ภาคผนวก ก

Manuscript I

(อยู่ระหว่างการพิจารณาจาก Kasersart Journal of Social Science)

Bullying Behavior among Students in Islamic Private Schools in Pattani Province

ABSTRACT

The purpose of this study was to investigate bullying behavior among students in Islamic private schools in Pattani Province. It is a qualitative study collecting data through in-depth interviews with teachers and school personnel, bully students, students being bullied by others, and parents and guardians. Content analysis was carried out using logics, concepts, theories, research reports along with the context, and grounded theory method.

The study found that in Islamic private schools in Pattani Province there were three types of bullying behavior: physical bullying, verbal bullying, and social bullying. Most of the bullying behavior happened in classrooms, restroom areas, canteens, playgrounds, and stadiums.

Keywords: bullying behavior, students, Islamic private schools, Pattani province

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาพฤติกรรมการรังแกของนักเรียนโรงเรียนเอกชนสอนศาสนาอิสลามใน จังหวัดปัตตานี ซึ่งเป็นการวิจัยเชิงคุณภาพที่เก็บข้อมูลโดยการสัมภาษณ์แบบเจาะลึกกับครูอาจารย์และบุคลากรใน โรงเรียน นักเรียนที่รังแกผู้อื่น นักเรียนที่ถูกรังแก และพ่อแม่ผู้ปกครอง แล้วนำข้อมูลที่ได้มาวิเคราะห์เนื้อหาโดยใช้หลัก ตรรกะเทียบเคียงแนวความคิด ทฤษฎี และงานวิจัยควบคู่บริบท และยึดตามแนวทฤษฎีกราวเด็ด

ผลการวิจัยพบว่า นักเรียนในโรงเรียนเอกชนสอนศาสนาอิสลามในจังหวัดปัตตานีมีพฤติกรรมการรังแกกัน 3 รูปแบบคือ การรังแกทางร่างกาย การรังแกทางวาจา และการรังแกทางสังคม โดยพฤติกรรมการรังแกกันส่วนใหญ่ เกิดขึ้นในห้องเรียน ห้องน้ำ โรงอาหาร สนามเด็กเล็ก และสนามกีฬา

คำสำคัญ: พฤติกรรมการรังแก นักเรียน โรงเรียนเอกชนสอนศาสนาอิสลาม จังหวัดปัตตานี

INTRODUCTION

Bullying behavior among students is considered a common problem in schools and is well known among all parties concerned such as among students themselves, parents, teachers and educators. It is still a worrying problem that affects both bully students and students who are bullied. This is to say that students who are bullied are often injured, suffer and dislike going to school, and the experiences remain in their memory until they are grown up, while for those students who bully others repeatedly bullying others has become a habit and may result in their being rude, aggressive and savage, and they may become criminals (Farrington, 1993) as seen in news presented by different media about students quarreling or gathering to fight with one another, and organizing cruel welcoming activities for first-year university students. Usually, the number of bully students is more than those who are bullied and bully students are usually big strong gangsters who hurt weaker and handicapped students. Even though bullying behavior is widespread and affects many students nowadays, it is overlooked and thought to be normal behavior or over-the-limit teasing and innocent, and, therefore, the problem has been neither given enough attention to nor seriously addressed (Laeheem, Kuning, & McNeil, 2009).

Bullying is a form of behavior among misbehaving children who begin by controlling others unfairly physically, mentally and emotionally. It is a form of behavior expressed with the intention to hurt others physically and mentally. As a result, those who are bullied are frightened, suffered, and are hurt. Bullying behavior is an unsuitable expression of a person with more power who forces another person with less power and it happens consistently to the same child (Marano, 1995; Colorosa, 2003) and is a behavior that uses force to threaten emotionally with an intention of hurting another person who does not want it and is dissatisfied with it (Baron, 1996; Astor, 2005).

Bullying among schoolchildren is a problem that has not been sufficiently solved by concerned people and organizations even in Islamic private schools in Pattani Province, which is now a violent area. It was found that 22.3 percent of Thai Muslim youth in the three southern border provinces of Thailand had aggressive behavior (Laeheem & Baka, 2011) and 20.7 percent had violent behavior (Laeheem & Baka, 2009). They (Thai Muslim youth) had violent behavior because they were looked down upon and, thus, they wanted to take a revenge by using a three-inch wide thick piece of wooden stick or a stick as a weapon resulting in serious injuries on the other side who had to be hospitalized, and they themselves had to flee to other provinces or to Malaysia (Laeheem & Baka, 2012). The reason for most of the youths involved in the unrest situation was money (31.7 %), followed by ignorance (22.2 %), deception (21.9 %), drug addiction (13.9 %), and receiving of false teaching (10.3 %), respectively. They (youths) were involved in killing of government officials (25.7 %), followed by burning government places (19.9 %), bombing government places (14.9 %), burning private places (13.8 %), and killing innocent people (11.9 %), respectively (Laeheem & Baka, 2010). More than 90 percent of insurgents causing the southern unrest by ambushing, bombing government officials and innocent people were Muslim youths aged between 18 and 35 years (Southern Border Provinces Police Operations Center, 2006).

As can be seen, there has not been any study on bullying behavior of schoolchildren in Islamic private schools, especially concretely studies, except a study by Laeheem (2009) on bullying behavior of primary school students in Pattani Province. The subjects of the study were 1,440 students from schools attached to Office of the Basic Education Commission, municipal schools, Islamic private schools, and Chinese foundation private schools. The study found that 23.0 percent of the students had bullying behavior. When classified according to school types, it was found that more students of private schools had bullying behavior than those of government schools (34.3 % and 32.4 %). The form of bullying behavior with the highest percentage was found to be throwing things at others (34.9 %), followed by other three other forms of bulling behavior with highest percentages, namely kicking others (24.9 %), striking others with fists (23.4 %), and slapping (12.2 %). The study provides overall data but not specific data of Islamic private schools.

The purpose of the current study was to investigate bullying behavior among students of Islamic private schools in Pattani Province, where the problem required special attention directly from related people and organizations. The emphasis of the study was placed on characteristics and forms of bullying behavior, places where bullying took place, attitudes and feelings towards bullying behavior. The results of this study would be beneficial for forming policy related to solving bullying behavior problems among schoolchildren in Islamic private schools in Pattani Province and other areas in order to reduce and prevent bullying behavior as well as to

make changes, provide assistance and improve the problem of bullying behavior before it becomes a social problem that is difficult to prevent and to solve in the future.

LITERATURE REVIEW

Definition of bullying

Bullying can be defined in many different ways. It is an act of repeated aggressive behavior in order to intentionally hurt another person, physically or mentally. Bullying is characterized by an individual behaving in a certain way to gain power over another person (Besag, 1989). Beane (2000) argues that bullies are people who have a need to feel powerful and they have learned that harassing, threatening, and applying physical abuse works in giving them the desired feeling. A bully distinguishes himself or herself from someone who teases because of the repeated pattern of physical or psychological intimidation. According to Olweus (1995), for it to be said that bullying has occurred, there also has to be an imbalance of strength, power, and dominance. Crothers and Levinson (2004) define bullying as the process of establishing and maintaining social dominance through overt aggression and doing so in many ways that victims are unable to deflect because of their lack of skills, their inability to effectively integrate with peers, or their inability to develop subgroups of peers. Greenbaum (1989) and Whitted and Dupper (2008) considered that bullies were a subset of aggressive people who derive satisfaction from controlling others both physically and psychologically and who do not pick fair fights.

Furthermore, school bullying can be defined as any negative actions repeatedly inflicted by a stronger student or student gang toward another student (Olweus, 1995; Farrington, 1999). This negative action must be deliberate and carried out with the intent of causing harm to the victim (Farrington, 1993). These negative actions, which can be verbal (threatening, degrading, teasing) or non-verbal (hitting, kicking, vandalizing, making faces), are purposefully inflicted, or intended to be inflicted in order to cause injury or discomfort to another person (Olweus, 1999). Bullying behavior means that a person is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons (Olweus, 1995). Bullying behavior differs in this regard in that it is carried out repeatedly and intentionally and that it infers an imbalance of power which renders the victim, in a sense, defenseless (Rigby, 1993). It is different from self-defensive aggression in that bullying must be unprovoked by the victim (Smith & Thompson, 1991).

Types of bullying

Bullying might be classified in a variety of ways including physical assaults and psychological or emotional or verbal harassment. Beale (2001) and Woods and Wolke (2004) explained that physical bullying is action oriented and intended to intimidate or physically hurt the victim through pinching, pushing, kicking, and hitting, while verbal bullying is using words to humiliate or hurt someone's feelings through teasing, name-calling, insulting, or threatening behavior. Both overt in nature, verbal bullying encompasses behaviors such as name calling, taunting, threatening or degrading while physical bullying comprises actions such as punching, kicking, vandalizing, performing rude gestures, and making faces (Olweus, 1995). More recently, there has been an increase in the acknowledgement of a more covert type of bullying: relational bullying. Coinciding with

indirect and social types of aggression, relational bullying focuses on gossiping, spreading rumours, social exclusion, and other acts intent on damaging relationships (Laeheem, 2009).

What are the effects?

The major reasons that children bully others are to enjoy exercising power and status over their victims, boredom, jealousy, attention seeking, showing off, anger, revenge, and self-protection (Besag, 1989; Besag, 2006). In this way, bullying eases the way for children to be drawn into a path of delinquency, vandalism and criminality (Farrington, 1993; Junger, 1996). The targets or victims of school bullying are at risk of a variety of negative outcomes. They are more likely than non-victimized children to become anxious, insecure, lonely, depressed, to be rejected by their peers, drop out of school, feud, or decide to protect themselves by carrying guns/weapons to school (Boulton & Underwood, 1992; Craig, 1998).

RESEARCH METHODOLOGY

The study area/target group

The study area of this study covered 15 Islamic private schools at the primary education level in Pattani Province because most bullying behavior began and was found among primary school students and tended to be more violent (Laeheem, 2009). The target group or key informants of this study consisted of school teachers and personnel, bully students, bullied students, and parents.

Data collection

The study employed a qualitative approach emphasizing data collected from in-depth interviews with 15 school teachers and personnel, 15 bully students, 15 bullied students, and 15 parents or guardians.

Data analysis

The data were categorized and analyzed using logic along with the context, concepts, theories and research. The grounded theory method was employed in data analysis with the following steps:

1. Open coding of the data collected from the knowledge management stage, brainstorming, and criticizing stage. The data were coded in as much detail as possible, which could be sentence by sentence or paragraph by paragraph. The coding was divided into two levels:

1.1 Coding of data collected from statements, arguments, supportive statements and exchanged statements. The data were broken down or grouped according to their content and topics made by key informants.

1.2 Coding according to theoretical indicators whereby knowledge from related documents, concepts, and theories were connected to the content and topics obtained from key informants.

2. Categorizing data. The data were grouped according to their similar codes or their shared attributes, whether in context, conditions, or consequences. The data were analyzed based on the clear process of phenomena, data, content, and topics obtained from key informants.

3. Axial coding. The relationships between the categories and context were analyzed to arrive at the categories and sub-categories as well as the central concept.

RESULTS

Characteristics and forms of bullying

Characteristics and forms of bullying taking place in Islamic private schools in Pattani Province could be classified into three types: physical, verbal, and social bullying.

1) Physical bullying is a form of behavior that can obviously be seen with evidence such as wounds, bruises, swellings, or bloodstains. It can be seen as a form of behavior that causes physical injuries such as slapping, hitting, punching, kicking, biting, scratching, and throwing things at others. Physical bullying happens regularly regardless of gender, time, or place. After bullying takes place, evidence is shown by physical injuries, emotional effects or crying on the bullied person who cannot strike back or prevent himself as can be seen from the following excerpts:

> *"...I usually bully my classmate who is smaller or weaker than me by kicking on his buttock, slapping on his head and pinching him and challenge him by saying "Do you want to punch me, you son of a bitch?" He is too scared to accept my challenge so I like bullying him more than anyone else."*
>
> (Hanis, the hoodlum of the classroom)

> *"...I like telling friends in my group to walk around and make troubles. Sometimes I challenge others to punch; throwing things at someone, walk into someone, pull a chair to make someone fall, pull someone's skirt up, hit someone' shoulder or back, and nobody dares to strike back at him..."*
>
> (Safii, the Raya Tani Gang leader)

> *"...There're quite a few students who like making troubles for others, especially male students. Most of them physically hurt other students in different ways such as kicking, slapping, hitting, punching, squeezing the neck, pushing, etc..."*
>
> (Bang Hussein, a janitor)

The interview excerpts above show that bully students have many ways of bullying others such as kicking on the buttock, slapping on the head, pushing, pinching, punching on the chest, squeezing the neck, kicking on the leg, pushing someone down, standing in someone's way, throwing things at someone, walking into someone, pulling a chair to make someone fall, pulling up someone's skirt, slapping on someone's shoulder or back, challenging verbally and ridiculing him/her. The hurt students who are bullied physically and mentally feel embarrassed and cry. Bullied students dare not strike back; they are scared, frightened and have to use caution all the time, as students who have been bullied said:

> *"...when we're bullied, sometimes we cannot strike back at them because we have less people so we just cry and we're frightened all the time..."*
>
> (Tiramesiya, a victim who is bullied regularly)

> *"...I'm bullied regularly by many classmates. Most of the time, they push me down so that I fall, slap me on the head and pull my chair so that I fall down. I'm always worried when they're going to bully me again and I never tell anyone about it for fear of being bullied even more than before..."*
>
> (Lugman, a pitying victim)

Physical bullying usually causes obvious damage to the person being bullied through wounds and bruises but what is more worrying is the mental state of the person who is bullied and who has been under stress emotionally. He or she is at risk of avoiding society or absorbing violent behavior that will be shown in the future.

Therefore, it can be said that in physical bullying, the bullies mostly focus on hurting the victim physically without expecting or thinking of mental effects and they usually choose to bully people who they are sure will not strike back or strike back at a degree they have expected. In the case that the person being bullied fights back, the bullying can become more intense and can be extended to a conscious intent to cause death with anger. Students who were victimized told about their feeling when they were bullied continuously and intensively and accumulating as emotional stress that awaits the time to be driven out in a form of striking back even more violent as in the following interview excerpts:

> *"...Every time I'm bullied, I feel very angry and want to take revenge; sometimes I cry, and I feel very sad. Sometimes, I want to take revenge and strike back but I dare not. The only thing I can do is cursing him to death so that he can no longer bully me..."*
>
> (Salman, an angry victim)

> *"...I was angry, furious and wanted to physically hurt him so that he would be seriously wounded and crippled and could not bully any more people..."*
>
> (Salwani, a furious victim)

Physical bullying is a negative interaction often found when students gather to do activities. Preventing bullying is not easy and cannot be done instantly with only rules or punishment measures. Training students to hold on to teachings of Islam in the alquran and follow the role model of the Prophet is an outlet that is best in congruence with the way of life of Islamic private school students.

2) Verbal bullying is behavior that is most widespread in all societies expressed in spoken words that hurt others' feeling emotionally and mentally. Verbal bullying can take the form of threatening, scolding, being sarcastic, using impolite words, insulting, teasing about the facial features, skin color, inferior features, physical handicaps, social status, study performance, accusing, and gossiping, etc.

Verbal bullying can happen among both female and male students but it happens more among female students because using force to bully others is too severe while verbal bullying is more satisfactory for female bully students. Nevertheless, that does not mean that verbal bullying does not happen among male students, as reflected in the following interview excerpts:

> *"...I'm always insulted with these phrases: a dark duck-billed girl, a charcoal mushroom girl, a fully dark girl, a darkest girl, a fat dark girl, a short dark girl..."*
>
> (Salma, a dark-complexioned victim)

> *"...I take some friends in the group along to pick on others by calling them by their parents' names, teasing about their shape and facial features like short, dark, fat, jumbo, and hanging, for example. I also call them names like a whining girl or boy, a born loser, a paternal orphan, a maternal orphan..."*
>
> (Abdul, a bully boy who bullies everyone)

Verbal bullying is done through spoken words and in this study it includes written words that are used to insult, scold or despise in letters or on the surface of materials that the person being bullied can see and knows

instantly who is being referred to by the doer/writer. Words that are used to scold someone may be written on the door of a toilet, a desk or a chair. Some words written on such places can be names of someone's parents or physical handicaps, etc.

It can be said that verbal bullying is the use of words, statements, or both as media in bullying others. In verbal bullying, traces of evidence cannot be found like those in physical bullying that people involved in looking after students can notice when students do activities together or from behavior change like isolating himself or herself from others, keeping silence, not wanting to express himself or herself, etc. The effects of verbal bullying are not any less than other forms of bullying.

3. Social bullying is behavior that shows invasion of relationships between people or groups of people. It causes injury to people emotionally and mentally like verbal bullying does, for example, showing dislike or hatred, ignoring, excluding the victim from the group, and preventing the victim from socializing with others, etc. Social bullying requires cooperation from a third person to be achieved; it can be said that the third person or third party determines the success of social bullying. However, if the target of the bullying does not have a negative feeling or is flexible emotionally and can cope with social bullying, then social bullying has almost no effect on the target person. On the contrary, if the target person is sensitive, social bullying can lead to unexpected results such as self-harm, social phobia, or even accumulation of anger to find an opportunity to hurt the bully.

Social bullying can take place anywhere at anytime. Some students who are socially bullied and cannot cope with it usually express their feeling in the form of emotional depression. The following excerpts are taken from interviews with students who are excluded from a group.

> *"...I've been excluded from the group so that I have no friends. I have no one to play with and they don't let me take part in group activities. This makes me feel lonely, depressed, and I cry alone thinking to myself why they hate me..."*
>
> (Nadiah, a disliked victim)

> *"...I have no friend, no one to play with, no group to work in and to do group activities because they are afraid that they will be injured if they don't follow the orders of the ringleader..."*
>
> (Nuriyah, an excluded victim)

> *"...I try in every possible way to block other people from playing with him, and block him from working in the group and from doing group activities because I hate his being a child of the rich and hate his boasting and being conceited..."*
>
> (Kholid, a boy who blocks others)

Social bullying is the result from a person who wants to bully another person but cannot do it by himself or herself or if he or she can do it, the effect does not reach the level that he or she wants. Therefore, he or she needs another person to help to make the bullying more effective. This type of bullying behavior is a problem that needs to be solved correctly. Teaching students to see the importance of living together with other people according to the Muslim way is necessary. Getting in the way of other people or social bullying is unfair to others; it is an act that must be investigated by Allah and it is with heavy punishment. Thus, if students feel dislike for someone or are being bullied, they should consult their teachers in order for the teachers to try to solve the bullying problem or the problem of such feeling in a correct way.

Places where bullying takes place

Bullying behavior that takes place in Islamic private schools has a support factor which is the place. Places that contribute to bullying behavior are the places that are beyond the control of the teachers or the places where students do activities with others. From the interviews, it can be concluded and explained that the classroom is one of the places where most bullying happens because it is where students spend most of their time. Even though there is a teacher in the classroom, sometimes the teacher cannot control all the students' behavior all the time. So bullying can take place continuously such as stealing learning instruments, throwing things to each other, tying someone's trousers to the chair, sticking a piece of paper with a sentence saying, for example, "Please kick me; it's free of charge." on the back of someone or forcing someone to answer the teacher's question or writing bad words in a note book or on the desk of the target student. Classroom bullying can take place when the teacher is not in the classroom, especially before the teacher comes in or during the class is being taught that is the risk time for bullying. Students who like to bully others and students who have been bullied reflected as follows:

> *"...the place that I bully my classmates is in the classroom because there are 40 students in the room and the teacher cannot take care thoroughly; and the class room is where we spend most of our time when in school, so I can bully someone all the time when I have an opportunity..."*
>
> (Hanis, the hoodlum of the classroom)

> *"...Mostly, I pick on and bully my classmates in the classroom, especially when the teacher is not in the classroom leaving students in there by themselves, and that is the chaotic time and sometimes the student who is being bullied does not know who is bullying him or her..."*
>
> (Ahlum, the school ringleader)

> *"...I've been bullied mostly in the classroom, especially when the teacher lets us work by ourselves, before school starts in the morning, in the afternoon, and after lunch..."*
>
> (Salwani, a victim bullied in the classroom)

In addition to the classroom, the restroom area is another place where a lot of bullying takes place as its location contributes to bullying behavior to happen. School restrooms are usually located far away from the teachers' sight. Bullying in the restroom area includes locking someone in the toilet room, stealing the water bowl from the toilet room, throwing water to each other, stealing pants, or even peeking into the toilet. These forms of bullying are often found as reflected in the following interview excerpts:

> *"...When I was in the toilet, someone took my pants away and I had to come out without pants. I was so embarrassed and so angry that I was bullied that way..."*
>
> (Adeey, a victim with an embarrassing experience)

> *"...Someone threw water into the toilet and I got wet and sometimes I got locked in the toilet and could not come out and I had to shout for help for a long time. I was so angry and frustrated. Nobody told me who did it to me..."*
>
> (Affan, a wet victim)

> *"...I once helped a student who got water thrown at and got wet and got locked in the toilet. He shouted for help and complained that someone peeked into the toilet and his pants were stolen. Many people felt pity for him..."*
>
> (Bang Loh, a school security guard)

Most bullying in the restroom area took the form of bullying that uses force but bullying with words or written words also exist. Students write words or phrases to scold, slander or tell about people's physical inferiors mostly on the door and walls of restrooms. Besides, how students go to the restroom also indicates the level of acceptance among their peers. Students who have friends are usually accompanied by a group of friends and this situation is used as a tool to carry out social bully by telling students not to go to the restroom at the same time as the student whom he or she does not like and wants to bully as can be seen in the following interview   excerpts.

"...I've seen so many words and phrases that I become accustomed to seeing them. Some of them are not polite; they're ugly and wicked. Even though the school wipes them out every semester, still there are new ones written all the time..."

(Niyaeh, a cleaner)

"...I've read words and phrases written in the toile roomt. They're words used to scold, slander, let out emotion, and challenge. Some of them are with the victim's name that allow other students to make fun of the victim, too..."

(A student who've read the writing in the restroom)

The school canteen is another place that students choose to bully others. The canteen that the school provides to give service to students and school staff is crowded during the lunch time between 11.30-13.00 hours because everyone wants to buy something to eat. Students' gathering in the canteen leads to bullying with more violence or talking back and forth that leads to bullying. When the student being bullied is annoyed with someone who cuts in line, takes the lunch table from him or her, obstructs him or her from the lunch table, snatches the dish washing sink, sticks chewed gum on a chair, snatches rice on the plate, and snatches drinking water away, etc. These are reflected in the following excerpts:

"...I've bullied my classmates in the canteen by cutting in line to buy food, taking the lunch table, obstructing someone from sitting at the lunch table saying that the seats were taken. When he knew the truth later, he was very angry..."

(Furakon, a bully and obstructor)

"...My food and drinks are regularly snatched away from me and I don't want to go to eat in the canteen anymore. Sometimes I decide to have lunch later toward the end of the lunch hour because there are fewer students there..."

(Romlah, a victim whose food is snatched away)

"...There is a group of students who talk loudly to threaten others and tease others in many ways like sticking chewed gum on the chairs, cutting in line at the food queue, snatching food from others who have bought it, etc. They also physically hurt others such as pushing someone on the chest while standing in line to buy food, slapping on someone's head, shoulder, or squeezing someone's wrist, etc. The students being hurt don't react because of fear..."

(Nisulaiman, a food seller)

Some groups of students spend lunch time to socialize and sometimes they challenge others and that leads to bullying behavior in order to show others that they are superior. Bullying behavior in the canteen can lead to retaliation after lunch time. Thus, teachers should warn the bully students and closely monitor their behavior, especially during the time and in the places that contribute to bullying behavior.

The school yard is the place where many student activities are organized such as sports, games; it is where students play together, gather in rows to pay respect to the national flag, and attend student meetings, etc. Students use the school yard as a recreation area during their free periods. Most activities are physical activities such as playing sports, running and catching games, and rubber rope jumping. There are many types of amusement that are popular during different periods of time. Hence, the school yard is another place that students' bullying behavior occurs because a lot of students gather there and most activities are physical activities and sometimes lead to physical and verbal clashes. Some students try to find a chance to bully others that they don't like. Bullying in the school yard can happen even though teachers are present. For example, making others stand in the sun while gathering to pay respect to the national flag in the morning, writing on others' shirt or blouse, putting garbage in others' trouser pockets, etc.

> *"...There's a group of students walking around the school yard to pick on other students by saying something bad or hurting them physically. People are fed up with this group's behavior that causes annoyance, troubles, worries, and fear to other students..."*
>
> (Muhammad, a student who sees such behavior)

> *"...I enjoy bullying other students, especially in the school yard area because it is far from teachers' sight and monitoring; and sometimes, the students who are being bullied don't know who was bullying them because there are a lot of students playing in that area..."*
>
> (Solah, a bully)

As can be seen, most bullying takes place in areas that are far from teachers' monitoring. However, sometimes bullying can take place in places where teachers are present; this depends on the types and methods of bullying in addition to the relationship between the time and place where bullying occurs.

Attitudes and feelings towards bullying

People involved in bullying express their feelings and attitudes towards bullying in the same direction, that is, bullying is behavior that should not take place in schools and there should be methods and measures of prevention as follows:

1. Teachers are closest to students. Therefore, continuous monitoring can help finding solutions to bullying problems in schools. Teachers can allow students to do activities or learn to adjust themselves to living with others in society. Teachers can also give good advice to students or solve the problem of students bullying other students which is a bad risk as reflected by the following excerpts.

> *"...I always try to explain to my students that if they bully their classmates, they will be punished as specified in the rules of the class and the school. The punishment can range from giving a warning, hitting with a rod, putting on probation, suspending from school, and dismissing. So they should not bully their fellow students at all..."*
>
> (Rakip, a religion teacher)

> *"...Teachers regularly warn students of bullying others and talk about regulations of the classroom and the school that they should follow strictly. Examples are also given to make students understand them..."*
>
> (Abdullah, an administrative teacher)

Thus, as can be seen, teachers use the school rules to control undesirable student behavior but for some cases, only school rules are not sufficient and teachers need to use their close relationship with students as another way of correcting student misbehavior. Nevertheless, all teachers are concerned with student bullying situations, especially teachers working in the administrative office who oversee student discipline. If the situation is not severe and teachers can solve the problem, it will not be reported to school administrators. However, for cases that are with violence or caused by the same person or people, and teachers cannot solve problem, it is the responsibility of school administrators to solve the problem or find measures to deal with the problem depending on the case.

2) Most of the students who bully other students do not like it when they are bullied by others. Sometimes they don't want to bully others but they do it to defend themselves. Other times, they begin to bully other students first in order to show that they are not to be bullied by others and they usually choose to bully victims that dare not bully them in return. One student revealed his behavior as follows:

> *"...Sometimes, I don't want to bully other students but I am afraid that I may be bullied. So, I make others afraid of me by bullying someone and sometimes I do it in order for other students in the group to accept me..."*
>
> (Sophie, a boy who thinks that he should bully others before being bullied)

3) Students who are bullied usually feel that it is not understandable or it is not superficially interpretable. However, students who bully others may feel happy or amused only at the beginning and later they may feel afraid of being punished when the students being bullied tell the teachers about the bullying. How students feel towards bullying others is related to their age. Older students usually are not afraid of being punished because they have experienced it before and can find a way to avoid being punished such as making an apology to the ones they have bullied or threatened, etc.

Most students who are bullied do not feel positive about the students who bully them and do not want to be near the places and avoid going to the places that they have been victimized. They also usually do activities with a group of peers that has no bullies and spend their free time near teachers. Arnif told about his fear of being bullied and he avoided it by not going to the places he was bullied:

> *"...I don't go to play in the areas where I've been bullied and if I have to go there, I ask several friends to accompany me to make sure that I will not be bullied again..."*
>
> (Arnif, a victim who chooses not to go to the places he has been bullied)

Even though most students who are bullied feel negatively towards bullying, some of them feel that being bullied is socializing because they can use it to join a group of peers. Therefore, if they are not bullied by anyone, they look for trouble in order to be bullied even though they may end up crying.

4) Students who witness bullying also feel negatively towards bullying. Sometimes if they are brave enough and confident that they can stop the bullying, they intervene in the bullying. Some students choose a safer way by reporting it a teacher. However, there are a lot of students who don't like bullying but do not do anything about it because they think that bullying is normal and some students fear getting hurt.

"...When I see someone being bullied, I dare not stop the bullying or help him because I'm afraid that I may get hurt by the one bullying, too..."

(Fadeelah, a student who witnessed bullying)

Nevertheless, bullying behavior will still exist as long as students have to do activities together. Correcting or eliminating bullying behavior is not easily done in a short period of time. Even though, deep inside, students involved in bullying may not like bullying behavior, bullying will still be around as long as bullying is retaliated with anger by the ones being bullied.

CONCLUSION AND RECOMMENDATIONS

The findings of this study revealed that bullying behavior among students of Islamic private schools in Pattani Province takes place just like any other schools in general. Most of the students who bully others are roguish, like to control others, have a large and strong body, like to show off their power, have ill mental health, and have intention to mentally and physically hurt others. They make others frightened, suffer and hurt. A study showed that bullying is behavior of roguish children who like to unfairly control other people physically, mentally, and emotionally (Greenbaum, 1989). Bullying is hurting others physically and mentally with intention to make others frightened, suffer and be injured (Farrington, 1993). It is behavior of a minority of people who are not mentally normal and cause annoyance, difficulty and trouble for people around them (Marano, 1995). It is also behavior of people who try to show their power to rule, control and threaten others (Coroloso, 2004). Moreover, bullying usually the behavior of people who have a large and strong body, and academically not very good; they bully people who are smaller, weaker, academically better, and cannot fight back or cannot protect themselves. However, some roguish students are successful in playing sports and make the school famous for sports (Preble, 2003).

Bullying behavior among students of Islamic private schools in Pattani Province can be classified into three types: physical bullying, verbal bullying, and social bullying. Physical bullying is behavior that can be seen from evidence such as wounds, bruises, swellings, and blood stains which indicate that the physical injuries are results of slapping, hitting, poking, punching, kicking, biting, scratching, and throwing things at, etc. Physical bullying that results in evidence of the act on the body of the person being bullied reflect violent behavior to react to the target with internal drive of the bullies as it is said that physical bullying is an obvious type of bullying with evidence such as wounds, swellings, bruises and blood stains such as slapping, hitting, poking, punching, kicking, biting, scratching, spitting on someone, and throwing things at others (Saxon, 2004; Bauman & Del Rio, 2005; Laeheem, Kuning, McNeil, & Besag, 2008; Laeheem et al., 2009). It is an action that causes damage or injuries to others; it is a response with an intention to give pain to others (Averill, 1983). It is an intention to hurt others who do not want it and it is dissatisfaction to them. Baron (1996), Cohn (2003) and Astor (2005) state that verbal bullying refers to behavior that mentally hurts others so that they have pain mentally, and are unhappy and dissatisfied.

Verbal bullying is a type of bullying that is prevalent in every society. It is behavior that uses verbal expressions to hurt others' emotion, feeling; in other words they are mentally hurt. Verbal bullying can be done by threatening, scolding, being sarcastic, using impolite words, insulting, teasing about others' race, nationality,

facial features, skin color, religion, inferiority complex, handicaps, social status, economic status, academic performance, sexual insult, fleecing or squeezing money, telephone insults, writing letters, email messages accusing, saying rumors, and gossiping.

Social bullying is behavior that shows invasion of relationship between people or groups of people. It can involve abusing one's emotion, feeling and mental condition in the same way as verbal bullying, for example, showing dislike, ignoring, preventing others to join the group and preventing others to make friends. Moreover, social bullying requires help from people around the bully. People who bully others show that they lack personal ethics, and they inherit their behavior through social bullying. Social bullying cannot be done if there are less than three people because social bullying requires the use of the third person as an important component. In other words, social bullying is an indirect type of bullying. Therefore, the degree of severity of social bullying depends on preference or cooperation from the third person. If the society is a truth seeking society and opposes disharmony among people, social bullying cannot manifest its full power (Greenbaum, 1989; Cohn, 2003; Saxon, 2004; Bauman & Del Rio, 2005).

It can be concluded that bullying behavior is behavior that dissatisfies others or hurt others physically or mentally. This behavior is shown physically or verbally with different degrees of violence, and is done with or without an intention. Bullying is behavior of a person or a group of people who have an intention to cause trouble or danger to others physically and mentally. Hurting other people mentally using impolite words and mimicking them in various ways is done to show power in controlling others. In addition to this, bullying behavior can be classified into three main types: physical bullying, verbal bullying and social bullying. Physical bullying refers to behavior in physically injuring others resulting in wounds, swellings, bruises and blood stains while verbal bullying is expressed with spoken words to make others humiliated, dissatisfied, angry, upset, and feel bad. Social bullying is shown by invasions of relationships between people or groups of people. It hurts others' emotion, feeling and mental condition the same way as verbal bullying.

The results of this study can be beneficial directly to people and organizations involved such as teachers, parents, guardians, religious leaders, local leaders, social workers and government servants in many different organizations as they need to give importance, special attention and care in order to assist, improve, and correct student misbehavior as well as prevent students from misbehaving with more violence. Firstly, a screening form should be used to measure risk behavior for bullying. This is one way to know about student bullying behavior, and a screening form is a tool that can be used to screen people with risk bullying behavior according to the screening criteria. Screening is carried out so as to assist, prevent or solve the problems. Timely assistance can then be provided appropriately, and with a clear target of the right people. Sometimes a problem needs to be solved urgently. Some examples of screening form are: a screening form for risk bullying behavior for students in Islamic private schools in Songkhla Province (Laeheem, 2012), and a screening form for risk quarrelling teenagers (Suttayachai, 2006), etc. Secondly, a bullying preventing program or a bullying reducing program which is appropriate, effective, and has been studied or experimented academically such as a self-control program to reduce aggressive behavior of female youth offenders (Lhamlert, 2009) and giving advice to use a Buddhist way to reduce aggressive behavior among vocational students (Chantarawutikorn, 2006), etc.

ACKNOWLEDGEMENT

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ภาคผนวก ข

Manuscript II

(อยู่ระหว่างการพิจารณาจาก Journal of Asian Social Sciences)

Family and Upbringing Background of Students with Bullying Behavior in Islamic Private Schools, Pattani Province, Southern Thailand

Abstract

The purpose of this research is to investigate family and upbringing background of students with bullying behavior in Islamic private schools in Pattani Province, Southern Thailand. The data for this qualitative study were collected through in-depth interviews with 15 teachers and school personnel, 15 bullying students, 15 bullied students, and 15 parents and guardians. Content analysis was performed with the data using logics, concepts, theories, research reports along with the context, and grounded theory method.

The results of the study revealed that family and upbringing background had effects on students' behavior. Upbringing characterized children's behavior, especially children who were faced with domestic violence such as parents' quarrels, and children being severely punished, etc. that might result in children absorption and imitation of such violence. The results of this study are beneficial directly to personnel and organizations related to children in policy making and measure taking in order to provide help and improve the problem of bullying so as to make students behave appropriately, and to prevent students from behaving more violently.

Keywords: family and upbringing background, students, bullying behavior, Islamic private schools

1. Introduction

Bullying among students is considered a problem usually happens in schools and it is a problem that all parties concerned know very well, whether it is between students themselves or parents and guardians, teachers, and educational personnel. The problem is worrisome and it affects students who are involved whether they are the bullies or being bullied. Students who are bullied are usually injured, suffered, do not like going to school and bullying becomes bad memory that remains in their memory until they are grown up. For the bullies who bully others repeatedly, bullying becomes a habit that can make them become vulgar, aggressive, savage, delinquent adults, and may ultimately become criminals (Farrington, 1993).

Bullying is behavior of roguish children beginning from unfairly controlling others physically, mentally, emotionally, and feeling-wise. Such behavior intentionally hurts others physically and psychologically so that they are frightened, suffered, and injured. This type of behavior is usually performed by a group with more members, and who are physically bigger and stronger. These bullying children force, and emotionally and psychologically hurt children who are weaker or have impaired body parts or physically disabled, and the incident usually happens to the same persons continually and consistently (Marano, 1995; Coloroso, 2003). Such behavior is performed using strength and bad temper to threaten others intentionally, and the action is unwanted and pungent to the other party (Baron, 1996; Astor, Meyer, Benbenishty, Marachi, & Rosemond, 2005). It is an action that invades others' right by threatening, forcing, demanding, or acting violently (Chanhom, 1998). Even though bullying behavior in schools nowadays are prevalent, and affects students to a great extent, society usually overlooks bullying and takes it as normal behavior, over-teasing, or innocent behavior among children, and therefore does not pay attention to solving the problem as seriously as it should (Tapanya, 2006).

From reviewing related literature, especially theories and research, it was found that there are many causes of bullying but the main causes are family and upbringing background. Children from families where parents divorce or separate may feel lonely. Parental divorce and separation directly affect children's emotion. Children from families with moody parents who show bad temper, anger, and aggressiveness, and scold their children strongly may also make their children become the same as they are, and all of these can affect children's behavior (Arayawinyu, 1999). Students who live in the environment with domestic violence have more risk to express violence or injure others (Pepler & Sedighdeilami, 1998; Rossman, Hughes, & Rosenburg, 2000). Parents that show their aggressiveness, trespass, and conflicts may result in children imitating all these behaviors and express them through threatening and injuring others (Bandura, 1975; Jeffe, Wolfe, & Wilson, 1990). Students who have experience seeing their parents physically injure each other are very likely to bully others (National Research Council, 1993; Dauvergne & Johnson, 2001). Moreover, children who live in a situation where their parents have conflicts, quarrels, and physically injure each other tend to imitate their parents' behavior. As a result, they become bullies and they bully others when they have social interactions with other people (Edleson, 1999; Herrera & McCloskey, 2001).

From above, it can be seen that bullying behavior among students is still an unsolved problem that requires

attention from related individuals and organizations. The problem needs to be solved, especially in schools in the southern part of the country where the unrest situation exists. Thus, studies by many academics found that 20.7 percent of Thai Muslim youths in the three southern border provinces had bullying behavior, and 22.3 percent had aggressive behavior (Laeheem & Baka, 2011). They also found that most youths or 31.7 percent participated in the unrest situation because they wanted money, followed by 22.2 percent who did not know what they were involved in; 21.9 percent were swindles; 13.9 percent were drug addicts; and 10.3 received wrong religious teaching, respectively (Laeheem & Baka, 2010). In the unrest situation in the southern part of Thailand, more than 90 percent of the insurgents were found to be Muslim youths aged 18-35 years (The Southern Border Provinces Police Operations Center, 2006). In Pattani Province, 23.0 percent of students were found to have bullying behavior, and when classified according to types of schools, more students from private schools than government schools were found to have bullying behavior. 34.9 percent of bullying behavior were throwing things at others, followed by kicking others (24.9 percent), punching others (23.4 percent), and slapping and hitting others (12.2 percent), respectively (Laeheem, Kuning, McNeil, & Besag, 2008). Regarding Islamic private schools in Songkhla Province, bullying behavior among students was found to be at a moderate level (Laeheem & Sungkharat, 2012).

Hence, the researcher was interested in investigating family and upbringing background of students in Islamic private schools who had bullying behavior in order to know about family and upbringing background of these students and how they were brought up. The results of this study would be useful for all parties concerned, and could be used in preventing and reducing bullying behavior among students in addition to providing help, improving and solving bullying problems so that students' behavior would not be more violent, and before the violence becomes a social problem that is difficult to solve.

2. Methods

2.1 The study area/target group

For this study, 15 Islamic private primary schools in Pattani Province were the study area because most bullying behavior began and was found at a great extent among primary school students with a tendency to increase in terms of violence (Laeheem, Kuning, McNeil, & Besag, 2008). The target key informants of the study were: teachers, school personnel, students who bullied others, students who were bullied, and parents and guardians.

2.2 Data collection

This qualitative study emphasized collection of data through in-depth interviews with 15 teachers and school personnel, 15 bullying students, 15 bullied students, and 15 parents and guardians.

2.3 Data analysis

The data were analyzed by classifying them into categories and then comparing them using logic along with the context, concepts, theories and research. The grounded theory method was employed in data analysis with the following steps:

1. Open coding the data collected from the knowledge management stage, brainstorming, and criticizing stage. The data, as many as possible, were coded which could be sentence by sentence or paragraph by paragraph. The coding was divided into two levels. Coding of the data collected from verbal statements, arguments, supportive statements and exchanged statements. The data were broken or grouped according to their content and topics made by key informants. Then, coding of the data according to theoretical indicators where knowledge from related documents, concepts, and theories were connected to the content and topics obtained from key informants.

2. Categorizing the data. The data were grouped according to their similar codes or their shared attributes whether in context, conditions, or consequences. The data were analyzed based on the clear process of phenomena, data, content, and topics obtained from key informants.

3. Axial coding. The relationships between the categories and context were analyzed to obtain the categories and sub-categories as well as the core concept.

3. Results

3.1 Case studies of students with bullying behavior

Case study 1: Abdul

Abdul was a 12-year-old boy studying in Mathayomsuksa 1 (Grade 7). His father was a teacher in an Islamic private school, and his mother was a housewife. Abdul was raised strictly, especially on the Islamic way of bringing up children. His parents tried their best to raise him up that way. For example, they were strict on making him pray five times a day and on praying voluntarily. They were strict on fasting during the Ramadan,

learning the Al-quran, reading Dua (supplication) of every activity in his daily life and Islamic moral and ethics, and they never allow him to be involved in any kind of vices, etc. Because his mother was a housewife, she had enough time to be close to him as she brought him up and trained him according to the guidelines in the Al-quran and took Prophet Muhammad as the model, especially in explaining to him about good and bad behavior. For punishment by hitting, she did it only once in a while when he was very stubborn and disobedient. For every punishment, his parents explained about his bad behavior and that he deserved punishment. For example, once his father knew that he did not go to the mosque to pray for a few consecutive days but went to a game parlor near the mosque instead. When his parents asked him about his praying, Abdul insisted that he went to pray every time and his friend could be a witness. When his father explained to him about the bad effects of abandoning praying and bad effects of lying, Abdul confessed and apologized to his parents and agreed to take punishment by being beaten with a bamboo stick five times.

From talking to and asking Abdul about bullying others, he admitted that he bullied others regularly, mostly children of the same age and did it in any place that he had a chance to, and he chose to bullied them in many ways such as punching, slapping, hitting, kicking, pushing, and blocking the way, etc. The most violent bullying was when he and five other boys bullied a boy in the school restroom area in one late afternoon after school. The boy was hurt severely and could not go to school for many days. The incident was witnessed by some students who dared not intervene or help but stood there watching because Abdul threatened them not to tell anyone otherwise they would be bullied even much more than that boy. The boy who was bullied told about the bullying to his parents who filed a complaint with the school administrators. The school investigated and punished Abdul and his fellow bullies by suspending them from school.

Abdul was known as a big bully in the school because many students named his group "Rayatani Gang". Abdul was the gang leader that students were afraid of and worried whether Abdul would bully them and how. One student who was a small boy and was bullied by Abdul said that "Abdul often kicks my buttock, slaps my head, pushes me, and pinches me and challenges me saying "Do you want to box, son of a lizard?". Another student said that "Abdul often blocks the way, punches my chest, kick my legs, squeezes my throat, pushes me so that I collide with other students and he also pushes me hard to make me fall." Bang Hussein, a janitor also gave information about Abdul's behavior that "Abdul is a student that always asks for troubles and bullies others by kicking, slapping, hitting, punching, squeezing others' throats, and pushes other students."

Case study 2: Hasiyah

Hasiyah was a 10-year-old girl whose parents had their own business and went out to see their customers everyday. Thus, they did not have much time to teach or train her, and had to ask her grandparents and other relatives to take care of her. Hasiyah's mother said that "My husband and I have to go out very early in the morning everyday to see our customers and deliver goods in Pattani, Yala, Narathiwat, and Songkhla. This is our false not having enough time for our daughter and not having much chance to talk to her about her study at school, about religious practice and about other behavior in general." From talking with Hasiyah's grandparents, we learned that she repressed her feelings and liked to be alone, gets violently angry, short-tempered, and she played with her friends and relative with violence such as playing police fighting with a criminal or a girl quarrelling with another girl about taking the same man as their boyfriend.

Hasiyah's bullying behavior was expressed through physically injuring others by pushing, pinching, slapping, hitting and throwing things to others, etc. In addition, she hurt others emotionally such as making fun of others' weak points, calling others by their parents' names, making fun of others' parents' occupation, making fun of others' physical appearance, etc. Hasiyah said that the most violent bullying she did was that "I followed the girl I hated most to the toilet behind the school building, and I splashed water on her until she was soaking wet and then some other girls helped me mobbing her by hitting her, pulling her hair and trampling her with our feet". Some students saw the incident but no one dared to help or stop it because they were afraid that Hasiyah might physically hurt them. Hasiyah also threatened the girl she bullied not to tell teachers, her parents, and other students about the bullying. Hasiyah told the girl that if anyone asked what happened to her, she had to say that she slipped on the floor and fell down in the restroom. Otherwise she would be physically hurt everyday.

From asking Hasiyah's parents and grandparents about her bullying behavior at school, nobody in the family knew that Hasiyah bullied other students at school because the school had never notified them. However, the family said that they thought that Hasiyah might have some bullying behavior but they did not know how severe it was. Hasiyah's homeroom teacher said that "I didn't know that the students had bullying behavior because no student had told me at all". In addition, Hasiyah herself gave us some information about her own upbringing that "May parents are not interested in me. They work very hard everyday. They leave me with my grandparents and that make me feel lonely and frustrated all the time".

Case study 3: Amina

Amina was an 8-year-old girl who was raised by her grandmother because her father had to work as a construction worker, and her mother was a vendor in the fresh market. So her parents did not have time to bring her up until the time she had to start going to school. That was when her parents brought her back from her grandmother's. However, she was mostly with her mother because her father did not have time to be with her which was just the same as before. From asking Amina's mother about her bringing up, she said that her husband and she herself did not have time to raise Amina but they gave Amina things and money to show their love and care for her. As a result, Amina was aggressive and did not obey her. She noticed that what Amina wanted was not the things she gave her. When Amina had to go to school, she found out many times that Amina had bullying behavior and always bullied others.

Amina said that she wanted attention because she had no one to play with. She expressed herself using impolite words and she was aggressive such as scolding others, making fund of other's skin color, physical appearance and throwing things at them, etc. She bullied others during breaks and lunch hours. Other girls played together and had fun but she had no one to play with because she had bullying behavior. This made Amina very angry and scolded her friends who did not want to play with her. She was called a "black girl" or a "short girl" or a "fat girl". Sometimes she threw things at other children to hurt them. Amina talked about an incident when she bulled another girl and was punished by her homeroom teacher, and her parents were invited to the school. She said "Once I threw a stone at someone's head and there was some bleeding". Mrs. Amita, the teacher, said that bullying among students could happen easily in school and could not be eliminate in a short time; however, there should be constructive ways to reduce the violence of bullying such as teaching students to share. She also said that because students were brought up differently, schools and parents should share information in order to find ways to solve bullying problems among students correctly and effectively.

Case study 4: Anif

Anif was a 12-year-old boy in his Prathomsuksa 6 or 6th Grade who was big and strong. He bullied other students whenever he had a chance to. His father was a construction contractor and his mother was a trader. He grew up in a family with domestic quarrels and violence, verbally and physically. Therefore, Anif had seen violence continually and saw how a stronger person dominated. When he did something wrong, his parents punished him violently such as beating him with a clothes hanger, a broom, or a bamboo stick, etc., rather than asking him why he did it first, and his parents never explained to him the reason why he was punished. When his parents quarreled, they blamed it on him and used rude words with him. When asked how he felt deeply, Anif said he did not like violence but he had seen problems solved with violence and thought that it was the right method he should use to deal with or to solve the problem or when he did not like someone at school.

At school, Anif also faced many problems in addition to the problems he had at home. Anif said he was not afraid of anyone at school nor was he afraid of being punished. Thus, he often violated school rules and regulations such as escaping from school, not dressing properly, bullying students that he did not like or that were weaker. He did not care when he was punished for his wrong doings. He felt he was important as he was chosen leader of his gang and he could order anyone to do anything. During the lunch hour, Anif took his gang to stand along the corridor and put their legs out to make other people trip over and fall down as they stumbled over the gang's legs. When someone fell down he accused that person and punched him or squeezed his throat to make him cry. When Anif went to the sports field, he always snatched sports equipment from others even though he knew that the people he bullied would not like it. He said he avoided showing his bullying behavior when teachers were around, and he bullied others whenever he had a chance to. He injured boys physically and made fund of girls' skin color, their parent's occupations or took things from girls and hid them away.

From interviewing Anif about the type and characteristics of his bullying, he said that he enjoyed calling girls names like a "duck dark girl", a "charcoal dark girl", a "totally dark girl", a "darkest ever girl", a "fat dark girl", and a "short dark girl". Sometimes he took his gang to make fun of other students such as making fun of their parents' names, their physical appearance saying that they were short, dark, fat, jumbo, kinky, hanging, etc. For making fun of the students, he used such words as a cry-baby, a born-loser, an orphan, etc. In addition, he also tried to obstruct others from befriending with his victims or with people he did not like, and obstructed them from playing or doing activities in the group. He once took away the pants from a boy who was in the toilet to make him come out of the toilet half naked. Sometimes he threw water to make the person wet, and sometimes he locked the person in the toilet. Anif's friends said that he persuaded them to write on the walls of the restrooms using impolite words, rude words, hateful words and disgusting words to scold, slander, let out feeling and emotion, and to challenge. Some phrases were with the names of his victims that resulted in other people making fun of the victims.

Some other friends of Anif also gave information about him. One said that "I used to go with Anif to bully students in the school canteen by cutting in line to buy food, and took the table that other people were about to sit. He did not let anyone sit in some seats saying that the seats were already taken or reserved for someone else". Another boy said that "...Anif once took the rice on my plate and took someone else's drink. He also stuck gum on some chairs and took the food from a student who had just bought it. He also pushed people out of the queue, slapped them on the head, slapped them on their shoulders, and twisted their hands. Students who were bullied did not retaliate because they were afraid of him".

Anif was the ringleader of his class or even of the school. He enjoyed bullying other students everyday but nobody dared to tell the homeroom teacher, or teachers on the governing board, or even their parents because they were afraid that Anif might bully them or take revenge on them in a more violent form. Anif threatened all his victims saying "If I am punished, I will take revenge and hurt your even more severely". This made some students think that bullying others could be done and they will not be punished for doing it. Some students joined Anif's gang and they had to bring something to the gang leader everyday otherwise they would be bullied or even chased out of the gang. Therefore, if they did not want to be bullied, they had to give some snack or something to Anif everyday.

The homeroom teacher added that he had always known that Anif was roguish and bullied other students and threatened them to give him something because many students reported bullying incidents to him. He had warned Anif three times and after that no students told him about Anif's bullying again. He said that he did not believe that Anif could stop his misbehavior but no one dared to tell him about Anif again. This was because they were afraid that Anif would bully them again.

When Anif was asked whether he was bullied by anyone, he said when he first came to school, he was often bullied by older or stronger students and he did not like it at all and he cried. When he told a teacher about it, he was consoled but the bullies still continued bullying him and the bullying did not become less. He learned that people who bullied others would not get bullied. Therefore, he began to bully other students. He started with victims of the school and then expanded his bullying to students that he did not like. If anyone fought back, he would ask his gang to mob that person, and if anyone told the teacher, he would try to hurt that person as a way to threaten others. Anif also said that he was happy and felt that it was a lot of fun being at school and it was even more fun when he bullied someone. However, when he returned home, he was a victim and he did not like it at all and wanted to go away. When he was at school, he felt he had authority being the leader who could order other people but when at home, he was sad and depressed and had to witness his parents' quarrels and fights and sometime he was punished, and that made him think there was only violence and cruelty at home.

Case study 5: Latifah

Latifah was a Mathayomsuksa 1 (Grade 7) student. Her parents were native fishers. Latifah were from a problematic family where parents did not pay much attention to religion and indulged their children. As a result, Latifah became roguish and liked bullying other students. She said that "I choose to bully someone smaller, weaker and physically impaired. I mostly bully them verbally making fun of their appearance, their shape, and their face by calling them short, fat, a toothpick, etc. I also make fun of their skin color such as black, pale, and charcoal, etc., and make fun of their physical impairment such as squint-eyed, crippled, and distorted mouth, etc. I also bully someone physically such as slapping them on the head, pushing, pulling the chair away so that the person falls down, and pinching, too. I also threaten and challenge them."

Latifah used the lunch hour and breaks to bully others all around the school area, and sometimes she stood in the hallway to block the way of some students that she did not like, or sometimes she walked to collide with someone intentionally and took the opportunity to push the person on the chest, pinch, pull the head scarf down, slap, hit, squeeze the throat, push the person to fall down and accuse her by saying "Watch out the way you walk. Are you looking for trouble? Sure, you'll find it!" She always made her victims cry. Her victims were usually someone younger or in the same class rather than someone older; she chose someone who did not have many friends or was not in a group. She did not care if her victim was a boy or a girl. On the day that no students walked to where she stood waiting, she would persuade her gang to go and look for trouble bullying others. She interfered their playing and doing activities by saying things that would make them angry or embarrassed, or she would take away the sports equipment that they were using. If anyone showed their dislike, Latifah would threaten him/her or squeeze and twist his/her wrist to make him/her apologize, surrender, and protest no more. Some victims cried and ran away, and no one dare to tell the teacher about it because they were afraid that Latifah would take revenge. She threatened them saying that if she was punished by the teacher, she would hurt them many times more severely.

Latifah also said that in addition to her being spoiled by her parents, she experienced violence from quarrels and

fights between her parents and her relatives so often that she was tired of such incidents. She felt that her parents and relatives always solved their problems using violence. Her mother said that she did not know that Latifah was roguish and always bullied others because the school never informed her about it; when Latifah was at home, she was a good girl and was loved by her parents and all her relatives who indulged her every whim. Furthermore, her homeroom teacher said that she did not know that Latifah was roguish and bullied others because nobody had told her and she saw Latifah as a jolly happy girl who was a lot of fun.

Case Study 6: Abdullah, Alam, and Safi-ee (the Spiderman Gang)

Abdullah was 13 years old and in Mathayomsuksa 1 (Grade 7). His parents were rubber tapper and fruit farmers. He was from a problematic family with violence. He was often punished violently. His parents did not pay much attention to religion and did not see importance of religious practice because they had very little understanding about the religious principles. They raised Abdullah without much interest in how he was, what behavior he had, how he expressed his thought and feeling, and how he lived. As a result, Abdullah became roguish and always bullied others. Abdullah talked about how he bullied other students saying "I usually bully someone who is smaller or weaker by kicking his buttock, slapping on his head, pushing, and pinching and asking "Do you want to box, son of a lizard?", and the person is usually too afraid to say yes and so I like to bully him more than others." Most of Abdullah's victims were usually physically impaired or smaller than him, and they never retaliated or report the incident to the teacher as they were afraid of Adullah's threat.

In his gang, there were two more boys who usually went around to bully others when teachers were not around. They were Alam and Safi-ee. The three boys had got together for some time to bully other students and to prevent others to bully them as well; they called themselves, "the Spiderman Gang".

Alam was also a 13-year-old boy studying in Matthayomsuksa 1 (Grade 7). His parents were killed in the unrest situation so he lived with his paternal grandparents who made their living on being hired for odd jobs. Alam said that his gang usually used the lunch hour and breaks to bully other students on the hall way by standing in others' way so that they collided and he would punch that person on the chest, kick his legs, squeeze his throat and push him down on the floor and ask "Why did you walk that way? Are you looking for trouble? You will find it for sure." The victims did not dare to say anything. Most of the victims were younger or the same age as Alam, and they did not want to fight back. Alam usually chose a student who had very few friends or who was not in a group. On the day that no one passed where he stood waiting for a victim, he got together with Abdullah and Safi-ee to bully students around the school physically and verbally. They also made fun of others, challenged them to box, took their sports equipment away, etc. If the victims did not like it, they fought and it always ended up with Alam as the actor or attacker.

Safi-ee was 12 years old and studied in the same class as the other two boys. Safi-ee was a strong-built boy whose parents were divorced and each had a new family. He lived with his mother who was a rubber tapper and fruit farmer. He said that he joined Abdullah and Alam because he was bullied but after joining the group nobody bullied him anymore. Personally, he said he did not like bullying because he knew how the one being bullied felt but to survive and for his own safety he had to join the other two boys to bully other students.

The three boys usually bullied girls as well and they did not care whether it was the girls' area or not like the restroom or bathroom for girls to clean themselves before praying. They peeped at girls taking their head scarves off and when the girls screamed the three boys were happy. They also often pulled girls' head scarves off that made the girl cry.

3.2 Analysis of family the and upbringing background

The data from the case studies illustrated that upbringing affected personality building of children when they grow up and spend their life in society. Child upbringing and family life can influence the child's behavior that is expressed when stimulated physically and psychologically. Students' bullying behavior is a result of parents' violent behavior towards family members, and of aggressive mothers who swear using impolite words and scold when they experience something undesirable. As Latip, a teacher on the governing body of a school revealed about upbringing of bullying students that "Students who like bullying others are usually those from families where parents use violence. They don't hold on to the religion and they take side with their children even though their children are wrong. Some bullying students are from family where parents are drug-addicts, gamblers, or involved in all vices."

Students grown up from families that use violence in solving problems will absorb the said behavior and take it as social actions acceptable by their peers. Some might think their actions are acceptable when they do something wrong, and no one in the group show disagreement or protest. Misunderstanding can come from mis-upbringing that leads children to have misbehavior that is undesirable for society when they grow up and choose

to have personality for their existence. As Anif said "I grow up among quarrels and continuous violence in speaking and actions of my parents. Sometimes I get punished severely with, for example, a clothes hanger, a broom, and a bamboo stick. Many times, my parents' quarrels end with punishing me, especially with the use of rude words that result in my learning to solve problems with violence and I think that it is the right way to deal with problems or when I don't like anyone at school."

Moreover, a teacher named Sayid said that students with bullying behavior were usually from families with domestic problems such as using violence, being so strict that their children were uncomfortable or frustrated, or being to busy to have time to teach and train their children closely. As seen in the case of Abdul whose parents tried to be strict with him so that he grow up in the Islamic way. He was frustrated and released his frustration by bullying other students. In the case of Asiyah, her parents left her to her grandparents and relatives to raise her up. For Amina, she was brought up by her grandmother because her parents were too busy working and did not have enough time to teach and train her as they should have had.

Therefore, it can be said that family and upbringing background can directly affect students' behavior. Good upbringing or good parental models influence students' personality when they have to interact with others in society. However, students who are from families with problems, such as families with divorced parent, drug-addict, gamblers, and those involved in all vices, can absorb these bad environments in their feeling and thought that may probably lead them to their being unable to cope with stimulants that affect them physically and psychologically, especially in dealing with them appropriately. It is noticeable that some of the parents did not know that their children had bullying behavior as a teacher named Phakdi talked about the case that a student regularly committed serious wrongdoings and was finally expelled from school. It is a case to ponder. When the school reports that the child is roguish and regularly violates schools rules and regulations, parents usually do not believe it and defend that their child is a good child when at home and never shows any sign of misbehavior. Sometimes, parents do not perceive all aspects of their children's behavior; thus, they should regularly consult with the teacher and monitor their children through the teachers that are close to their children when at school. Children who grow up in families with problems and use violence or use rude words when they have domestic problems will absorb and use them when they face problems and it can become their habit until they are adult if they have not been through the process of socialization or are not trained to solve problems with better ways than using violence.

Growing in society with diversified social factors can form different personalities for children depending on social value, and the socialization process they have had. In family with problems about violence, children can absorb various forms of violence in themselves; however, whether they would use them with other people or not depends on many factors that stimulate them. It is important for children to go through a socialization process and training from their families as these can mitigate the growth of the disease called violence in the children. In the case of Abdul who said that "My parents are so strict on raising me the Islamic way that I feel uncomfortable and frustrated and I have to find a way to let out my frustration by bullying my fellow students." Hence, it can probably be said that family and upbringing background have effects on students' bullying behavior. Many students who were interviewed could think of many ways to bully others, to bully back or to use violence to retaliate when they were bullied. Students who bullied others had violent behavior that they probably absorbed from different media and might express such behavior at any time and could become violent persons who enjoy bullying others. This can be pondered that children who lost their parents in the unrest situation are growing silently a violent area and as they are students, bullying their fellow students is like training them to use violence. The victims of their training are students being bullied who are also ready to turn themselves to be the doers at any time in order to be free from being underdogs.

As mentioned above, the important role of family and upbringing background can influence children's personality, especially their behavior when they go out from home to school which is a social setting where children of diversified social backgrounds get together. Children who grow up with indulgent parents who take side even when their children are wrong, when they go to school and have many types of friends, they may have problems as a result of their indulgence or because of their thinking that other people should accept their actions no matter if they are wrong or inappropriate. This is because they are accustomed to being accepted by their parents. Sometimes this can lead to their bullying behavior or their challenging the rules and regulations observed by other students. When the school invites their parents to the school to acknowledge their children's wrongdoing, the parents blame it on the school and they want the school to be responsible if their children are bullied or hurt. Beedean, a boy who had a problem with another boy from an indulgent and over-protective family said that the boy was roguish and liked to show off to get attention and to be talked about, and also said that he would break the school rules and regulations but he was always protected by a teacher in the school governing body because his parents knew the school administrators. However, when students in Beedean's group had a problem with that boy, his parents made a big deal out of it and did not care whether their son was

right or not.

In this case, Mr. Yusuf, deputy manager of the school said that the student was over-spoiled by his parents, and that caused his roguish behavior, and he gradually bullied more and more students. When the school informed his parents about the boy's behavior, the parents said that their son was not wrong but the other students were wrong. The school was concerned with the behavior and worried that similar problems could happen with other students in the future. The rules and regulations of the school about punishment were not clear and depended on decisions made by teachers in the governing body. As a result, there had been cases that students who committed the same type of wrongdoing had different punishment while some students were not punished at all for committing wrongdoings or had privilege over other students because their parents knew school administrators. Unclear and inconsistent school rules could probably be a cause of students' bullying behavior if students had risk habit that could cause undesirable behavior. Thus, indulgent upbringing can bring about students' bullying behavior when they are in the schooling system. This is due to students' being accustomed to having power and showing their power through immediate response to their desires from their family.

4. Discussion and conclusions

The analysis results above indicate that students who bully others are from families with problems about family and upbringing background. That is, family and upbringing background are very important to students' behavior. For example, children who are from families with divorced or separated parents can feel lonely and that can directly affect them psychologically. Children from family with aggressive emotion and express it through hot temper, serious anger, aggressiveness, abusiveness, may acquire similar behavior. These problems affect children's behavior (Arayawinyu, 1999). While children are neglected by their parents, they do need loving care from their parents; however, they do not receive it. Consequently, they have problematic behavior and become unfit for society and try to get attention using various methods such as being restless, interfering others, being noisy, being roguish, etc. On the other hand, children who are extremely pampered by their parents can also have behavioral problems such as being selfish, bullying others, being irresponsible, and looking down on others (Intarachote, 1993). Supportive upbringing, and reasoning upbringing have inverse relations with aggressive behavior while the relation of controlling upbringing and aggressive behavior is a direct variation (Teosound, 2004). This corresponds with the findings of this study that most children who break the law and have violently aggressive behavior are from broken homes where parents do not care for their children but abuse them and beat them; and the parents themselves quarrel, fight and beat each other (Sukchan, 1999). Upbringing is related to children's and youth's wrongdoings (Srikosol, 2002). Parents who are not understanding of children's feeling, needs, loneliness, and lack of spiritual refuge can result in children's undesirable behavior (Prommana, 2000). Witnessing their parents fight and beat each other and being attacked by family members, children can learn to have violent behavior (Hickey, 1991; Bowers et al, 1992; Olweus, 1995; Webster-Doyle, 2000).

Family and upbringing background are factors leading to students' bullying behavior that is related to imitative behavior resulting from environmental violence that is an important factor influencing children's behavior (Arayawinyu, 1999). Furthermore, when children see or receive information about violence from people close to them, they can absorb and imitate the violent behavior that can increase risk for them to use violence and commit wrongdoings (Ahmed & Braithwaite, 2004). This also contributes to more violent behavior as children learn violence from what they experience from their families (Hickey, 1991; Webster-Doyle, 2000). Children learn behavior from people around them and imitate the behavior they have learned as most children think that aggressive behavior and violence are normal behavior and can be used in their life (Coloroso, 2003).

Violence displayed by parents results in students' negative behavior as they learn such behavior from observing the model and absorbing the behavior that increases their violent behavior without them knowing it. As children see the use of violence as normal, they eventually use it with people around them in their daily life and use it in solving problems. It is said that children begin to imitate people closest to them who they respect and they also imitate other people around them; thus, they learn from what they see. Most children think that displaying aggressive behavior and violence is normal and can be practiced in their life (Bandura, 1975; Coloroso, 2003). Aggressive behavior and conflicts between parents can set a model for children and affect children's emotionally and psychologically. This can develop to emotional problems, violent behavior, and bullying behavior that they use in their daily life (Baldry, 2003; Espelage & Swearer, 2003).

As can be seen, the influence of violence is bad experience for children, a starting point of their violent behavior, and a stimulant for their bullying behavior. The model or experience that children have can mislead them to accept violent behavior as normal in everyday life. Moreover, violence that children see can stimulate them to imitate, especially when they see it repeatedly and try to find justification for it, or accept it as an alternative for problem solving. According to Brendtro and Long (1995), children from families with frequent domestic

quarrels and conflicts that are unhealthy environments can make them stressed for a long time, and as a result, they would protest against the adults and think that if they want to be accepted by others, they have to use force and violence. Violence in games also enters their mind making them think of violence as guideline for practice as they see that violence can be used to immediately solve problems in the games they play. Remschmidt (1993) stated that family is one factor that can increase violence, especially families that use violence to stimulate violent behavior. In addition to this, aggressiveness and violence in the media result in children's desire to display aggressive behavior or to accept that aggressive behavior as normal for daily life, and accept violence as an alternative for problem-solving. Laeheem and Baka (2009; 2011) found in their study that parents' quarreling, fighting and beating each other can lead to violent behavior and aggressive behavior of youth in the three southern border provinces of Thailand. Laeheem, Kuning, and McNeil (2009), and Laeheem, Kuning, McNeil, and Besag (2008) in their study found that seeing parents quarrel, fight and beat each other, and playing games can result in students' bullying behavior in Pattani province.

The results of this study is beneficial to people and organizations directly related to children such as teachers, parents, guardians, religious leaders, local leaders, social workers and government officials in various organizations that have to give importance, pay attention and provide care in helping and improving children's behavior as well as to prevent children from having more violent behavior. For example, a screening form to measure risk behavior in bullying should be used which is one way to know about students' bullying behavior, and as a tool in consideration for classifying children who are in the risk group or the group with bullying behavior according to the screening criteria. This is to help prevent or solve the problem, to provide help that is correct or corresponds with the persons quickly and with a clear goal that sometimes and in some cases have to be solve urgently, for example, a screening form for risk behavior in bullying others among students of private Islamic schools in Songkhla Province (Laeheem & Sungkharat, 2012). A bullying prevention program should be used, especially a program that is suitable and efficient and has been tested or piloted academically such as a self-control program (Lhamlert, 2009), a yoga practice program (Sonchan, 1999), learning to play a Thai musical instrument and self-control (Comwatjanung, 2001), learning techniques from the consequences that the model receive (Kriangsri, 2004), and group consultation (Tragulsuppachai, 2004), etc.

Parents and guardians, in particular, must realize and attach importance to their children's feeling; they have to be patient, to forgive, and to trust each other in order to be a happy family. Moreover, relatives as well as related organizations have to cooperate and promote happy family life, and take a stand against domestic violence. This is because the findings of this study revealed that family and upbringing background affect children's personality when they go to school. Children who face violence in their families have a tendency to solve problem using violence, but children who are from indulgent families usually use power over others when in school. Furthermore, it was found that punishment when students commit wrongdoings can enable most students to have desirable behavior. For further studies, it is recommended that research to find ways to solve bullying behavior should be conducted. Studies should also be performed on development of a screening program for risk behavior in bullying, and of bullying reduction and prevention programs in order to prevent bullying behavior that is increasingly with more violent and can be a social problem that is difficult to solve in the future. In addition, studies should be conducted on behavior of students who lost family members in the violent situation that affect the students' personality when they enter social life in school, work or community.

Acknowledgements

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