

**CYBERBULLYING BEHAVIOR IN 4th - 6th GRADE
STUDENTS OF A BANGKOK MUNICIPAL SCHOOL;
A QUALITATIVE STUDY**

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(CHILD, ADOLESCENT AND FAMILY PSYCHOLOGY)
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CYBER BULYING BEHAVIOR IN 4th - 6th GRADE STUDENT OF A BANGKOK MUNICIPAL SCHOOL: A QUALITATIVE STUDY.

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M.Sc. (CHILD ADOLESCENT AND FAMILY PSYCHOLOGY)

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ABSTRACT

This research aimed to study the behavior pattern and coping strategies of students affected by cyberbullying in an upper elementary school. The study was both a quantitative and qualitative research using a questionnaire to survey the internet usage among 200 students of grade 4-6 of a Bangkok municipal school, to find the students' experiences on cyberbullying. The qualitative methodology was used in interviews. Only students who had experienced cyberbullying were divided into four categories: the perpetrators, the victims, the supporters, and the observers.

The study found five children who experienced cyberbullying and proceeded to the in-depth interviews with all of them as victims. The forms of bullying they encountered were: 1. after forgetting to logout from Facebook, they were subrogated to do various things such as posting sex and pornography, condemning others, abusing friends and relatives and 2. posting nude photos on the victim's Facebook wall. The perpetrators usually were older students and even relatives with dissension. The study also revealed that 1) when faced with problems, children tended to cope with the problem by using the simplest temporal resolutions, were not the best, 2) good relationships between family members and personal school help solve the problem effectively, 3) some victims wanted to revenge, but they chose not to because the situation at that time was not appropriate. 4) The victims mentioned that the cyberbullying experiences did not affect their studying at school

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พฤติกรรมการณ์ร่งแกกันบน โลก ไซเบอร์ ของนักเรียนชั้นประถมศึกษาปีที่ 4-6

โรงเรียนในสังกัดกรุงเทพมหานคร; การศึกษาเชิงคุณภาพ

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาเกี่ยวกับพฤติกรรมและรูปแบบการร่งแกกันบน โลก ไซเบอร์ ในนักเรียนระดับประถมศึกษา รวมถึงรูปแบบการจัดการกับสถานการณ์ร่งแกกันบน โลก ไซเบอร์ ที่เกิดขึ้น การศึกษานี้ได้ออกแบบให้เป็นการวิจัยเชิงปริมาณโดยใช้แบบสอบถาม สํารวจนักเรียนชั้นประถมศึกษาปีที่ 4-6 โรงเรียนในสังกัดกรุงเทพมหานคร จำนวน 200 คน สํารวจการเข้าถึงอินเทอร์เน็ตของเด็ก และค้นหาผู้ที่เข้าข่ายมีประสบการณ์การร่งแกกันบน โลก ไซเบอร์ จากนั้นจึงใช้ระเบียบวิธีวิจัยเชิงคุณภาพทำการสัมภาษณ์แบบกลุ่ม แล้วจึงนำเข้าสู่การสัมภาษณ์เชิงลึกเฉพาะนักเรียนที่เคยมีประสบการณ์การร่งแกกันบน โลก ไซเบอร์ โดยแบ่งเป็นกลุ่มผู้ร่งแก ผู้ถูกร่งแก ผู้สนับสนุน และผู้พบเห็น

ผลการศึกษาพบว่า มีเด็กที่มีประสบการณ์การร่งแกกันบน โลก ไซเบอร์ มีจำนวน 5 ราย ทั้งหมดเป็นผู้ถูกร่งแก รูปแบบที่พบได้แก่ 1. การลืมออกจากระบบ แล้วถูกสวมรอยทำสิ่งต่างๆ เช่น โปสเกี่ยวกับเรื่องเพศและเรื่องลามก ขวนทะเลาะวิวาท คําทอเพื่อนและญาติพี่น้อง และ 2. การโปสข้อมูลรูปภาพเปลือยของเจ้าของเฟซบุ๊ก ผู้ที่ถูกสงสัยว่าเป็นผู้ร่งแก มักเป็นรุ่นพี่ นักเรียนชั้นมัธยม หรือประถมปลาย ทั้งที่อยู่ในโรงเรียนเดียวกันและต่างโรงเรียน รวมทั้งญาติพี่น้องที่มีปัญหาไม่ลงรอยกัน การศึกษาครั้งนี้ยังพบว่า 1) เมื่อเผชิญกับปัญหาเด็กมักจะเลือกใช้วิธีแก้ปัญหาแบบที่จับทันที ณ ขณะนั้น 2) สัมพันธภาพที่ดีระหว่างสมาชิกในบ้าน และในโรงเรียน มีผลต่อการจัดการปัญหา 3) จากประสบการณ์ที่เป็นผู้ถูกร่งแก มีในบางมุมมองที่ผู้ถูกร่งแกยอมรับว่ายังผูกใจเจ็บ แต่ที่ไม่ตอบโต้กลับในปัจจุบันเพราะสถานการณ์ยังไม่เอื้ออำนวย 4) ผู้ถูกร่งแกให้ข้อมูลว่าไม่มีผลกระทบต่อผลการเรียน

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CHAPTER I

INTRODUCTION

1.1 Background and Rationale of the Research

Our lives today are easier than that in the past because of the development of technology, making changes in behavior of the world's population. A lifestyle that tied up with technology brings forth both advantages and disadvantages to people of all ages. The roles of media as an information provider and entertainer develop a media consumption habits in different ways due to the consumer's age and lifestyle. This research is interested in the topic related to the media consumption of children and adolescents in particular. The data from the survey, media consumption habits of teenagers gathered from 2011 among Asian countries by Synovate Company limited (2014), which collect data from adolescents aged 15-24 years, found that Thailand has up to 3.1 hours of Internet use per day. Time spent for playing games online via computers and mobile phones and portable electronic games per day, are at the highest ranking in Asia, equals to 60.7 minutes in average, above the average of adolescents in several countries such as Singapore (59.4 minutes), Hong Kong (56 minutes), (Korea 46 minutes), and China (43.2 minutes), etc.

In Thailand, a survey of the current situation of children and youth in from 2011-2012 by Child Watch Project that studied about children and media (Child Watch project , 2014) found that children tend to spend more time with media. Children from high school to higher education, 91% of them have cell phones, which is higher than 85% compared to the year before. Among those who use cell phone, 70 percent have Internet access. 58 percent and 14 percent have a personal computer and tablet respectively. As a result, Thai student accesses to the Internet easier than the past because these electronic devices are factor underpinning the behavior of children's Internet use.

In addition, data from the Child Watch project in the part of daily life and media (Child Watch project , 2014) also state that children spend on the phone or

instant messenger using Line, WhatsApp, BB messenger, and Facebook in average of 166 minutes per day, 2 hours and 40 minutes. In the long term, it may result in a shorter time to sleep and affect the learning of the child to be less effective. It is also found that children with learning achievement average of more than 2.5 spend shorter time using media than the children with learning achievement average of less than 2.5, which may be assumed that the media can be factors that affect the development of learning and sexual behaviors of Thai student. The data from the survey on sexual behavior in Thailand found that 29 percent admitted they had been included in a sexually harassed by a stranger through social networks.

However, in Thailand, there are a number of policies that help control the media, for example, Broadcasting Commission, Broadcasting And the National Telecommunications Commission, who is responsible for directing radio and television as an independent organization whose mission is to manage the use of radio and television frequency channel, and corporate governance television and Telecommunications. NBTC categorizes the audience, divided into 6 groups, and including

"3+" for preschool children aged 3-5 years,

"๓" for children aged 6-12 years,

"๓" items suitable for audiences of all ages,

"๓ 13" list for audiences aged

"13+" viewers younger than 13 years should be guided,

"๓ 18" for viewers ages 18 and older viewers younger than 18 years should be guided, and

"๓" specific items not suitable for children and young people

Moreover, there is the establishment of a development fund and enact safe and creative media to take care of media usage by children, and youth by efforts of the government. About the law, there is The Act on the Computer proposed in 2007, which defined clearly. "Whoever sends data to another computer or electronic mail, by conceal or disguise the source of the transmission of such data, which interfere the computer of another person", or, "If any information or a computer image of the other, caused by a build-up addition or alteration by electronic means or any other means that

likely to cause others to be hated or be ashamed", both are crimes. The penalties include fines and imprisonment terms in each section. But such a law is yet to be known and widespread in the youth so much. It also needs to be updated to keep pace with content requirements and the actual events in society.

An overview of all the children and youth around the world, including Thailand, the survey of information and communications technology used in households found that, in 2013, the population of the age group 6-14 years have the highest proportion of computer usage (82.3 percent), and is the second highest proportion of Internet usage group (54.1 percent) compared to the age of 15-24 year. We can see that the age of the majority group of the Internet users tended to decrease from the past, despite there are often the supervision by adults to provide guidance and risk of the Internet.

However, some adults may not have known that there are dangers disguised in the more developed form of the modern media and technology. The ignorance and the lack of systematic thinking skill of children make them unable to think of the consequence and led them to risk very easily, causing many problems as we have seen today. For example, the phenomenon of "games addiction" shows the increasing trend. The more remarkable is the impact of media and technology on children. The proportion of children playing computer games or online games at least two hours daily increases from 20.12% in 2007 to 26.79% in 2009. Such phenomena are also correlated with the increase in the number of internet cafe from 16,077 in 2007 to 25,398 in 2009.

Another interesting phenomenon that began to expand more broadly is "Bullying on cyberspace" or "Cyberbullying". In 2007, The Institute of the behavior of Internet users in the US found that. One-third of US teenagers who use the Internet once targeted in this type of bullying. Similarly, the data from the Foundation for the promotion of Health stated that 37.2% Thai teenagers who use the Internet had been bullied through online media. As the Internet communication developed, from chat rooms and instant text chat to social networks, the channel is the bullying was tending to more youth and more open to the public ThaiPost (2009).

There are many studies attempted to understand the issue. Most of them reason focus on the easy accessibility of media, some children and teenagers use the

Internet with the intent to commit emotional tension causing distress which affect the body and the feelings of others becoming a Cyberbullying. From a survey of such problems in the global scale, the prevalence of bullying encompasses a 20-40 % (Hinduja, 2011) and there is an interesting statistics about bullying over the Internet. A survey of parents in the 24 countries by Reuters found that parents of more than 12 percent admitted that their child had experienced cyberbullying, 24 percent of parents say that children living in the community have experienced cyberbullying. Surprisingly, more than 60% said that their children had suppressed by cyberbullying through social networks such as Facebook (Patchin J. W., 2015).

There are statistical data on cyberbullying. In 2011 the Center for Behavioral Research and Internet Annoyance (Cyber bullying Research Center) (Patchin J. W., 2015) states that there is child ever being cyberbullied more than 20 %. The issue of bullying the highest is posting message that hurt 13.7%. Spreading rumors 12.9 %. When cyberbullied, what boys and girls feel the most is furious. Someone also feel upset and embarrassed. The victims most often are children who have low self-esteem. The report states that victims of cyberbullying in the high school are likely to have a suicide attempt. Harassment by sending nude pictures or clips or verbal sexual harassment is the major factor of youth suicide than other forms of bullying (Patchin J. W., 2015)

In Thailand, there is a survey of cyberbullying as well, the data collected from children in high school and vocational school in Bangkok (Songsiri & Musikaphan, 2011) using a sample of 1,200 people found that children who have experienced cyberbullying 52.4% often leads to a lack of self-confidence, raise suicide attempt, become emotional and behavioral problems. (Prondechvong, 1996)

The issue of cyberbullying often escalate because the role of the victim and the offender iterate into cycle. The survey found that 40 % of the victim said that the want to retaliate. This is because children have no better solution and decided to take revenge, making the hatred cycle exists forever.

With all known information, the trend is that the age of the Internet users is decreasing, while the dangerous risks of the Internet is likely to increase. Ensuring information literacy, care and protection from the government of Thailand has achieved only little. In Thailand, there are very limited of those interested in research

on cyberbullying on children. The author is interested to study the cyberbullying in children aged between 10-12 years, that is, the grade 4-6, as a systematic thinking based on the development of children at this age are not yet fully developed. They are not possible to consider the impact it will have in the future very well.

In this study, the researchers wanted to explore the nature of cyberbullying on children in grade 4-6 in one of the Bangkok municipal school, to obtain information about the true nature on the bullying on cyberspace. It is expected that some would see the source of problems before they develop into the chronic cyberbullying conducted in full-teens. Studying in this very early state would be helpful in terms of understanding to cope with the problems long before it really occur. The data can be obtained to develop further preventing and resolving Cyberbullying in the future.

1.2 Objective

1. To explore the use of social media of students in grade 4-6.
2. To study the behavior of cyber bullying of student in grade 4-6 and their coping strategy with the situation when facing cyberbullying.

1.3 Research Question

Is there any cyberbullying on student in elementary school? If any, what is the pattern of abuse, reaction behavior, and coping strategy to deal with the abuse that happened?

1.4 Scope of Study

1. This research is a qualitative research. The sample groups are school students in the Project to develop a prototype system to help underprivileged children under the Bangkok Metropolitan Administration. The participants are selected from Watsuwanaram School (Bangkok Noi), an elementary school, from 200 students

among grade 4 to 6. Researchers used group interview for screening the key informants with direct experience in the conduct or the victim of cyberbullying over the Internet and/or mobile phones before entering into in-depth interviews.

2. Cyberbullying behavior in this study are restricted to actions committed via mobile phones, tablets and computers connected to the Internet.

3. In this thesis, the term "cyberbullying" refers to bullying using electronic devices such as computers, tablets, mobile devices via mobile phone network or internet connection through social media such as Facebook, email, and so on.

1.5 Preliminary Agreement

Collection of this data requires the consent of both parents and children. The key informants must have experienced bullying in cyberspace. They need to be ready, both physically and mentally, to provide information for in-depth interviews. They are required to be included in the research until the end of the process. The data collection process has been approved by the Human Research Ethics Committee, Mahidol University.

1.6 Expected Benefits

1. School and parents aware of the existence of cyberbullying on the student grade 4-6.

2. The data can be used to develop further teaching materials and knowledge to prevent problems occurring in the future.

1.7 Operational Definition

Cyberbullying means the using of technological devices to abuse others. Cyberbullying may take many forms, such as insults, gossip, harassment, intimidation, creating a personalized a parody, etc. The term technological devices encompass

equipment such as computers mobile phones, tablets, digital cameras that connected to Wi-Fi or other electronic devices. The behavior must be done intentionally and repeatedly (more than once) and make trouble to others. Victim or persecution must be affected negatively, may be mentally, emotionally, socially, etc.

In-depth interviews refers to the interview in a way that is not official by using open questions to stimulate the conversation to get the informative story by making interaction with the informant. It needs communication skills to lead to the goal of the dialogue.

School psychologists refer to those who working in schools by being knowledgeable about child development, child behavior modification and child and adolescent psychiatry, acts as a consultant psychotherapist to guide and create activities to promote mental health, rehabilitation, protection of individual groups of children, parents and teachers.

Perpetrator means the person who caused cyberbullying action by him/herself. The actions included gossip, abuses, harass, create a parody, created rumor, etc., via the internet or mobile phone and meet the definition of cyberbullying.

The victim means the person who is negatively affected by cyberbullying. This could be the target of bullying directly, or affected indirectly by the violence caused by the perpetrator.

Bullying supporter refers to friends or anyone who agreed with the perpetrators and enhances or spread the effects of bullying to be more serious, such as spreading personal information posted on the website, or share the victim's video on Facebook.

Bullying observer refers to outsiders who observe the cyberbullying by themselves via the perpetrators or supporters. It does not include hearing other people talk about cyberbullying from news or story

CHAPTER II

LITERATURE REVIEWS

The study of cyberbullying behavior in the students of grade 4-6: A qualitative study encompasses a literature review as in following order.

- Comparison between traditional bullying and cyberbullying
- Concepts and theories on the development of the physical, emotional and social development of children aged 10-12 years
- Concepts and theories about the psychology of children aged 10-12 years
- The social, psychological and environmental factors
- Concepts and theories about stress and coping with stress
- Theories about violence among children and youth
- Information on social media
- General context of Wat Suwannaram school
- Relevant researches on cyberbullying

2.1 Traditional bullying and cyberbullying

2.1.1 Definition of Traditional Bullying

Smith et al. gave the definition of the bullying to be the aggressive action done intentionally by an individual or group of individuals repeatedly many times over a victim who cannot defend themselves. The action is due to an imbalance of power. We could say that is an intentionally misuse of power (Smith, et al., 1999).

Researchers in this field mainly divided bullying and aggression into three categories; physical bullying, verbal bullying, and indirectly or relationship bullying. Physical and verbal often need confrontation. Until recently that the definition of bullying scope covers the indirect bullying (bullying through third parties).

2.1.2 Cyberbullying

Not so long ago, the new type of bullying "cyberbullying" has become well known. This type of bullying can be done via electronic devices, especially mobile phones and the Internet. Cyberbullying may also be called by other names including "electronic bullying" or "digital bullying".

Cyberbullying has a wide range of definition. However, they all contain similar meaning, for example;

"Cyberbullying is a deliberately aggressive action acted by individual or groups via electronic media repeatedly over time to the victims who cannot defend themselves". (Slonje & Smith, 2008)

"Cyberbullying is the action caused by intention to disturb someone, which is something bad or to make harassment repeatedly via online media, using a cell phone or other electronic device". (Patchin & Hinduja, 2006)

"Cyberbullying encompasses different means including the use of information and communication technologies such as email, mobile phone messaging applications, website, to make bullying deliberately and repeatedly several times by a person or group of persons for the purpose of harming another person". (Belsey, 2014)

Nancy Willard defined cyberbullying as a subset of verbal bullying. It includes a range of action such as to discredit, willfully harassing, abusing, or disclosure of personal information, offensive or obscene words, or distortion the reality of communicating with others on real world. (Phumpatratkom, 1992)

"Cyberbullying refers to a form of using media technology to bully someone else. The study found that it is more popular for children and adolescents in gradually starting trouble for others using this method". (Belsey, Internet usage: Facts and news, 2014)

The definitions of cyberbullying vary according to each researcher. The research are diverse in content and scope, however, each definition represents the same concept of cyberbullying as follow.

1. Cyberbullying needs technological tools. This term refers to technological equipment such as computers, mobile phones, tablets, digital cameras that connected to Wi-Fi or other electronic devices.

2. The actions must be threatening, i.e., making trouble for others. Victim must be affected negatively, including mental, emotional, or social aspect.

3. The action must be done intentionally and repeatedly more than once.

The third component of the definition may lead to a debate. In traditional bullying, the act must be committed repeatedly by physical attempt. However, in cyberspace, when the actions occurred only once, they could be repeatedly forwarded by other users, such as posting videos only once, many recipients who got the clip videos forward to others. The argument is that we should count the time of the action from the first time it is posted or when it is shared. If the sharing is not counted as acting repeatedly, most of action will not be excluded as not being cyberbullied.

2.1.3 Forms of Cyberbullying

Cyberbullying can be categorized into many forms. By types of media and channels used, cyberbullying is divided into seven following forms: (Smith, et al., 1999).

Via mobile phone

1. By talking on the phone
2. By messaging
3. By sending images or video clips.

Via the internet

4. By email
5. By chat rooms
6. By the instant messaging application
7. By website

Wimonthip Musikapan (2009) categorized cyberbullying according to action into seven categories:

1. Gossip or insults
2. Send harassing message
3. Publish derogatory information
4. Disclose personal or confidential information of others
5. Impersonating others
6. Teasing, bullying or threatening others

7. Delete or block others from the group. Spread rumors against him

2.1.4 The Causes of Cyberbullying

Pongkamol and Wimontip (2009) studied by interviewing high school and vocational school students in Bangkok, found that the main cause of cyberbullying space are two reasons as following.

- Sexual issues, extra marital problem. There is more than one lover, which cause jealousy, suspicion, thus leading to a threat to others.
- Being bullied at the first time. Most of the victims want to change the status of being bullied to be perpetrator.

A study by Nanthanut (Songsiri & Musikaphan, 2011) found that the causes of the cyberbullying, encompasses:

- The anonymity, the inability to prove who did it.
- Cyberspace is the place that teens can express their opinions, emotions and feelings. In real life there is no such space. Some teens choose cyberspace for expression their identity, but perhaps until it many invade the privacy of others.
- The simplicity and ease of bullying in cyberspace conducts them to use this media to express the acts of violence.
- Cyberbullying is a chain reaction from the bullying in the real world, they continued bullying in the virtual world and expanded to more violence.

We could classify cyberbullying by the aspect of the direct and indirect causes of cyberbullying; the sexual issues, the revenge, the place to express their identity, are direct causes, while the anonymity and the ease of bullying are indirect causes.

2.1.5 The Impact of Cyberbullying

From research of (Patchin W. J., 2015) (Ian Rivers, Nathalie Noret, V Paul Poteat, Nigel Ashurst, 2009) (Bonnie J. & Holfeld, 2014), cyberbullying affects victims in many ways include.

- The undermining of self-esteem.
- Increase anxiety

- Increase feelings of depression
- School refusal
- Aggressive behavior
- Substance Use
- Physical symptoms

The effects of cyberbullying are similar to the effects of the traditional bullying. Whether the severity is weak or strong, this depend on the form of the abuse, for example, being attacked from unknown person often lead to the feeling that they are weak, because they do not know how to cope with the situation. (Corrie & Robert, 2011)

The followings are the impact of cyberbullying on the victim, for example, (Sania, et al., 2012) (Wang, Nansel, & Iannotti, 2010)

- Hopelessness, especially when there are numerous co-perpetrators. Stress can make victims feel that bullying is too overwhelming to handle on their own.
- Unsafe there are no safe places to escape. Cyberbullying can happen anywhere.
- Feel ashamed a lot of people have seen it, and it will be on cyberspace forever.
- Feeling angry and wanting to revenge. Sometimes victims want to revenge in case they knew who did it.
- Feeling isolated and alienated. The victim feel isolated and feels expelled from the group, then they got bullied easier. In addition, victims often cut off communication tools, which cut them off from friends by default.
- School refusal. Victims often choose to avoid a confrontation with the perpetrators. Sometimes they shy because of the information or pictures that are revealed.
- Feelings of anxiety and depression. The contents of cyberbullying a direct impact on self-confidence and self-esteem.
- Feeling sick. A victim often have headaches, abdominal pain, loss of appetite, sleeplessness, nightmares or other physical sicknesses due to stress.
- Do not want to live. The victim has a risk of suicide because of despair. It seems like suicide is a way to avoid the pain and problems.

2.1.6 The Difference between Traditional Bullying and Cyberbullying

Table 2.1 The Difference between Traditional Bullying and Cyberbullying

Issue	Traditional bullying	Cyberbullying
Time and place	At school, or when they meet face to face	Anytime, anywhere
Repetition	Reproduces on their own.	Resulting either from the perpetrator do it repeatedly or from the observer that share it
Observer	Only in the event	Can be shared broadly. Can be seen without having to be in the event.
Perpetrator identifying	They have seen each other face to face.	The victims do not know who the perpetrator is.
Power	The perpetrators often have power over, such as bigger bodies, older, have more strength.	No power needed. Those who are less powerful can be the perpetrator.
Type of actions	Physical or verbal	Does not use physical power. The violence can be only verbal or image and clip based.
Type of pain and injury	Physical injury	Traumatic feelings. Who was often bullied commented that they get more severe pain than traditional bullying.
Coping	Can escape to a safe place, such as at home or with parents.	Unable to escape, even trying to ignore, the content of violence remains in cyberspace.

From related researchers , (Ashurt, Noret, Rivers, & Poteat, 2009) (Holfeld & Leadbeater, 2014) (Schoffstall & Cohen, 2011) (Shakoor, et al., 2012)we can summarize the difference between traditional bullying and cyberbullying as in the

following table (Vleemput & Vadebosch, 2008) (Catherine P., 2003) (Cross, et al., 2012) (Campbell, 2005)

2.2 Body, Emotional and Social Development of Children Aged 10-12

Late childhood between the ages of 10-12 years (Kaewkangwan, 2010) will begin to change to be puberty. Since age 11 in girls and 12 in boys is the time of transition from home to sociality. The center of social life is school. Friends begin to influence the children. The parents begin to influence fewer than before.

Children in this age group have different growth rates. Children with higher growth rate are growing into adolescence faster. Girls grow faster than boys 1-2 years. When girls reach the age of puberty and the early adulthood, the growth rate is rapid. Many changes is taking place both inside and outside the body, which, possibly cause the social and emotional problems.

2.2.1 Physical Development

For the child becoming a teenager, they have to pass a resting period, which is the time that they seem not grow up in both weight and height. After this period, they will grow rapidly. Meanwhile, there are other changes, such as a longer arm, bigger hands. Secondary sex characteristics of the girls appear, for example, hip extension, chest expansion, pubic hairs on the genitalia.

Most children start to mature at the age of 11 and menstruate at the age of 13 years (range 12-16 years) and boys get into sexual maturity at the age of 12-16. Boys grow slower than girls 1-2 years. Then they accelerate to become a young man at an age between 14-15. Most of their bodies are expanding in noticeable shape.

Children are still concerned with the height of themselves. While secondary sex characteristic will grow steadily, i.e., more muscle, wider shoulders, hairy arms and legs, bass sound changed after the pubic hair grows. The cracked voice happen at the age of 16-18 years, then after next 1-2 years the children can control the voice.

2.2.2 Emotional development

Pre-teen children should be assisted to improve their ability of self-control. Children are most sensitive to the attitudes of others towards them. They would weaken greatly with the critics or comparison to other children. If they do not get a good care, they become unhappy, silent, compliant behavior and not fear anyone.

Stress that children receive from home may be decreased or disappeared if they have a good relationship from teachers and friends. Their strong emotion decreased as they learn to use more gentle approach. The fears from the childhood decline, but still fear in something, such as natural phenomena, concerning about family members, afraid of failing the exam, and worrying about their disproportionate appearance that is.

Demanding

Because there are so many changes happening to children, the demanding increase over the ages, such as nutritious food, playing sport that improve personal skills, adequate rest, understanding the natural growth, tools and books that develop creative thinking activity or movement without parental forces, special need in case of abnormal growing, need to be certified as a part of the group, need love and praise from adults.

Emotional expression

In late childhood, children express severe emotional upset and they are still unable to control emotion. The expression of emotion in this age occurs when they are satisfied, they laugh with satisfaction, loudly laugh, wriggling, sometimes jerking or laying on the floor. The gradients of the emotion of the children in this age are as follows.

Fear happens when the children are afraid to face the people, objects, events such as fire, darkness, and doctors. Fear occurs more often in girls rather than boys. When the child grows up, fear is reduced. However, they still have fear because of conception or the use of imagination

Shyness is a form of fear. Usually, occur in younger. Symptoms that indicate that children are shy are hair pulling, nose and ears picking, or clothes catching.

Dismality is the fear that results from the thought or imagination in late childhood. The dismal start to occur in late childhood, because the child has to face conflicts with friends, teachers and parents.

Anxiety is fear that could happen to a child due to being denied by peers. It occurs in girls more often than boys, especially children who are in pressure situation.

Anger: late childhood has more anger than early childhood, since late childhood has an increasing demand, lead to the frustration easily. Meanwhile, children are criticized, then this cause the anger. Someone try to oppose, someone avoid and someone express aggressively.

Jealousy: children, though of the school age, possess jealousy among their brotherhood. It may increase because the children go to school, while the mother turned her attention to the younger brother instead. An expression of jealousy is controversy, ridiculed, persecuted the children that they feel envy directly. The indirect expression may be to speak ironically, etc.

Curiousness: Late childhood has less curious than early childhood, because children understand stories from experiences. Children will seek answers to the problems they face on their own.

Love: there will be a little expression of love in late childhood. Both boys and girls will not accept the expression of love from adults in the public because they feel that they are grown up.

Cheerful: Children will look similar to early childhood in that they often smile or laugh after the shocking moment. When suddenly heard a loud noise, they changed into a frenzy. Children express by laughing loudly. The boys might slap friend's head or back. Girls may have smashed a friend, hug or kiss them.

2.2.3 Social Development

Boys and girls are starting to decrease playing together due to the different interest. However, children, both boys and girls want to be known among the opposite sex. Relationships are uncertainty; often change their group of friends. Children would like to be in group so they are more likely to do things successfully, and increase the individual self esteem.

Boys get into the gang because they feel bored at home. The gang may lead them to the wrong way. Boy gang loves adventures, resist to adult. Teachers may let them do what they want and then encourage them to turn back good later. Children will learn to solve problems on their own experiences.

Children who have been socially accepted can understand themselves better, have better relationships with others, and be able to work in group. The children will have mental stability. Acceptance in group is strongly related to socioeconomic background of children.

In making friends, children choose an energetic, compassionate, kind, polite, honest, and emotionally stable to be a friend. Children of aged 8-10, concern about the integrity and courage. When they grow up, they prefer friends that are more responsible and clean. They also choose friends with similar interests, learning achievement, family income.

The common sense and social aspect can be developed if children see adults as the model in a compassionate way, and adult have to regard their compassion to others. Children would respect the value of a person better when they have the opportunity to participate in the group.

2.3 Concepts and Theories about the Psychology of Children Aged 10-12

We have reviewed five major psychological theories of children aged 10-12, including:

Freud's theory of psychosexual developmental stage

Erickson's psychosocial development stage theory

Piaget's Theories of cognitive development

Theory of Development of self-esteem

Mental, moral development, moral development of Lawrence Kohlberg

2.3.1 Freud's Theory of Psychosexual Developmental Stage

Grade 4-6 children are in the Latency stage from the psychosexual development stage theory of Sigmund Freud. (Freud, 1905) This stage is when the ego

fully starts operation, is the age where children learn from environment. They start to have self-control, ability to solve problems, personality development, and gender identity. Superego is developed from model person. However, the superego may not be so flexible, as a result, some child may think or do something repeatedly, or be too strict to the rules.

2.3.2 Erickson's Psychosocial Development Stage Theory

Meanwhile, the student grade 4-6 are also in the Industry vs inferior stage from psychosocial development theory of Erik Erickson (McLeod S. A., 2013), which is the age that children enter formal education. Parents and teachers should encourage children to learn and do creative activities and admit mistakes. This will enable children to develop the industry and self-esteem.

Development of self-esteem (McLeod S. , 2008) is to develop a sense that they have the ability and self-esteem, consists of 5 stages. In this research, we are interested in stage 4, which is the school age, including the ability to develop skills valued by society, such as learning achievement and sport so they know how to value themselves with respect to their own standards.

2.3.3 Piaget's Theories of Cognitive Development

Age 2-7 is Preoperational stage (McLeod S. , 2012), children begin to use language to represent experience, role playing, understanding the needs of others, but still do not understand the rationale completely. They express idea from their own perspective (Egocentric), e.g., if children think badly and get sick, then they understand that the bad thinking cause illness. Their idea is limited to a single point of view, such as being punished means that parents do not love.

Concrete operational stage at the age range from 7-11, children can think rationality if they can see tangible or practical experience. They can understand the needs of others, understand and accept the rules in society, able to use reasoning and linking, understanding the classification and sorting.

Formal operational stage in teens of age range from 12 years and above, they are able to think logically and abstractly as complex as adults. They can propose assumptions and test of hypotheses. Understand the inductive reasoning (Learning

from experience), and the concept of learning experiences. They start to be interested in the abstract concept, such as religion, philosophy, and politics.

2.3.4 Development of the Mental and Moral

Lawrence Kohlberg explained moral development that the development phase comprises three levels and six stages (Hongsanguansri, 2013) as follows.

1. Preconvention level: the well-behaved of children is forced by being punished or rewarded and as the primary consideration to obey the rules or orders of adults.

The first stage: Punishment and obedience orientation (age 2-7) children are well behaved and follow the instruction of adults for fear of being punished. They do not understand the consequences of actions to others. The effect on their body only that determines what is good or bad.

Second stage: Instrumental relativistic orientation (age 7-10). Children's well behave depends on giving awards and compliments. Children will have a good relationship with others who rewards them. They do what they expect to bring satisfaction to themselves only.

2. Conventional level: children can understand the expectations of other people in the family and society. Accept the rules and values of the society. Children in this level can understand the expectations of others, and brought into their good conduct. However, they also need for parental control.

Third stage: Interpersonal concordance orientation (age 10-13) children's well behave depends on wanting to be liked and accepted by parents, friends and people they know. They can take the expectations and behavior of others into consideration and adjust their order to be liked and accepted.

Fourth stage: Law and order orientation (age 13-16). Children's well behave depends on the obedient to the rules of the society and feeling of the need to maintain social discipline, and violations of the rules will result in damage to society.

3. Post-conventional level is able to determine the value of personal virtue, ethics, reason for considering, the moral by themselves without any external power.

Fifth stage: Autonomous and social contract orientation (age 17 and above). People would feel responsible to follow the standards of society aiming to social peace, and the benefit of society rather than personal profit.

Sixth stage: Universal ethical principle orientation (adult). People behave with adherence to conscience and universal moral principles such as justice, equality, and respect for the dignity of individual.

2.3.5 Concepts and Theories of Learning

Mental development is related to learning from experience. Learning theory, which describes the development of the mind and personality (Hongsanguansri, 2013) are as follows.

Classical conditioning is learning by creating conditions that links between stimuli. For example, the experiment of Ivan Pavlov discovered that when dogs see the food when ringing the bell, dogs are hungry and salivating. When repeat this process for a while, later, when the dog hears the bell ring alone, it starts salivating. Individuals may respond to certain stimuli by creating the conditions. If a child had been punished severely in a cramped room and fall very frightened. Once in the room again, he feels fear without being punished. If people who abuse drugs in a certain atmosphere, he wants it again when being in the atmosphere again.

Operant conditioning is learning that a certain behavior is repeated once it was rewarded in the past. BF Skinner, who discovered the theory, studied of animal behavior and found that, at first, animal uses trial and error strategy. When a certain behavior causes the desired results (reward), it will reinforce behavior positively. When child gets more attention when they are behaving well or won something, they will behave in the better way.

Social-cognitive learning is learning by imitating others, as children learn to fear snakes or other creatures because surrounding people seem to fear such animals. The children do not need to understand at the first place how dangerous these animals are.

2.3.6 Reinforcement Theory

Reinforcement Theory (BF Skinner, 1904-1990) (Vandebosch & van Cleemput, 2009) said reinforcement is one factor that shape human behavior. In general, the rate of human behavior is due to respond to the environment, which is typically sequential. What makes the response rate changed from the usual is called reinforcement.

The essence of the theory is: the frequency of a particular behavior is determined by the results of the action. If the behavior does get positive results such as the award or compliments, the action will be more often to exhibit. Conversely, if the behavior results in a negative result, as the rebuke or punishment, such a behavior is gradually suspended.

Therefore, the results of the action can be classified into two types: positive reinforcers (reward) and negative reinforcers (punishment). Saksri Boribanphotkate and Surapon Patanwanich (1995) states that if children learn by observing adult's violent behavior, especially parents use power over to punish and it works, they learn and accept the violence. Similarly, the use of violence by children are not being punished by society, it is believed that the use of violence to increase.

2.4 The concept of social, psychological and environmental factors

Person can survive and live on their own, even faced with the problems in everyday life because of three factors (Neera, 1996; Limpanawannakul, 2004)

- Biological factor
- Psychological factor
- Social factor

2.4.1 Biological Factor

Biological factor refers to the physical characteristics of each person, which may be influenced by psychological and social components. This is consistent with psychological theories, including the theory of Thomas and Chess (Hongsanguansri, 2013), said that how the nature temperament will influence the development of the mind also depends on the parents that are compatible with children

or "goodness of fit", in other word, can adapt to the temperament of the child or not. Temperament is the manner determined by biological factors, i.e., the genetics. The same egg twins have basically the similar emotion more than different eggs twin. It is found that the some temperament are related to some gene polymorphism, e.g., it is found that certain characteristics such as temperament features often go on as people is growing, but is subject to change based on environmental factors, such as, nurturing, social interaction, etc.

Alexander Thomas and Stella Chess studied the behavior of the child from birth and characterize the mood of the child using nine indicators include the following.

Activity level is the movement or how fast when they are doing activities. How long can they stay active and stay still.

Rhythmicity is frequency of doing activities such as eating, sleeping, toilet and so on.

Approach or withdrawal is a reaction to the unfamiliar stimuli whether to approach or to avoid.

Adaptability is the ability to adapt to a changing environment.

Intensity of reaction is the intensity of emotional reactions to various situations.

Threshold of responsiveness is the intensity of the stimuli that encourage children to react.

Quality of mood is a whether children are in a good mood and friendly, or irritable mood and furious to others.

Distractibility is whether children is distracted from stimuli easily or not.

Attention span and persistence is the duration and continuity of children to the activities.

Thomas and Chess characterize the temperament into three categories.

Easy temperament: children are eating, sleeping, toilet regularly at the schedule. Be able to adapt quickly to the changed environment. Approach toward a new stimuli with curiosity. Have a good mood and friendly. No aggressive respond to various stimuli. It is found that 40 percent of children belongs to this group.

Difficult temperament: These children are eating and sleeping irregularly. Difficult to adapt to the changed environment. Often avoid an unfamiliar stimuli, get annoyed easily, have a strong responds to various stimuli. About 10 percent of children belong to this group.

Slow-to-warm-up temperament: These children are slow to adapt to the environment. They are likely to avoid unfamiliar stimuli. Get annoyed easily, but not have so strong responds to various stimuli. They usually are shy. It is found that 15 percent of children belong to this group.

2.4.2 Psychological Factor

Psychological factor refers to the feelings, emotions, mental health, and personality of the individual which occurs during the physical and social development. Psychological factor consists of:

1. Relationships between parents and children.
2. The psychological and social stimulation (Early stimulation).
3. The attitude of parents. Adapting to problems and obstacles of life.
4. Home environment, interpersonal relation between family members.
5. Recent events in the life of the family, or traumatic experience.
6. Knowing self and value of ownself.

2.4.3 Social Factor

Social factor means various factors affecting the lifestyle of individual in order to live together with other people peacefully, part of which is affected from body and mind factor of the other people in the society, including:

1. Interaction and relationship with family
2. Social norm of child nurturing
3. Education system
4. Traditions, culture, religion, values, beliefs.
5. Political System
6. The geography of the country. The physical condition of housing.
7. Social welfare system

Environmental factors include environmental issues around the children, range from the family to the society. Here we will discuss about the factor from the family and parenting.

Family is the smallest basic unit of society. It is the first priority is to build character and personality. If children life in the abnormal family environment, such as divorce, abandonment, they cannot support each other mentally. No amicable ties, even when a crisis occurs in the family.

These factors lead to the lack of love and warmth, result in the recklessness, a dependent personality, which always depends on others. Most women with family issues will act as an irony to the passing life. They are easy to be abused

Parenting and relationships between children and their families affect the development of personality and mental health of children. For example, parents who love their children too much, protect every step of child, care, help, and control everything, will result in a lack of self-confidence and having to rely on others all the time.

In short, the concept of psychosocial factors believe that physical, psychological and social factors affect the ability to determine the way of life and individual problem resolutions. How strong the affection is depends on the individual experience and the form of such factors.

2.5 Concepts and Theories about Stress and Coping with Stress

Many researchers have studied and suggested the definition of stress which can be concluded that:

Stress is a lack of balance, both physically and mentally, which cause the body try to make it back to balance. The imbalance can be physical, i.e., biological changes, and emotional changes. This lack of balance is caused by the person himself or environment. Normally, individuals can protect own self in some degree. But when these changes exceed the limit or resources that can be used to protect against it, such as confronting a threat, dissatisfaction, being under pressure, it fails to preserve the balancing state and show output as a stress.

2.5.1 Origins of Stress

Stress can be caused by triggers in both distress and eustress type. Event that causes an imbalance may be a good event such as getting reward or unexpected marriage as well as a bad event.

There are various criteria for stress causes classification. For example, divide by external and internal factors and by specific causes.

For external and internal factors, the factors that affect stress include illness, disability, loss, intellectual limitations, attitude, and guilt. The external factors that affect stress are relationships, career, economic and society. However the external factors also have consequences to the internal factors as well. The key variables include attitude (optimistic or pessimistic), steady and strength of mind. Therefore, the same external factors may become a stress or not.

On the other hand, classification by specific causes includes physical factor, mental factor, illness, traditions, economic, migration, and career.

2.5.2 Stress Coping

Stress coping is the holistic effort of cognition and behavior to deal with the problem both outside and inside in order to reduce conflict within the mind. These thoughts and behavior are for control or eliminate or alleviate the tension, reduce pressure, and return to equilibrium. Stress coping, according to the principle of Lazarus and Folkman, is divided into two stages: assessment of the situation, and taking action on coping. (Strongman, 2003; kijkaew, 2007)

Stress assessment is divided into two levels: primary assessment and secondary assessment. The primary assessment is to use knowledge and experience to decide whether stress affects himself or not. Is there any danger caused by the event or not. Secondary Assessment is to consider options to deal with the events, advantages and disadvantages of each coping method, then assess whether the coping can actually reduce stress or not.

Coping action step is taking into real action to reduce the stress or the cause of stress. Two main categories are divided according to the aim and goal of the coping, including problem-focused coping, and emotional-focused coping.

Problem-focused coping is an attempt to reduce the severity of the threat, both in thinking process and action, such as finding information to understand the issue, seeking for some resources, fighting, attempting to change the circumstances which may lead to the resolution.

The emotional-focused coping is to create change within one's mind. Aim to reduce the unhappy without changing external circumstances. Can be a new interpretation to understand the situation in another aspect, avoid thinking of the problems, divert the attention to concentrate on other things such as an exercise, hypnosis, drug addiction, seeking support from others.

Experience, ability, and emotional intelligence have a profound effect on the coping. Individuals with good emotional maturity, learned from the stress experienced in the past or have tackled stress before, have a good mental health, good adaptation, are likely to be less affected by stress and be able to deal with stress better than people without these skills.

There are several development of coping measurement from the gathered literatures such as (Rojanapornpan, 2009; Chaonirattisai, 2014; Limpanawannakul, 2004). A measurement that is suitable for adolescents belongs to Frydenberg and Lewis (Neill, 2004), who has studied the coping strategies of adolescents based on the theory of Lazarus and colleagues. Together with the development of the adolescent development theory of Erickson (McLeod S. , 2012), and research on the problems of adolescence (Mingmuang, 1997) (Lewis & Frydenberg, 1996), it can be concluded into 18 ways of coping styles in adolescents.

1. Seek Relaxing Diversion
2. Work & Achieve
3. Solving the Problem
4. Physical Recreation
5. Investing in Close Friend
6. Focus on Positive
7. Seek to Belong.
8. Seeking Social Support
9. Seeking Spiritual Support
10. Seeking Professional Help
11. Social Action

12. Wishful Thinking
13. Keep to Self
14. Self-Blame
15. Worry
16. Ignore the Problem
17. Not Coping
18. Tension Reduction

A study by Frydenberg and Lewis (Lewis & Frydenberg, 1996) has categorized 18 ways of coping into three groups.

1. Solving the Problem or Problem Focused
2. Reference to Others
3. Avoidance or Non -Productive Coping

2.6 Concepts and Theories about Violence among Children and Youth

2.6.1 Violence among Children and Youth

The definition of violence among children and youth in various studies Karn Chaonirattisai (2014) and Pimwan et al. (2012) refers to the act of a person between the age of 10-24 years that intentionally and physically use the power against other people or group of peoples or communities and results in the injury, death, or serious abnormal mental development (WHO, 2008). The youth can be the victims as well as the perpetrator and observer.

For Thailand, “youth” means people of age 18 to 25 (Ministry of Human Development and Human Security, 2008). Violence among children and youth has diverse styles, includes behavior such as verbal violence, physical bullies, slapping, hitting, and fighting. In addition, violence among children and Youth also include the terrible violence, such as theft, raping and killing.

A form of violence among children and young people often found verbal harassment, extortion, smash, hit, slapping, assault, both between individuals and within groups, harassment and sexual violence, etc. A study by Penchan and her colleagues (2008) focused the magnitude of the problem of violence among children

and youth. It is found that 30.4 percent of children and youth admitted they have hit or smash another at least once in three months. 22.4 percent admitted to participating in a contending. 21.4 percent had thrown bottles or objects to another. 18 percent had threatened a friend using verbal or weapons. 15 percent made injury to others in the fighting.

In Thailand, there are misconceptions about violence among children and youth. From the study (2008) found that, in the perspective of children and youth, violence has symbolic meaning both for the individual and society. Violence represents the identity of the man, maturity, leadership, and being recognized by the society, which is vital to the nature of children of this age.

In this research, it is also found that the violence has been viewed as phenomena occur in only specific groups. Using the framework of rigorous social standards, many adults are trying to make society understand that violence is caused by specific groups of such children and youth who do not obey their parents, do not attain school classes, unruly or aggressive. It is a source of bias that violence among children and youth is limited in such a specific groups. This belief is set as a standard of the mainstream society.

Therefore, violence was managed by "changing" them in a certain way that strict to adult standard. If it cannot be fixed, they tends to "ignore" the problem. Finally, ignorance creates more violence to society. According to information of Technology Center Department of Department of Juvenile Observation and Protection (2014) found that there are children and youth being prosecuted all over the country in total 37,433 cases.

Information from the Provincial Children and Youth track by Ramjiti institutions during the 2006-2007 (Child Watch project , 2014) indicate that children are sent to the juvenile hall at rate 67.85 per hundred thousand. While the rate increase to 288.64 per hundred thousand during 2008 to 2009. It can be seen that during these 3-4 year the rate of children being sent to juvenile hall rises up to four times. It is found 4653 cases for the offenders aged 10-15, 32780 cases for age 15-18. There are 6848 cases for crimes against property, 4322 cases for offense against life and body, 1,474 cases for sex offense, 977 cases against peace, freedom, reputation and

administration, 16,699 cases for drug offense, 2667 cases for explosives offenses and 4446 cases for other crimes.

From the study on the socio-cultural dimensions that affect violence by Ministry of Social Development and Human Security also found that the child victimization or being in an environment that has seen fierce are misled to the understanding that the problems can be solved by violence. The exposure to various media and gaming makes absorption and imitation of violent behavior unconsciously. The attitude of society that violence is of particular age and groups makes the ignorance to the problem. It has to be prevented and solved by creating a deeper understanding and awareness of the issue. The social space must be allocated in a positive way for children and youth with social mechanisms, surveillance system that monitors the school, family and social lives of children and youth closely in order to prevent the violence among children and youth effectively.

2.6.2 Theories about Violence in the Media

Media is a publisher of information to expose the truth to society. However, the media is a double-edged sword. Providing the truth is one thing, but to offer the role model for society to follow, both positive and negative, is another story. There is a debate over whether the media should present violence or not. Supporters said the audience need to choose and criticize what to watch. Protester said the audience are people of all social classes, which have different levels of intelligence and maturity, which may not critically think in the same way. (Siriyiwasak, 2000).

There are also researches that supports that violence in the media influences youth violence by imitations. There are many theories that explain the relationship between violence in the media to convey to the violent behavior of the audience. We summarized them as follows:

1. Catharsis Theory

Feshbach and Singer (Carter for Teaching Excellence , 2012), said that the characteristics of media that is used to release aggressiveness and violence will happen for the lower class than the middle class. This is because people in the middle class have the ability to control or repress the expression of violence better than lower class in the society.

2. Aggressive Cues or Stimulating Effects Theory

Leonard Berkowitz (Berkowitz, L., 1962) (McLeod S. , 2012) proposed the theory with the presumption that exposure to an aggressive stimulus will activate the mental and physical stimulation. It may even show up in the aggressive behavior. For example, watching a boxing match may stimulate the emotions of the viewer to have an aggressive behavior.

The relationship of the stimulus - response (SR) theory does not mean to encourage violence to happen to those who are watching the same show in the same way. People who are under pressure or nervous at that time often tend to react more aggressively.

3. The theory of learning by observation. (Observational Learning Theory)

Bandura and Walter (Bandura, 1997) proposed the theory with suggestion that people can learn aggressive behavior by observing the behavior in the aggressive media.

4. Reinforcement Theory (Reinforcement Theory)

Joseph Klapper (Klapper, J., 1960). played an important role in supporting the reinforcement theory by saying that violence on television and various media usually do not increase or decrease the violent behavior of the audience significantly. What is the effect of mass media is to reinforce of the aggression or reinforce the existing anti-violence of the receivers (increase faith in action).

5. Cultivation Theory

Gerbner et al (Gerbner and other, 1980) has developed a theory of cultivation by the assumption that the media, especially in television news, has instilled the idea of the audience about the real world. The influence of television in this modern society spread into almost every household regardless of socio-economic status of the receiver.

Content of crimes, conflicts, sex and etc. make the audience feel that the world is filled with violence, conflict, insecurity of life and property. This theory is different from other theories mentioned above in the sense that media violence does not affect the behavior of the audience. On the other hand, it affects the mood of fear, trust and mistrust of each other, according to the stories that have been learned from the media.

Data from in-depth interviews from the organization communicators by Karn Chaownirattisai (2014) provided interesting data that Facebook, Instagram, YouTube, and new media applications such as Chat are in the children's daily life. It is included as a part of life. While parents do not know and possess those technologies, it causes a gap in the care and guidance of children. It is part of the reason why children do not obey their parents, because they think their parents do not have knowledge, so parents should adjust to keep pace with new technology, teach children whether the content is good or bad. And teach media literacy, such as the idea that the film is trying to deliver, the hidden agenda behind the advertisement to practice critical thinking skills to children.

The media, especially social media influence Thai children and youth very significantly. The media can be charged directly at the audience, like an ammunition or syringes injection proposed by (Chaownirattisai, 2014; Siriyiwasak, 2000) Effects of media can be divided into three parts.

1.) Harm from innovative technology: All children can easily access the media via tools such as Smartphone and Tablet. The children at this age cannot distinguish what is good or bad, so the parents must closely supervise.

2.) The danger of the content being presented instantly: Because the media is very quick, but contains low-quality content like instant noodle. The media also present violence and sexuality continuously. This will affect children and youth. The media must be more aware of ethics in itself.

3) The harm from parental neglect: With rush lifestyle, the parents may neglect their children, by allowing media consumption for too much. Some parents need some time to work and to concentrate on doing something. Therefore they let their children consume media, in order not to distract them. These are risky situation and extremely dangerous. Thai media often present joke. Based on the severity of the violation, the rights of others, or a bad joke, for example, some items are violent. They use obscene words, violation of women's rights and other violence while it seems so funny and entertaining. But children do not have the maturity to discern the violence behind the scene, so they imitate it.

These are the effects from media content. Some media injected into the child's behavior directly and may cause immediate results, such as violence,

infringement. In some cases the media content implant characteristics (cultivation), which may result in long-term, such as demand for white skin, the materialism. It is found that Thailand has a very weak law to regulate media. We still can see the media with violence and propaganda steadily through media. In the long term if the laws are not applicable in this instance, children fall in even more worrisome.

In summary, the effects of media violence on children today are quite high. Both from the mainstream media, TV, and social media. We cannot expect to rely on uncontrollable factors such as media and advertising ethic, which affected by marketing factors. We should have attention to factors that are controllable, such as, care from their parents, including adaptation to advanced technology, taking the time to be part of the activities with the children. All these will help reduce the gap between parents and children. Make them be able to discuss many issues and would be happy to feel intimate with parents.

2.7 General Information of Social Media

New media are playing a key role into all circles in the society. The daily life and business operations, especially the popular media, use marketing communications to promote and use online marketing activities in many forms. However, the use of social media (social media) as a part of business process has many limitation.

Social media (Pawannay, 2014) (Trakulchokesatien, 2014) refers to electronic space for sharing in society, which may be sharing content (files, tastes, opinions), or in social interaction (group), where users can express their own identity, interact with each other, or share information with others.

Social Media is very popular in Thailand. The statistics from socialbakers.com found that the rate of growth of Facebook in Thailand is about 9%, demonstrating the interest and popularity of communication with social media increasing steadily. By the nature of human as a social animal, we prefer to gather in groups, to communicate and share information to each other, and to express identity. In the past, when people write on the cave wall, then developed into the church wall and book, spreading idea to others takes a long time. Now people write on social

network through mobile apps or web apps, which linked to the world, what we shared spread quickly and are more powerful.

Social media, not only be the way to communicate, but also be a way to help education, searching, finding job, and also affects social institutions in many areas such as health, family, religion and culture, which are required to keep pace with technological advances and social changes. In addition to the benefits, it also has a negative impact on users as well.

Mobile social media is capable of connecting to the Internet easily and conveniently than in the past, making the Facebook, the most popular social media website in the world, predicts that in the near future, Mobile Internet usage is higher than the use of internet via personal computers (PC). This prediction is consistent with the assessment of the research firm IDC, which revealed that mobile internet users in the United States will overtake Internet users via PC by the year 2015. IDC (Internet Data Center: The organization offers protected storage of data on the server to the client) predicts that the number of users of mobile Internet will grow at rate of 16.6% per year between 2010 to 2015 by the impact of the consumer adoption of smart phones and tablets. The number of Internet users on the PC is gradually decreasing because the lack of convenience.

According to the legal use of social media, the use of social media must not cause affected or suffered to others in such shameful, contempt, incite a brawl, or illegal conduct. Social media user must be careful to share the data. Communication must not violate the rights of others. Reader needs to read consciously to avoid misunderstanding.

The identity of social media is the freedom of expressing the opinion, which may lead to other's damage. To penalize those who causes damage, victims must report the complaint and conducted by the Crime Suppression Division to prosecute crimes committed via the technology.

2.7.1 Trends of Facebook Usage in Thailand

Asia is the region with the highest number of Facebook users, reached 278 million by the results of research conducted by Vincenzo Cosenza of "World Map of

Social Network", reveals that Facebook is a Social Network that has been most popular in 127 countries out of 137 countries.

In Thailand, number of online social network user in the second quarter of 2014 is as follows.

Facebook has 30 million users. Among this number are 28 million mobile users. The daily active users are at 19.8 million.

YouTube user has 26.25 million users. People use video upload 3.4 million per day. Monthly visitors 7822 million times per month, and the number of video viewed per month is up to 1506 billion times.

Twitter has 4.5 million users and the number of people who tweets in Thai language is at 3.4 million.

Instagram has 1.7 million users.

According to the information from the Digital Advertising Association (Thailand) and website MarketingOops.com that conduct the insights research undertaken by TNS survey on the habits of Facebook users in Thailand, found that people spent time on Facebook longer than ever. People access from various locations, and during different activities throughout the day. People spend time on Facebook much more than other media including newspaper, magazine, and TV.

2.7.2 General Information on the Website Facebook

Facebook.com is a social networking site that has been used widely. Most children can sign up for Facebook because the sign-up process is not complicated. The procedure is as follows.

Step 1 Go to www.facebook.com.

Step 2 Fill in the personal information and a valid E-Mail.

Step 3 The system will let us confirm to E-Mail used to sign into Facebook. Check e-mail and then click the link to confirm your subscription.

Step 4 once verified, Facebook is ready to access. User can then proceed to add the friend, talk, chat, and comment on the Facebook immediately.

Table 2.2 The number of students in each grade

Grade	Boys	Girls	Total
Special class	4	3	7
Kindergarten	49	53	102
Grade 1	36	36	72
Grade 2	38	33	71
Grade 3	26	32	58
Grade 4	38	36	74
Grade 5	40	34	74
Grade 6	48	38	86
Total	279	265	544

2.8 Context of Wat Suwannaram School

Wat Suwannaram School (2014) is a medium schools under Bangkok Metropolitan Administration. There are 593 students, 300 male, 293 female students, 29 teachers, 2 mentors, 3 temporary mentors, 5 properties division peoples, and 4 cooks.

In academic year 2014, there are 544 students, which are 279 boys and 265 girls. The number of students in each grade is as shown in table 1.2.

2.8.1 The Overall Community

The community around the school is a large slum. Well-being of each family is rather poor, crowded with houses and resembles a slum. Most parents graduated primary school. Average income per family per year is around 12000-36000 baht. Average number of people per family is three.

The school is located nearby Thonburi railway station, Suwannaram temple, Siriraj hospital, and Bangkok-Noi district Office. The main occupation of the community is the daily employees. Most are Buddhist. Local culture that is generally known are Toss bowl, sword dancing, metal bowl, racing horses.

2.8.2 School Opportunity Factors

Wat Suwannaram School received good cooperation from parents and the community, together with supports from Suwannaram temple, director of education in the provision of scholarships, and various supporting the development of students. The school is also close to various resources that enable students to gain experience outside the classroom, including Suwannaram temple, Bangkok-Noi district office, stone bowl maker, Thonburi railway station, Salanamyen market, Siriraj hospital, Fleet ceremony division, Bangkok-Noi police station, Bangkok-Noi post office.

2.8.3 Barriers of learning of the School

The school has a relatively limited space so that sometimes not very convenient to organize events. The area around the school community is slum, which is particularly vulnerable to drug abuse.

Most parents have low income, being daily workers or trading, which is a profession with uncertainty. Most parents graduated elementary school. Some families ignore the children, leaving them alone during working time. In some families, parents are divorced. Children must live with their grandparents. The lack of care and warmth causes students behavior problems. Most students live near school with crowded community. When caught fire, it affects students and their families to have suffered and homeless.

The increasing problems is that students spend time in an improper way. After class, they go to internet cafe to play games. School cannot implement the prohibition. The consequences are that student absences, lack of accountability, low achievement, and unwanted behavior such as theft, lying, lack of attention are occurred class.

School personnel do not reach the requirement. Some subjects do not have teacher with specialized capabilities such as mathematics, music, physical education. Some teachers lack of knowledge and expertise in using the media and advanced equipment that appropriate to the subject, especially, the modern media technologies.

Schools attended special education program for students with special needs, which currently has an increasing number of student to attend. Schools cannot accommodate the needs of all parents.

2.9 Research on Cyberbullying

2.9.1 The Study of the Cyberbullying in foreign country

Peter K. Smith (Smith, Mahidavi, Carvalho, Fisher, & Russel, 2008) conducted a study on cyberbullying: characteristics and effects in high school in 2008. In this study, cyberbullying refers to the use of communication devices and the internet to bully others. Studies in the past often concerned about the prevalence of the use of text messages and emails in annoyance.

In this study, two groups of students aged 11-16 are surveyed, with the first group of 92 students from 14 schools enter the focus group, the second group of 533 students from five schools to confirm the findings from the first group with a larger sample, and to investigate the relationship between cyberbullying and the use of the internet in everyday life. In both groups, the way to conduct cyberbullying is divided into seven channels. The results showed that the frequency of bullying on cyberspace is less than traditional bullying, and usually found outside school than in school.

Phone calls and text messaging are the most frequent, as well as the apps. The use of the video clip, although less common, but has more impact. The gender and age in the first group found that cyberbullying usually made by a few people of the same age. The annoyance usually takes about a week or longer. In the second group found that the victimization of cyberbullying are victims of traditional bullying before. Most students proposed that blocking or ignoring those messages and consult people is the best way. However, many victims do not tell anyone.

Eric Rice and colleagues (Rice, Peterin , & Rhoad, 2012) conducted research in 2012 to study the relationship between gender, race, sexual identity, technology used, patterns and behavior on children that has experienced of cyberbullying in lower secondary school. Data was collected from Los Angeles Unified School District middle schools in 2012, along with the exploration program of risk behavior in youth.

Data were analyzed by logistic regression to examine the association with cyberbullying offender, victim, and victim that also offend. The study found that 6.6% are victims, 5% offender, and 4.3% for both. Cyberbullying is often conducted on

social media such as Facebook and text messaging. All the three groups had similar behavior that is to use the Internet more than three hours per day.

Transgender students and submit more than 50 messages per day has the risk of victimization cyberspace. The victim-offender are usually female.

Caring for victims should take into account gender and sexuality, and should give correct knowledge to students who use the internet and text messaging regularly.

Bonnie and Holfeld (Bonnie J. & Holfeld, 2014) conducted a research in 2014. The report states that the more access to technology leads to the more dangers of cyberbullying as well. We still do not know exactly about the perspective of children on cyberbullying, and how is the common experience of cyberbullying.

In this study, the psychometric measurement is used in the bullying and victimization of children. The frequency of such behavior in Canada's grade 5-6 at the start of the school year (714 people) and the ending school year (638 people) are measured. Cyberbullying is found relatively constant throughout the academic year. The most common cyberbullying found in grade 6 mocking or humiliation. Such as spreading rumors, posting ugly picture, rather than aggressive behavior.

Donnerstein (Donnerstein, 2012) conducted a research study and gather interesting information of cyberbullying. In this research, cyberbullying means any action over the electronic media, conducted by a person or group that shows aggression, hate, to cause trouble or disturb others. There are eight types of behaviors that includes in cyberbullying.

1. Sending emails or text messages to intimidate others.
2. Spreading rumors about others.
3. Spreading dangerous comments that cause damage on others in the public debate.
4. Impersonating the victim online by sending messages that cause a negative response to another person.
5. Interfere with each other during a live chat.
6. Encourage others to send unsolicited emails that show threatening to others.
7. Delete an account on the website.

8. Sending pornographic, images, or other graphical material to publish

This research presented results of a survey in the United States, Europe and Australia, which pointed out in some areas that reported 10% - 35% of youth were cyberbullied. More interesting result is the amount of 10% - 20% admit to the fact that bullying due to gender differences are very few. The number of cases about cyberbullying are equal between both female and male.

From 10 years information studied about victimization by Jones and colleagues, found that while sexual solicitation and unwanted exposure to pornography was dropped, the perpetrator of the abuse online has increased. During the period of 10 years, girl victims have increased, as well as the victim through text messaging. Most common place where cyberbullying is found is at school, but cyberbullying is found less often than traditional bullying. The key question used in this research is: why people turn to cyberbullying rather than confrontation? There are many reasons that support this shift, e.g., the anonymity which makes victims unable to counter it, the better chance to reach their goals, not depending on place and time, no one take action in regulation. Perpetrator pretended not to see the consequences on the victims, so it may result in worse than expected. Another reason is because the diversity of channel available for bullying.

This study also focused on the effects of cyberbullying, which found that the impact is similar to that victim of other bullying. However, the results showed that depressive symptoms are more severe because they can be bullied even in the safest place. There is nowhere safe anymore. The authors noted the simple criteria to classify who is experiencing cyberbullying as follows.

- Negative emotions such as being silent, isolated, and vacant.
- Grade dropped.
- Insomnia.
- Isolate from society, friends, school.

The more specific symptoms include,

- Phobia on mobile, computer or electronic devices.
- Be worried or pressured when reading the email or message.
- Do not want to talk about computers.

This study has suggested that:

- Parents need to talk with their children about using the Internet
- Parents have the catch up the technology.
- Parents should talk about the content that children are viewing on the Internet whether it is appropriate or not.
- Observed what children have faced on the internet. If not on screen together, use software to track.

For personnel who are knowledgeable about the Internet and technology should acknowledge people about security on the Internet. Recalling that many problem occurs not because user unable to use, but because the issue is to complicate and spread too much. The most effective prevention is to think carefully before posting or sending anything to the Internet because any information can result worse than expected. Remember that anything post on the internet cannot be deleted if friends already see it and share it.

An interesting meta-analysis research of Mitch van Geel and colleagues (Geel, Vedder, & Tanil, 2014) studied the relationship between traditional bullying, cyberbullying, and suicide in children and adolescents in 2014.

In paper has pointed out the issue of whether the victimization affect suicidal thoughts or a suicide attempt or not. The purpose of this research is to show the relationship between the cyberbullying victimization and suicidal thoughts or suicide attempts are related or not, by means of a meta-analysis to the results of other studies. Data came from Ovid MEDLINE, PsycINFO, and Web of Science using that keyword. bully *, tease *, victim *, mobbing, ragging, and harassment. More than four hundred relevant documents are divided into two categories. The first category study of the relationship between the relationship between victimization and suicidal thought, has 287,375 samples. Another category study the relationship between victimization and suicidal attempts, has 70,102 samples. Using statistical odd ratio conclude that the victim has suicidal thought 2.23 times over those who is not bullied, and suicide attempts was 2.55 times over those who is not bullied. These information shows that the ratio is not depend on gender, age, and education.

Duong and Bradshaw (Duong & Bradshaw, 2014) conducted a research in 2009. This work was to study the cyberbullying that affect the suicidal behavior

among transgender, and the relationships with surrounding people which reduces the severity of the behavior. There is just a few researches on this subject in transgender. Most studies focused on traditional bullying, not cyberbullying.

The study mention the Stress buffering theory, said that finding someone to support makes the suicidal behavior to reduce. This study is more specific, study for cyberbullying on transgender by sampling method. The entire population is high school student professed transgender (LGB) in New York, USA. The surveys was done by the New York City Youth Risk Behavior Survey in spring 2009, then use multiple logistic regression to analyze data.

The result of the analysis shows that both cyberbullied and traditionally bullied group that is transgender (LGB) have high suicidal attempt. However, if they have joined consultation in school and talk about the problem, the chance to commit suicide can be reduced.

This study has also suggested that there should be staff in schools that engage activities for gender diversity. So that they can reveal to public, able to approach advisor and teacher at school. The support, encouragement, counseling reduces the ideas and attempts to commit suicide.

Völlink and colleagues (Vollink, Catherine, Dehue, & Jacobs, 2013) studied the relationship between stress and coping strategies (325 samples) and how to face problems when dealing with cyberbullying in particular (sample 88). The sample was gathered from students aged 11-12 from South England in Netherlands. They also studied the effects of coping with depression and health problems of the victims of cyberbullying (88 samples). This study was investigated using questionnaires and statistical analysis provided by the following bullets.

- To find the perpetrators of the cyberbullying used four items from Smith, Mahdavi, Carvalho, and Tippett's (2006) Cyberbullying Questionnaire.
- In a study of coping stress of everyday life and coping methods to deal with cyberbullying, use the Utrecht Coping List for Adolescents.
- In a study of depression, use the short version of the Children's Depression Inventory.
- In a study of health complaints, use an English version of the short Questionnaire on Experienced Health Complaints.

To analyze data, they use of statistical analysis of variance (ANOVA) and two hierarchical multiple regressions, mediation analysis to analyze demographic variables. The descriptive statistics by age and gender use Cronbach's alphas.

The results showed that the victim is primarily deal with emotions. The study also found that coping with the emotional avoidance and suppressed feelings in everyday life resulting in suppressed more when faced with cyberbullying. The victim can be even more depressed and health problems. The results of this study emphasize the role of teaching children to use effective coping strategies to manage stress in everyday life. This helps them cope better when faced with cyberbullying.

For the qualitative research about awareness of cyberbullying in youth, Vleemput and Vadebosch (Vleemput & Vadebosch, 2008) conducted a study in 2008 on students in upper elementary through high school and vocational school children aged 10-18, 53 people attended a focus group. The purpose of the study is to educate children with different age group to have a better understanding about cyberbullying and how to deal with the problem. In this Focus group requires a profound view of the sample group on the details of the mobile internet, practices and values about electronic media. The author approaches on various issues from the daily lives of children in the media and technology. Then talk about the issues on cyberbullying to find someone who has experience as an observer, victim, or perpetrator of cyberbullying. Information from the focus group be transcribed and enter the program led to Atlas - Ti. The analysis consists of the negative view on the Internet and mobile phones, children can tell that the perpetrators of cyberbullying must be intentionally commit it. Perpetrators are often the same age. There was a pain when cyberbullied. And that action caused by the inequality of power.

2.9.2 The Study on Cyberbullying In Thailand

The study on cyberbullying in Thailand was started in 2009 by Dr. Wimolthip Musikaphan (Musikapan, 2009) conducted a quantitative study in 2000 samples using descriptive statistics, and a qualitative study using in-depth interviews with 14 youth of aged 12-24 years. In Thailand, the study found that 50% of sample group had direct experience with cyberbullying more than one time per month and 58.51% had bullied via mobile phones. 60% of the sample know that cyberbullying is

a bad behavior and should be stopped. However, 35% of the sample accepts this behavior. In the qualitative study will show the cause of the problem and responding to the issue of youth and so on.

In this study also reported that the abuses are a form of cyberbullying and has been the most popular of Thailand. It also found that 25% of respondents had been a victim of gossip and abuses. 21% had received harassment text message, 10% have taken personal information exposed to public, 10% had been impersonating vilification, 13% had been taunted and threatened, and 13% had been removed from the group, etc. In the survey found that the role of the victim and the offender is in loop. 40% said that if they are bullied, they will revenge. All this is because children do not know how to solve problems so they decided to return for revenge. Only 5% never tell the teacher, conceal and wait until threatened to quit without retaliation. More than 43.1% of the sample stated they had been cyberbullied.

It also found that those being bullied and are bullies. Even they know that this action should not be done because it cause problem to victim's mental health. the study found that cyberbullying behavior is due to family problems, especially in vocational students, more than 24% felt that their parent do not understand them. Parent scold to them, and contend to each other.

The subsequent study of Nantanan in 2009, studied cyberbullying of youth in Bangkok. (Songsiri & Musikaphan, 2011) This research was conducted on adolescents aged 15-24 and their parents aged 37-63 in the quantitative study of 1,600 samples with descriptive statistics, and a qualitative study using 60 in-depth interviews. The objective was to study the relationship between personal identities, family context that affects cyberbullying. The result describes the nature, frequency, severity, and the prevalence of cyberbullying.

The study found that there is significant number of cyberbullying. More than half of the students had seen or observed the cyberbullying that happen to their friends. About 11% of students have experienced or have been using harsh or rude messages through electronic media to interact with others more than six times per month. Moreover, the relationship between cyberbullying and other various factors such as duration of using Internet, family relationship, and violence in the family, family income has been discussed.

In 2010, Pongkamol (Surat, 2010) studied the qualitative research as a pilot study, in order to get a description of the behavior of cyberbullying in the various dimensions; it requires insights from the participants with experience by focusing the content in detail, which is not depicted in Thailand. With specific case studies in secondary and vocational students in the public schools and private school in 2009, aged 15-22, found nine cases, 6 females and 3 males that has with direct experience in as the perpetrator and/or the victim of cyberbullying over the Internet and/or mobile phones more than once, or at least once if the event affects the themselves directly. The second part is to study people around the students, including teachers, friends and adult of five persons that knows about the perpetrator or the victim of cyberbullying through the Internet or mobile for 4 persons.

The study found that the conflict and resentment in real life then resulted in the release of violence through cyberspace via electronic devices. This is a channel of communication that threatens the identity of another person. The initial opposition in the virtual world affects the attitudes and the relationship in real life as well. The causes related to cyberbullying in this study found mainly are sexual conflict, with inappropriate solving, so become violent as a result of unsatisfied love. Instead of using direct action against each other, they use cyberbullying such as a montage nude, revealing the secret of sexual abuse, defamation via social media networks. In addition, it is noteworthy that those who commit are all male that want to hurt those who love.

Another recent study in 2013 B.E. was explored again by Nattharat Samaw and colleagues (Samoh, Boonmongkon, Ojanen, Samakkeekarom, & Guadamuz, 2014) in a qualitative way by collecting data from a group of young people between the ages of 15-24 in the central region of Thailand by means of discussion groups of 4-6 people for 22 groups, and in-depth interviews with 26 people, in total of 136 people. The study found that youth provides a definition of cyberbullying means the use of mobile phones or the internet to hurt each other. The important thing is bullying need to show the dimension of the damage and a nuisance to the victim. All this depends on the intent of the act and the relationship between the perpetrator and the victim.

This form of cyberbullying consists of the attack verbally or through the internet and mobile phones, online sexual harassment, impersonating the identity of

others, and the creation of the group that came up to attack another person. The cause of cyberbullying partly comes from that youth recognize the anonymity of cyberspace, the simplicity and ease of bullying, and as a result of the ongoing violence in the real life. The effects of cyberbullying will affect both personal, parties, and social level in terms of handling such problems. Youth are perceived to deal with these problems on their own or may have consulted some friends, but not to seek parental support. Another point to realize is that the cyberbullying problem is seen as normal in their perspective. Information from all studies, concluded that cyberbullying in Thailand are at the same stage as in the foreign countries. It is usually found in children aged 12-24. The form of cyberbullying found popular in Thailand are insulting with rude words, sexual harassment, impersonating the identity of others. All these are the action that exploit the anonymity and must be repeated by children and youth.

The study tried to find out why such a cause of bullies. There are some cases that started from the conflict in real life, especially on sexual issues. The role of the victim and the perpetrator spin in a cycle and occur at increasing rate, partly from the attitudes of youth that "if it affects me, just do it to another". An interesting findings is that victim chose to conceal it alone or choose to consult friends. Many refused to talk to parents and teachers. In the parents side also have less understanding and experiences about cyberbullying. The parents argue that their children never have this problem because they have never told. Parents also understand that cyberbullying takes place for children with delinquent behavior.

CHAPTER III

METHODOLOGY

This research aim to study the nature of cyberbullying on children in elementary school, which may have different form, cause, and effect, from the older students. This study was designed to be a qualitative research due to the following reasons.

- The study on cyberbullying is new for the elementary school students. We have not yet known the factors, or the proper measurement. It is the chance to develop a set of questions during the study process.

- In data to collecting process, not only that we need to clarify and proved the understanding of cyberbullying in children by cyberbullying expert to confirm whether the collected cases is cyberbullied or not. This process requires the interaction between researcher and participants, rather than a simple questionnaire. The qualitative research study provides an opportunity to understand the issues truly which have not been studied before.

3.1 Determine the Key Informant

Our key informants are students grade 4-6 of Bangkok Metropolitan School, Wat Suwannaram school, in the total of 200 students

The criteria for screening the participant (Inclusion criteria) are:

- Voluntarily participate
- Can read and write
- Have a mobile phone or personal computer.
- Have the Internet and e-mail accounts.
- Had experience with cyberbullying in any way of the following.

- As the perpetrator of cyberbullying
- As the victim of cyberbullying
- As the supporter of cyberbullying
- Have ever seen cyberbullying on their own.

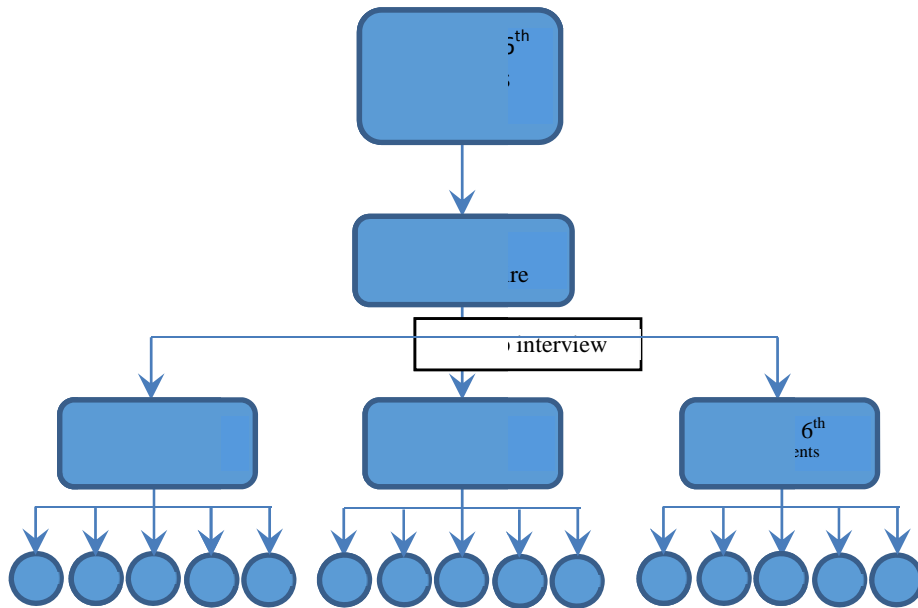


Figure 3.1 The recruitment for screening the participant

3.2 Creating a set of questions used to collect qualitative data

In the interviewing process, we use the following set of questions. The series of questions for the perpetrator, the victim, supporter, and observer are composed of the same and different part.

The sets of question for the interview

1. Perpetrator

- 1.1 What is your understanding of cyberbullying?
- 1.2 Have you ever seen any cyberbullying?
- 1.3 Do you know any form/method of cyberbullying?
- 1.4 What effect will happen after the cyberbullying?
- 1.5 What is in your mind when you perpetrate others?

1.6 Have you ever repeat the cyberbullying?, how often?,
What is the intention?

1.7 Have you ever think to do bullying, but on did not do it?
Why?

1.8 For people who perpetrate others, do you think they will
stop it? When will it be stopped?

2. Victim

- 2.1 What is your understanding of cyberbullying?
- 2.2 Have you ever seen any cyberbullying?
- 2.3 Do you know any form/method of cyberbullying?
- 2.4 What effect will happen after the cyberbullying?
- 2.5 What is in your mind when you perpetrate others?
- 2.6 How did you cope after you were bullied?

3. Supporter

- 3.1 What is your understanding of cyberbullying?
- 3.2 Have you ever seen any cyberbullying?
- 3.3 Do you know any form/method of cyberbullying?
- 3.4 What effect will happen after the cyberbullying?
- 3.5 What is in your mind when you have seen someone
being the perpetrator?
- 3.6 Have you ever help repeat the cyberbullying?, how
often?, What is your intention?
- 3.7 What is the reason behind your thought of supporting
cyberbullying?
- 3.8 What happen to the supporter after the cyberbullying?

4. Observer

- 4.1 What is your understanding of cyberbullying?
- 4.2 Have you ever seen any cyberbullying?
- 4.3 Do you know any form/method of cyberbullying?

- 4.4 What effect will happen after the cyberbullying?
- 4.5 What is in your mind when you perpetrate others?
- 4.6 Do you ever want to help the victims? How?

5. Victim those become perpetrator

- 5.1 What is your understanding of cyberbullying?
- 5.2 Have you ever seen any cyberbullying?
- 5.3 Do you know any form/method of cyberbullying?
- 5.4 What effect will happen after the cyberbullying?
- 5.5 What is in your mind when you perpetrate others?
- 5.6 Have you ever repeat the cyberbullying?, how often?,

What is the intention?

- 5.7 Have you ever think to do bullying, but on did not do it?

Why?

5.8 For people who perpetrate others, do you think they will stop it? When will it be stopped?

- 5.9 What is in your mind when you perpetrate others?
- 5.10 How did you cope after you were bullied?
- 5.11 When being bullied, do you want to revenge?

3.3 Data Collection

3.3.1 The researcher coordinate with school representatives, teachers, parents and school psychologists about the permission to do research in the school.

3.3.2 First step, data collection is answering general questionnaire to select the appropriate participants and groups.

For students and parents

The researcher distributed the questionnaires and the parental consent forms to students. The documents are sealed in the envelopes. Explain the details to students about 5-10 minutes and ask the student to write their own classes and number on the envelope, which is useful for data collection in next step.

The returning back of questionnaire is done putting it into the box provided for each room within one week after taking the questionnaire.

3.3.3 The collected data in step 1 was analyzed to divide the sample groups experienced cyberbullying into 4 groups: perpetrator, victim, sponsor and observer. If the participant has more than one type of experience, the participant is able to choose any group for focus group interviewing.

3.3.4 Step 2 is the in-depth interview. Students were divide to four groups according to their level of classroom. Each time of focus group interview contains small groups of 3-5 persons and researcher interview everyone. If more than 10 persons, the researcher choses some of them to interview.

3.3.5 During the interview, the researcher would ask for the permission for recording the conversation. Students are asked not to say the name or any other personal information of participants in the group. While being interviewed if any participants feel uncomfortable, tense, or agitated to provide data in the in-depth interviews they could quit immediately without any effect to other participants. Any participant who feel discomfort to speak out in the group and wished to provide information privately, the researcher would have other session to interview privately later.

In the interview, the researcher used the questions provided above. It took approximately one hour per one group interview.

Collected data is performed during January 2015 - February 2015, along with the verifying the completeness of the information and basic analysis of data. After that, the researcher performed comprehensive data analysis until the results were conclusive.

3.4 Information about participants

Out of 200 students, 188 students passed the criteria to enter the group interview to gain better understanding about cyberbullying and reconsider whether their experience was cyberbullying or not. In 4th grade students, they are 24 boys, 25 girls, in 5th grade, 31 boys, 33 girls, and in 6th grade, 37 boys and 38 girls, 160 students came to group interview.

The re-screening using group interview found that students experience cyberbullying: in 4th grade consisted of 1 boy and 1 girl, 5th grade consisted of 2 boys and 1 girl. 6th grade had no student who have experienced cyberbullying. So there are 5 students in total.

3.5 Data Analysis

Using the content analysis for qualitative research, the procedure is as following.

3.5.1 Organize physical data by transcribing the recorded interviews into text documents, stored as computer files by saving one file per group interview.

3.5.2 Label code by reading all the information. Find the messages relevant to the subject of cyberbullying. Then assign the code represent those messages. The messages that has the same meaning are assigned the same code. The coding method is inductive, means it will be assigned after the information is gathered. The code is a short word that conveys the meaning of the text it represents. All the code and original messages are put into the mapping table.

3.5.3 Group these codes by determining whether any code should be grouped together and set the name of the issues. Then categorize the main points and secondary points. Create a table of the main conclusion from the information.

3.5.4 Summarize and interpret the information and check the validity of the research.

CHAPTER IV

RESULTS AND DISCUSSION

The study of cyberbullying in Grade 4-6 students in Bangkok municipal school: a qualitative study has two important parts of information.

4.1 Basic Information

Basic information such as, owning mobile device or personal computer, the usage of Internet and Social media of all the student who participated in this study, and questions about the experience related to cyberbullying, as follows.

- Being a perpetrator of cyberbullying themselves.
- Being a victim of cyberbullying
- Being a supporter of cyberbullying
- Have seen cyberbullying
- Had experienced more than one type.

4.2 Information from Group Interviews

This part is the information about understanding of cyberbullying and in-depth interviewing from students who have experienced cyberbullying. There are five case study, each of which includes the detailed issues, problems, effects and specific details below.

- Understanding of student to cyberbullying
- The forms of the cyberbullying
- Case studies and analysis
- The effects of cyberbullying
- Coping strategy of victims.
- Information about the use of social media for elementary school students.
- The role of parents and teachers about cyberbullying

The researchers compiled and analyzed by the content analysis for qualitative research as follows:

4.3 The Use of Social Media in Children

Researcher computed the ratio of Mobile Internet usage from questionnaires to screen for elementary school children and found that students use mobile phone or tablet in a high ratio. As shown in the table below in different grade.

Table 4.1 Usage of social media in student grade 4-6 (percent)

Grade	Owning mobile or tablet (percent)
4	100
5	94.36
6	97.14

Grade 4-6 students can access the Internet from different sources. The ratio are shown in the table below (because the student can use the Internet in more than one place, the sum of the ratio is over 100%), Most of students use the Internet from in every grade.

Table 4.2 Place where students can access the Internet

Place to access internet	grade 4 (%)	grade 5 (%)	grade 6 (%)
Home	71.43	67.69	80.30
Friend's home	22.45	18.46	10.61
School	20.41	21.54	16.67
Internet cafe	34.69	50.77	39.39
others	14.29	9.23	6.06

Table 4.3 Different social media the students use

Social network	grade 4(%)	grade 5(%)	grade 6(%)
Facebook	81.63	74.65	75.71
Line	73.47	71.83	62.86
Whatsapp	14.29	2.82	7.14
Instagram	26.53	15.49	4.29
Youtube	85.71	71.83	61.43
Twitter	12.24	7.04	2.86
Skype	8.16	4.23	1.43
Facetime	14.29	5.63	8.57
Google plus	48.98	36.62	45.71
other	6.12	2.82	4.29

Types of Social Media (Social media) that student use the most is Facebook in every grade, followed by a similar amount for Line.

Because Facebook is a social media stating that users must be older than 13 years, but students in the upper elementary school age no more than 12 years. The researchers asked the students how to access Facebook under this term of use. The way to do this can be cheating age or subscribe by senior.

4.4 Data from a Group Interview

4.4.1 Understanding of Children on Cyberbullying

Most of students who pass the screening has the misconception that cyberbullying is a common annoyance friends through cyberspace, just for fun but do not specifically aim to hurt or cause reputation damage. According to the development of children in this age group, annoyance is often motivated by the fun, does not have the patience to repeat it regularly to see the negative result on friends. This repetition is one of the key criteria for cyberbullying. There are a number of cases found similar

to cyberbullying, but the lack of some key conditions such as seriousness or repetition. These cases cannot be counted as cyberbullying.

Researchers found that despite the definition of cyberbullying is provided clearly before assigning the questionnaire for screening, many student also mislead because the definition of cyberbullying is incomprehensible for student at this age, such as the words "made with the intention of wanting to discredit" "intimidation" and issues about their own feelings and those of others. Another reason is because students in this age have not had direct experience with cyberbullying, loss of reputation, being severely hurt, as well as the difficulty to describe the emotions they could not even having felt. Student cannot make a precise decision that the events are counted as cyberbullying or not.

In the interview for re-screening process, researcher used the role-playing situation, and supposed that if they were being bullied, how it would feel like. The group process is established to continue dialogue, to visualize a clear boundary between traditional bullying and cyberbullying as well. Finally, there are five student that have experience related to cyberbullying.

Example of dialogues that indicate the understanding of the student on cyberbullying

"He posed on my Facebook, very filthy, but I don't want to speak to anyone."

"My friend has done that to me. I signed in Facebook at the internet cafe and forgot to sign out. Then he came in after that to the same computer and use my account to post"

He posed that "I am a prostitute. Sale my ass for five hundred baht."

(The boy with alias "Man", interviewed on February 12, 2015)

"He took pictures when I was showering. Maybe from CCTV or phone camera. When I saw it, I cried"

(The boy with alias Tom, interviewed on February 12, 2015)

"I once experienced playing Internet at a cafe and forgot to logout. Friend used my account to insult one of the grade 5 student. Then 5-6 of her friends came to me and condemn at me. I was shocked and do not know who did this. I tried not to use that account again. A friend told me that someone added new photos to that Facebook account. It was the images of women in the same class. So I understand that she has been doing this all the time. I did not do anything and create a new Facebook account."

(The girl with alias Ann, interviewed on February 20, 2015)

"I went to internet cafe. Then I forgot to logout the Facebook. Someone use it and pretend to be me. He scold my father every day with filthy words. At that time I did not know who he was. The worst thing was that he send a clip containing a real gun shot to threaten my father. My father was very angry at me and hit me every message received from someone using my account"

(The boy with alias Golf, interviewed on February 20, 2015)

"I played game at the cafe and forget to logout of the Facebook. Someone came after me and use my account to post in porn site. Many people added friend in Facebook and asked me whether I am a whore or not."

(The girl with alias Eve, interviewed on February 24, 2015)

Examples of dialogue that is categorize as not a cyberbullying

"I did it just for fun"

"I am just kidding, I don't know how he felt"

"I lied that Rose and Tim are in relationship by recording video clip and posted on Facebook. I intended to bully"

Tim, but he felt nothing. Rose is not my aim but she absented for two day due to this issue”

“We pretended that we were drinking. It is not actually alcohol, just pure water. Bee was acting like he drank from the bottle. We promised that the picture will not be posted on Facebook, but Kaew’s brother saw it and posted it. One of the teacher saw the picture and she investigate until she knows that Bee also smoke, so she punish him.”

(Every name is alias, interviewed on February 12-18, 2015)

4.5 Case Studies and Analysis

This section contains the summary of interviewing the five case studies, follows by the analysis on every case to conclude the findings of this qualitative research. (Every name is alias)

Case Study 1

“Man” is a boy of 11-year-old. He went to play games at an internet cafe, and forgot to logout from Facebook. Then someone posted on Man’s Facebook status that "ass for sell 500 baht". that boy acknowledge this because his sister saw it and tell his father. She believe that Man did it by himself. When his father knows , he asked Man and brought him to the internet cafe to figure out who played that computer next to Man. He got a clue that the perpetrator might be a boy in grade 9 in secondary school.

Man reminded of a person who use to be annoyance to him before, which is the one who has bullied him physically by kicking him. The thought being bullied by posting like this cause more pain over being kicked. He feels embarrassed but still come to school because his friends do not know. He solves the problem by changing the passwords of Facebook and does not do anything with the suspect because there is no evidence to convict anyone. He feels sad because he does not know the identity of the perpetrator and worries about the other abuse of the leaked information. The

incident did not occur immediately in that day but take some time until he knows being bullied. However, he is able to tackle the problem immediately after he knew it.

Man said that if he had a chance to revenge or fight back he will do it to satisfy his anger and want the perpetrator to know how sad he felt. Conversely, sometimes he feels like forgiving and wants to end this story.

(Man, interviewed on February 12, 2015)

Case Study 2

Tom is a boy of age 11 years old. When the incident happened two weeks ago, someone took a picture of him by using a cctv or phone camera when Tom was taking a shower as he nudes from behind and posted on the Facebook. (Tom cried during the interview.) Tom tries to trace back to the person who post it. On his Facebook, there is no identity of the Facebook owner. The profile picture is just a guy turning his back. When Tom sent a message to him, he received a reply saying "I will remove it". Boy wonder who took his picture might be his cousin that he calls him brother. His house is located very close to Tom's house, but they hate each other.

Tom decided not to tell anyone, introverted, not use Facebook. Tom worried if that person uses this image to discredit him in any other ways. People he trusts the most are close friends. Friends suggested closing the current Facebook account and sign up for a new one. Not recommend going to tell adults because adults will report to police and it will become a big issue.

After such event Tom got nightmares to that event at night, wake up during the nighttime. After the conversation with friend he was trying to forget, but after two weeks it cannot be forgotten. If he knows who did, he will tell his father, but do not dare say now. He thinks that it is a sensitive issue because they are relatives. He feels fear if there is any device installed in the bathroom or not.

Tom came to consult a school psychologist periodically.

(Tom, interviewed on February 12, 2015)

Case study 3

10-year-old girl name Ann's incident occurred when 4-5 peoples of senior in grade 5 have assaulted her by saying that "You said to slap here today". They

claimed that Ann messages to them via Facebook and show the text being sent. But the message was not sent by Ann. Friends observed in the events report to teachers. Then teachers punished on both sides.

Anne suspected the girl who sent the text might be a friend in the same class, she has got the ADHD symptoms. Ann suspects this friend because she has been playing Ann's phone. Ann thought that her friend uses her phone again without permission and then posts these messages on Facebook. The friend refused when asked. So Ann solved the problem by disabling Facebook and then apply the new account. Girls group of grade 5 had no other interactions after that.

(Ann, interviewed on February 20, 2015)

Case Study 4

Golf is boy of aged 11. His story happened when he was in grade 2, 8 year old. He played internet at the cafe and forgot to log out from Facebook. People used Facebook to spoof all of his friends on Facebook, both on the wall post and instant messenger. His father was insulted every day by vulgarity. The heaviest case that ever happens was sending a clip of a real gunshot to his father. Every time he received a picture or video, the father got angry and punished Golf. The boy tried to explain but father did not believe, so he waited patiently. His mother and aunt tried to help explain what happened but father was not listening.

One day a troublemaker edited Golf's picture with someone who was drinking and smoking and send it to his father. Father got angry so that he locked his bedroom, not allows Golf to come in. Golf was expelled from home, and then went to his aunt at Nakhon Chaisri. He turned to be a Buddhist novice at the temple for about one year, while suspending classes at school. During that time, he tried to write a letter explaining the story to his father, but did not receive any response. He decided to take picture of himself as a Buddhist novice, then tag father. So his father read it and asked for his current living. He brought a student suit to Golf at the temple. Golf explained to his father again that he did not do that thing all the time. This time his father believed and helped Golf to gather all available evidence until they can suspect the boy in the different schools of the same age. They have had a conflict so that boy use a knife stab at the belly of Golf and had threatened to kill him. So Golf informed the headmaster so

she invited the boy and his parents to talk. The boy denied all the allegations. But after that, the boy had secretly cut brake cable of Golf's motorcycle. Golf and his father told the police to gather evidence so that one boy had been taken into a detention for five years.

(Golf, interviewed on February, 2015)

Case study 5

11-year-old girl Eve went to the Internet cafe and forgot to logout from Facebook. Someone used her account to post in a filthy Facebook page that "I've experienced sexual intercourse. contact ..." in the post, there were many comments with obscene messages such as "Really?", "Is it loose yet?". About ten people send her a friend request. At first they have peaceful conversation, such as asking name, living place, and age. After that, all of them open the sexual harassing conversation and then left her a telephone number. Eve got shocked and gave those numbers to her mother. Mother call them furiously not to interfere her daughter again. Eve thus gradually remove risky Facebook friends. The post like this happened 2-3 times and she did not know the suspicious person. After that, she got a few filthy conversation again. Eve with her friend support tried to insults back.

Eve felt sad because she felt misunderstood by people that she is not virgin. Every time she feel sad, she talk to her mother. The story is about one year ago.

(Eve, interviewed on February,2015)

4.6 The forms of cyberbullying

Five students participated in the interviews had experienced cyberbullying as the role of victim. Most of them know or suspect the perpetrator, while only one who does not know who did it. The perpetrators are often beyond the ability to be invited to the interview or do not want to cooperate in providing information.

Sample dialogue that shows personal experiences in each case.

4.6.1 Case 1

"I used to be bullied, very seriously, very filthy.

"My friends posted it. I went to the internet cafe and left it logged in. Someone pretend to be me using my account to bully others.

The posts said "Sell my ass for the Five Hundred". It happen just once.

4.6.2 Case 2

"There was my nude picture taken when I took a shower"

"Someone took a picture by using a CCTV or a camera phone and post it."

"It happen once. When I saw it, I cried"

4.6.3 Case 3

"I have an experience when I forgot to logout from Facebook at the Internet cafe. One of my friends spoof that account to insult the girl in grade 5. The result is that 5-6 girls assaulted me. I was shocked. I don't know who did it. I did not use my Facebook again. A friend told me that someone add new pictures in my Facebook, which was the picture of my friend in the same class. Then it was understood that the girl who add pictures is the same person who insulted the grade 5 student back there. Then I did nothing to my account and sign up for a new user name. "

4.6.4 Case 4

"I went to the internet cafe and forgot to logout from Facebook. Someone use my Facebook to spoof all of my friends on Facebook, both on the wall post and instant messenger, especially my father. He was insulted every day by vulgarity. The heaviest case that ever happens the unknown sent a clip of a real gunshot to my father. Every time he receives a picture or video, he get angry and punish me."

4.6.5 Case 5

"I play games at the internet cafe but didn't logout from Facebook. Someone use that computer after me and use my account to post in a filthy Facebook page that "I've experienced sexual intercourse. contact ... ". After that, many people added me as friend. Most of them asked whether I am a prostitute."

In every case, the form of cyberbullying has some common characteristics. All five cases is the act on social media (Facebook). The most common form is caused by forgetting to logout from Facebook in public computer and the next user use that account to do abusive post in many forms, such as, abuse the Facebook owner, post personal information on a page, post sexual services, post to insult others. The most common cases are about sex and pornography, which found three cases in total.

Person who was suspected usually be older, both in high school or elementary school, both the same school and different school. In accordance to the statement that cyberbullying is often caused by an imbalance of power. There are some cases where the investigation was counterfeiter in real life before. Then use the channel of cyberbullying to continue the conflict.

4.7 Impact of Cyberbullying

Man felt embarrassed at being posted that he offered a sexual service. He felt depressed because he did not know whether the perpetrator does abuse his information in any other way or not. Self-confidence was decline noticed by that the boy were shy during the interview and take very long silent until he said "sell my ass".

"She said that she will let father know. I knew nothing at that time. I tried to explain that I did not do it but she did not believe it. Then she called my dad."

The event affects the relationship between the boy and his sister during a short time since the sister thought that Man was posting the message by himself. This leads to the misunderstanding. However, appropriate parental decision making solved the problem well and make sister to understand the events that occurred.

A virulent learned that this method can be used to harm others, and may use this method to do the same if there is a chance to get revenge on person who hurt him.

"If I know who did it and be able to get it to his account, I will do the same thing to him. He deserves it. I want him to know how sad I was."

Tom has got insomnia. He often startled awake at night. It does not affect his studying. There is also a suspicion every time he get into the toilet and when he is

alone. He feels uncomfortable because he cannot tell anyone in the house, due to the feeling that the perpetrator is his own relatives.

During the interview, Tom keep his emotions inside in the way that he does not want any help. But when he talk about his feelings. There are also traces of emotion such as willing to cry, and feeling uncomfortable that Tom explained it is due to the perpetrator is still unknown.

For Ann, the event brought her a bad reputation, as "disregard person" with no respect to senior, being gossiped, The way people look at her makes she feels uneasy.

"5-6 girls assaulted me. I was shocked. I don't know who did it."

Ann feels uncomfortable for that she cannot defend herself, cannot assert her innocence. The senior came with the message that shows Ann made it, but she did not send it.

Golf has been severely affected is the relationship with his father so he had to leave the house because his father did not listen to him. Conversely, when his father tried to open and help him solve the problems. Moreover, it also affects his studying because he had to suspend classes for one year.

Eve is affected in disrepute because the image and name were posted on the prostitute Website. She felt resent, want to kill the person who did it. While interviewing, she cried, so we need to pause, and then start talking again privately. Right after the incident, her physical function shows inedible, insomnia, anorexia, nightmares, do not want to meet friends, feeling insulted and anxious. She did not confident enough to go to the internet cafe again.

The impact of cyber bullying through the case study can be divided into three categories.

1. Emotional, such as jealousy to the repetition of the event, sadness, stress, shyness, lowered self-confidence, feeling uncomfortable.
2. Physical, such as insomnia, startled at night, inedible.
3. social, such as relationships with friends or family, declined ability to build interpersonal relationship, the defamatory

An important notice is that student in each feel that the events occurred rarely interfere with learning or living in school because the students feel that the problem has gone, although the photo or the person causing the problem remains.

4.8 Emotional Effects of Cyberbullying Compared to Traditional Bullying

Researchers have questioned that among cyberbullying and physical bullying, which one has a stronger emotional affect? Every student from the interview answered in the same ways that cyberbullying is stronger.

4.9 Response to the Situation and Coping Strategy of the Victims

From the in-depth interview, most students tried to change Facebook password, or deactivate the current Facebook account. Two out of five informed parents or adults, so adults helped them to solve the problems together. The other three chose to tell only close friends and the situation fade out by the time pass. They only think that if they do not get into Facebook, they will not see it and do not feel bad again. The following dialogues show case by case analysis together with theoretical coping strategy usually found in adolescents referred to in (Limpanawannakul, 2004).

Case 1

The situation forced Man to tell his parents because the sister told the story on Facebook to his father. When father knew, he explained the story again and asserted that he did not do it. He proved by reason of time and place that the specified date and time of the message, he was with his aunt at home near Hua Lampong, which cannot use the Internet. Therefore, it confirms that Man did not post it.

"That day, I was not with computer. I went to my aunt's house at Hua Lampong. Then someone posted."

In this case, considering coping strategy of Man. He use the way of seeking for social support by his sister and father who help solving his problems. Although he did not intend to ask his sister to help, but his sister found the post by herself. Man did not deny and cooperate his sister and father not to use that Facebook account anymore, and be more careful when he is using the computer in the Internet cafe. After the incident, there is no such problem again. The researcher suggests that the coping model is appropriate for this event. Such a method is in the category of problem-focused coping with the seeking for reference from others. In this case, the children have a good relationship with his family, especially his father, who listened to his opinions and reasoning, not nonjudgmental, careful consideration, gave encouragement until the incident passed.

Case 2

In this case, Tom chose not to tell anyone but his only close friend. He did not tell any adults in the home, because he afraid that the consult will be a big issue and then taken to the police. Then try to investigate the perpetrator, which is simply shown on Facebook username. But there is no detailed about his identity. So Tom sent a messages to urge him to delete such posts. He got an answer to remove it. After that, Tom block his Facebook so it prohibit him unable to post anything on Tom's Facebook page again.

"I consulted my friend. He said to delete this one and sign up for a new now. Then the friend advised not to talk to an adult. I did not dare talk to adults too. I afraid that they will inform the police".

During the incident, Tom solved the problem by trying to forget what happened. But there is also a nightmare and startled awake at night until the interview. The school counselor gave three individual counseling sessions. Tom feels more comfortable with the passed incident and knows how to deal with incidents like this in the future.

Considering how Tom copes with the problem, He has a way of seeking social support with one of his close friend and certified his decision that he will not tell adults. This coping method does not help solve any problems. Although shared with friend, it is equal to keeping the problem alone, which increase pressure, and also worry about the way to reduce pressure himself. The solution is categorized into the problem-focused coping using his own ability. As a school counselor, the researcher thinks that the Tom's solution to the problem is still lack of the resolving on emotions. It can be seen from Tom's nightmare with content refers to the incident at that time. The symptoms are also startled awake at night (like symptoms of PTSD). After counselling with a school counselor and use a group support and training to reduce tension. It helps reducing the pressure and worry to the incident.

Case 3

For Ann's situation, she tried to explain to the litigants to believe she did not do it. She said apologized. However, the litigants did not believe. At the same time she was trying to investigate for the perpetrator without telling an adult and teacher.

When asked about her feelings about what happened? She said it would be forgiven and believes that if she do not have any reaction, the perpetrator and the litigants will abandon her on their own. Ann has a lesson to be careful to use electronic devices. She will change the password regularly.

When asked whether she will revenge if she has a chance, she said "I do not want to bully others, because I am regularly bullied. It's no fun at all."

Considering how Ann cope with the problem. She use the way to keep the problem to herself and have a wishful thinking in the form of a hope or a desire to make trouble and distress declined. She decided to apologize to the litigants that misunderstood that she has done it. With her explanation, if no one is listening, she stop silently. Hope that the time will heal herself and her litigants. Her solution is aimed at solving problems using their own capabilities. From the researcher's opinion, Ann learned how to deal with problems that have been experienced physically and verbally, and think that it should works if she uses the same method. The strategy is still lack of speculation that the incident may occur again. She will have a better

chance to cope with the problem and prevent the incident not to happen again if she develops her skill to be more courage to defend herself better.

Case 4

After the incident happens, although Golf tried to explain everything to his father, his father did not listen. The problem on Facebook was not solved. The act of the perpetrator was repeated over times, so Golf has been punished by his father. Eventually, he was expelled from the house, and tackles the problem by fleeing to his aunt and become a Buddhist novice. It takes some time until he decided to explain to his father again by taking pictures of himself and try to explain the incident again. After that, his father cooperates until they can suspect the person who did it and put him through the judgement process because there are cases of intentionally assault.

"... At that time, I did not know what to do. I just know I have to leave home. I did not angry my father because his is a reasonable person. I decided to flee from Bangkok by taking motorcycle to Chaiyapruet. Then I went to Nakorn Pathom via the van."

Considering golf coping strategy, he kept the problem alone and a hope to make trouble or distress declined (wishful thinking). He also use a self-blame. He was unable to see the solution, so he chose to make apology. All the time, the father misunderstood that Golf was the perpetrator so he made harder punishment to Golf. Golf blamed to himself until he decided to become Buddhist novice to be atoned for his ordination, and pray for the peace.

This solution is aimed at solving problems using his own capabilities. Researchers think that it is not the most appropriate solutions. But with the context of the family, that his parents divorced, and poor family relationships, Golf therefore made a decision using his instinct to solve the problems. With his father's temperamental personality, it is understandable that Golf need to follow his father decision in order reduce conflict in the family.

In this case, the school counselor still follows up and has a consult regularly. He is on the list of the class teacher to visit home to understand and to help.

Case 5

Eve used coping method by telling her mother right after the incident. Her mother keeps listening and counseling, and also tried to solve the problem by suggesting not to accept unknown person on that Facebook, especially from the prostitute Facebook page, change Facebook password, be careful to use public computer in the Internet cafe. However, social media, like Facebook, allow users to send messages to others even not being friends. There are people from the page started chatting about sex. So Eve ask friends and mother to help reply many rebuking words back. It makes them not dare to chat in this way anymore.

"... At first he just asked me what is my name, where I live, what is my age. A moment later, he asked to have an intercourse with me and leave me his telephone number. I was shocked so I took it to my mother. My mother give a damn to him. After that we call him again, he is not there anymore. Maybe he already change the number".

"We studying computer at the lab, the message pop-up. So my friends help giving a damn to him until we satisfy ourselves. Then I blocked him".

This is the case, Eve's coping strategy is considered as seeking social support by her mother and her friends. Mother suggested not to accept friends from prostitute Facebook page, change Facebook password, and be careful when use public computer. She followed the suggestion. Despite that, there are some problems remain because Facebook allows users to send messages to others without being friends. There are people from the page started chatting about sex. So Eve ask friends and mother to reply damn words.

The research suggests that the model is appropriate for this event. Such a method is in coping oriented issues by using references from others. This method

requires the children to have a good relationship with the family, especially the mother, who listened to the opinions and reasoning of the children, because it help Eve be confident to tell the truth, be confident in her innocence, and ask for help from those around her until she can cope with problems and emotions that arise. It is a good example in facing this problem for this age.

The effective prevention and coping with cyberbullying

- Be careful not to stay login any social media account when using a public computer.
- Not allow stranger to be a friend.
- Changing passwords regularly
- Learn how to block people who oppress.
- Consult parents or adults who have more experience.

Password change is effective with the case of spoof using Facebook. Because the bogs try to use Facebook that stay logged in, but cannot change our password. If we change the passwords on Facebook and do not apply to the public computer again, it helps prevent the unknown to access our Facebook.

Blocking is effective in cases where people are posting photos, text, videos on our Facebook page because blocking does not allow the person we block to see our Facebook wall.

Risky action that is often found is to accept friends request for an unknown person in Facebook in order to get a lot of friends. The perpetrator can be disguised as friends easily. Choosing to accept only people you know the identity is an effective prevention. Despite the system of Facebook, allowing any users to send messages to each other, it is a vulnerability that allows cyberbullying. Therefore the universal method to prevent messaging harm is to block that person.

Most important thing to consider for student at this age is the lack of life skill to think forward to the result of current action, so they sought a solution that finished right on time, which may be effective or ineffective.

Under the circumstances, factors, and context of the problems, it is found that the good relationships between family members and in school will help many children. It gives the best coping potential to tackle the problem, and also treats the emotional pain as well.

4.10 Learning with Media and Technology

In this next section, the researcher noted the lesson learned from the interview when ask every student who participated about the use of media and technology, both with and without cyberbullying experienced.

When the researchers asked about the behavior of Internet use, most children responded in the same way, for example, using social media, searching google for reporting, playing online games via social media. Facebook is most famous social, followed by a similar amount for Line. Elementary school children are almost hundred percent accessible to mobile phone and tablet. They are easy access to the Internet at home rather than school because the school had strict rules about not using mobile phones or tablets in class. So using phone and tablet is allowed only during lunch time and after school. The school wireless internet (Wi-Fi) system is opened the server occasionally.

Because Facebook is a social media that requires users to be older than 13 years, children in upper elementary school that is younger than 12 years cannot use it. The researcher asked how the students can apply to use Facebook even they are not permissible. The way to get access to Facebook is diverse, for example, cheating age, or asking senior to subscribe. Children feel that they did not do anything wrong, with the reasons such as it is a trend to have their own Facebook account in order to get updated with friends, news, and chat with parents. They think it is necessary to apply for one, even they have to cheat age, and it is acceptable. The following conversations are showing that Facebook is the must among children.

"I want to have Facebook, want to be updated, share stories with my friends. I asked one of my friends to sign up for my account. She knows my password."

"... I still use the old Facebook account. When she was good, she defends and protects me. "

"Facebook is used for 1) to play game, 2) to chat 3) to update news 4) to talk with parents 5) to asked homework from friends because you can take pictures and send it to me."

It is assumed in the society that "everyone cheats age as well". Most children have no idea that cheating age is not right.

"I know that it must be 13 years old ... I cheat my age ... Mostly I play at home, sometimes at internet cafe, sometimes use tablet".

"I ask my elder sister to apply, by using her birth date that is exactly 13 years. Other friends cheat their own age to over 13 years."

Based on the theory of cognitive development and self - esteem development, children in this age had developed into the concrete operational stage, i.e., be able to think rationally with the concrete or practical experience. They begin to understand and accept the rules of society. Some children are entering the formal operational stage, i.e., to begin to think rationally with abstract and complex system as well as adults in some situation.

At the same time, children have moral and ethical development in stage two (Instrumental relativistic orientation). Children will behave better because the act gives those rewards and compliments, and make others happy. Children will have a good relationship with others as reward. Children choose to do what bring satisfaction to themselves. They can follow the ethics rules (Conventional level), but must be controlled from the external factor like adults. If there is no guides and control process, they might be resistance.

When linked to the social media usage behavior, we can see that children of this age recognize and understand that to sign up for a Facebook account must be at least 13 years old. Many children respect and follow the rule. But with other aspects of social development, today's media have directed and shaped that the having Facebook account is good and in-trend. Most people in society use it to communicate with each other. Children recognize media from just one side, which is the positive side. Only a few will get to know the penalty. It is based on the theory and principles of media that need to convince the audience to believe in the message sent, according to principal of

cultivation that expects the long-term results, for example, the demand for white skin, materialism, which can be seen continuously on the media.

When the society around children is shaped by the media, many children, therefore, want to be in-trend like what they have been told in the media. Friend society of children of this age is very important. They feel better, confident, and proud that they are accepted to the group. This can be explained by the theory of Development of self-esteem in Phase 4 (study age), the pride can be built from various components, i.e., the ability to develop skills that are valuable to society, such as, learning success, sports, being in a group of friends with similar characteristics, etc.

According to the moral development of Kohlberg, children in this age choose to act what they think that action can lead to the group acceptance. They can be led to forget their own identity to persuasion of others, and to maintain good relationships with society. So when children see their friends having an activity in the internet, they want to be involved and want to be part of the group. It attracts more children to the Internet easily and adhere children to use the Internet for a long time. It can cause addiction to the cyberspace. If they have no social interaction with other people, especially the family, it decreases relationship and leads to more conflict to occur.

Based on interviews, some children have known from television that the Internet is dangerous, such as this dialogue:

"I heard from a news review program. There was an interview of the girls that was retouched her face with the nude body."

When discussing about societies around the classroom, school, and communities whether there have been any effects or dangers of the Internet, social media in some way or not (no need to be cyberbullying), most of them admit that that they have known. Someone have direct experience.

Someone played it Then went to write on my wall "my horny". After that he said he regretted.

“Many people have been posted. I don’t know it is just funny or serious. Sometimes I get angry, sometimes laughing.”

Someone use my account to post *“I am horny”*

“I have been insulted with the word “slutty, I want to slap you all”

“... I was afraid that my parents would come to see it on my Facebook. She rude to me so I reacted. All the conversation is still on my Facebook wall post.”

“I stayed logged it and someone sneak into my account. Sometime we play game, swapped between two machines, he tried to type something in my Facebook message and sent it to my friends. The receiver got angry at me.”

When asked about the emotional effects, many children assert that cyberbullying affects their feeling and relationships with family, since many family members and friends have Facebook account too.

“It made me sad, angry, angry, and embarrassed, I want him to know how sad I was.”

I do not want her to do this. My parents concerned and warned me not to say bad words.”

“If I don’t want my parents to see, I need to hide the post from them, and I will solve it later.”

Despite knowing the consequences, many children insist to continue using social media, due to the fun and acquaintances around him are using it. If any problem occurs, they just delete it and create a new account. If parents prohibit them not to use rude words, they just set the privacy not allow their parent to see.

Researchers understand that children of this age, with the immature development of his cognitive skill. They cannot think beyond the current situation to

the future consequences. His perception and cognition is very self-centered (Egocentric), so they has not yet to think of the impact well rounded.

Children at this age learn to adapt by imitating a favorite personal (Identification) to mimic the behavior, as well as to hold the same values from the person they imitate. By imitation does not need to imitate from the real person (Freud, 1905), for example, Psychoanalytic Theory is a type of learning from the experiences of children indirectly by the symbol (Symbolic Model) derived from observation and imitation (Bandura, 1997) from the Internet, radio, television, film or computer.

When the Internet is a communication channel that is very easy to access, if there is any popular and widely known behavior or action, it is often attracting for people to imitate. Where such action may be either positive or negative, such as posting video clip on YouTube, taking a their own photos, spreading picture of others, using offensive language against the common languages, including violence related to gender identity, etc. These are the way to create new values and culture to children and society. Which cause damage and lead to the risk of being lured, being victims of sexual harassment and so on.

4.11 Current Trend on the Use of Social Media in Upper Elementary School Children

It is found from the in-depth interview that that one of the risky behavior is to accept friend request in the Facebook without knowing the real identity of the person. Only care about the number of friends. The perpetrator can disguise their identity under these account and cause trouble easier.

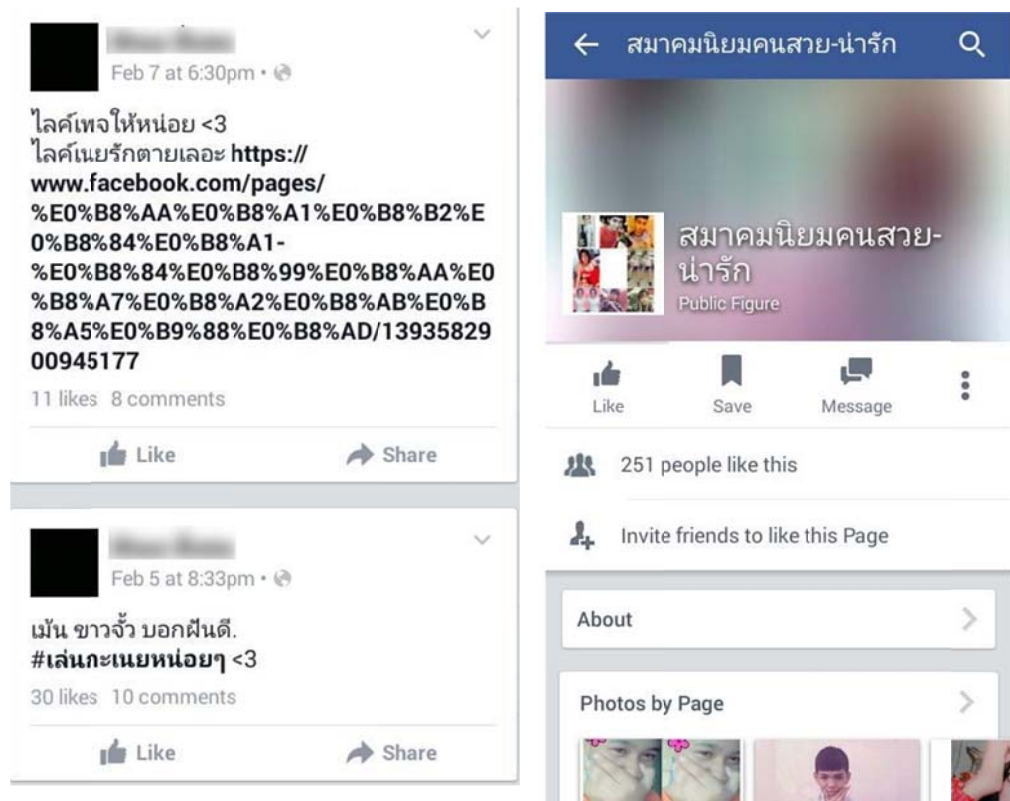


Figure 4.1 Use of Social Media in elementary School Children

There are new forms of student community such as Facebook group or Fanpage, which is the virtual community managed by an administrator page, that usually is a student in the school. The admin gather the pictures of students in school that has been posted with caption and provide contact information such as personal Facebook account, sometime also give the phone number. Sometimes the person in the picture do not allow or being acknowledged, but their picture being sent to the admin by their friend.

In addition to follow some interest students from private Facebook account; some students also have followed the individuals who are popular on the Internet (Net Idol), which is a common behavior among elementary school students. Due to the influence and imitation of some secondary school children, many people simply cannot be a good model in using their spare time in a good way, such as playing music, sport, etc. But there are also some models that have improper behavior such as obscene, abusive behavior, drink alcohol and use drugs. Some group was established for the modifying the motorcycles to race on the street at night.

An example of the famous musician. The number of people following him on Facebook is around five hundred thousand.



Figure 4.2 Use of Social Media in elementary School Children

If there is a dissension among friends in Facebook or in real life, they use their own Facebook wall post to condemn each other. Sometime the message was posted on the wall of the friend directly, or posting picture or Facebook account into abusive Facebook group for the purpose of bullying. For example, a friend pretend to be the Facebook owner and post in a Facebook group that

"I am pretty, single. If you want, add my Facebook"



Figure 4.3 Use of Social Media in elementary School Children

The bullying, even among elementary school children, with clear information about the perpetrator is still a risky behavior because there might be the real muggers disguised in the community that the information was posted.

4.12 The Role of Parents and Teachers on Cyberbullying

The role of parents from the case-study discussion topic, if parents understand, open, and listen to the children without any judgement and penalties, children will be able to deal with problems well enough, or make the problem easier.

To do so, parents and teachers must have media literacy. Acknowledge that the media is a double-edged sword that can be both a powerful tool and powerful weapon for cyberbullying as well.

From the data collection process that the researcher have to deal with teachers and school administrators, many teachers thought that cyberbullying is not a serious annoying just for fun. When the researchers explained the overview about cyberbullying, many teachers opine that it may be too complicate to happen in the elementary school. Most teachers see that what is happening is the social media addiction. However, the school finally allows the researcher to collect data and inform the current situation of cyberbullying to teachers in order to gain media literacy understanding.

The research suggests that prevention, care, and coping cyberbullying will be done effectively if teachers and parents are open-minded and listen to new information about the dangers of media.

There are also a number of parents who do not allow their children to participate in this research. They ensures that their children do not use social media, and afraid that their children will be guided by a friend. So they do not allow children to recognize that there is such a problem.

The research opine that a number of parents of elementary school children think that cyberbullying too complicated problem for their children, similar to the comments of teachers at school. They also think that media literacy seems to be suggestive rather than prevention. In fact, children have the opportunity to know the current situation to get ready for the analysis, prevention, and managing the problems that may arise in the future, better than pretending not to recognize any information.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This research focused on cyberbullying behavior in upper elementary school students, which comprised of the forms of the problem, the level of violence, and coping strategies. Unlike the previous studies that were conducted on the older age range, this study examined the cyberbullying in the very first state. The results provided the new knowledge regarding the cause of the problem that will eventually evolve to a serious cyberbullying in the future. Teaching of media literacy and developing appropriate solutions can help protect and prevent this problem in the long term.

5.1 Forms of Cyberbullying

According to in-depth interviews on five subjects, the authors discovered two main patterns: 1) disguising into other's Facebook owner who stayed logged in at the internet cafe and using the account to post abusive messages on that wall or a filthy group, and, 2) posting pornographic pictures or video clip of the Facebook owner.

5.2 Coping Strategies

Most victims of cyberbullying were unaware of the risk of social media usage and let themselves into the risk zone unintentionally.

Every victims in this study attempted to solve problem either by themselves or by seeking help from adults. The method varied due to the different factors. For those who tried to deal with problems on their own, they couldn't handle the problem effectively likely due to their lack of life experience and parental supervision. On the other hand, the ones who sought help from adults were able to

handle the problem more effectively because adults could provide more appropriate and practical strategies.

5.3 Impact of Cyberbullying

5.3.1 The Impact to the Children

The impact of cyberbullying can be categorized into three types, i.e., 1) emotional impact, i.e. feeling sad, stressed out, insecure, and unstable 2) physical impact, i.e. insomnia, awakening at night, and loss of appetite 3) social impact, i.e. ruining the relationship with friends or family members, and loss of reputation.

Such negative impacts may be generally recognized as insignificant and manageable. But having such bad experiences in childhood may affect long-term personality development. Cyberbullying can also cause psychiatric problems in the future. Therefore, it is crucial to prevent the problem before it begins.

5.3.2 Impact to School

In this study there was no serious direct impact to school. However, the authors discovered that children mistrusted their teachers. When problems emerged, children chose not to tell their teachers. They believed that their teachers would certainly not be able to solve their problem. Some children were afraid that their teacher will not believe what they said, punish or reprimand them because of their inappropriate use of the Internet. This mistrust may lead to greater problems in the future.

5.3.3 Impact to Society

In this study, the authors have noticed degradation of children's moral status and social responsibility. For example, they believed that breaking rules like faking their age during Facebook signing up was acceptable. The violence from social media may encourage those who committed cyberbullying to continue their harmful behaviors. Some victims were still holding grudges and waiting for the revenge in the future. Further study to evaluate the long term effects of cyberbullying is warranted.

5.4 The Conceptual Framework Derived from the Study.

Environmental Factors (+/-): children, social media, peer groups, and family

Risk Factors (-/-): poor relationship with the family, poor media and technology literacy

Protective Factors (+ / +): Having a good relationship with the family, Having good media and technology literacy

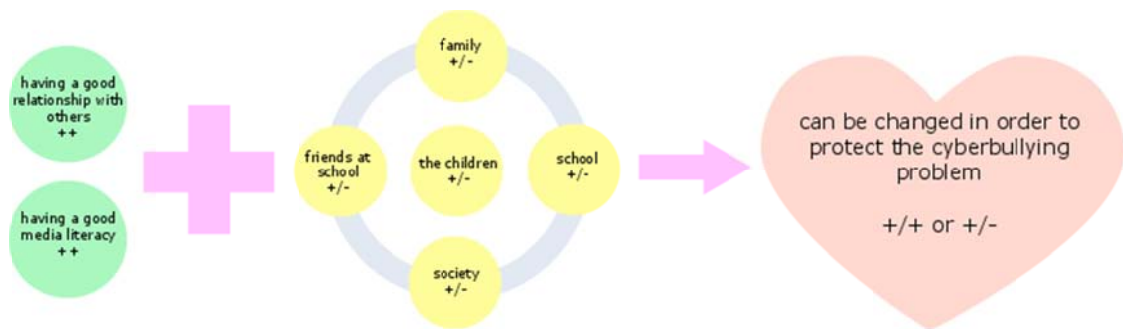


Figure 5.1 Protective factors of cyberbullying

From the diagram, the cause of the problem comprises, the children, family members, friend at school, and society in the world around them. All can be a factor to induce the problem of cyberbullying, whether consciously or unconsciously because all parts are closely linked together. However, this structure can be changed in order to protect the cyberbullying problem. Although not every problem can be protected, It can also help lessen the problem by creating a good relationship between units, and educate every unit to have a media literacy. Conversely, lacking of a good relationship and media literacy can make the situation worse or even cause cyberbullying by itself.

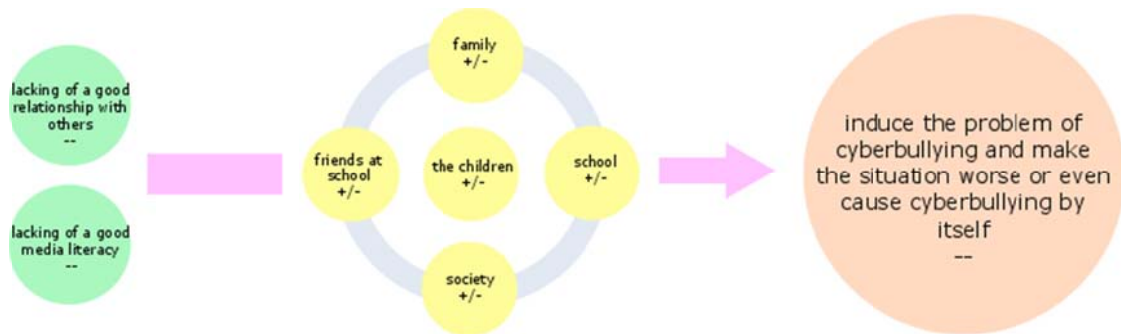


Figure 5.2 Stimulating factors of cyberbullying

5.5 Problems and Barriers of the Research

- The lack of understanding on cyberbullying in children. Since cyberbullying is a new issue and the explanation is abstract. Children need explanations that are concrete and give appropriate example so they understand that is relevant to them and worth paying attention.

- Due to a misunderstanding about cyberbullying. There might be children experienced with cyberbullying that has not been included into the interview because their questionnaire answering does not meet the criteria. Some student were absent during the survey.

- The researchers used after school period for the group interview, where the school arrange swimming practice to students in the classes before. The children come with fatigue and decreased interest in the group process. The better time for group interview should be in the morning.

- Group discussion itself is not interesting for students. Researchers have tried to draw attention, encourage them to express opinions, and need to provide a concrete concept that children can understand. If there are materials such as pictures or video, it helps to explain better and easier.

5.6 Suggestion about Cyberbullying Prevention

It is found that about 2.5% of students have experienced cyberbullying in the role of victim. The proportion can be increased because of the ease of

technological device access and the use of internet and communication that lacks of literacy. The researcher wants to suggest the following issues to different groups of people in the society foster the understanding of media literacy to children and people around them.

5.6.1 For children

We may provide them the knowledge about media literacy and threats in cyberspace. We may activities for brainstorm on the issue of child abuse, cyberbullying, the impact of problems, and the methods to protect themselves, using examples from the news, internet, etc. These activities can be done in classes such as, health education, life skills, civic education, and professions.

5.6.2 For parents

We may need to educate the parents through the various channel of school such as a news board, brochures, and workshop for parents to know the threat, risky behavior from using the internet. It may include how to communicate with children, how to prevent problems and understand children's problems, how to suggest a solution for the children.

5.6.3 For Teachers and School Administrators

Teachers need to practice skill of media literacy, and understand the potential risk on cyberspace in order to suggest and regulate students to the use of media and technology appropriately. Teacher should use the same language with the children to reduce the gap between them. Children feel more confident to open discussion about the cyberbullying problems. For school administrators, it is better to allocate time for teacher to talk to children in a classroom. Reducing the time required for training and other irrelevant missions.

5.6.4 Other Personnel Working with Children

School psychologists need to acknowledge children, teachers and parents to know about the problem of cyberbullying, and should have a method to screening and intervention for the perpetrators and victims to prevent problems in the future.

5.6.5 For society

Every people should be knowledgeable about media literacy and threat from cyberbullying to prevent problems of their own and people around them. Mass communication such as newspapers, television journal should deliver more of this information to people.

5.7 Suggestion about the Research

5.7.1 Suggestions on Children

- The examples used to explain about cyberbullying should be a case study that is related to students, so they feel like it could be their problem in some day as well. Before this study, there were no concrete examples in the elementary school. The next study on this domain can use the case study that found in this time.

- In addition, there should be a way to assess the basic understanding of cyberbullying on children. It may be a short course training to educate children about cyberbullying before giving them the questionnaire.

- Taking time after school is inappropriate for some children since a number of student rush to return home or to do other tasks. We should separate screening process in small groups and the in-depth interviews into different days in order to have enough time to have a deep conversation.

- Researcher that has psychotherapy skill can assess and give a counseling immediately, providing comprehensive knowledge, promoting to prevent the problems, in addition to data collection.

5.7.2 Suggestion for School

- There should be strict rules on the use of communications equipment and electronic devices in order to reducing the behavior using such devices during class. These rules must be applied together with the schedule to limit internet access point on-off time.

- Children should be taught about media literacy in a practice rather than lecturing or assigning to write a report.

- Children in Bangkok municipal elementary schools have the living conditions that cannot foster to a good relationship in the family, and unable to reach the understanding about media and technology literacy, including psychological immunity. Schools need to be heavily involved, and should develop good relationships between children and teachers. Because of problems of cyberbullying is new and delicate, teachers need to be wide open instead of ignoring the problem by rushing to judge that the problem does not exist.

5.7.3 Suggestion to Family

When children are exposed to problematic situations, to get help from the family or the community could help significantly and efficiently. Observed from the case study with parents who listen to problems and intervene to help can help unravel the issue in a good way. Even if the parents had blocked, when they tried to open mind and help, it makes the situation get better later. To get help from someone in the family, relationship is the most important factor. In order for children to trust and start telling their problem, parents must have good relationships to them first.

5.7.4 Suggestion to the Policy

- There should be more strict laws and penalties on delinquent on a computer and internet, especially that relating to children and youth.
- Should support the activities and learning practice on media literacy in a practical way for children, school personnel, and parents.
- Having school psychologist may narrow the gap between students and teachers. The consultation for children and school personnel is important, because children will feel safe and then discussing their problem with the psychologist, which have no effect on test scores and behavior score of children.

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APPENDIX

รหัส.....

แบบสอบถามเพื่อการวิจัยเรื่อง
การศึกษาพฤติกรรมกรรมการแก๊งกับบนโลกไซเบอร์ ของนักเรียนชั้น
ประถมศึกษาปีที่ 4-6 โรงเรียนในสังกัดกรุงเทพฯ; การศึกษาเชิงคุณภาพ

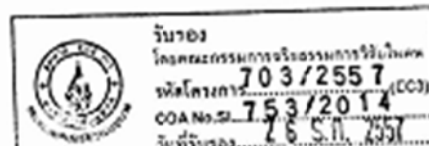
ตอนที่ 1 ข้อมูลส่วนบุคคล

- 1.1 เพศ ชาย หญิง
- 1.2 อายุ _____ ปี
- 1.3 ชั้นเรียน ป. _____
- 1.4 เกรดเฉลี่ยเทอมล่าสุด _____
- 1.5 อาชีพผู้ปกครอง _____
- 1.6 การอยู่อาศัย ตึก ภาว บ้าน อื่นๆ

ตอนที่ 2 ข้อมูลทั่วไป

- 2.1 อุปกรณ์อิเล็กทรอนิกส์ที่มี โทรศัพท์มือถือ แท็บเล็ต/ไอแพด
- 2.2 อุปกรณ์ดังกล่าวเล่นอินเทอร์เน็ตได้หรือไม่ ได้ ไม่ได้
- 2.2 คอมพิวเตอร์ส่วนบุคคล ไม่มี มี (ถ้ามี) เป็นเครื่องตั้งโต๊ะ เป็นโน้ตบุ๊ก
- 2.3 น้องเล่นอินเทอร์เน็ตหรือไม่ ไม่เล่น (กรุณาข้ามไปสอบถามที่ 4) เล่น
- 2.4 น้องมี e-mail address หรือไม่ ไม่มี มี
- 2.5 น้องเล่นอินเทอร์เน็ตจากที่ไหนบ้าง (ตอบได้มากกว่าหนึ่งข้อ)
- บ้านตนเอง บ้านเพื่อน โรงเรียน
- ร้านอินเทอร์เน็ต อื่นๆ ระบุ _____
- 2.6 น้องเล่นอินเทอร์เน็ตรวมทั้งหมดวันประมาณ _____ ชั่วโมง _____ นาที

1



รหัส.....

ตอนที่ 3 ข้อมูลเกี่ยวกับใช้สื่อสังคมออนไลน์

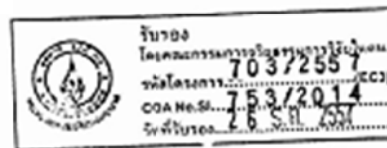
ประเภทของสื่อสังคมออนไลน์ที่ใช้เป็นประจำ (เลือกตอบได้มากกว่าหนึ่งข้อ)

- facebook (เฟซบุ๊ก) Line (ไลน์) WhatsApp (วอทส์แอป)
- Instagram (อินสตาแกรม) Youtube (ยูทูป) Twitter (ทวิตเตอร์)
- Skype (สไกป์) Facetime (เฟซไทม์) Google+ (กูเกิ้ลพลัส)
- อื่นๆ.....

ตอนที่ 4 ข้อมูลเกี่ยวกับประสบการณ์การแก๊งกันบนโลกไซเบอร์

ลักษณะประสบการณ์	บ่อยครั้ง	นานๆ ครั้ง	ไม่เคย
แก๊งเพื่อนบนโลกไซเบอร์			
ถูกเพื่อนแก๊งบนโลกไซเบอร์			
สนับสนุนให้เพื่อนแก๊งกันบนโลกไซเบอร์			
พบเห็นการแก๊งกันบนโลกไซเบอร์			

หมายเหตุ การแก๊งบนโลกไซเบอร์ หมายถึง การแก๊งกันบนอินเทอร์เน็ต/อีเมล/โทรศัพท์มือถือ/เฟซบุ๊ก/ไลน์ เป็นต้น



ชุดคำถามที่ใช้ในการสัมภาษณ์เชิงลึก (In-depth interview)

1. การแก่งกันในความเข้าใจของนักเรียนคืออะไร
2. เคยพบเห็นการแก่งกันบนโลกโซเชียลหรือไม่
3. คนที่แก่งคนอื่น คิดว่าเขาทำไปเพราะอะไร
4. คิดว่าจะเกิดผลอะไรตามมาหลังจากการแก่งกัน
5. คิดว่าคนที่ถูกแก่งจะเป็นอย่างไรบ้าง
6. คิดว่าจะเกิดผลอะไรตามมาหลังจากถูกแก่งแล้ว
7. คนที่ร่วมรู้เห็น เป็นใจ สนับสนุน การแก่งกันของคนอื่น เขาทำไปเพราะอะไร
8. คิดว่าจะเกิดผลอะไรกับกลุ่มผู้สนับสนุน หลังจากการแก่งกันอย่างไร
9. ที่ผ่านมามีเคยได้ยินข้อมูลที่ใช้ข้อความ รูปภาพ คลิปวิดีโอ ฯลฯ บนมือถือ หรือบนอินเทอร์เน็ตแก่งกันไหม เขาแก่งกันอย่างไรบ้าง
10. คนที่แก่งคนอื่น มีการแก่งซ้ำๆบ้างหรือไม่ บ่อยเพียงใด
11. หากถูกแก่ง จะทำอย่างไร
12. เคยมีครั้งไหนที่คิดจะแก่ง แต่ไม่ได้แก่ง เพราะอะไร เกิดอะไรขึ้นตอนนั้น

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