most students in the total of 816 have lived with their parents (68.0%). The total of 1,125 students owned mobile phones (96.0%). Most students in the total of 849 (70.8%) used the internet and emails. Most of them totaling 881 students surfed the internet at home (78.3%). About 486 students used the internet everyday (44.8%) and about 500 students spent time for the internet around 1-2 hours per time (46.0%). The internet time of almost a half of all students (556 students or at 50.3%) was from 08.01 – 21.00 o'clock.

Part 2: Analysis results of the level of family relationship, the level of attitude towards the cyber-bullying, characteristics the nature and perception of cyber-bullying and types of cyber-bullying in term of frequency, severity and prevalence

1. The results showed that the family relationship of students was at good level for 65.8%, at moderate level for 33.4% and at poor level for 0.8%. About 69.2% of students had the married parents and 52.4% had divorced parents that had better family relationship than those with divorced parents at 48.4%.

2. The results showed that the students' attitude towards cyber-bullying was at poor level for 54.8%, at moderate level for 44.8% and at good level at 0.5%. The attitude towards cyber-bullying of students at government secondary schools for 37.0% at poor level and this percentage was higher than that of students at private

secondary schools (33.6%). The attitude towards cyber-bullying of students at vocational/commercial governmental schools was at poor level for 16.1% and this percentage was higher than that of students at private vocational schools (13.3%).

3. The results showed that the students at secondary schools and vocational schools in Bangkok had perception about cyber-bullying through internet, and cyber-bullying through internet and mobile phone at moderate level ($\bar{x} = 2.76$ and 2.50 , respectively). The perception about cyber-bullying through mobile phone was at low level ($\bar{x} = 1.98$). It was found that the cyber-bullying was done by both female and male students and both male and female students were bullied victims. The cyber-bullying was mainly done by only one student and done by group at low level ($\bar{x} = 1.94, 2.05, 2.14, 1.85, 1.74$ and 2.10 , respectively).

4. Regarding frequency, level of severity and prevalence of cyber-bullying in high school and vocational school students in Bangkok, the results showed that cyber-bullying behaviors, which included online fights using electronic messages with angry and vulgar language and repeatedly sending nasty, mean, and insulting messages via mobile phones chat room e-mail or website, were at moderate level ($\bar{x} = 2.63$ and 2.35 , respectively). For the behaviors regarding talking someone into revealing secrets or embarrassing information, then sharing it online, sending or posting gossip or rumors about a person to damage his or her reputation or friendships, pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person's reputation or friendships, repeated intense harassment and denigration that includes threats or creates significant fear and intentionally and cruelly excluding someone from an online group via mobile phones or internet were at low level. ($\bar{x} = 2.29, 2.09, 2.11, 2.04$ and 2.04 , respectively). The frequency of cyber-bullying that the students used to do, see, perceive or hear was over 6 times a month. Online fights using electronic messages with angry and vulgar language via mobile phones chat room or website were most found (12.0%). Next behaviors were talking someone into revealing secrets or embarrassing information, then sharing it online via mobile phones or internet (8.8%) and repeatedly sending nasty, mean, and insulting messages via mobile phones e-mail or website (8.4%), and prevalence of cyber-bullying was at 52.4%.

Part 3: Hypothesis testing

This research consisted of 3 hypotheses. The results showed that:

1. Different personal factors, including gender, age, level of education, school type, the duration of using the internet and the residence affected the different cyber-bullying behaviors. The personal factors relevant to the established hypothesis were gender and the duration of using the internet, which affected the cyber-bullying behaviors in secondary and vocational students in Bangkok.

2. Different family factors, including marital status of parents, family relationship, experiences of violence in the family and family income affected the different cyber-bullying behaviors. The family factors relevant to the established hypothesis were family relationship, experiences of violence in the family and family income, which affected the cyber-bullying behaviors in secondary and vocational students in Bangkok.

3. Psychosocial factors were correlated to the cyber-bullying behaviors, including attitude towards the cyber-bullying behaviors and perception of the cyber-bullying behaviors. There were two psychosocial factors relevant to the established hypothesis: attitude towards the cyber-bullying behaviors and perception of the cyber-bullying behaviors were correlated to the cyber-bullying behaviors in secondary and vocational students in Bangkok.

6.2 Recommendations

The results of this research were divided into 5 parts: recommendations for students, recommendations parents and guardians, recommendations for teachers and people involved in the school, recommendations for governmental and private agencies, and recommendations for further research.

6.2.1 Recommendations for students

1. The results showed that the attitude was correlated to cyber-bullying behaviors. Therefore, the students should understand various patterns of violence that may be occurring, although they have never experience them, that violence may cause subsequent severe impact. It may not harm the physical body, but

the mind. Knowledge and understanding may help the students be aware of and have attitude towards cyber-bullying behaviors correctly. This may be a method reducing the students' risks of involving with this violence.

2. The results showed that, according to the period of middle adolescent, these students are not young children or adult. Their mental changes make them enthusiast, eager, keen on new things; so they lack consideration and do not care how their acts give impact. Thus, the students should always recognize that, at this age, they may act by emotion, without consideration; so they should have consciousness and carefulness when making any decision and considering subsequent advantages and disadvantages.

6.2.2 Recommendations for parents and guardians

1. The results showed that the different family relationship resulted to different cyber-bullying behaviors in term of intimacy, responsibility, acceptance and receipt of help from family members. Students with family relationship at good level would have fewer cyber-bullying behaviors than those with family at moderate level. Therefore, the family should promote intimacy between family members, responsibility for the family, acceptance that each member has the same significance and right, and giving or accepting help from other family members. These behaviors form trust in the family until the family members open mind to tell stories, events and feelings, or agree to listen to before giving advice or consultation. The family members should be prepared to monitor behaviors of family members, observe the changing behaviors; finally, the cyber-bullying behaviors and subsequent severe problems would not occur.

2. The results showed that the different experience of violence in the family resulted to different cyber-bullying behaviors. The students who have been punished severely had fewer cyber-bullying behaviors than those who have been scolded with vulgar words. Thus, the families should be aware of the family violence. The parents and guardians should be the first living model for students in term of talking and practice. If the parents and guardians are not good models and use the violence, the students would imitate both talking and behaviors or have viewpoints about violence by using vulgar and aggressive words and about bullying behaviors as

common matters. Good modeling would make children recognize that violence is not right and must be avoided.

3. The results showed that the different family income resulted to different cyber-bulling behaviors. The students whose family income was in the range of baht 25,001 – 50,000 per month has lower cyber-bulling behaviors than those whose family income was over baht 50,000 per month. Thus, the parents and guardians should not pay too much attention to the family income. They should not focus on earning for money or having much income until they ignored the attention to children. The parents and guardians should give sufficient time to children, hear and give valuable advice so that children are able to consider about advantages, disadvantages or impact before having any acts.

4. The results showed that the attitude resulted to cyber-bulling behaviors. To make children have recognition and right attitude towards cyber-bulling behaviors, the parents and guardians should understand the patterns of cyber-bulling behaviors correctly to transfer those thought and belief to their children properly. Morality and ethics should be cultivated in children that violence is not a proper act. The children must also care for others. Any acts we want from others, we should give the like to others first.

6.2.3 Recommendations for teachers and related persons in the school

1. The results showed that the perception of cyber-bulling behaviors resulted to cyber-bulling behaviors; so more perception of cyber-bulling behaviors may arouse the students to have such cyber-bulling behaviors, either looking or hearing from other students. The teachers or other related persons in the school should monitor each student's behaviors whether he/she has deviating behaviors or not or how risky behaviors they have. The teachers or related persons may ask for cooperation from other students and may assign the class colleagues to take care of each other. The parents and guardians may help for this matter. These actions must be relevant to the guideline of preventing cyber-bulling behaviors so that the students have less perception or no perception of this matter, and of preventing the occurrence of cyber-bulling behaviors.

2. The teachers and other related persons should promote morality and ethics regarding doing violence against others. There may be lessons or activities containing contents about impact by violence. No one wants to be affected by such violent behaviors.

6.2.4 Recommendations for governmental and private agencies

1. Since no law or direct agencies are established to tackle cyber-bullying behaviors, it is recommended that there should be the establishment of a direct agency responsible for caring and tacking this problem. There should be the enactment of law and penalties for offenders, which would lead to the guideline of preventive planning and solutions.

2. There should be campaigns to provide knowledge and understanding about the progress of innovations that may lead to both creation and destruction. There should be training and seminars, monitoring of news and events in the society, arrangements of discussion to correspond to new things because people at every class in the society must cooperate to monitor possible problems.

3. There should be studies on researches or laws relating to problem tacking and solutions done by other countries, which may be implemented in Thailand. These solutions may include the enforcement of using the application for screening the internet, use of vulgar words, internet-based seduction, indecent pictures and thief via the internet system or enforcement of law on internet to make problem solutions stronger and more concise.

6.2.5 Recommendations for further study

1. There should be in-depth research to understand the reasons or motivation for acts and expectation of bullies, personalities and influence of environment to bullies or victimized people as well as possible impact to bullies and victimized persons and bullies' methods of handling the cases.

2. There should be other researches similar to this research in every region of Thailand because this research covered the sample group who was students in secondary school and vocational schools located in Bangkok only. But, in fact, the children and youths in rural areas are now able to access to these

technologies. The further research should be the comparison for problems of accessing to technological media by Thai children and youths. Data collection around the country could give deeper overview and lead to appropriate policies for Thailand.

3. There should be researches on differences of individuals in term of self-esteem and personality of students who are bullies and those who are victimized persons or students who are both bullies and victimized persons as a guideline of protecting children's mind so that they are strong and securer enough to solve problems consciously.

4. There should be further studies about types of cyber-bullying because this research involved the cyber-bullying through the internet and mobile phone systems only. The technological advances continuously furnishing the development of electronic equipment may cause more possibilities of cyber-bullying, monitor victims everywhere and be used at all time; so the cyber-bullying may occur everywhere and every time.

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APPENDICES



COA. No. MU-IRB 2009/306.0112

Documentary Proof of Mahidol University Institutional Review Board

Title of Project. Factors Affecting Cyber Bullying Behavior among Students in Secondary and Vocational Schools in Bangkok
(Thesis for Master Degree)

Principle Investigator. Miss Nanthanat Songsiri

Name of Institution. National Institute for Child and Family Development

Approval includes. 1) MU-IRB Submission form version received date 26 November 2009
2) Research Protocol version received date 26 November 2009

Mahidol University Institutional Review Board is in full compliance with International Guidelines for Human Research Protection such as Declaration of Helsinki, The Belmont Report, CIOMS Guidelines and the International Conference on Harmonization in Good Clinical Practice (ICH-GCP)

Date of Approval. 1 December 2009

Date of Expiration. 30 November 2010

Signature of Chairman.
(Professor Shusee Visalyaputra)

Signature of Head of the Institute.
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สถาบันแห่งชาติเพื่อการพัฒนาเด็กและครอบครัว
มหาวิทยาลัยมหิดล ถ. พุทรมณเฑียร สาย ๔
ต. ศาลายา อ. พุทรมณเฑียร จ. นครปฐม ๗๓๑๗๐
โทรศัพท์ ๐๒-๔๔๑-๐๖๐๒-๙ ต่อ ๑๕๐๙-๕

ที่ ศธ ๐๕๑๗.๒๓๒/๑๐๓
วันที่ ๑๖ พฤศจิกายน ๒๕๕๒
เรื่อง ขอบความอนุเคราะห์ข้อมูล

เรียน รองศาสตราจารย์ ดร. กิตติ ลิ้มสกุล ประธานคณะกรรมการปัญญาสัมพันธ์ฯ

ด้วยข้าพเจ้านางสาวนันท์นัช สงศิริ นักศึกษาหลักสูตรวิทยาศาสตรมหาบัณฑิต สาขาวิชา
พัฒนการมนุษย์ สถาบันแห่งชาติเพื่อการพัฒนาเด็กและครอบครัว มหาวิทยาลัยมหิดล ได้รับการอนุมัติให้
ทำวิทยานิพนธ์เรื่อง “ปัจจัยที่ส่งผลต่อพฤติกรรมมารีงแค้นผ่านโลกไซเบอร์ของนักเรียนในโรงเรียน
ระดับชั้นมัธยมศึกษาและอาชีวศึกษา เขตกรุงเทพมหานคร” โดยมีอาจารย์ ดร.วิมลทิพย์ มุสิกพันธ์ เป็น
อาจารย์ที่ปรึกษาวิทยานิพนธ์หลัก

ในการนี้ ข้าพเจ้าเห็นว่าข้อมูลซึ่งได้จากการสำรวจของโครงการสำรวจพฤติกรรมมารีงแค้น
ร็งแค้นผ่านโลกไซเบอร์ของเยาวชนไทยในเขตกรุงเทพมหานคร ปี ๒๕๕๒ ที่ได้รับการสนับสนุนจากปัญญา
สัมพันธ์เพื่อการวิจัยและสำรวจประชามติของประชาชนไทยนั้นเป็นประโยชน์ต่อการทำวิทยานิพนธ์ใน
หัวข้อดังกล่าว จึงขอความอนุเคราะห์ขอใช้ข้อมูลของโครงการเพื่อนำมาพัฒนาเป็นวิทยานิพนธ์ของข้าพเจ้า
อนึ่งเมื่อข้าพเจ้าได้ดำเนินการทำวิทยานิพนธ์แล้วเสร็จจะดำเนินการมอบเล่มรายงานวิจัยฉบับสมบูรณ์ให้เป็น
ลำดับต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ จะขอบพระคุณยิ่ง

ขอแสดงความนับถือ

นันท์นัช สงศิริ

(นางสาวนันท์นัช สงศิริ)

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มหาวิทยาลัยมหิดล

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