

**VERBAL ABUSE AMONG STUDENT IN
UBON RATCHATHANI PROVINCE**


TIWAWAN AYUWAT


**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
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(CRIMINOLOGY, JUSTICE ADMINISTRATION AND SOCIETY)
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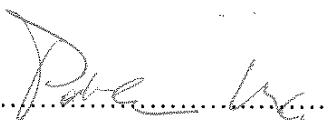

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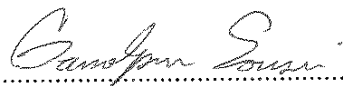

.....
Assoc. Prof. Srisombat Chokprajakchat,
Ph.D. (Public Policy)
Co-advisor


.....
Assoc. Prof. Tunyatorn Insorn,
Ph.D. (Criminology, Justice
Administration and Society)
Major advisor


.....
Prof. Pol. Col. Patchara Sinloyma,
Ph.D. (Criminology, Justice
Administration and Society)
Co-advisor


.....
Asst. Prof. Nittaya Sumretphol,
Ed.D. (Curriculum Research and
Development)
Co-advisor


.....
Prof. Patcharee Lertrit,
M.D., Ph.D. (Biochemistry)
Dean
Faculty of Graduate Studies
Mahidol University


.....
Asst. Prof. Gamolporn Sonsri,
D.P.A. (Public Administration)
Acting Program Director
Doctor of Philosophy Program in
Criminology, Justice Administration and Society
Faculty of Social Sciences
Mahidol University

Thesis
entitled
**VERBAL ABUSE AMONG STUDENT IN
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on
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.....
Miss Tiwawan Ayuwat
Candidate



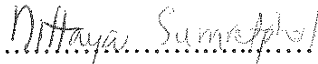
.....
Assoc. Prof. Srisombat Chokprajakchat,
Ph.D. (Public Policy)
Member



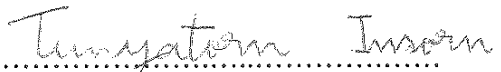
.....
Asst. Prof. Sumonthip Chitsawang,
Ph.D. (Criminology, Justice
Administration and Society)
Chair



.....
Lect. Marid Kaewchinda,
Ph.D. (Educational Psychology)
Member



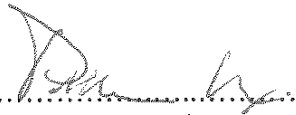
.....
Asst. Prof. Nittaya Sumretphol,
Ed.D. (Curriculum Research and
Development)
Member



.....
Assoc. Prof. Tunyatorn Insorn,
Ph.D. (Criminology, Justice
Administration and Society)
Member



.....
Prof. Pol. Col. Patchara Sinloyma,
Ph.D. (Criminology, Justice
Administration and Society)
Co-advisor Member



.....
Prof. Patcharee Lertrit,
M.D., Ph.D. (Biochemistry)
Dean
Faculty of Graduate Studies
Mahidol University



.....
Assoc. Prof. Luechai Sringemyuang,
Ph.D. (Medical Anthropology)
Dean
Faculty of Social Sciences and Humanities
Mahidol University

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Tiwawan Ayuwat

VERBAL ABUSE AMONG STUDENT IN UBON RATCHATHANI

TIWAWAN AYUWAT 5437004 SHCJ/D

Ph.D. (CRIMINOLOGY, JUSTICE ADMINISTRATION AND SOCIETY)

THESIS ADVISORY COMMITTEE: TUNYATORN INSORN, Ph.D., SRISOMBAT CHOKPRAJAKCHAT, Ph.D.(PUBLIC POLICY),POL.COL. PATCHARA SINLOYMA, Ph.D. (CRIMINOLOGY, JUSTICE ADMINISTRATION AND SOCIETY), NITTAYA SUMRETPHOL, Ed.D.(CURRICULUM RESEARCH AND DEVELOPMENT)

ABSTRACT

This study aimed to investigate verbal abuse of the students in Ubon Ratchathani Province. The objectives were to find patterns and levels of verbal abuse of the students and to discover factors provoking the students in using verbal abuse. The results can be used to learn ways to prevent and solve verbal abuse of the students effectively. Data were collected from 1,110 students in Ubon Ratchathani Province.

The results indicated that the verbal abuse of the students –consisted of three aspects: words, intonation, and contents. Based on an overview, verbal abuse behavior was at a low level with the mean at 0.90. When the three aspects were investigated, words were at the highest level with a mean of 1.05, followed with intonation and contents with the mean at 0.96 and 0.78, respectively.

Verbal abuse of the students with the highest level of the mean combined with speaking loudly ($\bar{x}=1.67$, S.D. =1.34), reacting with aggressive intonation immediately when someone speaks with aggressive intonation to them ($\bar{x}=1.49$, S.D. =1.34) and arguing immediately when they think other people speak incorrectly ($\bar{x}=1.43$, S.D. =1.28).

Causal factors affecting verbal abuse were using verbal abuse usage in families, finding verbal abuse from media, using verbal abuse among peers and attitudes toward verbal abuse. Each factor was related to each other and had a causal relationship. This was because using verbal aggression in families directly affected verbal abuse among peers, attitudes towards verbal abuse, and verbal abuse with statistical significance at .01 and with the path coefficient value at 0.38, 0.19, and 0.21 respectively. Findings indicated that verbal abuse was a results as a result of peer verbal abuse usage with statistical significance at .01 and with the path coefficient value at 0.27. Using verbal abuse among peers directly affected attitudes towards verbal abuse with statistical significance at .01 and with the path coefficient value at 0.55. Attitudes toward verbal abuse directly affected verbal abuse with statistical significance at .01 and with the path coefficient value at 0.44.

KEY WORDS: VERBAL ABUSE/ CHILDREN AND YOUTHS

185 pages

พฤติกรรมความรุนแรงทางวาจาของนักเรียนจังหวัดอุบลราชธานี

VERBAL ABUSE AMONG STUDENT IN UBON RATCHATHANI

ทิวารวรรณ อายุวัฒน์ 5437004 SHCJ/D

ปร.ด. (อาชีวศึกษา การบริหารงานยุติธรรมและสังคม)

คณะกรรมการที่ปรึกษาวิทยานิพนธ์ : ธัญธร อินศร, Ph.D., ศรีสมบัติ โชคประจักษ์ชัด, Ph.D.,

พ.ต.อ.พัชรา สีนลอยมา, Ph.D., นิตยา สำเร็จผล, Ph.D.

บทคัดย่อ

การศึกษาวิจัยนี้เป็นการศึกษาพฤติกรรมความรุนแรงทางวาจาของนักเรียนในจังหวัดอุบลราชธานี เพื่อหารูปแบบพฤติกรรมความรุนแรงทางวาจาและระดับของความรุนแรงทางวาจาของนักเรียนในจังหวัดอุบลราชธานี และปัจจัยที่มีอิทธิพลส่งเสริมให้เด็กนักเรียนในจังหวัดอุบลราชธานีใช้ความรุนแรงทางวาจาเพื่อนำไปเป็นข้อพิจารณาในการศึกษาแนวทางในการป้องกันและแก้ไขพฤติกรรมความรุนแรงทางวาจาของนักเรียนอย่างมีประสิทธิภาพ โดยเก็บข้อมูลจากกลุ่มตัวอย่าง ทั้งสิ้น 1,110 คน

การศึกษาพบว่าพฤติกรรมการใช้ความรุนแรงทางวาจา ของนักเรียนในจังหวัดอุบลราชธานี มีทั้งหมด 3 ด้าน คือ ด้านถ้อยคำ ด้านน้ำเสียง และด้านเนื้อหา พฤติกรรมความรุนแรงทางวาจาโดยภาพรวมอยู่ในระดับน้อย ด้วยค่าเฉลี่ย .90 เมื่อพิจารณาในรายด้านพบว่า ด้านที่มีค่าเฉลี่ยสูงที่สุด คือ ด้านถ้อยคำ ด้วยค่าเฉลี่ย 1.05 รองลงมา คือ ด้านน้ำเสียง และด้านเนื้อหา ด้วยค่าเฉลี่ย .96 และ .78 ตามลำดับ

ทั้งนี้ พฤติกรรมความรุนแรงทางวาจาของนักเรียนในจังหวัดอุบลราชธานี ที่มีค่าเฉลี่ยสูงสุด ได้แก่ พุดจาเสียงดัง ($\bar{X}=1.67$, S.D. =1.34) การพุดกลับด้วยเสียงที่ไม่ดีโต้ตอบทันทีเมื่อมีคนมาพุดด้วยน้ำเสียงที่ไม่ดี ($\bar{X}=1.49$, S.D. =1.34) และการเถียงโต้ตอบทันทีเมื่อคิดว่าสิ่งที่ผู้อื่นพุดไม่ถูกต้อง ($\bar{X}=1.43$, S.D. =1.28) ตามลำดับ

ปัจจัยเชิงสาเหตุที่ส่งผลต่อพฤติกรรมความรุนแรงทางวาจาประกอบด้วย การใช้ความรุนแรงทางวาจาในครอบครัว การพบเห็นความรุนแรงทางวาจาจากสื่อ การใช้ความรุนแรงทางวาจาในกลุ่มเพื่อน และทัศนคติต่อความรุนแรงทางวาจา โดยแต่ละปัจจัยมีความสัมพันธ์กัน และมีรูปแบบความสัมพันธ์เชิงสาเหตุ โดยพบว่าการใช้ความรุนแรงทางวาจาในครอบครัวมีอิทธิพลโดยตรงต่อ การใช้ความรุนแรงทางวาจาในกลุ่มเพื่อน ทัศนคติที่มีต่อความรุนแรงทางวาจา และพฤติกรรมการใช้ความรุนแรงทางวาจา อย่างมีนัยสำคัญทางสถิติ ที่ระดับนัยสำคัญ .01 ด้วยค่าสัมประสิทธิ์เส้นทาง ดังนี้ .38 .19 และ .21 ตามลำดับ ในขณะที่การพบเห็นความรุนแรงทางวาจาจากสื่อมีอิทธิพลโดยตรงต่อ การใช้ความรุนแรงทางวาจาในกลุ่มเพื่อน และพฤติกรรมการใช้ความรุนแรงทางวาจาอย่างมีนัยสำคัญทางสถิติที่ระดับนัยสำคัญ .01 ด้วยค่าสัมประสิทธิ์เส้นทางเท่ากัน คือ .27 การใช้ความรุนแรงในกลุ่มเพื่อนมีอิทธิพลโดยตรงต่อทัศนคติที่มีต่อความรุนแรงทางวาจา อย่างมีนัยสำคัญทางสถิติที่ระดับนัยสำคัญ .01 ด้วยค่าสัมประสิทธิ์เส้นทาง .55 และ ทัศนคติที่มีต่อความรุนแรงทางวาจามีอิทธิพลโดยตรงต่อพฤติกรรมการใช้ความรุนแรงทางวาจา อย่างมีนัยสำคัญที่ระดับนัยสำคัญ .01 ด้วยค่าสัมประสิทธิ์เส้นทาง .44

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LIST OF ABBREVIATIONS

| | |
|-----------|---|
| X1 | represents the use of the verbal aggression in the family |
| X2 | represents the finding of the verbal aggression from media. |
| X3. | represents the use of the verbal aggression among peers |
| X4 | represents the attitudes towards the verbal aggression. |
| X5 | represents the behavior towards the verbal aggression. |
| X6 | represents the ages. |
| X7 | represents the results of the study. |
| X8 | represents the family income. |
| \hat{Y} | represents the prediction values of the verbal aggressive behavior in the forms of the standard scores. |
| Z_1 | represents the use of the verbal aggression in the family in the forms of the standard scores. |
| Z_2 | represents the findings of the verbal aggression from media in the forms of the standard scores. |
| Z_3 | represents the use of the verbal aggression among peers in the forms of the standard scores. |
| Z_4 | represents attitudes towards the verbal aggression in the forms of the standard scores. |
| Z_6 | represents the ages in the forms of the standard scores. |
| Z_8 | represents the family income in the forms of the standard scores. |
| \hat{Z} | represents the prediction values of the verbal aggressive behavior in the forms of the standard scores. |

LIST OF ABBREVIATIONS (cont.)

| | |
|----------|---|
| r_{ij} | represents the correlation of the factors at i and j: $i, j = 1, 2, 3, 4, 5$. |
| F | represents the statistics used to test the significance of the F (F-test). |
| T | represents the statistics used to test the significance of the t (t-test). |
| p | represents the possibility of the statistics used to test the significance that has the values more than the statistics calculated from the examples. |
| VIF | represents multicollinearity in the independent variable. |
| R^2 | represents Coefficient of Determination. |
| * | represents having the statistical significance at 0.5 |
| ** | represents having the statistical significance at 0.01 |

CHAPTER I

INTRODUCTION

Background and statements of problems

Verbal expression as social behavior is unique to human as a part of the society. It is a way a person interacts with others in the society. Four elements of social action include 'Actor,' 'Goal or End,' 'Condition,' and 'Means' (Parsons, 1937). To the norm of social interaction, each society determines its own patterns of behavior deemed appropriate according to the measures set. For undesirable behavior, the society judges it deviant behavior or aggression (Sopa Chupikunchai, 1979).

Current communication occurs extensively both in person and via the internet such as online social networks. Types of behavior occurring in the society especially aggressive behavior of teenagers usually appear on the media, for example quarrels, physical attack, abuse of harsh words condemning or intimidating others as well as other types of inappropriate behavior. Aggressive behavior in adolescence tend to be severer (Supattra Punthuworn, 2003) due to a range of physical and mental changes. Youth as transition from childhood to adulthood with physical, mental, and social changes is considered as a sharp juncture of life as life turns to complete physical development and puberty (Sriruan Kaewkangwan, 2006). While mental development lags behind physical development, teenagers are sensitive, changeable and uncertain about self (Gustin, 1967 cited in Ornnalin Chaiwasu, 2004). Teenagers may face adjustment problems and emotional conflicts resulting in aggressive behavior and, thus, they are more prone to inappropriate behavior than people in any other age ranges. The problem of aggression in adolescence is, therefore, a social problem of primary importance especially verbal aggression expressed in the forms of strong criticism, verbal abuse, and mockery of shortcomings of others. Previous studies have revealed that forms of expression by children with verbal abuse include reproach to others, combative behavior, disruptive behavior in classrooms and to teachings, misleading and deceptive behavior with always bad mood in a scowl,

defiance, rude behavior, boastfulness and impertinence (Prasarn Thipthara, 1978 cited in Jiraporn Chaiyachen, 2009). In addition to this, some findings suggest that teenagers often give verbal expression to threatening and mocking others, and swearing in wrath (ABAC Poll, Assumption University, 2006) which affects the feeling of others (Stets, 1990). Verbal abuse is a form of expression commonly found in communications, which causes hurt to feeling in accordance with the work by Buss (1971) stating that intentional verbal abuse leading to either the perception of other people's faults or misconception of other people's self can actually devastate their mental health. This effect may be equal to or even severer than physical attack. Verbal aggression may not bring severe effects in short-term evidence, but cumulative effects of reprimand or argument even in a minimal amount at first can really cause mental wounds. In its consequential effects after gradual increments, loss of self-confidence and self-esteem, sadness, and boredom can form up mental health issues leading to suicide or violent behavior (Hauenstein, 1998). Studies of psychiatric behavior indicate that verbal abuse displayed by a patient is one that can induce another aggressive behavior either consequentially or simultaneously (Agarwal & Robert, 1996 cited in Kotchapong Sarakarn, 1999). Therefore, in some cases, assault or murder often originates from verbal abuse against each other. (Online Program 'Distress Relieving Lawyer,' January 12, 2016). In some others, the example following news are presented as the consequences:

"Horriying murder! Pak Chong father-in-law killed and burned his son-in-law. Grabbing a knife, he hit at him before he splashed gasoline over him. His son-in-law ran into the grove woods nearby. He followed him and beat him to death before burning him. The father refused anything when asked by his daughter. The next morning the dead body was found 200 meters away from the house. She came down to find out it was her husband's dead body. Klangdong Officers in Nakhon Ratchasima arrested the father-in-law at once but he did not admit the crime until the knife was found. He elaborated that he was drunk and enraged while his new wife was being talked bad to by his son-in-law. The father-in-law was charged with two serious offences, murder and spoliation of evidence. Now he is in retention before the planned re-enactment." (Khaosod Online, March 7, 2015).

"Two brothers had a drink together happening to exchange verbal abuse vociferously leading to a serious quarrel--injured in an intestine-spilled wound" (Channel 7 Online Television, June 7, 2016).

Two cases of the above-mentioned verbal aggression caused by family members finally lead to physical attack and life losses. In addition, verbal abuse in the forms of mockery or sarcasm in groups of friends are found to be life threatening:

"Young man, 17, embarrassed by unkind Facebook comments, went after his friend and stabbed him to miserable death" (Sanook, Online, July 24, 2015). *"Friends in violent quarrel—beaten down in a stance, repeatedly stabbed to death!"* (Khaosod Online, November 21, 2014).

"Quarrel scene in front of Lam Pang Big C Supercenter reports two men in rage, one with a gun slapped in the face with one threatening shot into the air, as the other claiming to be a police officer" (TCL Thai, Online).

Cases of verbal abuse in mockery that causes depression and suicide attempts also appear in the news as follows:

"Grade 10 male student stressed out in friends' mockery of obesity and diet pills attempting suicide in a building jump—saved in time" (Khaosod Online, November 23, 2015).

"What grief!! Grade 10 student feeling slighted when teased about orphanage by friends—ending up in poison intake suicide" (Sanook Online News, January 26, 2011).

As can be seen, the latest two cases are of school bullying. This issue has been in Thailand for a long time (Plan International Thailand and United Nations Educational Scientific and Cultural Organization, 2014) as appearing in the forms of verbal tease or trivial tease among close friends. The meaning given to verbal abuse, however, often depends on the perception of the listener and the relationship between the interlocutors of as friends or enemies (Wimonthip Musikaphan, 2010). Verbal abuse usually occurs in two forms: quarrels and intimidation among school peers. The former acts of aggression is considered evident resulting in punishment while the latter is often overlooked by teachers and parents considering it as typical behavior of children (Wimonthip Musikaphan, 2010). Verbal abuse behavior affects those involved both physically and mentally. If not prevented, it could further damage

school performance and affect other behaviors concerning teaching and learning and might lead to long-term social problems such as alcohol and drug abuse and other criminal offences (Wimonthip Musikaphan, 2010).

Verbal abuse may be caused by several factors, for example the way a child is brought up in the family. Children brought up in families with verbal abuse, conflict between family members, and argumentative or physically violent parents are seen to act similarly violently (Sucha Chan-em, 2002; Sophon Suphaphong, 2005; Ahmed and Braithwaite, 2004 cited in Kamirah and Heem and Duangmanee Jongrak, 2011). In addition, broken families with separated or divorced parents, disharmonious family members, and physically violent parents are responsible for children's problematic behaviors and unwanted interactions (Decha Siricharoen, 2012), especially with regard to aggression and intimidation (Winee Chitchertwong, 2002; Phadung Arayawinyu, 1999; Baldry, 2003; Langhrichsen et al, 2004 cited in Kamirah and Heem and Duangmanee Jongrak, 2011). It is also suggested that aggressive behavior is positively related to imitation of role models, movies, comics and computer (Thanong Sukkasem, 2011). In this study, the youth imitated the media characters in terms of verbal abuse such as use of curse words and aggressive talk. To this, 30.4 percent were moderately affected and 17.3 percent were highly affected.

An environment of verbal abuse among close friends is one of the factors influencing verbal abuse in the youth. In teenage, friends are highly influential in youth behaviors: friends underlie the group sentiment regardless of what reason it is (Jiraporn Chaiyachen, 2009). In further findings, aggressive intimidating behavior and mistreating behavior may have been a means male adolescents adopted to manage social relationship in the new group of friends as a way to stay recognized and accepted (Pellegrini and Long, 2002 cited in Somkid Lormalee, 2011) which shows how influential friends are among the young people.

Environmental and cultural contexts of the community influence language and behavior of the residents (Supatra Suphap, 1991). In Thailand, languages vary regionally, called dialects as divided into four major dialects: central dialect, northern dialect, northeastern or Isaan dialect, and southern dialect. A dialect can be different from one another in intonation, words, and usage. A dialect is unique in both words and accents representing living identity and way of life of the local people in each

region (Teeraphan L. Thongkam, 2002). However, the importance given to the standard dialect as one of the Thai identity reversely attenuates the value of regional dialects bringing about negative attitude to the dialect use or people who use the dialects in a number of ways (Pinkaw Luangaramsri, 2003).

Ubon Ratchathani Province possesses a unique dialect and accent similar to those of the Southern Laos of Champasak, Salavan, Xekong, and Attapeu provinces (Reungdech Pankheunkhat, 1988). Because it borders Laos and Cambodia, people in some areas speak Khmer. The province also accordingly finds its problems of drug trafficking, transnational organized crime, human trafficking, and illegal item smuggling, especially drugs, along the border. Trade and spread of drugs here were reported the most active in the northeastern region (Office of the Narcotics Control Board, Department of Justice, 2015). It is the second most populated province in the northeastern region to Nakhon Ratchasima. (Office for National Statistics, 2015). There is a high level of social and cultural changes in the province: a change from agricultural to industrial society has set up the values of moving for work in industrial areas in other provinces due to a fixed income rather than the work on agriculture sector. Data suggests that the rate of population migration from the Northeast to the city, especially Bangkok, is higher than any other regions (Office of National Statistics, 2015). People from the rural areas migrating to work in Bangkok or other provinces usually leave their children at home with grandparents. This often causes the problem of age gaps of the two generations hindering complete teachings to the children and finally resulting in aggressive behavior (Niphon Phuaphongsakorn et al 2011). A further study of the impact on children in the family of parents migrating, especially children not living with parents suggested that children of 0-3 years of age have a greater delayed development level than those who live with their mothers, language development in particular (Aree Jampaklai, 2013). In addition, some children and young people of school age moving to study in the city because of vocational and higher education availability need to live on their own in a dormitory with most of the time spent with friends rather than with family. There is information about 64.7 percent of young people in vocational education and higher education in Ubon Ratchathani residing in dormitories both on and off campus. Of this proportion 42.4 percent of them stay with friends (Nuchanart Huannaklang et al, 2011). In the

meanwhile, access to information technology and media is more convenient and faster making it a factor prone to the risk of aggressive behavior of the youth in the province. Between the years 2014-2016, a record of 94 cases of assault in the area under control of Ubon Ratchathani Police Station has been reported, with most cases often caused by altercations or as a result of previous arguments. (Ubon Ratchathani Police Station, 2016). However, in a review of related documents and research, there has not yet been any study on verbal abuse with children and young people, especially students in the school areas of Ubon Ratchathani. As a result, I have designed this research to investigate the behavior and levels of verbal abuse among students in Ubon Ratchathani for a better guideline for prevention and improvement of verbal abuse.

Research Objectives:

1. To find a pattern of verbal abuse of students in the province;
2. To find out the levels of severity of verbal abuse; and
3. To study the factors that influence verbal abuse of students in the province.

Research questions:

1. How are the forms of verbal abuse by the youth in the province modeled?
2. What level is verbal abuse by children and youth in the province at?
3. What factors are related to the verbal abuse in a cause-and-sequence manner by children and youth in the province?

Definitions of key terms

Students in the province refers to students of high school grades 1-6 residing in Ubon Ratchathani province.

Verbal abuse refers to speeches made to mentally hurt others, both directly and indirectly through communication via the Internet channels such as chat programs social networks. Verbal aggression is divided into three groups as follows:

1. **Verbal abuse in words:** verbal abuse using words of aggressive and violent natures, causing mental pain, shame, and humiliation.

2. Verbal abuse in intonation: verbal expression using vocal intonation and volume as medium of releasing anger, shouting, raging, and threatening.

3. Verbal abuse in verbal contents: verbal expression using substantive messages and sentences as medium to significantly hurt the recipients, causing the feeling of pain, the feeling of worthlessness, aiming to vent frustration, wanting others to feel hurt and embarrassment.

Verbal abuse in the family refers to the behavior expressed by family members using intonation, words, messages both in general and in conflicting situations or as perceived by children and youth, for example hurling abuse, shouting, threatening, speaking rude words, sarcasm, ridiculing, aiming to make the recipient feel hurt, slighted, deeply affected, or angry.

Verbal abuse among the group of friends refers to the behavior expressed by group members or other people surrounding using intonation, words, messages both in general and in conflicting situations or as perceived by children and youth, for example hurling abuse, shouting, threatening, speaking rude words, sarcasm, ridiculing, aiming to make the recipient feel hurt, slighted, deeply affected, or angry.

Attitude towards verbal abuse refers to understanding and attitude of the youth toward verbal aggression through witnessing verbal aggression and undergoing verbal aggression.

Academic records refers to the GPA from the latest semester divided into four levels:

Low (1 - 1.50)

Fair (1:51 to 2:50)

Good (2:51 to 3:50)

Excellent (3:51 to 4:00)

Residential areas refers to the living communities divided into two groups:

Central areas refers to Muang District and Warin Chamrap District, Ubon Ratchathani Province.

Suburban areas refers to other districts in Ubon Ratchathani Province except for the aforementioned districts.

Family statuses refers to the conditions of living with the family as in the following four groups:

Living with parents

Living with one parent

Living with relatives

Living with boyfriend or girlfriend

Group of friends refers to people of similar age, mentality, attitude and shared interest.

Influence of mass media refers to reading, viewing and listening to contents through various media divided into two categories of television and the Internet:

Viewing TV is divided into three levels:

High refers to watching TV for 2-3 hours

Moderate refers to watching TV for 1-2 hours

Low refers to watching TV for less than one hour

Access to the Internet is divided into three levels:

High refers to access to the Internet for 2-3 hours

Moderate refers to access to the Internet for 1-2 hours

Low refers to access to the Internet for less than one hour

Witnessing verbal aggression refers to experiencing use of verbal abuse through television and the Internet in one week's time.

CHAPTER II

LITERATURE REVIEW

In this research, the researcher studied theories and related researches in order to create the conceptual framework used in the research. It consists of the following information.

1. Concepts and theories related to the study

1.1 Concepts related to adolescents

1.1.1 Definition of adolescents

1.1.2 Divisions of adolescents

1.1.3 Development of Adolescents

1.1.4 General information of adolescents in the

Northeastern and in Ubon Ratchathani

1.2 Concepts and Theories Related to verbal abuse

1.2.1 Definition of verbal abuse

1.2.2 Types of verbal abuse

1.3 Concepts and Theories Related to verbal aggression

1.3.1 Definition of verbal aggression

1.3.2 Types of verbal aggression

1.3.3 Causes of verbal aggression

1.3.4 Sociological and psychological theories

related to the explanation of the phenomenon of aggression

1.3.5 Influence of media affecting verbal

aggression

1.3.6 Verbal aggression in families

2 General Information of Ubon Ratchathani

2.1 Divisions of administrative districts

2.2 General information of the areas

2.3 History and background

2.4 Economy, societies, and cultures

3 Documents and related researches

Concepts related to adolescents

Definition of adolescents

Hurlock (1973) explained that “Adolescent” was derived from the Latin root: *adolescere* meaning growth into physical, emotional, social, and intelligent development at the same time.

World Health Organization: WHO (WHO, 2014) gives the definition of “adolescent” that “adolescent” means people aged from 10 to 19 who begin to develop sexual organs until the sexual organs are fully developed. In addition, the definition of the “adolescent” also includes mental development from childhood up to adulthood and changes from relying on other people-economy to self-economy.

Sriean Keawkangwan (2003) said that adolescents are people aged from 12 to 25 that have the development of the growth beyond the babyhood. Since adolescents in the present have to stay in schools more than the previous time, the self-economy in adulthood will be expanded. Moreover, the new forms of life are caused the children to delay in the mental development more than in the past.

Supattra Supab (2003) stated that adolescence referred to people who were changing from childhood into adulthood. It meant that people becoming adolescents were in the ages of changing that affected the growth in all aspects.

National Child and Youth Development Promotion Act B.E. 2550(2007) gives definition of “child” that the “child” refers to persons at the ages less than 18 years and “youth” means persons at the ages between 18 years to 25 years.

Divisions of adolescents

Prapai Phumwuttisan (1987) divided the division of the adolescence into 3 periods as follows.

1) Early adolescents refer to people at the ages of 13 years to 15 years. It is the first period of the children to change into adolescents, so they have to adjust

themselves to all changes especially the changes of their bodies. In addition, the adolescents in this period have behavior that focuses to the changing of themselves. They always care of their physical appearances than can be seen and sexual changes.

2) Middle adolescents refer to people at the ages between 15 years to 18 years. It is the period of adjusting to all changes. The adolescents in this period focus on searching for their identities, so they like to be independent, do some experiments, have their own attitudes and values. In addition, they also begin to plan for their lives in the future and to have relationship with the other gender.

3) Late adolescent refer to people at the ages between 18 years to 21 years. It is the last period of the adolescents before they go to be adults. People in this period begin to manage their forms of lives such as beginning to practice their career skills to find the jobs in the future like planning about their majors when going to collages. Moreover, the adolescents also know themselves and are able to link their roles and adjust themselves to new societies that they live effectively and to emphasize on their life targets.

Development of Adolescents

Since adolescents have been changing immediately, fast, and complexly, their development is linked and influenced together and affects to other periods. Sucha Janaim (1999) divided the development of the adolescents into four periods as follows.

1) Physical development refers to the outside of the body growth that can be seen easily such as height, weight, appearance, sizes, and hair and to the inside of the body growth, such as working of the some glands, strengthening of the bone structures, producing of the reproducing cells, and menstruation. In addition,

In addition, the adolescents' muscles have not connected to the nerves fully, so the adolescents need to play sports or work that requires using muscle and sensory abilities together to keep the body healthy.

2) Emotional Development refers to having intense emotion and high self-esteem. With these characteristics, the adolescents usually argue with adults. This causes them believe other people easily or they may be led to do something impetuously, both in the positive and negative ways.

Thinking in the short period of time may cause the adolescents do something wrong. If they can find the way to release their emotion, they will be depressed and keep the problems with themselves. Besides, the adolescents also need to be accepted from their peers or from people in their society that can be seen from caring of dressing, acting of themselves and others. Among peers in the same gender, they try to adjust themselves into the environment more than before. When they face with problems, they like to solve the problems by themselves. They try to avoid asking for help from their parents and teachers. If they can solve problems by themselves successfully, it affects positively to their life adjustment on living with other people. In contrast, if they cannot solve the problems successfully, it affects them to have sensitive emotion.

3) Social development refers to behavior that the adolescents pay more attention to their friends more than the middle adolescence. They get together in both males and females, have close relationship, and do not care of people in the different ages. They begin to form the gang age. Body changing so quickly is a cause to stimulate them to gather because they can share their sadness and happiness together and understand other adolescents' problems.

4) Sexual development refers to the interest of the opposite sex, the needs of sexual intercourse, and acting or finding sexual enjoyment that are parts that human beings are formed in order to reproduce. When people from childhood become adolescence, their bodies will be changed because they have to reproduce. The breasts in the females begin to grow, their hips become bigger, the eggs are ready to breed, and menstruation starts. At the same time, the males begin to have strident sound and their sexual organs become bigger and start produce sperms to be used for breeding. Moreover, for the males, they have emotional changes such as being in a bad tempered, being in the unstable, having sexual emotion, and interested in the opposite sex, like people in the same sex, or both.

In addition, Penpili Ritthakananon (1993) added that the adolescents have the mental development obviously besides the four types of the development mentioned above since they begin to memorize, think, analyze, synthesize, and use reasons to solve problems. Moreover, the adolescents also have ability to evaluate their thoughts and the thoughts of other people, think in the abstracts and think in the complicate

things. Piaget (1983) supported that the period of the mental development of the adolescents is the period of solving problems by using reasons and formal operation. They can collect reasons in many dimensions to form hypotheses to solve problems and have better memories. However, the adolescent thoughts are still different from the adults' thoughts because the adults can distinguish their thoughts and others better than the adolescents.

According to the reviewing on the concepts of the adolescents, it indicates that the adolescents are the people aged between 10-25 years who have physical, mental, social, sexual, and intelligent changes. All the changes occur because of the development in the adolescencehood. The study aims to investigate children and adolescents in Ubon Ratchathani at the ages between 10-25 years because the people at these ages have many changes according to the rules of the World Health Organization and the National Child and Youth Development Promotion Act.

General contexts of adolescents in the Northeastern and in Ubon Ratchathani

According to the study of Penjan Prada Monk-Chandler et al (2008), the study found that children and youths in the northeastern and Ubon Ratchathani province were divided into three main groups: studying, non-studying, and working in Bangkok and other provinces. The studying group was the group that includes people between the ages of 12 to 22 years. It was the main group of the village. They studied inside and outside their community and commute every day. After school, they helped do chores such as cooking rice, doing dishes (mostly the work for females). After that, they joined the sports groups such as football and volleyball and the chatting groups or drinking groups. On Saturdays and Sundays, the children and youths help their parents in the farms most of the time. For the children and youths who have not been educated now, most of them graduated Mathayom 3 and did not get a chance to continue studying because their parents did not have money to support them. Some of them did not like to study, so they did not finish from the schools. The ways of lives of the children and youths were that in the day time, they worked in their farms, in the rice paddies, and in the forests such as picking bamboo and mushroom. Some of them were hired to work as labors such as cutting grass in the rubber trees fields and

ploughing the rice fields. After finishing working, they got together and drank alcohol beverages with adults in their communities. Some of them went out to play sports. At night, some of them stayed home, some went out to drink, some went to beds, or some went to talk to their girlfriends living in the same village and in the village nearby. In addition, some of them went out to restaurants that included Karaoke. The last group was the group of youths who went to work in Bangkok and other provinces. The children and the youths in this group graduated in Mathayom 3 or 6. They went to work in Bangkok and commuted between Bangkok and their houses. The males worked as electricians, furniture fixer, furniture builders, and constructors. The females worked in factories and as secretaries. Most of them always sent money home monthly, some of them sent money one in a while, or some of them sent money to their parents to build the new houses.

Concepts and Theories of Aggression

Definition of Aggression

According to Oxford Dictionary (1989), “aggression” means a violent attack or threats intentionally or the intention to have power over other people by showing behavior or acts in various ways such as acting unfriendly, attacking others until getting injured, and ruining things. The definition of the aggression is similar to the definition of the violence behavior that focuses on attacking others to make them endanger or lack of freedom.

Buss (1961) explained that aggressive behavior was the behavior that is so complicated that people express the aggressive behavior in active or passive ways in various forms of behavior as shown in Table 2.1

Table 2.1 Characteristics of Aggressive Behavior According to Buss

| Behavior | Active | | Passive | |
|-----------------|---------------|-----------------|----------------------------|-----------------------|
| | Direct | Indirect | Direct | Indirect |
| Physical | punch | be humor | obstruct ways of others | ignore to commands |
| Verbal | insult | gossip | blame | deny |

Source: Buss (1961)

Yudofsky and et al. (1986) stated that aggressive behavior had the same meaning as violent behavior that means all of the violent acting. It included verbal abuse, physical aggressive behavior, aggressive behavior to other people, and aggressive behavior to ruin things. The aggressive behavior was divided into three levels: the low, the moderate, and the violent levels of the aggressive behavior.

Songkarn Kothammavet (2009) pointed out that aggressive behavior meant using physical force and power to threaten and beaten other people until this behavior could be caused others injure, be killed, endanger in their minds, or delay in their development.

According to the review of the definition of the aggressive behavior, we learn that the aggressive behavior is the physical and verbal behavior that causes damage to other people, societies, and things.

Types of Aggressive Behavior

Alberti, R. E. and Emmons, M. L. (1974) explained that aggressive behavior can be divided into two types as follows.

1) General Aggressiveness refers to ways that people act aggressive behavior to other people in all situations. Since people who have aggressive behavior have high self-esteem and they like to command others and look down other people's opinions, people with the aggressive behavior usually have few friends and argue with other members in the group.

2) Situation Aggressiveness refers to people who perform aggressive behavior to other people according to the better situations and they have to improve their behavior according to other people's advice.

Buss (1961) divided aggressive behavior into two types: physical and verbal aggression.

1) Physical Aggression includes pushing, punching, kicking, beating, throwing things to other people or pets, and using sharp weapons to hurt people.

2) Verbal Aggression includes insulting, complaining, and speaking rudely to other people.

Yudofsky et al. (1986) divided aggressive behavior into four types: verbal aggression, physical aggression against self, physical aggression against other people, and aggression against objects.

1) Verbal Aggression combines with yelling, shouting with anger, shouting to insult/look down other people, violent cursing with words full with anger, and threatening other people with aggressive words that the speakers intend obviously to harm other people.

2) Physical Aggression Against Self consists of pinching, scratching, punching, pulling hair, knocking heads on the floor, beating/ruining objects, crashed bodies to the walls, cutting arms/legs, and biting themselves.

3) Physical Aggression Against Other People includes pulling other people's clothes and bodies, and catching other people to be swung, beating other people, pulling other people's hair, and hurting their bodies.

4) Aggression Against Objects combines with shaking doors, tearing clothes, uncaring of cleanness, sweeping things/objects to the floor, kicking furniture in the rooms, beating objects to make them break parts.

According to the review of the aggressive behavior, we learn that aggressive behavior can be divided into three types: aggressive behavior to self, others, and objects with the intention to hurt other people or damage objects.

Concepts and Theories of Verbal Aggression

Definition of Verbal Aggression

Buss (1967) stated definition of verbal aggression that the verbal aggression meant aggression that was expressed by responding the stimulation formed by using words to hurt other people.

Bandura (1977) indicated that verbal aggression was the behavior that hurt other people to have mental damage such as insulting, belittling, making other people feel embarrassed, and using power to hurt other people's feeling.

Infante, D. A. and Wigley C. J. (2003) defined that verbal aggression was personal characteristics that the persons intended to attack other people's opinions that were different in communication from their opinions. In addition, the verbal aggression was also built or ruined relationship in communication at the same time.

Yudofsky et al., 1986 (cited in Kodchamong Sarakarn, 1999) indicated that verbal abuse combined with yelling, shouting with anger, shouting to insult other people like "You are so stupid.", cursing other people rudely with words full of anger and threatening other people, and speaking with words used to intend to hurt other people obviously like "I'll kill you."

Wonpen Saimai et al. (2010) defined the meaning of verbal aggression that it referred to using any words that the speakers intended to insult, blame, accuse, threaten, belittle, yell/ yell to curse, use aggressive intonation to yell/shout, curse/use aggressive words, use words to threaten/refer as supporters of the other people, and criticize other people to make them feel embarrassed.

Chayakorn Narinhongthong (2009) pointed out that verbal abuse meant the behavior acting by speaking. The behavior can damage and hurt the actors themselves and other people.

Siriwan Punkorn (2004) defined the meaning of verbal aggression as verbal acting, intonation, any acting that caused other people feel frustrated such as aggressive speaking, yelling, irony speaking, insulting, belittling, speaking provokingly, and threatening.

Supattra Pantuworn (2003) stated that verbal abuse was any acting in the form of speaking that was to hurt other people, and aim intentionally to make other people to be in danger, to be injured, or to have mental damage. The people acted like these because they wanted to release their frustration, anger, stress, and unsatisfaction of other people or things around them.

Supattra Panworn (2003) defined the meaning of verbal abuse as any acting in the form of speaking that the actors aimed to hurt other people to get in danger, injured, or mental damage intentionally. The actors did these because they want to release their frustration, anger, stress, and all unsatisfied feelings towards other people or things around them.

Table 2.2 Review Definition of Verbal Abuse

| Name | Literature Review | | | |
|----------------------------------|-------------------|--|--|--|
| | General Contexts | Causes | Methods | Objectives |
| Buss (1967) | Verbal abuse | Response to provoking objects | Using words | To hurt other people |
| Bandura (1977) | | | Belittle, insult, use authority to forced other people's minds | Make other people to have mental damage. |
| Infante and Wigley (1986) | | Aim to criticize other people's ideas that are different from yourselves | | Build or break relationship in communication |

Table 2.2 Review Definition of Verbal Abuse (cont.)

| Name | Literature Review | | | |
|------------------------------------|--|--------|--|---|
| | General Contexts | Causes | Methods | Objectives |
| Bosch K. (2007) | Showing behavior by speaking and/or mind games | | Might make joke with humor or give animals' names to other people. | Give ideas to victims or someone who is forced or controlled to do things. |
| Wanpen Saimai et. al (2010) | Using any words | | 1.use intonation by yelling/shouting 2.insult/use aggressive words 3. use words to threaten others, use authority over other people, refer to themselves as supporters 4.criticize other people to make them feel embarrassed | Aim to show that you want to insult, blame, accuse, frighten, and discredit |

Table 2.2 Review Definition of Verbal Abuse (cont.)

| Name | Literature Review | | | |
|---|--|---|--|---|
| | General Contexts | Causes | Methods | Objectives |
| Chayakorn, Narin, Hongthong (2009) | Behavior that causes damage and hurt themselves and other people | | Express feeling by speaking | causes damage and hurt themselves and other. |
| Siriwan Pukorn (2004) | acting | | 1. speech 2. intonation 3. manner The three methods consist of aggressive speaking, yelling, insulting, irony speaking, provoking, and threatening. | Making other people feel hurt/sad |
| Supattra Pantuworn (2006) | Acting in the form of speaking | To get rid of frustration, anger, stress, and all unsatisfied feeling affected form other people and things surrounding | | Aim to hurt other people and make other people in danger, get injury, or mental damage intentionally. |

According to the reviewing the definition of verbal abuse in 8 cases, we can conclude that verbal abuse for this study means any behavior shown by using aggressive speech, words, and intonation or mind games to response to all the stimulants that cause the actors frustrated, angry, depress, and feel unsatisfied to other people or things around them, or even attack other people ideas. The actors express all the feeling by speaking, using different intonation, and manner such as using words to insult, belittle, disparage, use authority to force other people, tease other people, criticize to make other people feel embarrassed, speak with aggressiveness, yell, speak ironically, speak provokingly, and threaten.

Types of Verbal Abuse

Walter, Pearce and Dahms divided verbal abuse into nine types as follows. (Somrit Keawpolsri, 1991)

- 1) Commands or demands refer to the speaking that makes other people follow the direction or do whatever the commanders want them to do.
- 2) Cross-purposes refers to the speaking that claims super spirits to punish the speakers when they are not able to things according to their needs.
- 3) Disparages refers to any speaking that make other people feel embarrassed such as talk to the mistakes of other people, laugh at other people who face with misfortune or accuse of other people.
- 4) Injury via agent refers to the speaking that aims to persuade other people to fight together until gotten injured.
- 5) Refuse to comply refers to the speaking that disagrees to other people's ideas.
- 6) Rejects refer to the speaking that aims to deny or reject to participate in any activities with other people.
- 7) Shifts blame refers to the speaking that aims to express mistakes of other people or accuse other people's action.
- 8) Claims possession refers to the speaking that focuses on trying to own or occupy public property.

9) Tattles refers to warning to let other people know that if they do not stop the actions that they do not want or are not satisfied, there will be fights occurring.

Bosch (2007) pointed out that verbal abuse was like shape weapons that people used to harm others by saying that verbal abuse can be shape weapons.

1. Countering refers to the acting that makes other people feel belittled in thinking, feeling, perception, and experiencing by responding to all other people's ideas. For example, if someone says "it is cold, today.", he/she responds that "it is not cold at all."

2. Withholding refers to the denying that shows ideas, feeling, thinking, dreaming, and getting together such as silent treatment.

3. Discounting refers to using words to discount success or experience of other people. For example, if someone is proud of himself with the good grade when getting B, so this person says, "There is nothing to be proud of because I often get good grades, A."

4. Verbal abuse disguised as jokes refers to the speaking that aims to make jokes of other people to make them feel embarrassed.

5. Blocking and diverting refers to ignoring of other people's talks and trying to change the story to be able to control the situations.

6. Accusing and blaming refers to the accusing to other people's behavior that is not suitable and blaming the behavior. For example, Ann accuses John that John makes her angry until Ann has to yell at John.

7. Judging and Criticizing refers to using words to discredit other people's thoughts, actions, and feelings. For example, "You always make mistakes all the time, so when are you going to do things correctly?"

8. Trivializing

9. Undermining refers to using words to undermine other people confidence or dignity.

10. Threatening refers to using words to threaten other people by saying that you are going to harm other people.

11. Chronic forgetting refers to forgetfulness of appointments or special events.

12. Ordering refers to using words to show that you have authority or power over the others or using words to control other people.

13. Denial of anger or abuse refers to denying and rejecting your guilty.

14. Abusive anger refers to verbal abuse that is shown when the speakers get angry and it leads to physical abuse.

Buss (1967) stated that verbal aggression can be divided into two types as follows.

1) **Denying** refers to any acting that the actors deny/disagree/reject such as avoiding meeting someone, showing that you hate that person, denying to participate in the group by using words to reject such as speaking directly: “get out now.” or scandal such as “I do not like you.”. Besides speaking, the speakers express emotion to hurt other people with their acting.

2) **Enforcement** refers to any forms of speaking that causes other people hurt because words used in speaking are in the form of enforcement other people. It is results from learning, observing, or imitating other people’s actions such as the actions of fathers, mothers, teachers, and friends.

Besides the idea above, Buss (1973) continued his studying and found that verbal aggression can be divided into two dimensions as follows.

1) The active dimension of verbal aggression refers to the verbal aggression that is shown when acting such as scolding, insulting someone who the speakers are not satisfied, or showing indirect verbal aggressive behavior coupled with speaking. The verbal aggression in this dimension can be done by gossips and scandals. For example, when John does not like Mary, he will make rumor in the negative way to Mary to make her inglorious.

2) The passive dimension of verbal aggressive refers to the verbal aggression that is shown in the other ways without encountering face to face directly. The speakers do not say anything in front of people who they do not like them. After that, they will show the verbal aggression by pursuing other people not to talk to them, for example.

Anekkul Greesang (1974) indicated that verbal abuse can be divided into two types as follows.

1) Direct Aggression means any aggressive acting to other people or anything that is caused other people feel frustrated, so it leads to people fighting to each other. Small children that come from the low level families tend to have the direct aggression more than the children in other ages.

2) Indirect Aggression means any aggressive acting towards other people or things that cause other people feel frustrated. The indirect aggression is expressed by gossiping, biasing against other people, blaming other people or things that are not the causes of the frustration called scapegoats. This happens because the actors are not brave enough to show the aggressive behavior directly, so they have to express the feeling by showing the indirect aggression instead.

Verbal aggression can be divided into two levels: verbal aggression that is against social standards such as aggressive and impolite words and verbal aggression in the level of calumny that is violent the laws.

The social standards are always regulated to be rules that everyone has to follow especially in communication. This is because languages and cultures are used to indicate habits, situations of living, and cultures of people in the societies as described in the Thai proverb that "A tree is known by its fruit." Language is a tool used to measure civilization of the countries. It can tell how high of the cultures are. People who live in the wild society or who are uneducated always speak impolitely like using aggressive words that sound rude to other people. In contrast, educated people always speak politely, and they always use formal language to speak to other people. (Department of Education, the Ministry of Education, 2011) Language is divided into different levels depending on words used in different situations and with different people according to the relationship. Language politeness according to Hide's theory (cited in Panadda Lerlertyuttitham, 2006) is divided into three levels: impolite, normal, polite language depending on ages, seniority, social situations, and close relationship. In general, factors of the politeness depend on people who are having conversation together. According to ages, if two people are talking to each other, one older than the other one, the language they use to talk to each other will be more polite than two people who are talking to each other but they have the same ages.

The level on using the polite language includes the close relationship. If two people are talking to each other and if they are close friends, the language they use will be in the low level of the politeness. The more they are close friends the less polite language will be used. (Panadda Lerlertyuttitham, 2006)

According to Esan societies, the standards of living are regulated 14 rules for people in the societies to follow. The rule no. 2 states that “do not be greedy because you will be sad, do not pay and change money to other things, and do not speak aggressively to each other.” (Niwat P. Srisuwanan, 1996)

Verbal abuse in the first degree is effective to the law according to Penal Code Section 326 stated that “Whoever, imputes anything to the other person before a third person in a manner likely to impair the reputation of such other person or to expose such other person to be hated or scorned, is said to commit defamation, and shall be punished with imprisonment not exceeding one year or fined not exceeding twenty thousand Baht, or both.” Defamation is expressed by the action of damaging the good reputation of someone; slander or libel. The persons who are defamed will be hated and belittled from other people. The defamation section has to be words used to talk about other people’s behavior that refers to the exact facts. In other words, the defamation can be proved to be existed or not existed. Referring to the facts might be different from showing opinions because the opinions are only things happening and the things are only in people imagination that cannot be proved by using the facts (manual of German law no 104 p.106, cited in Jitti Thinsapatti, 2010). Words: “ai here,” (goddamn), “ai sat dearratchan” (beast), and “ai chart ma” (you are dogs.) are only scolding words aiming to tell that person is a very bad person, but they are not defamation words (Supreme Court Judgement No. 1021/2494 2494 T. 851, No. 863/2497 2496 T. 835; cited in Jitti Thinsapatti, 2010). However, if people insult each other, they say words that destroy the other the reputation of the other side, not the normal words used in daily lives. This case can be defamation. For example, P, B, and A insult each other. D and A comes to help insult P. They say, “Ie chart dok thong dates with my brother at the bank of the pond. One of your kids is my husband kid.” This saying is the example of defamation (Supreme Court Judgement No. 406/2478 19, TS. 647). L insults S that “Ie song commits adultery with my husband, ect., so her parents make friends with animals and dogs.” This example includes defamation

words. (Supreme Court Judgement No. 536/2479 20 TS. 646, No. 130/2483 24 TS. 140)

Defamation consists of four characteristics as follows (Tawekait Menakanit, 2014).

1. Defamation refers to behavior shown by the facts that happened in the past or the facts that are happening now. The defamation behavior is used to confirm the facts about the bad sexual behavior, corruption in the job, or discredit in the finance. It does not matter that the facts will be true or not. The defamation is mentioned as the speaking about bad things of other people or the accusing of other people to damage their reputation.

2. Other people refer to people who are accused. They might be normal people or corporations.

3. The third party means the third persons who receive facts about the defamation.

4. Damaging the reputation means words or messages used to make other people damage in their reputation, be insulted, and be hated. The people who are accused do not need to perceive in emotion, feeling, and understanding in the words or messages used by ordinary people. All those words or messages are considered to be whether the information will be defamation according to Penal Code Section 326 and 328 or not. (Supreme Court Judgement No. 3167/2545 N.1704; cited in Tawekait Menakanit, 2014). The messages that damage other people's reputation, are used to insult other people, or make other people to be hated are not the results of the acting, but they are behavior of the acting. How much the damage will be is in the judges' consideration. (Supreme Court Judgement No. 2371/2522 N.190; cited in Tawekait Menakanit, 2014). The judgement depends on the opinions of the ordinary people, but not the opinions of the persecutor. For example, if the persecutor is accused as an ogre or a dog, the ordinary people do not believe that this accusation is true. Therefore, the persecutor will not be damaged in his reputation or hated from other people (Supreme Court Judgement No. 256/2509 N.1957, No. 200/2511 N.197; cited in Tawekait Menakanit, 2014).

Hence, facts that can be the defamation can be concluded as follows (Kairit Kasamsan, 2014).

1. The defamation facts are not only the aggressive words or the impossible facts. When someone is scolded as “Ai here (goddamn)”, it is considered as the aggressive words.

2. . The defamation facts need to be the exact facts that are not vague, without evidence, or are said with the feeling of getting hurt.

3. The defamation facts need to be the facts that can be confirmed in the past or in the present, but they are not the facts that are from the expectation or the reference to the future events.

As seen in the information above, the aggressive words refer to the impossible things. The messages are said in the vague forms, for example, a bad person, so we need to know how bad he is. If a person is called a wicked person, so we need to know how wick he is. These cases will be investigated by the Supreme Court. The messages are not considered as the accusation messages. Moreover, the Supreme Court has to investigate to find ways to confirm the facts whether the facts can be confirmed in the present or in the past. If the facts can be confirmed that they are the future expectation, they are not considered as the defamation (Kairit Kasamsan, 2014).

In addition, The Thailand Civil and Commercial Code includes the regulation for the guilt of the defamation that is caused from violent speaking (Sanankorn (Chompee) Sotipan, 2012) in the first paragraph of the section 423. The messages in this section legislate that “If someone says or rumors news that is against the truth of the news and the results of the saying or the rumor damage the reputation of other people or destroy the ways of working of other people, or obstruct their work promotion, that person who says or rumors the untrue news has to compensate by paying money victims for the damaging resulted from the saying or the rumor. In this case, although while speaking, the speaker does not know whether the news is not true, he should have known.” The guilty of the violent speaking combine with four factors as described in the following information (Sanankorn (Chompee) Sotipan, 2012).

1. Any actions involving using words in speaking affect other people to cause damage in their lives.
2. Any actions occur intentionally or carelessly.
3. Any actions are performed illegally according to the laws. In other words, any actions are not included in the laws to allow people to perform.
4. Any actions damage:
 - A. people's reputation meaning that the people reputation is well known widely by other people in the positive ways.
 - B. prestige refers to people's merits that people have done all of their lives and other people believe that the people's merits should be respected.
 - C. the ways of working refer to the ways of living of other people.
 - D. the work promotion refers to people's work improvement and promotion.

According to the review of the types of verbal abuse, we learn that verbal abuse is a kind of behavior that includes in everyone. It can be shown more aggressively than normal in order to response or release stress, frustration, anger, depression, or other bad feelings of the actors. Although the verbal abuse affects personal minds of people who are acted, it will be considered as defamation when the facts used to say or rumor are not vague, are said with having evidences, or are said with hurt.

Causes of Verbal Abuse

Problems of verbal abuse in children and youths consist of many factors. Penchan Pradabmok-Cherler et al. (2008) divided the analysis levels of the causes of personal verbal abuse into three levels: intrapersonal, interpersonal, and social and cultural factors.

Intrapersonal factors consist of characteristics of the actors who perform verbal abuse or someone who receives the verbal abuse acting. The characteristics include someone who has sexual distortion, mental illness, addict to drugs, and drinking alcohol. The processes of the verbal abuse performance of the intrapersonal factors affect violent behavior. Coleman, A. and Kelly, A. (2012) pointed out that if people have early psychic trauma such as feeling depressed and pain in childhood,

they cannot take the depression or the pain any more when they grow up to become teenagers. Therefore, they choose to release the depression or the pain by showing aggressive behavior to other people. In addition, the key stress of modern life or the difficulty of life such as family, health, and accident problems and all the problems cannot be solved can be caused verbal abuse behavior. Similarly, Somsap Sukarnon (2003) concluded causes of verbal abuse behavior that the verbal abuse behavior was collected in the person since he was in very young ages. This means that people in the adolescence are in the peak of their lives, so there are some physical changes in the teenagers' bodies. The physical changes include physical, mental and emotional changes. For example, the physical changes are caused from hormone changes. The teenagers' sex have been developed, so they are interested in the sex more than when they were in the childhood. Their brains have also been developed in brain to be in the same level of adulthood, so they like to find the results and the reasons all the time. They also pay attentions to their friends in order to be accepted from their friends and they want to be part of the group. The violent emotion begins in order to against the power of adults. They need to be privacy most of the time. All the causes mentioned make teenagers get confused in their roles, they do not know how to perform their behavior appropriately. In addition, their parents and all people around them also expect them to be excellent in all situations. Therefore, all those things causes the teenagers get more confused in their roles.

Interpersonal factors focus on the analysis of factors outside of the teenagers' bodies affecting relationship of human beings, family structure and roles related to the family members and family learning, and societies affecting violent behavior.

Lange, A. I. and Jakubowski P. (1978) found positive reinforcement from families and communities. People who lack of skills on showing behavior appropriately in specific situations might show aggressive behavior. Somsap Sukarnon (2003) stated that in the broken families, fathers or mothers lack of skills in raising their kids, so their kids addict to drugs, cannot find jobs, fight to other people, and use labor and words to insult other people. Similarly, in the families that the family members lack of caring to each other, parents do not understand their kids, have no time for their kids, do not have time to listen to their kids, and expect their

kids to do good things too much. Moreover, they also protect their kids too much until they cannot solve problems by themselves. All of these affect to aggressive behavior of the teenagers. In addition, Coleman (1981; cited in Michelson, L. Sugai, D. P. Wood, R. P. & Kazdin, A. E., 2013) also found that parents from the families that the family members lack of caring to each other fight to each other or have violent behavior. They do not build understanding among their family members. The families in this case affect the development of the family members as they have the violent behavior. Moreover, the family situations are also the main causes of verbal abuse among children and teenagers, especially the children and teenagers that come from the conflict families that their parents fight and hurt each other all the time (Bowers, I. et al, 1992). The children who see the violent behavior of their parents tend to hurt other people's emotion at schools by teasing, gossiping, and insulting two times of the children who have not seen the violent behavior in their families at all (Dauvergne, M. and H. Johnson, 2001).

Besides the interpersonal factors, behavior in groups of peers influences highly to regulate children and youth behavior. Peers influence to teenagers' dressing, acting, and imitating each other in order to be accepted among peers and in a group of peers (Sucha Chanaim, 1999). To be accepted and assimilate in a group of peers, the teenagers imitate behavior intentionally or unintentionally.(Somsup Sukarnon, 2003). If the teenagers get involved in the groups that include the teenagers who have sexual distortion, the teenagers who participate in these groups tend to have the sexual distortion and lead to aggressive behavior as well (Coleman, 1981; cited in Michelson, L. Sugai, D. P. Wood, R. P. & Kazdin, A. E., 2013). The study of Jiraporn Chiyachen (2010) found that students used verbal aggression among peers such as "Ku pud kub mung" (I am speaking to you), yelling, giving their friends special names or the strange names who they do not like, talking to their friends' weak points, or teasing their friends by calling their parents' names. All those behaviors were found in groups of peers. The students believe that these behaviors were not violent, but if they continued doing these behaviors, they might lead to problems. If they talked to someone else and the person they were talking to misunderstand them and believed that the teasing words would be for real, this behavior may cause them feel hurt or have conflict later on.

For the social and cultural factors, there is an assumption of the violence between people. The violence is built from social structures such as unfairness in society, gaps between cultures, changing in cultures, and tradition accepting violence. For example, the unfairness in society can be express by the case that men have more power than women. Lange, A. I. and Jakubowski P. (1978) stated that some people believe that showing aggressive behavior was only the way to response other people to get what they need. However, showing like this led to that person to have aggressive behavior. In the present, the aggressive behavior was accepted as seen in the media. Somsap Sukarnon (2003) found that the present media such as books, cartoons, newspaper, radios, and games especially on the internet presented news or information that was violent. There were no standards to control media. This causes teenagers accept news that was full of violence continually until they were accustomed to the violence. They imitated the media that some of the media taught them to aim to win other people with the violence as they saw on the media. They acquired and brought them to use in their everyday lives. These results are related to the study of Wanna Chongdarakul (1990). Wanna found that finding or expecting other people to show aggressive behavior and the news presenting through radios, televisions, movies, newspaper, magazines, etc., that include aggression were factors affecting people to show aggressive behavior.

Sociology and psychology theories related to the explanation of the appearance of the aggression

Sociology and psychology theories related to the explanation of the appearance of the aggression are described as follows.

1. Social Learning Theory offers concepts of aggressive behavior as the aggression that are from the process of learning, and socialization. Children, who face with aggressive behavior at home in both direct torture that the children face with himself and finding the violence from their parents, tend to be victims or sufferers of the violence when they grow up. Albert Bandura mixed the concepts of behavioral and intelligent scientific approaches together, so he added attitudes of learning by considering the intelligent process to explain the occurring of behavior such as expectation, thoughts, and beliefs (Bandura, 1976).

Bandura stated that personal behavior took place from learning by observing or imitating. In this case, the environment and the learners were equally important. The learners and the environment influenced each other. This was because learning was caused from interaction between the learners and the environment around the learners. Therefore, all of the human behavior was caused from social learning that was mostly from learning by observing and imitating.

In addition, Bandura explained that human behavior came from the interaction that continued to take place between thinking, behavior, and environment based on the following processes.

1) Attention refers to activities that imitate models that are outstanding, impressing, complicating, seen in general, and valuable enough to be used next time. Moreover, attention also includes observation that involves potential in perception, levels of attentiveness, aspects, repeating mistakes in the past.

2) Retention refers to interpreting, defining the meaning of words and symbols used to speak, organizing information in brain, practicing using words and symbols, and ordering work through all the five senses.

3) Motor reproduction refers to physical potential, reproduction observation, and exact response.

4) Motivation refers to stories happening around the speakers, experience happening from the speakers' imagination by seeing or reading other people's stories and reproducing the stories by the speakers.

In addition, the learning theory of Bandura is used to explain to children and youths aggression that the children and youths do not only learn performing aggressive behavior by award giving or punishing from their parents, but they also imitate the behavior from other people who have power over them. They learn the behavior by observing the characteristics and the acting of their parents or other people who have close relationship to them. They follow the characteristics and the acting of those people as typical models more than remember what they teach.

According to the review, the learning theory of Bandura includes two important approaches: levels of learning through observing by organizing the observatory and practicing the aggressive behavior by imitating other people's behavior intentionally. The children and youths learn how to perform behavior through

two approaches and practice them openly. They change behavior of imitation into words used to speaking, symbols, or pictures and keep in their minds. They prefer to imitate and keep the behavior in their minds rather than observe the behavior only. People tend to accept behavior that they believe that the behavior is good enough to imitate. If the behavior is valuable and is accepted from other people, people are likely to accept it. If the original behavior is close to our behavior and has values enough to use in the real life, we tend to imitate the behavior.

2. Control Theory involves violent behavior of children and youths resulted from controlling machinery of societies that lack of efficiency caused from social changing from agriculture to industry. This changing makes the societies disorganize and lack of rules called anomie. The anomie refers to the situations full with competition, societies that include people taking care only oneself not anyone else, and social institutions that are not able to control individual properly. All those causes mentioned affect to societies lacking of unity to control the societies' members to follow the rules of the societies (Pornchai Chantee et al., 2015). According to the theory, human beings cannot control themselves because they are originally evil. Therefore, social institutions should take actions in order to control and organize the abnormality of the human behavior occurring in the societies. They need to play important roles in order to control human behavior, so more human beings will follow the rules correctly.

The theory in this group that can be used to explain aggressive behavior of children and youths is the social attachment theory (Chankanit, Kittiya, and Suriyamanee, 2012) by Travis Hirschi (1969). The social attachment theory explains that deviant behavior is normal in societies while normal behavior is needed to be investigated. Hirschi stated that people do not commit guilty because they have social attachment or something that they are going to lose controls their behavior. The social attachment consists of four items as follows.

1) Attachment refers to emotion of people that are always worried about other people such as mothers, fathers, or peers. For example, some youths attach to their parents more than any other people because their parents always show that they love and care for their kids more than other people. 2) Commitment refers to physical and mental supports to something that is part of rules that are

accepted and followed in societies. For example, youths plan to continue their education in the higher education, or the youths have strong motivation to do something that they can donate themselves to the rules or policies. These groups of youths have their targets to do things more than other groups of people who do not have any targets for themselves.

3) Involvement refers to the involvement in social activities. When people involve in social activities, they need to spend time to do the activities. They participate in the activities because they believe that the activities are helpful. Therefore, they do not have time to get involved in unsuitable or deviational behavior.

4) Belief refers to the belief in social and religion rules. People commit guilty because the attachment lacks of efficiency to control people's behavior in the societies

According to the Hirschi's theory, Hirschi does not care for the depression happening within the social classes and experiencing in the schools, and other kinds of depression occurring in the societies affecting the commitments that people have with the moral rules. For example, youths who have disadvantages in financial statuses or who involve in bad social situations defect to the commitments although they are from harmony families. In addition, negative experience from schools may affect the commitment strength towards social rules. All of the characteristics mentioned influence to the commitment factors until they cause the families unimportant at all (Annop Chubomrung, 1984).

3. Ecological Perspective refers to the ecological perspective that involves crimes in the first period in the U.S.A. It is about the finding of the relationship between committing guilty of the youths and residential areas in Chicago. The concept of the ecological perspective is led by Ernest Burgess and Robert E. Park who studied the growth of Chicago. In the study of Burgess and Robert E. Park, they found that Chicago grew from the central to the city to outside of the city in the sphere radius. Each section or each community expands in the same direction, the sphere radius. When each community grows, the growing causes the process of the changing in the areas or communities. People committing guilty highly are the people who live in or close to the industry or business areas that include a lot of the empty and messy building or houses (Pornchai et al., 2015). Shaw and Mckey concluded the relationship

between crimes and social problems that the crimes and the social problems have relationship with ecological perspective called “intrusion, possession, and continuing authority to the next generation” (Pornchai et al., 2015) If some areas are invaded by the new comers, the commitment or machinery used to control the society will be ruined. This is because the new comers are different in physical characteristics, beliefs, traditions, and values from the recent residents. With the differences, the new comers cause the society that used to be in order damage. The residential areas have been changed as the residents do not pay attention to the damage. Moreover, the commitment among the residents decreases because everyone does not care for each other. The activities that the residents need to participate have been declined less and less. These problems cause the residents cannot control the youths living in the residential areas any more.

This idea believes that the violence occurs because of the interaction in the personal, psychological, social and cultural levels. For example, the children acted violently are resulted from roles of the relationship between parents and their children, the relationship between families and neighbors, or communities that are not suitable (Penchan Pradapmok-Cherler et al., 2008). Especially, if the families are weak or lack of good relationship to each other family members, social systems that do not support children behavior in the positive ways, and the acting violently tend to have more violence in communities.

4. Learning Theory

Learning theory is part of concepts of criminology department in the group of the social process theories by Barlow (2000). According to the learning theory, the social process theory is the theory that explains how people become criminals and indicates characteristics of people who interact in societies. The interaction in societies is considered as showing the actors or confirming the actors to other people’s eyes because everybody has different characteristics and social statuses such as reliable statuses or concepts. Most of social statuses focus on individual social characteristics because people always use them to regulate their behavior to be different from other people. Sudsangan Suthesorn (2003) stated that the social process viewed that people were socialized from many institutions in societies such as families, schools, peers, and workplaces. If the relationship went on in the positive

ways and was supported, people would follow the social rules perfectly. In contrast, if the relationship went on in the negative ways, people would violate the rules. Performing against the rules leads to criminal behavior.

Aker (2003) developed the learning theory to become the social learning theory according to the principle keys of Sutherland's theory. The social learning theory is based on the principles of different contacting coupled with the principles of the learning behavior theory, so this theory can be used to explain criminal behavior and almost all of the committing guilty including drug addiction, alcoholism, sexual deviational behavior, white t-shirt criminals, criminal organization, professional criminals, the violent criminals of committing suicide, and mental deficiency. It includes important principles as follows (Pornchai Khantee, 2010: 225-226).

1) Differential Association

Differential association refers to a process that people have experience in accepting or denying illegal or legal behavior that covers in the dimensions of association and social values. The association dimension is defined as people contact to other people to have the participation in the same behavior while the value dimension refers to experience that people have in various standard forms and favorite words used to contact each other.

People who have other people associated with have been accepted. They also allow other people to imitate and encourage criminal behavior or illegal behavior. The importance of the groups of people are families and friends, followed by neighbors, lecturers or teachers, laws and authorities, and mass media or sources of attitudes in various forms. In addition, the association occurs in the previous time, takes longer than before, and use more frequent than before, and people or things used to be models are more important than before, or stay closer than before. The more the both conditions: the association and people/things have the more influence to individual behavior will be.

2) Definition

Definition refers to attitudes or meanings that people hold or affect to any behavior. This means that the definition regulates the direction for giving reasons or meanings of situations and the attitudes towards behavior or any performing

whether the reasons or the performing are right or wrong, good or bad, need or do not need, reasonable or not reasonable. The definition includes general and specific definition. The general definition refers to people who accept religion principles, ethics, social values and social norms regulated by societies, and people who do not accept illegal behavior or crime. The specific definition is a guideline for people who participate in any activity that is specific for special purposes. For example, if someone accepts that theft is illegal, but this person denies that drug addiction is illegal. If people do not accept the commitment of the guilty of other people, they do not get involved in any illegal behavior. Similarly, if people have the positive attitudes towards criminal behavior, they tend to have illegal behavior as well. Attitudes or personal meaning towards legal and criminal behavior will be developed through the close relationship and different supports. In addition, giving definition of people who commit guilty might be used to excuse or prevent from themselves from criminal behavior that has already done in the past.

3) Differential Reinforcement

Differential reinforcement means expectation balance or balance between giving awards and punishing according to individual behavior. People omit committing guilty or commit guilty depending on their experience of giving awards and punishing according to commit guilty in the past, present, and future. Possibility of repetitiveness depends on awards that people receive from committing guilty. Being accepted, feeling better, or earning more money are called “positive reinforcement” while negative reinforcement refers to people who can avoid or escape from events that they do not want to commit guilty again. The more the differential reinforcement occurs in plenty quantity, the more people tend to have criminal behavior.

4) Imitation

Imitation refers to getting involved in behavior after observing other people behavior that is similar to each other. The imitation occurs depending on characteristics and forms of behavior observed and results received from the behavior. The characteristics and forms are from the observation of groups of people who play important roles in ways of living and mass media that influence to legal and criminal behavior. Therefore, the observation is important to build new behavior more than

maintain or stop behavior that has already been built, and to keep the behavior that has already happened.

5. Subculture theory

Subcultures refers to norms and values of the members in the subgroups in societies that are different from the dominant groups. The norms and values of the subgroups that are different from the dominant groups include the performing that is shown through using different languages, specific traditions, or social rites of the group's members that have subcultures. The subcultures are used to explain criminal behavior of children and youths who have subcultures against values and dominant cultures of societies (Krisberg & Austin 1978; cited in Warunee Phurisinsid, 1988; Sellin,T.,1970). The subculture theory related to children and youths committing guilty consists of three theories as follows.

1) Culture Conflict Theory by Thorsten Sellin (1938; cited in Warunee Phurisinsid, 1988)

Culture Conflict Theory involves cultural conflicts that are divided into two aspects: primary and secondary conflicts. (1) The primary conflicts include the conflicts that are caused from two cultures that are different from each other. For example, people who live in a country that follows old cultures will have conflicts with new social laws, so this causes them commit guilty. (2) The secondary conflicts refer to social changing in each society that creates more differences in the society according to Sellin. The conflicts develop to social differences of people in each group in societies. If cultures of the group of people are against social norms, people who follow the cultures will become committers. The changing from the agricultural to industry societies causes people share work more than before. Youths have to go to schools and become part of subgroup (in the agricultural society, youths work in their houses and have ways of lives similar to adults.). Being part of the subgroup causes the youths create their own values. The cultural differences lead to commit crime in two aspects. (1) The primary conflicts include the conflicts that are caused from two cultures that are different from each other. For example, people who live in a country that follows old cultures will have conflicts with new social laws, so this causes them commit guilty. (2) The secondary conflicts refer to social changing in each society that creates more differences in the society. Fisher (1995) explained that

the more the city grew, the more the subculture groups grew. Moreover, while the the city and the subcultures grow, there is some groups' gathering differently according to the subculture groups as follows.

1) Ethnic-sub-culture in each society consists of people in various ethnic mixing together. Each ethnic has its own culture.

2) Age-sub-culture refers to people in each society combining with people in different ages. In each age, people perform differently. Teenagers have their own performance different from adults such as dressing, playing, speaking, and interesting.

3) Regional-sub-culture refers to people in each country living in different parts of the country. Therefore, the ways of their lives in performing traditions will be different. For example, Thai people in the different parts speak differently and have different traditions.

4) Occupational-sub-culture refers to people who have the same type of jobs having the ways of lives the same such as fishermen, singers, and journalists.

5) Sex-sub-culture refers to genders that perform differently between men and women such as behavior and manners. Women may walk slowly, like to do needlework while men may walk fast, act strongly, and like to do something challenging.

2) Value theory for the middle class people of Albert Cohen (1995; cited in Warunee Phurisinsid, 1988)

According to the value theory, Cohen explained that children that came from families with low income had to live in the society that social norms was regulated by the middle class people, but the middle class people did not teach the low class children. Therefore, the low class children were not ready to challenge to the middle class children or challenge to the targets that were regulated by the middle class people. However, the children accepted the standards created by the middle class people via their parents and mass media. When the children accepted the standards, but they did not know ways to get to the targets, they would build their own cultures and norms to response to their frustration.

According to The theory of Water Miller (1985; cited in Warunee Phurisinsid, 1988), Miller explained about the commitment of guilty, especially for the children and the youths in the low class. He indicated that low class people had their own cultures and their cultures influenced to children behavior in their communities. Low class cultures were different from dominant cultures in societies. The ways of the low class people's lives had characteristics according to "focal concerns." The focal concerns were similar to values. They consisted of trouble, toughness, smartness, excitement, fate, and autonomy.

(1) Trouble refers to favor to get involved in illegal things. Miller said that in some situations, violating the laws seems to bring pride to the low class people. Moreover, the low class people had the half belief between following or violating the laws. (2) Toughness refers to the strong belief, bravery, non-acting, and smartness in fighting. The low class people admire "masculineness" a lot. Therefore, if someone is known as homosexuality, he or she will be hurt seriously. (3) Smartness refers to people who afford things or situations by using their brains and using least labor. This kind of people is accepted from their societies. For example, people who win the gambling games are accepted from other people in the societies. (4) Excitement refers to the low class people who love to be excited. Most of the low class people's excitement is in the forms of drinking alcohol and playing gambling games such as playing horse racing, buying lotteries, playing cards, and going out to have sexual intercourses. (5) Fate refers to the low class people who feel that they cannot control the possibility of their lives and believe that everything is designated by fate. The feeling and belief lead the low class people to play all the gambling games. (6) Autonomy refers to the low class people who reflect their feelings against the control from people outside of their class. They imagine that all the authorities treat them unfairly. This value influences to the low class youths as well. When the youths follow this value, it leads the youths' ideas against norms that most people in the societies accept.

Since languages: verbal or nonverbal languages have forms and methods to communicate, they are different according to cultures. Languages are basic important roots of power structures because they play important roles in the ways of people's thoughts (Niti Aewsriwong, 2006). People in Thailand come from

many races and cultures. For the races in Thailand, there are more than 30 races of people around the country (Encyclopedia of the Nations, 2008), but Thais have viewed themselves as one race, one culture, and one unit for a long time (Jory, 2000; Hayami, 2006; Aewsriwong, 2012). This is because the politic policies and societies have emphasized on cultural assimilation for all the time since Thai government understood that various cultures would be harmful to the stability of the country. After that, education policies created by the government aim to teach, train, and “change” cultures of the different groups to have the same culture all over the country (Thitimadee Arpattananon, 2013). In order to unite the various cultures into one culture, the government has done through language policies and education. The central government regulates the standard curriculums and language. For the language, Thai people must use Thai in communication and as a formal language. Although Thailand is a new state that its population has the equal right under the laws, in the real societies, there is unequal in societies in everyday life and in the feelings of people attitudes (Sriritit Sunanta, 2013). In the cultural dimension and attitudes, the countryside is seen as becoming undeveloped while the cities are represented as civilization and modern since the civilization and the modern can be seen vis media, public policies, and favorite discourses. The favorite discourses provide values in the forms of the city, modern, and advance according to the trend that has the central in Bangkok. All those pictures are opposite to the countryside that is organized to be the edge of the imaginary of the patriotism (Mills M. B., 2012).

6. Aggressive Cues Theory

The aggressive cues theory is the theory that provokes aggression. The theory is from the Berkowitz's concepts (Berkowitz, B. A., 1973). Berkowitz found that aggression was caused from frustration. The aggression expressed more or less depended on relationship of inside people and situations/events that came to provoke it. This meant that if people felt less frustrated, but there was an event provoking more, they were more likely to express the aggression. In contrast, if people felt more frustrated, but there was an events provoking less, they less were likely to express the aggression. Dollard et al. (1939) explained that the frustration was from situations that were obstructed people. The obstruction made people unable to reach to the destination that they need. When people could not reach to their

destination, the frustration would be collected and later on, it would become the aggression. Therefore, we can say that the frustration is a factor provoking people to show their aggression in different forms and levels. This concept is relevant to the concept of Khomkay Anuchan (1995) who viewed that the frustration made people have aggression, but the aggression did not need to show through only outside behavior (Jiraporn Chaichen, 2009). In addition, anger happens due to the frustration result that is waiting to show the aggression if provoked. Therefore, the aggressive behavior takes place depending on the events the actors face with. Khruset and Litton added that moving and releasing emotion is the way to release the frustration. The moving and the releasing emotion need to be related to the causes/events that come to provoke people to express the aggressive behavior. When people have aggression, they choose not to reflect things that are caused the frustration happen directly. This is because they are afraid of being punished. However, they reflect the behavior to other things that are not the main causes of the frustration. For example, when the students are blamed by their teachers they do not reflect any things to the teachers. When they arrive home, they will blame their brothers, sisters, or even their pets to release their frustration (Phatcharin Keawpadee, 2001).

According to the review, the concepts and theories related to the aggressive behavior make us know personal characteristics, learning, social control, environment in societies that people use violence, attitudes towards aggression, and things provoking aggression. They are all factors led to verbal abuse.

Influence of Mass Media affecting Verbal Abuse

Development of communication technologies affects sending information. It makes the information distributed to mass media and receivers widely. The receivers include people in various ages: from children to elderly. The information is presented via all media that influence to beliefs, values, and performance of most people in societies. Therefore, media provides advantages and disadvantages. Violent media involve violent aggression or harm other people such as damaging things, beating, physical abuse, or rape. The actors might be human beings, cartoon characters, or robots. The violence appears in various form such as presenting news by emphasizing violence, showing disgusting corpses' pictures, showing people beating each other,

joking on the physical weak points of the participants, scoffing other people, using violent language in the headline news and plays, and acting improperly in public areas. Those kinds of the violence are broadcasted although they are impolite, aggressive, and rude for Thai society. Finding all those behaviors affects mental health and causes the children and youths do the violent behavior to other people (Thai Mental Health Association,). Therefore, media cause violence by means of the following approaches.

1. Modeling and imitation involve human learning behavior. When people find the models, they imitate the models. Children tend to imitate other people's behavior when seeing. For example, children imitate the actors or actresses they see on the television.

2. Observational learning is a theory used to explain the long term results of the violence appearing in the media. In general development, children build their aspects and make conclusion by themselves. According to information in the past and experience with many things, when children spend most of the time watching media, the media become their main sources of information that they are going to learn from the world and societies. After learning, they follow what they learn by practicing instead of learning from their parents and teachers. This learning becomes acquiring the violence in the new meanings as in the following examples often found.

- Acceptance of violence is used to be an approach to solve problems or find solutions appropriately. For example, heroes in the movies are admired from getting rid of all terrorists although the heroes use the violence to attack other people and damage things.

- If the victims are bad, they are punished violently. Most people believe that it is right. They also think that vengeance is justified mean. Many movies produced seem to follow this concept. However, people in the present societies do not agree with using violence to solve problems or punishing other people violently by violate the laws.

- It is possible to do violently to women. The good example for this case is that many movie series include the violence when the protagonist rapes the main actress. After that, both of them become a couple of lovers and the main actress

does not report the rape to the police. This story shows that the man raping the woman turns to be good behavior instead of being punished.

3. Desensitization and Tolerance refer to stress (or bad feeling) of people decreasing after watching the violence from media. Long terms of watching the violence from the media reduce the violence compared with the first time of watching the violence. When people “get used to” the violence, it makes them “ignore” to what they see or what they do violently. Besides, “getting used to” also makes the viewers “condolence” to the victims less than before.

4. Increasing arousal and disinhibition refer to violent media that always trigger or arousal almost all children and youths. In physical appearance, the increasing arousal and disinhibition can be seen by increasing heart rates, breathing rates, and hypertension. The high arousal situations affect bodies to be stronger or have more power than normal. Meanwhile, many study found that violent media affected perfrontal contex that controlled human temperance. It caused the human temperance decrease, and affected human beings to do things violently easier than normal.

5. Priming and automatization of aggressive sschematic processing

In the present, neuroscientists and cognitive psychologists find that working systems of human minds are in the forms of network because human beings have the forms of thinking in the schema forms. Some things that humans keep in their minds can be stimulated consciously or unconsciously by stimulants. This affects to the stimulants that can be interpreted and humans are stimulated to do things violently since the stimulants are only things or buildings. For example, someone just only sees the pictures of the weapons, he/she is stimulated to think, have emotion, or have violent behavior.

Characteristics of negative media that stimulate people to have violent behavior in societies are as in the following examples.

Televisions are media that influence in the highest level to the population’s behavior because they reach to people in all genders easily by presenting aggressive behavior. People watch television to see someone using the violence as a

tool in solving problems, conflicts, and misunderstanding such as fighting, battling, and shooting.

Video games, game online, or cartoons influence to violent children's and youths' behavior because of the violence that is from the presenting such as punching, fighting, and using weapons shooting each other.

Playing music influences to most of youths because it is always presented in the violent melody and arousal. The sounds of the singers are also vigorous and violent, or the contents of the music are arousal.

Internet websites music influence to children and youths because some internet websites present pictures or messages that are pornographic and obscene. Some of them also show the conversation that is delusional in various patterns, so these bring to using violence in societies.

Newspapers reach people from youths to adults who are in the working ages. The newspapers present news or headline news that includes contents that have violent and aggressive behavior. This may make children and youths follow the behavior if they feel serious or fight to each other.

In the present, the behavior on watching television of the children and youths has been changed from the behavior performing in the past. In the previous time, they watch televisions from the television sets. When the technologies have been more developed, mobile telephones and computers can be used to watch movies or everything through application programs such as TV Thai HD, TV Thailand, or Thai Live TV. The behavior of watching many things through the mobile telephones and computers for the children has been increasing more and more every day (Kanokkarn Prajongsangri and Ailada Fallet, 2014).

The technology development as mentioned above causes changing information, chatting, and sharing information through the internet network achieve. With the achievement of the communication, some cyber-bullying behavior through media occurs. The definition of the cyber-bullying is given in the various meanings, but Citron (2009) and Kanatip Thongwerawong (2015) conclude the five main factors of the cyber-bullying as follows.

1) The cyber-bullying behavior is the action performed by communication technologies. The bullying is acted physically and directly such as using words, speaking, and teasing to bully other people.

2) The cyber-bullying behavior is the action performed by using languages or symbols as tools to bully other people such as using alphabets, pictures, electronic messages, and webcasts. Henderson (2009; cited in Kanatip Thongwerawong, 2015) compared the teasing behavior of the cyber-bullying towards school children's bodies that school children performed cyber-bullying to other school children to make them feel embarrassed by doing something to their bodies such as teasing. Instead of doing teasing directly, this group of children does it through online media.

3) The cyber-bullying behavior aims to impact to other people's emotion and minds (ZSchwartz, 2009; cited in Kanatip Thongwerawong, 2015). People who perform the cyber-bullying behavior do it by sending messages or pictures that affect to victims' minds.

4) The cyber-bullying behavior involves children and youths because they are a majority group of people who use technologies and the internet and have relationship with the school children actions. They do the cyber-bullying outside of the schools, but what they do affect the school children (MacKay, 2012; cited in Kanatip Thongwerawong, 2015).

5) There are links between online media and physical actions. The links also are part of environment.

In 2013, 9 children and youths who used the internet website network committed suicide because they were bullied by words that made them feel very sensitive (Broderick, 2013; cited in Kanatip Thongwerawong, 2015). In the U.S.A., the laws were regulated for the Cyber bullying in 2006 because Megan Meier, aged 13 years committed suicide after the members of MySpace network used words to bully her. In 2013 in Canada, there was the regulation of the laws for the Cyber bullying in Nova Scotia because Rehtaeh Parsons, aged 17 years old, committed suicide. Rehtaeh Parsons decided to kill herself after the cript of her sexual abuse was sent to media online in 2011.

Verbal Abuse in Families

The problems of the family violence are commonly found in physical and emotional abuse. This happens by family members in both direct and indirect ways. The problems of the family violence are caused basically from beliefs, traditions, attitudes towards values, and individual dignity. Additionally, the ways the parents raise their kids affect the growth and the development of attitudes, beliefs, values, personality, and manners that are suitable for everyone living in societies. However, in the meantime, methods or ways to raise the children based on the Thai tradition (Samun Amornvivat, 1991; cited in storehouses Khemmani et al., 1992) include the acceptance of cultural violence. For example, when the Thai kids grow up, they will have less touching from their parents. Showing love by touching is changed into showing love by speaking and acting. If the children have good behavior, this will be satisfied. Adults stay still means that they accept the children behavior. If the adults are not satisfied the children behavior, they will warn, blame, or teach the children. Teaching in Thai families uses a lot of words, but shows a few reasons. The adults like to tell, command, ban, warn, tease, threaten, and insult. They do not like to use reasons in teaching. Besides, the adults use their power in the forms of speaking and acting when the children do things they are not satisfied. They sometimes insult and punish. The adults use their power to teach the children depending on their emotion. If they are not in good moods, they will use their power to punish the children more than usual. The small children commit guilt in the same degree as the bigger children, they will be punished less than the bigger children. The adult behavior in punishment is not stable depending on their emotion. If they are in good moods, their behavior will be shown in the different forms of when they are in bad moods. This affects negatively to the forms of raising Thai children (Sirikul Aisaranuruk and Phanee Sudtisukon, 2007)

General Information of Ubon Ratchathani

Zoning Rules

According to zoning rules, Ubon Ratchathani province is divided into 25 districts, 219 sub-districts, and 2,469 villages. Local Administrative Organization combines with 1 City Municipality, 4 Town Municipality, and 233 Subdistrict Municipality and Subdistrict Administrative organization (SAO). The population in Ubon Ratchathani includes 916,604 males and 910,316 females. The total population is 1,826,920 people. There are 522,672 households (National Statistical Office, 2014).

History of Ubon Ratchathani

Ubon Ratchathani Province is a city in the northeastern. In previous time before the Rattanakosin era, Tao Khompong, Tao Tidphrom, and Tao Khom, sons of Phra Wor, Phra Ta, escaped from the war. Phra Chao Siriboonsan, the king of Nakhon Vientiane, escaped from Nakhon Vientiane to Rattanakosin city to ask for help from king Taksin the Great. In that period, Ubon Ratchathani was only a community where refugees from Vien Don Khong, Nakhon Champasak, immigrated to settle down. Ubon Ratchathani was not established to be the city yet. Later, at the end of the era of king Taksin the Great and at the beginning of Bangkok, Somdet Chao Phraya Maha Kasatsuk or King Rama I aimed to gather people in the country by ruling that if any king of the city or anybody could gather more people as a firm city, he would establish that person to be the king of the city. Phra Phratom Suraraj (Tao Khompong) immigrated his family members and his fellows from Vien Don Khong to settle down at Jearama River. Then, Phra Phratom Suraraj could bring the troop to conquer the insurgents, so the King Rama I established him to be Phra Phratom Suraraj to rule Ubon Ratchathani and he was the first king of Ubon Ratchathani that was established from Jearama village to be "Maung Ubon Ratchathani". In 1792, Maung Ubon Ratchathani was moved from Jearama village to "Dong Uphong" where is Ubon Ratchathani in the present. "Ratchathani" is at the end of Ubon Ratchathani because four kings ruled it and at the beginning of Ratanakosin, Ubon Ratchathani was the important city used to be the site of the headquarters of the military in the Northeastern state up to the era of Prajadhipok Rama VII. In 1792, Ubon Ratchathani

state was cancelled and developed into Ubon Ratchathani province in the present. It is the province that has been developed to be the same as other provinces in Thailand.

Economy, Societies, and Cultures

1) Household Basic Minimum Needs Database

In 2013, household basic minimum needs database of the population in Ubon Ratchathani shows that there are 292,363 households and income of a person per year is 56,503 baht (Department of Ubon Ratchathani Community Development, 2013).

2) Public Health

There are 872 sanatoriums in Ubon Ratchathani: 24 government hospitals, 3 private hospitals, 312 subdistrict health promotion hospitals, and 533 clinics (Ubon Ratchathani Statistic Report, 2014).

3) Religions

There are 1,701 places used for religious rites: 1,632 Buddhist temples, 68 cathedrals and one mosque (Ubon Ratchathani Statistic Report, 2014).

4) Cultures (Traditions and Local Cultural Arts)

(Source: Ubon Ratchathani University. <http://www.lib.ubu.ac.th/html/report/Ubontraditional/ubontradition.htm>)

Ubon Ratchathani has traditions and local cultural arts called “Heet Sib-Song Klong Sib-S”i that has been continually practicing up to now. "Heet" is abbreviated from the Thai word "Ja Reet", meaning the traditional practice, custom, and good behavior and “sib-song” referring to twelve months. Heet Sib Sorng is therefore the practices that are traditionally performed in each month of twelve months by people in Esan or Northeastern of Thailand. It mixed religious rites involved ghost, agricultural and Buddhism rites as described in the following details.

The first month (Duan Ai or Duan Jeang): There are “Parivas rites” in this month for the monks who commit guilty. With the Parivas, the monks can confess the guilty they have made in the previous time. The objective of the practice is to purify the mind by getting rid of all bad things offensive to Buddhism practices. The people took the opportunity to perform merit making and raising ghosts at this period.

The second month (Duan Yee) : "Duan Yee is the time after harvesting crops. People perform merit making by Tum Boon Koon Kao or Tum Boon Koon Laan by inviting monks to pray worship the Buddha to make fortune for the owners' of the house. In the morning, after the monks finish eating, pray worship the Goddess of rice. In addition, people prepare woods for household use.

The third month : In a full moon day of the third month, there is a religious ceremony for "Kao Jee" (broiled sticky rice) and the Makha Buja day. The religious ceremony for "Kao Jee" begins in the early morning. To make "Kao Jee"; the cooked sticky rice is shaped in chunks and the sticky cane juice or sugar cane is then tucked inside the rice. After that, the cooked chunks of rice are grilled over the fai like roasted chicken and repeatedly coated by using well-broken egg. When "Kao Jee" is done, then offer them to the monks as a breakfast.

The fourth month: In this month, there is normally a "Maha Shart" sermon. The northeasterners preferably call this ceremony "Boon Pa Wes" (Pra Wes San Dorn: the Buddha in this carnation). In the ceremony, people offer things used in every life such as clothes, soup, shampoo, and money to the monks. All things offered to the monks are called "Kan Lorn." If people want to offer things specifically to the monks who they invite to give them sermons, the things they offer to the monks in this case are called "Kan Job" because people need to take a peek to make sure that the monks are the ones they want to offer things to.

The fifth month; There is a religious ceremony for Song Kran (Thai New Year festivity) or Boon Song Num or Boon Duan Ha in the full moon of the fifth month. The fifth month is considered to be the important month because it is the month of the beginning of Thai New Year. Boon Song Num includes the tradition of pouring water to Buddha images, monks, and senior people with aroma water and perfume to ask for forgiving and blessing. Besides, people also make merits by offering things to the monks. The sixth month; there are a traditional ceremony for Boon Bung Fai Festival (Rocket Festival) and a religious ceremony for Wisakha Buja day. Boon Bung Fai Festival is celebrated because people ask for the rain to come. At the same time, there are ordination ceremonies taking place. Making merits in the sixth month is very important events before farmers go to work in the paddy fields. Villagers nearby bring Bung Fai (Rockets) to contest. Villagers of the host village

prepare food and alcohol beverages for people who join the contest. Before the contest begins, parade dance and beautiful Bung Fai (rockets) will be moved to the contest area where people shoot the rockets. People enjoy dancing in the parade. They sing in Northeastern styles and show some actions about having sex or sexual organs without thinking about rudeness of showing. For making merits for Wisakha Buja day, in the morning, people offer food to the monks, listen to sermons and in the evening, they do the traditional Wien Tien, bringing flowers, incense, and candles to respect to Buddha by walking around the church for three times.

The seventh month; there are various religious ceremonies called Bun Chom Ha orr worship to the spirits of the houses, the tutelary spirit of the city, the spirits of ancestors, the spirit of the village, and the spirit of the farming field (called "Pee Ta Haek") just before farmers start working in their farm. These ceremonies are conducted with the purposes to show people's respect and thankfulness to those spirits and benefactors.

The eighth month; there is a religious ceremony for entering the Buddhist Lent. This is the same as ceremonies conducted in other regions of Thailand such as making merits by offering food to the monks, listening to the monks' sermons in the afternoon, making candles and offering them to the monks. The tradition of giving those candles for the monks' use during the Buddhist Lent is the enjoyable tradition for Northeastern people because they join the dance parade all the way to bring the candles to the temples. This tradition is called the candle festival. Ubon Ratchathani is well known for the candle festival.

The ninth month; there is a religious ceremony called "Khao Pradub Din". to respect to the passed away people. On the fourteenth day of the waning moon of the ninth month, people prepare food, betel palm and betel pepper, and cigarette then wrap them with banana leaves. The wrapped chunks of food are placed on the ground, hung on the trees' branches, or in the shrines. The objective of this ceremony is to give this food to the passed away ancestors or relatives. The ceremony is later preferably conducted in Buddhist way of merit making i.e. conducted by offering food to monks and pouring ceremonial water.

The tenth month; There is a ceremony called "Boon Kao Sark" or "Kao Sark (Sa Lark Pat) on the full moon day, 15 days of the tenth month. During the

ceremony, people write their names the piece of paper called "Sa Lark" and then put it into the monks' bowl. When the monk sees the Sa Lark, he calls the tray owner to offer the prepared food to ghosts. After the monks finish eating, they give sermons to donate the merits to the passed away people.

The eleventh month; there is a ceremony called "Boon Ok Pan Sa" on the full moon of 15 days when the 3-month Buddhist Lent is ended. The monks have to perform confess one's misdemeanors and do the offering services. This means that the monks have chance to warn each other. After that, the abots or the senior monks give speeches to warn other monks as people who perform the religious rules. At night, there are full of illuminations. For example, the lamps are lighted and hung on the trees or the temple fence called "Boon Phra Teep". In Nakorn Panom, there is a traditional ceremony called "Laurea Fai." To celebrate "Laurea Fai," people decorate ships with acetylene lamps in various patterns and sail the ships in Khong River. In some provinces, people join in the parade of the Wax Castle Festival. The biggest and the original Wax Castle Festival is in SakonNakhon Province.

The twelfth month; there is the month of the end of the year. People make merits by collecting money and things for the monks to use called "Boon Khatin." "Boon Khatin" begins on the first night of the waning moon, the eleventh month until mid of the twelfth month, but the ancestors of the northeastern began "Boon Khatin" in the period of the waxing moon, so people in the past called "Boon Daun Sib Song". For people who live on the banks of the big rivers such as Khong, Chee, and Mun Rivers do boat races called "Suang Hua" to respect to Au Su, King of Nagas. Some places make merits called "Boon Dok Fai" to give blankets they make from waving cottons to the monks. The fireworks are lightened and rockets like piece of firework with a circular wing are fired to celebrate the tradition. In some places, people celebrate by shaving the girls' hair. All the traditions have been performed consecutively for a long time.

People in Northeastern believe that all the twelve traditions are their duties that they need to perform together seriously since the traditions for the first month up to the twelfth month. If someone does not participate in the traditions, they are objected and discriminated. Participating in the traditional ceremonies causes people in the northeastern get close and united to each other inside and outside the villages.

In the present, the traditions and cultural arts, Heet Sib Sorng, have been changed due to the time gone by and some of them have been extinct. Therefore, children and youths in the new generation do not know some of them.

6) Ideologies and Beliefs

Northeastern or Esan people have the most ideologies and beliefs in practice in the beliefs of the ghosts, Buddhism, and links between life and nature. All the beliefs express by emotion. For example, in the beliefs of the ghosts, the ghosts are spirits or souls of passed away humans and animals. Esan people believe that the ghosts are powerful. Since their ghosts' power gives benefits and is harmful to humans, humans have to make rites to ask the ghosts to protect them and give benefits to them. If humans do not make rites to the ghosts, the ghosts will make them get into trouble in various ways. The ghosts that Esan people respect to are the Thaen ghost (Phaya Thaen) or Pee Fah, ancestor ghosts, house ghosts, forest ghosts, mountain ghosts, Ya Ngam ghosts, and Ta Hek ghost. The examples of the beliefs in the ghosts affect emotional expression of Esan people as described in the following information.

Pu Ta (grandpa) ghosts protect houses, cities, and societies. They protect societies by not letting people in societies take advantages of each other. They regulate the social rules. One example of their rules is that when parents get angry at their children, they insult their kids rudely. This behavior is against Pu Ta ghosts' rules because the rules regulate parents to express their emotion politely with kind words and nice actions.

7) Background of Ubon Ratchathani Population

Population in Ubon Ratchathani comes from many races such as Laotian, Kuay, Phutai, Chinse, and Vietnamese.

Laotians are a majority of people living in Northeastern of Thailand or Esan. Most people in Esan speak Thai-Esan more than 95% of the population (Phaitune Meekuson, 1974:1; cited in Dara Ratmettarikanon, 2005).

Kuays are a group of people who is from the race that speaks a language in parts of Mon-Kmer. They do not have any language written for the next generation. So, their ancestors told the stories by telling mouth-to-mouth. The word "Kuay" that the Kuays use to call themselves means "human," and Cambodians call the Kuays as

“Kuy.” In addition, Kuays live in the area nearby the mountain in Khong Chiam district, Ubon Ratchathani. They call themselves as Blues or Brues.

Phutais or Putais are a group of people living in Khemarat district. They immigrated to settle down in the right banks of Khong River 130 years ago. They originated from Na Noy Oil Nu in the area of Sib Song Ju Thai. Phutai language has particular language in speaking similar to Leau and east **Laotian** languages mixing together, but the intonation is similar to Thai Phuen (Auraruk Sitirabud, 1983: 9-10; cited in Dararat Mettarikanon, 2003).

Chinese immigrated to settle down in Esan. No one knew the exact time when they moved in. However, according to the record, Chinese had already settled down in Esan before the generation of King Nangkla. Especially, after the nineteenth century, Chinese migrated to Esan and they settled down to all the countryside while the economy was growing to the countryside. Now, Chinese live in all areas of the Northeastern. Most of their careers are merchants (Dararat Mettarikanon, 2003).

Vietnamese migrated to Ubon Ratchathani in a great number of Vietnamese. They are active, endure, and patient in working for living and practicing the traditions seriously. They live harmoniously together (Chalermchai Phaewrangnon, 1979: 102-103; cited in Dararat Mettarikanon, 2003).

Documents and Related Researches

The studies of verbal abuse among children and youths in Thailand can be divided into two ways. Firstly, the studies investigate factors related to particular verbal abuse. Secondly, the studies involve factors related to verbal abuse of children and youths in overall. According to the studies, the results indicated that since 2007, there have been two studies that investigated verbal abuse in Thailand. They are the study of factors related to threatening behavior of the students in the second period of the schools in the areas of Bangkok, Huai Khwang, Bangkok (Somkid Lomaree, 2011) and the study of factors affecting verbal abuse of the students in the third period of the schools under the Office of Suratthani Educational Service Area 1 (Jiraporn Chaichen, 2010). Verbal abuse found mostly is aggressive speaking, impolite speaking, teasing by calling other

people's parents' names. The students think the aggressive speaking, the impolite speaking, the teasing by calling other people's parents' names are only the playing among students. The speakers do not intend to make mental depression for the receivers (Somkid Lomaree, 2011). This study found the study achievement associated with the threatened behavior with the statistical significance at .01. The students who had GPA fewer than 2.00 had the threatened behavior in the high to the highest levels. Besides, the study also found that the ways their parents raised them and the influence of peers were not related to the threatened behavior of the students (Somkid Lomaree, 2011).

At the same time, the study of Jiraporn Chaichen (2010) found that verbal abuse of the family members, close friends, experience of the verbal abuse actors who were punished according to acting verbal abuse, the interest in choosing accessing media with verbal abuse was associated with the verbal abuse of the female students in the third period who had the study achievement in the moderate level. In this case, the verbal abuse of the family members and the interest in choosing accessing media with verbal abuse could be added together to predict the verbal abuse of the female students in the third period that 73.7% of the students had the verbal abuse. There was the study of comparison of verbal abuse of the female students divided by the levels of the study achievement, family conditions, and the highest level of education of the students' mothers or someone who performed as their mothers. The results indicated that the female students in the third period who had different family conditions had verbal abuse different with the statistical significance at .05. However, when investigated by the levels of the study achievement, family economy, and the highest level of education of the students' mothers or someone who performed as their mothers, there were no differences.

Both studies were the studies about factors associated with aggression and violence in overall. In Ubon Ratchathani, there were some reports about violent situations in the provincial level. The office of social development and human stability in Ubon Ratchathani (2013) found that most of the violent situations in families, communities, and offices had small proportion, but they could lead to children, youths, and women to act violently within one year after that. The samples of the study used to be acted or find the violent behavior in the offices performed by office workers (bosses/ workers/ coworkers/ business owners, etc.) the most (17.50%). The violent behavior

found in the study affected minds the most. People who performed the violent behavior were mostly women, children, and youths. The study of the violence usage in Ubon Ratchathani found that in the educational areas in the municipality, Kud Kao Pun subdistrict, Kud Kao Pun district by Anupong Chanmanit in 2014, the verbal abuse of the youths caused from using violence solve problems such as punching, slapping, beating, speaking by using words threatening or forcing friends or other people who were weaker than the speakers, and using weapons to create violence. Each factor affected the violent behavior of the youths.

For the family factor, the results showed that the violent behavior caused from the families that the family members did not love each other, parents did not care of their kids, the houses' atmosphere was not suitable to live, and the conflicts took place among the family members. For the factors of the students themselves, the violent behavior resulted from the youths' attitudes towards the violent behavior in the case that they believed that the violent behavior was normal and having the violent behavior was acceptable among peers. For the social factors, the violent behavior took place because peers were important to children and youths, so most of the time they fought to each other. With the frequency of the fighting, the children and the youths thought that the fighting was normal among friends. Therefore, they got used to it and thought that was normal (Anupong Chanmanit, 2014).

The study of factors affecting violent behavior of children and youths mostly investigates influence of variables of attitudes, families, television media, games, and influence of peers towards violent behavior of children and youths. In the study of the family factors such as ways of the parents raising their kids, influence of violence from parents, family background, parents' marital status, relationship among siblings, experience of family violence, the students from broken families were raised in the way that their parents did not look after well, did not teach seriously, spoiled them, and were punished directly to their bodies in the high level. All the factors affected the students to express the violent behavior in the high level (Siritha Saiboontang, 2010).

Teaching the kids seriously based on the parents' ways affected the students to have bullying behavior in the high level (Kasedchai and Hima, 2014). Meanwhile, if the parents raised their kids independently without limit, the kids would

perform violent behavior in the lower level than the kids who was spoiled and controlled with the statistical significance at .05 (Gaywalee Nakwiroj et al., 2012). The influence of parents was associated with bullying behavior of the students as well (Kasedchai and Hima, 2014).

The study of media influence such as television media and games and violent behavior of children and youths found that there was relationship between media influence and violent behavior of the children and youths in the moderate level. If the students accessed television media, cartoon books, computer games, and the internet in the high level, they would show violent behavior in the high level as well. Besides, the time that they watched all the media in each day and violence in media were associated with violent behavior of children and youths (Siripit Inphrasert et al. 2014).

This case occurs because the violence from the actors and actresses in the plays showing in the television has more influence than the violence from the families that the family members fight each other. This is because children have chance to watch televisions a lot of hours in each day more often than doing something else while children who live in the families that the family members fight each other do not often see the family members fighting each other (Karema and Hem and Dongmanee Jongruk, 2011). Moreover, computer games containing with violent contents have positive and negative effects to children and youths. They are not only the important factor that causes children and youths have, but aggressive behavior also occurs from other factors affecting the children's and youths' behavior like the risky factors such as family problems, mental problems, and problems with their friends (Wanippon Mahaarcha, 2011). The study of peers' influence found that influence of violence from peers affected bullying behavior of the students in the high level (Kasedchai and Hem, 2014). Peers have the characteristics of imitation and reinforcement affecting aggressive behavior in the high level (Siritha Saiboontang, 2010).

In addition, there are some other studies investigating other factors associated with violent behavior such as the study of attitudes towards violent behavior (Gaywalee Nakwiroj et al., 2012), frustration (Kasedchai and Hem, 2014), frustration situations (Karema and Hem and Dongmanee Jongruk, 2011), and teachers' behavior (Siritha Saiboontang, 2010). Dimensions of societies and cultures affecting

violence of children and youths (Penchan Pradupmok-Cherler et al., 2007) include the study in communities, deep interview to children and youths, survey in communities and in high schools in the district level. The results of the studies indicated that violent behavior of the children and the youths occurred in various ways. It does not matter when the children and the youths perform as the observers, actors, and victims, the violent behavior may take place in all dimensions of their lives. The violent behavior happens more often until it becomes normal for the children and the youths because they find the violence in their families, at the schools, around the schools, among peers, at the bus stops, in the parties in the temples, and in the parties for making merits. The studies also found that the patterns of violent behavior of the children and the youths were in the patterns of verbal threatening, verbal forcing for getting money, bullying behavior, teasing other people, fighting, kicking, punching, bullying other people's bodies for people who join the same and different groups, sexual abuse, and violence in sexual abuse.

In addition, the international study also investigated relationship between behaviors of verbal violent aggressive usage of parents and mental problems of children. The study surveyed the experimental group of the samples who came from American families: 3,346 American families with the children aged less than 18 years and lived together with their parents. The results indicated that 63% of the samples used cursing and rude words and looked down children. The results also further reported that the children who had experience in verbal aggressive usage of their parents would have violent aggressive behavior to other people (forcing to other people), commit illegal guilty (damaging other people's property, thieving, drinking alcohol beverages, addicting to drugs), and have personal problems (making themselves be problems, being angry, getting low scores in studying, and have problems with following any policies) more than normal children.

The more the children receive the violent aggressive usage of their parents, the more their violent aggressive behavior will be. The relationship of the behavior of the parents and their children can be used to explain their violent behavior when the children are in the kindergartens (aged less than 6 years), in the elementary schools (aged 7-11 years), in the secondary schools (aged 12-17 years), and in all genders, males and females. Moreover, the study also found that the children who received the

violent usage of their parents had more illegal behavior and personal problems than ordinary children

(Vissing, Y. M., Strauss, M. A., Gelles, R. J. and Harrop, J. W., 1991).

This study is relevant to the study of Appel, M., Stiglbauer, B., Batinic, B., and Holtz, P. (2014). The team of this study investigated roles of guardians and peers affecting internet verbal aggressive usage of children. They surveyed 383 samples from the high school and aged 10-16 years in Germany. The hypothesis of the study was that internet usage affected verbal aggressive behavior of the children, and giving advice, introducing, talking, and communicating to make the children understand correctly help decrease inappropriate and verbal aggressive behavior in the group of the children who used the internet. The results of the study indicated that the internet usage was associated significantly with verbal aggressive behavior in the group of the children who received the advice from their guardians in the low level. This group of the children had more verbal aggressive behavior than the group of children who used the internet and received advice from their guardians in the appropriate level. In contrast, the results revealed that the internet was associated significantly with verbal aggressive behavior of this group of the children who communicated to their peers. If they used the internet in the high level, they would communicate to their peers with their verbal aggressive behavior in the high level while this group of the children who communicated to their peers used the internet in the low level, they would have the verbal aggressive behavior with their peers in the low level as well.

In addition, there was a study of the reasonability of the systems used to regulate television rating and the effects of watching television programs that have verbal, physical, and indirect aggression on the 5th grade female students. The subjects of the study were 99 5th grade female students. The study of Jennifer Ruh Linder and Douglas A. Gantile (2009) aimed to study in two objectives: to study reasonability/suitability the systems used to regulate television rating in evaluating aggression used in the television programs popular among the female students and to evaluate aggressive factors that were non-physical forms of aggression in the system used to regulate rating. They conducted the study by testing the relationship while the programs showed the aggression on television and the subjects' behavior. The subjects indicated 76 television programs that they liked, and all of the 76 programs were

analyzed for the verbal, physical, and indirect aggression. The research teams also asked teachers in each class to report their students' behavior. The results indicated that regulating television rating according to the audience' ages did not cover all the contents of the verbal, physical, and indirect aggression. Some television programs showed the contents that included verbal and physical aggression more than other common television programs. Moreover, in regulating the television rating, the aggression contained in the contents of television programs was paid attention in the physical aggression more than in the indirect aggression. The verbal, physical, and indirect aggression shown on the television programs was associated with the opposition to societies and the aggressive behavior of the children (Jennifer Ruh Linder & Douglas A. Gentile, 2009). Besides, there was a study of how impetuosity/lack of suppress, anger and activities extra from the curriculums affected aggressive behavior of the school children. The subjects were 1,129 pre-adolescents, 9-11 years and 1,093 adolescents, 14-17 years. The results indicated that anger was associated with aggressive behavior significantly while impetuosity/lack of suppress influenced to verbal aggressive usage and aggressive behavior. In addition, the forms of using spare time of the children were associated with aggressive behavior as well. This was because the children spending the spare time playing video games and watching television tended to have high aggressive behavior while the children spending the spare time playing violent video games and watching violent television programs tended to have more aggressive behavior than the children who played the regular video games and watched regular television programs. This was because playing the video games related to violent usage was represented the video game players as the actors in the games that included bullying and killing. In contrast, the children spending time doing their homework decreased aggressive behavior because doing homework help the children pay attention to themselves. (Marc W., Estibaliz A., Carmen S., 2008)

Futhermore, there was a study of *The Impact of Verbal Aggression on Burnout: An Empirical Study on University Students* by investigating the undergraduate university students (n=1481) participated in the current study. The study of Huseyin Yaratan and Orhan Uludag (2012) aimed to investigate relationship of verbal aggression on emotional exhaustion, cynicism, and reduced professional

efficacy (burnout) by adding investigating the population variables in ages, genders, and sizes of classes in the analysis. The subjects of the study have been collected at a university in Northern Cyprus. The results indicated that verbal aggression had a significantly positive relationship with emotional exhaustion while it was also found to be positively associated with cynicism significantly. Moreover, verbal aggression also had a significant positive association with reduced professional efficacy (Huseyin Yaratan and Orhan Uludag, 2012). This study is relevant to the study of influence of aggressive behavior affecting study achievement. The study investigated the samples of 1, 481 undergraduate students from a university in Northern Cyprus. The study of Orhan Uludag focused on the test to find negative effects on aggression (words, feeling of anger, aggressive behavior, and suspicion) to GPA and CGPA of the students by adding investigating the population variables in ages, genders, and sizes of classes in the analysis. The results showed that aggression affected negatively to decrease the GPA and CGPA of the subjects in the low level or in the lower level than usual (Orhan Uludag, 2013).

Hypothesis and Conceptual Framework

1. Verbal abuse of children and youths comes from environment consisting of characteristics of the children and youths, genders, ages, families, peers, and influence of media.
2. Students studying in the urban areas have the level of verbal abuse higher than those who study in the rural areas.
3. Female students use verbal abuse more than male students.
4. Students with good GPA use verbal abuse in the lower level than students with the low GPA.
5. Students who access to more media use verbal abuse in the higher level than the students who access to fewer media.
6. Attitudes towards verbal abuse are associated with levels of positive verbal abuse.
7. Verbal abuse usage in family affects levels of positive verbal abuse.
8. Verbal abuse usage in peers affects levels of positive verbal abuse.

Conceptual Framework

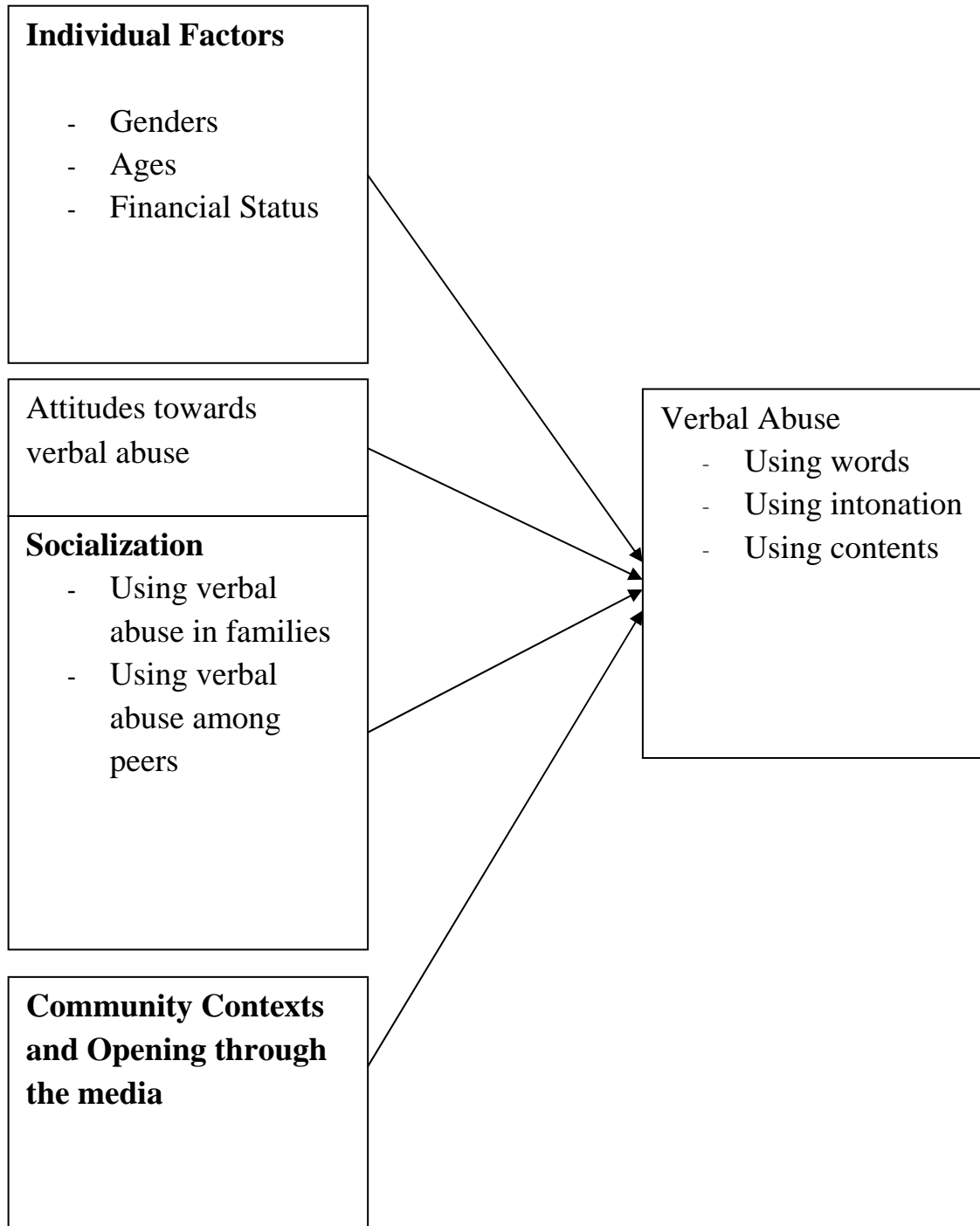


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

The research on verbal aggressive behavior of children and youth in Ubon Ratchathani Province employs mixed methodology as social science research methods with the use of qualitative method together with quantitative method, a combination of qualitative and quantitative conception and methodology (Naowarat Plainoi and Supawan Plainoi, 2006). Quantitative data was collected from students through observations and interviews with teachers in high schools of Ubon Ratchathani Province aiming to study the levels of verbal aggressive behavior and factors contributing to such behavior. The objectives and research methodology are as follows:

3.1 Quantitative Research

3.1.1 Population and samples

The participants in this research were 61,170 students of High School Grades 1 to 6 in charge of Secondary Education Office Service Area 29 (Secondary Education Office Service Area 29, 10 June 2014).

The sample included 1,090 students of High School Grades 1 to 6 in charge of Secondary Education Office Service Area 29 through sampling method and sample size determination using the formula of Yamane at 0:03 error level as in the following:

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

n refers to sample size

N refers to population

E refers to error level (0.03)

All are represented in the formula:

$$n = \frac{61,170}{1 + [61,170][0.03]^2}$$

$$n = 1,090$$

Through the formula, the number of sample size is equal to 1,090.

Following is the sample selection with a Multi-Stage Random Sampling according to the proportion of schools and grade levels, in 25 districts, as divided by the regional segments.

The schools under investigation in this study were then randomly drawn from the list provided by Secondary Education Office Service Area 29: 24 schools from each district were obtained.

Students were accordingly randomized from grades 1 to 6, selected by lot according to the proportion of grade levels and schools. The sample of 1,090 was then obtained as displayed in the following table:

Table 3.1: Proportion and number of the samples

| District | Proportion | Number of samples |
|------------------------|------------|-------------------|
| Muang Ubon Ratchathani | 21.68 | 236 |
| Si Muang Mai | 5.33 | 58 |
| Khong Chiam | 1.47 | 16 |
| Khuang Nai | 6.22 | 68 |
| Khemarat | 3.08 | 34 |
| Det Udom | 11.37 | 124 |
| Na Chaluai | 3.47 | 38 |
| Nam Yuen | 3.66 | 40 |

Table 3.1: Proportion and number of the samples (cont.)

| District | Proportion | Number of samples |
|-------------------|-------------------|--------------------------|
| Buntharik | 4.30 | 47 |
| Trakan Phuet Phon | 7.22 | 79 |
| Kut Khaopun | 2.85 | 31 |
| Muang Sam Sip | 3.88 | 42 |
| Warin Chamrap | 9.07 | 99 |
| Phibun Mangsahan | 1.34 | 15 |
| Tan Sum | 1.76 | 19 |
| Pho Sai | 2.30 | 25 |
| Samrong | 2.28 | 25 |
| Don Mot Daeng | 0.98 | 11 |
| Sirindhorn | 1.03 | 11 |
| Thung Si Udom | 1.12 | 12 |
| Na Yia | 1.20 | 13 |
| Na Tan | 1.72 | 19 |
| Lao Suea Kok | 1.65 | 18 |
| Sawang Wirawong | 1.02 | 11 |
| Nam Khun | - | - |
| Total | 100 | 1,090 |

3.1.2 Variables

Independent variables include personal information as follows:

1. Gender
2. Age
3. Education levels, divided into two groups: primary high school and secondary high school
4. Academic record, divided into four groups: *Low* (1-1.50), *Average* (1:51-2:50), *Good* (2:51-3:50) and *Excellent* (3:51-4:00)
5. Residential district, divided into two groups: urban and rural areas; urban areas refer to schools in Muang Ubon Ratchathani district and Warin Chamrap district and rural areas refer to the other surrounding districts.
6. Average income of the family
7. Residency, divided into five groups: 1. Living with parents father 2. Living with a parent 3. Living with relatives 4. Living with boyfriend/ girlfriend 5. Living with friends
8. Average numbers of hours spent watching television full of verbal aggression such as melodrama or obscene comedy with rough language, divided into four levels: 1. fewer than 1 hour, 2. 1-2 hours per day, 3. more than 3 hours per day, and 4. 2-3 hours per day
9. Average numbers of hours spent accessing the Internet for online applications such as Facebook and Line, divided into four levels: 1. fewer than 1 hour, 2. 1-2 hours per day, 3. more than 3 hours per day, and 4. 2-3 hours per day
10. Attitude to verbal aggression
11. Levels of verbal abuse in the family
12. Levels of verbal abuse among friends
13. Experiencing verbal aggression through television and the internet in the past one week

Dependent variable includes verbal aggressive behavior of students in Ubon Ratchathani Province

3.1.3 Research Instruments

The instrument used for data collection in the study of verbal aggressive behavior is a questionnaire divided into three parts as follows:

Part 1: A questionnaire inquiring personal information of the respondents including age, gender, level of education, academic record, district of residence, average income of the family, status of residence, average numbers of hours spent watching television programs containing melodramatic brawl or obscene comedy with the use of rough language, and average numbers of hours spent on the Internet totaling 9 questions

Part 2: A questionnaire inquiring about factors that affect the use of verbal aggression including attitude to verbal aggression, levels of verbal abuse in the family, levels of verbal abuse among friends, and experiencing verbal aggression in the media such as television and the Internet in the form of a rating scale with the following grading criteria:

The attitude towards verbal aggression contains nine queries:

Ultimately True means the respondents view that the factors mentioned most correspond to the reality in the 5 point rating.

Mostly True means the respondents view that the factors mentioned likely correspond to the reality in the 4 point rating.

Moderately True means the respondents view that the factors mentioned are of moderate reality in the 3 point rating.

Barely True means the respondents view that the factors mentioned almost likely correspond to the reality in the 2 point rating.

Almost Untrue means the respondents view that the factors mentioned least correspond to the reality in the 1 point rating.

The value interpretation criteria

| Means | Interpretations |
|-----------|-----------------|
| 1-1.50 | Lowest |
| 1.51-2.50 | Low |
| 2.51-3.50 | Moderate |
| 3.51-4.50 | High |
| 4.51-5.00 | Highest |

Levels of verbal abuse in the family and amongst friends include 21 queries:

Highest refers to most frequency of experience in violent verbal abuse (on a daily basis) in the 4 point rating.

High refers to much frequency of experience in violent verbal abuse (on a weekly basis) in the 3 point rating.

Moderate refers to experience in violent verbal abuse of a medium level (on a monthly basis) in the 2 point rating.

Low refers to experience in violent verbal abuse of a little content (on a three-month basis) in the 1 point rating.

None refers to no experience in violent verbal abuse in the 0 point rating.

The value interpretation criteria

| Means | Interpretations |
|-----------|-----------------|
| 0-0.50 | None |
| 0.51-1.50 | Low |
| 1.51-2.50 | Moderate |
| 2.51-3.50 | High |
| 3.51-4.00 | Highest |

Experiencing verbal aggression through television and the internet include 21 queries:

More than 3 times means the respondents experience verbal aggression more than three times in the past one week, rated as 2 points.

1-2 times means the respondents experience verbal aggression once or twice in the past one week, rated as 1 point.

Never means the respondents experience no verbal aggression in the past one week, rated as 0 point.

The value interpretation criteria

| Means | Interpretations |
|-----------|-----------------|
| 0-0.50 | Never |
| 0.51-1.50 | Moderate |
| 1.51-2.00 | High |

Section 3 is a set of 43 questions about verbal aggressive behavior in which items 1-20 are taken from the risk assessment of violent behavior of vocational students (Kiattipoom Wongrajit et al, 2009) and items 21-43 are taken from the questionnaire on verbal aggressive behavior of female students (Jiraporn Chaiyachen, 2009) arranged in a 5 level rating scale, in 4, 3, 2, 1 and 0 with the following criteria:

Highest means the respondents find themselves having verbal aggression on a daily basis, rated as 4 points.

High means the respondents find themselves having verbal aggression on a weekly basis, rated as 3 points.

Moderate means the respondents find themselves having verbal aggression on a monthly basis, rated as 2 points.

Low means the respondents find themselves having verbal aggression on a three-month basis, rated as 1 point.

None means the respondents find themselves having no verbal aggression, rated as 0 point.

The value interpretation criteria

| Means | Interpretations |
|-----------|-----------------|
| 0-0.50 | None |
| 0.51-1.50 | Low |
| 1.51-2.50 | Moderate |
| 2.51-3.50 | High |
| 3.51-4.00 | Highest |

3.1.4 Creating and developing the research instruments

In this research, the instruments have been developed in the following processes:

1. A study and review of documents, researches, and related literature with regard to verbal aggressive behavior, verbal abuse in the family, verbal abuse among friends, exposure to the media and verbal aggressive behavior of students for a framework of definitions of key terms;

2. Developing a framework for the research questionnaire;

3. Creating a comprehensive questionnaire within the definitions and purposes of the research with investigation of the content validity by three advisors and experts using the criteria as follows:

+1 refers to the congruence and comprehensiveness of the queries and the definitions.

0 refers to uncertainty about the congruence and comprehensiveness of the queries and the definitions.

-1 refers to the incongruence and incomprehensiveness of the queries and the definitions.

The IOC validity results evaluated by the experts were calculated at the IOC level of ≥ 0.5 (Anuwat Koonkaew, 2006: 152), and all of the queries were found in acceptable standard as a valid questionnaire.

4. The improved 100 sets of questionnaire were then used in the tryout with a different set of sample of high school students in Ubon Ratchathani.

5. The reliability results of the questionnaire on verbal use, verbal aggressive behavior, verbal abuse in the family, verbal abuse among friends, and verbal aggressive behavior of students were tested and obtained using Cronbach's Alpha Coefficient through software packages for social science researches yielding the following values:

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .958 | .965 | 104 |

3.1.5 Data Collection

In this research, the data was collected from the sample in Ubon Ratchathani province during August - September 2015 in the following processes:

1. Coordinating with school administrators of the sample for assistance in the data collection and date and time arrangement for the data collection;
2. Collecting data on-site according to the arranged date and time, with the information of rights and consent process with the sample clarifying the

data collection objectives and data confidentiality in which data, rights, and reputation of the school and the students are securely protected so as to reduce tension and to obtain most reliable data.

3.1.6 Data Analysis and Statistics Used in the Data Analysis

The data was processed and analyzed using the following software packages:

1. Analysis of personal information which includes gender, age, education level, academic record, district of residence, average income of the family, status of living, average number of hours per day spent watching television, and number of hours per day spent in Internet access was conducted using descriptive statistics including frequency and percentage.

2. Factors that affect verbal aggressive behavior including attitude toward verbal aggression, levels of verbal abuse in the family, levels of verbal abuse among friends, exposure to verbal aggressive behavior through the media and verbal aggressive behavior of the participants were analyzed using descriptive statistics which include frequency, percentage, mean and standard deviation.

3. A comparative analysis of different types of verbal aggressive behavior of the participants was conducted according to the district of residence, gender, age, grade level, watching television, access to the Internet using One-Way ANOVA and Post hoc analysis.

4. Analysis of the factors that affect verbal aggressive behavior of the participants was carried out using correlation coefficient and regression coefficient analyses.

3.2 Qualitative Research

The data on participants' verbal aggressive behavior was qualitatively collected using the following methods:

1. Non-participant observation was conducted to study the school environments and to monitor general behavior of the participants of the same sample group as in the quantitative research.

2. Informal interviews were employed.

3.2.1 Population and Samples

The population for the qualitative data collection includes:

1. Teachers who are recently or formerly responsible for student discipline affairs in secondary schools under control of the Secondary Education Office Service Area 29 were selected, 12 in total. All the teachers are from 6 campuses under the project *The School – Cluster Campuses of the Secondary Education* directed by the Secondary Education Office Service Area 29.

3.3.2 Research Instruments

The instrument employed in the data collection was a semi-structured interview. Points of queries in the interview were drawn from the findings in the quantitative research in order to confirm the quantitative results. It consisted of levels of verbal aggression expressed by the participants and forms of verbal aggression.

3.2.3 Instrument Testing

To ensure the comprehensiveness of the instrument and the issues in question, a questionnaire compiled from related documents, theories and researches in combination with the findings of verbal aggressive behavior of the participants quantitatively processed and analyzed was created through investigation by the advisory committee.

3.2.4 Data Collection

Methods for qualitative data collection include:

1) Non-participant observation for behavior was made with the same sample group of the quantitative data.

2) Data collection through interview employed a semi-structured interview guided by questions.

3.2.5 Data Investigation and Analysis

During each interview with the sample, the accuracy of the content and the interpretation of the results were closely investigated by repeating the incoming data to the sample for mutual and correct understanding between the sample and the researcher.

After gathering the information, Content Analysis was employed in order to categorize the data according to assumptions. It was presented in the form of description as a way to summarize the findings.

3.3 Research Processes are as follows:

This research was a mixed methodology research with an explanatory design, conducted in two phases—quantitative data collection as the former and use of the findings obtained for consideration of selection of issues and respondents as the latter.

3.3.1 Quantitative Research

Step 1: Study and review of related documents and researches;

Step 2: Creation of research instruments and testing for instrument quality;

Step 3: Data collection;

Step 4: Data analysis;

Step 5: Conclusions

3.3.2 Qualitative Research

Step 1: Study of the quantitative findings;

Step 2: Selection of issues and respondents;

Step 3: Creation of research instruments and testing for instrument quality;

Step 4: Sample interviews;

Step 5: Data analysis;

Step 6: Conclusions

3.4 Presentation of the Results

In this research, the results of quantitative data will be first presented, followed by the qualitative analysis illustrating levels of aggressive behavior, contexts and factors that may have been responsible for the participants' verbal aggressive behavior.

CHAPTER IV

RESEARCH RESULTS

The research results are divided into two sections: quantitative and qualitative data analyses. The both sections are explained as follows.

4.1 Section 1: The analysis of the quantitative data consists of three parts.

1. Symbols used to represent the results of the data analysis
2. Parts used to present the results of the data analysis
3. Results of the data analysis

4.1.1 Symbols used to represent the results of the data analysis

The symbols used to represent the results of the data analysis in order to make the presentation of the results understandable are described below.

X1 represents the use of the verbal abuse in the family.

X2 represents the finding of the verbal abuse from media.

X3 represents the use of the verbal abuse among peers.

X4 represents the attitudes towards the verbal abuse.

X5 represents the behavior towards the verbal abuse.

X6 represents the ages.

X7 represents the results of the study.

X8 represents the family income.

\hat{Y} represents the prediction values of the Verbal abuse in the forms of the standard scores.

Z_1 represents the use of the verbal abuse in the family in the forms of the standard scores.

Z_2 represents the findings of the verbal abuse from media in the forms of the standard scores.

Z_3 represents the use of the verbal abuse among peers in the forms of the standard scores.

Z_4 represents attitudes towards the verbal abuse in the forms of the standard scores.

Z_6 represents the ages in the forms of the standard scores.

Z_8 represents the family income in the forms of the standard scores.

\hat{Z} represents the prediction values of the Verbal abuse in the forms of the standard scores.

r_{ij} represents the correlation of the factors at i and j: $i, j = 1, 2, 3, 4, 5$.

F represents the statistics used to test the significance of the F (F-test).

T represents the statistics used to test the significance of the t (t-test).

p represents the possibility of the statistics used to test the significance that has the values more than the statistics calculated from the examples.

VIF represents multicollinearity in the independent variable.

R^2 represents Coefficient of Determination.

* represents having the statistical significance at 0.5

** represents having the statistical significance at 0.01

4.1.2. Parts used to present the results of the data analysis

The results of the data analysis are presented in 5 parts according to the objectives of the study as follows.

Part 1: the results of the general data analysis

Part 2: the analysis results of the factors affecting behavior in using verbal aggression

2.1 Attitudes towards the verbal aggression

2.2 Verbal abuse in family

2.3 Verbal abuse among peers

2.4 Finding verbal abuse through media

Part 3: The forms of the verbal aggressive behavior

Part 4: The analysis results of the impacts of the factors affecting the Verbal abuse

Part 5: Relationship patterns of the causal factors affecting the use of the Verbal abuse

4.1.3 Analysis Results

The analysis results according to the objectives of the research are described as follows.

Part 1: The Results of the General Data Analysis

General data involve the personal information. It includes genders, levels of education, family income, residential districts, the number of hours for watching television, and the number of hours accessing the internet per day.

Table 4.1 The Number and the Percentage of the General Information of the Participants

| General Information | Participants | Percentage |
|---------------------|--------------|------------|
| 1. Genders | | |
| Males | 329 | 29.6 |
| Females | 781 | 70.4 |
| 2. Ages | | |
| 12 | 61 | 5.5 |
| 13 | 178 | 16.0 |
| 14 | 183 | 16.5 |
| 15 | 217 | 19.5 |
| 16 | 189 | 17.0 |
| 17 | 201 | 18.1 |
| 18 | 78 | 7.0 |
| 19 | 3 | .3 |

Table 4.1 The Number and the Percentage of the General Information of the Participants (cont.)

| General Information | Participants | Percentage |
|---------------------------------|---------------------|-------------------|
| 3. Levels of education | | |
| Secondary high school | 547 | 49.3 |
| Senior high school | 563 | 50.7 |
| 4. Residential Districts | | |
| Mueang Ubon Ratchathani | 230 | 20.7 |
| Khueang Nai | 72 | 6.5 |
| Muang Sam Sip | 42 | 3.8 |
| Don Mot Daeng | 5 | .5 |
| Trakan Phuet Phon | 78 | 7.0 |
| Lao Suea Kok | 16 | 1.4 |
| Khemarat | 35 | 3.2 |
| Kut Khaopun | 30 | 2.7 |
| Pho Sai | 24 | 2.2 |
| Khong Chiam | 18 | 1.6 |
| Det Udom | 124 | 11.2 |
| Tan Sum | 28 | 2.5 |
| Thung Si Udom | 12 | 1.1 |
| Na Chaluai | 42 | 3.8 |
| Na Tan | 19 | 1.7 |
| Na Yia | 13 | 1.2 |
| Nam Yuen | 42 | 3.8 |
| Buntharik | 49 | 4.4 |
| Phibun Mangsahan | 18 | 1.6 |
| Warin Chamrap | 99 | 8.9 |
| Si Mueang Mai | 60 | 5.4 |
| Sawang Wirawong | 18 | 1.6 |
| Samrong | 24 | 2.2 |
| Sirindhorn | 12 | 1.1 |

Table 4.1 The Number and the Percentage of the General Information of the Participants (cont.)

| General Information | Participants | Percentage |
|--|---------------------|-------------------|
| 5. Living with | | |
| .. Father and mother | 839 | 75.6 |
| .. Father or mother | 143 | 12.9 |
| .. Relatives | 124 | 11.2 |
| .. Boyfriend or girlfriend | 4 | .4 |
| .. Peers | | |
| 6. The average hours on watching television per day | | |
| .. Less than 1 hour | 503 | 45.3 |
| .. 1-2 hours per day | 327 | 29.5 |
| .. 2-3 hours per day | 141 | 12.7 |
| .. More than 3 hours per day | 139 | 12.5 |
| 7. The average hours on accessing the internet per day | | |
| .. Less than 1 hour | 163 | 14.7 |
| .. 1-2 hours per day | 265 | 23.9 |
| .. 2-3 hours per day | 205 | 18.5 |
| .. More than 3 hours per day | 477 | 43.0 |
| Total | 1110 | 100 |

Table 4.1 shows the number and the percentage of the general information of the participants. There are totally 1110 participants, mostly females (781 females, 70.4%), followed by males (329 males, 29.6 %). The major group is the 217 participants (19.5 %) at the ages of 15 years while the minor group was 210 participants at the ages of 17 years (18.1 %). There were 547 secondary school students selected to be participants, 49.3 % of all participants, and 563 high school students were selected to be participants, 50.7% of all participants. Most of the participants lived with their parents, 839 participants (75.6 %), while the minority of them, 4 participants (0.4 %), lived with their boyfriends or girlfriends.

The average hours on watching television are less than 1 hour per day (45.3%) and less than 2 hours per day (29.5%) respectively. The average hours on accessing the internet are more than 3 hours per day (43%) and 1-2 hours per day (23.9%) respectively.

Table 4.2 The Participants' General Information on Education and Family Income Per Year

| General Information | Maximum | Minimum | Average |
|----------------------------|----------------|----------------|----------------|
| 1. Education results | 4.00 | 1.06 | 3.14 |
| 2. Income | 9,125,000 | 16,000 | 254,125.70 |

Table 4.2 shows general information of the participants on education and family income per year. The results indicate that the participants have the grade point average, GPA, at 3.14 (max = 4.00, min = 1.06) and the family income average, FIA, at 254,125.70 baht per year (max = 9,125,000 min = 16,000).

Part 2: The Analysis Results of the Factors Affecting Behavior on Using Verbal Aggression

Factors affecting behavior on using verbal abuse consist of attitudes towards the use of the verbal aggression, the use of the verbal abuse in the family, the use of the verbal abuse among peers, and finding the use of the verbal abuse. The analysis results were described as follows.

2.1 Attitudes towards the use of the verbal aggression

Attitudes towards the use of the verbal abuse combine with 9 items. The analysis results of the 9 items are explained as in Table 4.3.

Table 4.3 The Mean and the Standard Deviation (S.D.) of the Attitudes towards the Use of the Verbal abuse of the Participants in Ubon Ratchathani

| Items | Mean | S.D. | Meaning |
|---|-------------|-------------|----------------|
| 1. Using verbal abuse among peers is normal for you. | 3.20 | 1.22 | moderate |
| 2. Using verbal abuse with parents is normal for you. | 1.23 | .54 | lowest |
| 3. Using verbal abuse with relatives in your family is normal for you. | 1.29 | .61 | lowest |
| 4. Using verbal abuse to release frustration is acceptable for you. | 2.38 | 1.04 | low |
| 5. Making fun of your friend by giving your friend a special name is enjoyable for you. | 3.11 | 1.28 | moderate |
| 6. Making fun of your friend by talking about your friends' weak points is enjoyable for you. | 1.73 | .95 | low |
| 7. Using your speech to threaten others to do what you want is admirable for you. | 1.46 | .78 | lowest |
| 8. Using speech to frighten others is admirable for you. | 1.56 | .85 | low |
| 9. You always yell, shout, use a stern voice, and use a disrespectful voice to make yourself feel that you have more power than other people. | 1.75 | .94 | low |
| Overview | 1.97 | .56 | low |

Table 4.3 shows the mean and the standard deviation (S.D.) of the attitudes towards the use of the verbal abuse of the participants in Ubon Ratchathani. The results indicate that the participants' attitudes towards Verbal abuse are in a negative way.

2.2 Levels regarding the use of the verbal abuse in the family

The use of the verbal abuse in the family consists of 11 items. The analysis results of 11 items are shown as in Table 4.4.

Table 4.4 The Mean and the Standard Deviation (S.D.) of the Levels Regarding the Use of the Verbal abuse in the Family of the Participants Living in Ubon Ratchathani

| Items | Mean | S.D. | Meaning |
|--|------|------|----------|
| 1. In the atmosphere of your family, every family member speaks nicely or logically. | .86 | 1.01 | low |
| 2. In everyday life, every family member commands each other. | 1.86 | 1.58 | moderate |
| 3. In the atmosphere of your family, you always face with aggressive speech used by all of your family members because they want to release frustrating emotion. | .76 | .90 | low |
| 4. In your family, the family members always communicate to each other by using a stern voice and yelling. | .82 | .93 | low |
| 5. In the atmosphere of your family, the family members always speak about the weak points and the good points of the siblings, so this behavior makes you feel stressful. | .76 | .89 | low |
| 6. Whenever the family members make mistakes, they are always insulted in order to discredit them. | 1.02 | 1.10 | low |
| 7. Your family members usually insult, look down, and provoke others to make them get angry or disappointed. | .65 | .95 | low |

Table 4.4 The Mean and the Standard Deviation (S.D.) of the Levels Regarding the Use of the Verbal abuse in the Family of the Participants Living in Ubon Ratchathani

| Items | Mean | S.D. | Meaning |
|---|------|------|---------|
| 8. When the family members fight against each other, the atmosphere of the family is full with yelling, fighting and speaking by using aggressive words in order to win each other. | .72 | .97 | low |
| 9. Your family members usually like to talk about the weak points of other family members in order to make them feel embarrassed. | .76 | .93 | low |
| 10. Your family members are always taught to use aggressive or rude words, and the behavior of using the aggressive or rude words leads you and your family members to the fight. | .36 | .76 | lowest |
| 11. When the conflicts take place among the family members, the family members always use words that are full of aggression. | .53 | .84 | low |
| Overview | .79 | .58 | low |

Table 4.4 shows the use of the verbal abuse in the families of the participants in Ubon Ratchathani. The overview of the use of the verbal abuse in the families of the participants in Ubon Ratchathani is in the low level with the mean at 0.79. The results reveal that the moderate level is in everyday life, all of the family members used their power over the others, or they like to command each other.

The items related to the low level consist of nine items: 1, 3, 4, 5, 6, 7, 8, 9, and 11. The item for the lowest level is the item 10.

2.3 The levels of the use of the verbal abuse among peers

The use of the verbal abuse among peers combines with 10 items. The analysis results are explained as in Table 4.5.

Table 4.5 The Mean and Standard Deviation (S.D.) of the Levels of the Use of the Verbal abuse among peers in Ubon Ratchathani

| Items | Mean | S.D. | Meaning |
|---|------|------|----------|
| 1. When communicating among peers, you usually use rude words or languages. | 2.05 | 1.29 | moderate |
| 2. When communicating among peers, you like to shout loudly. | 1.76 | 1.21 | moderate |
| 3. Speaking in the forms of quibble and irony is considered as normal among peers. | 1.53 | 1.21 | moderate |
| 4. When having the conflicts or any problems in groups, you always yell loudly. | 1.55 | 1.2 | moderate |
| 5. Making voice to imitate others is considered as jokes for a group of peers. | 1.58 | 1.26 | moderate |
| 6. Using the weak points of other people to make them feel embarrassed is considered as jokes for a group of peers. | .93 | 1.07 | low |
| 7. Making fun of friends by calling their parents' names is considered as jokes for a group of peers. | .96 | 1.21 | low |
| 8. Using the mistakes of friends to make fun of them is considered to be jokes in a group of peers. | 1.04 | 1.13 | low |
| 9. The members in a group of peers agree that accusation of other people, giving a nickname to someone, and compared someone to the beasts are acceptable. | 1.09 | 1.21 | low |
| 10. The members in a group of peers agree that using aggressive words and cursing with rudeness are the actions that make the group outstanding and terror over the other groups. | .76 | 1.02 | low |
| Overview | 1.33 | .86 | low |

Table 4.5 shows the levels of the use of the verbal abuse among peers of the participants in Ubon Ratchathani. The overview is in the low level with the mean at 1.33. The items 1, 2, 3, 4, and 5 are in the moderate level. The items 6, 7, 8, 9, and 10 are in the low level.

2.4 Finding the verbal abuse through media

Finding verbal abuse through media combines with 15 items. The analysis results are described as in Table 4.6.

Table 4.6 The Mean and the Standard Deviation (S.D.) of the Levels of the Finding Verbal abuse through Media of the Participants in Ubon Ratchathani

| Behaviors | Mean | S.D. | Meaning |
|---|-------------|-------------|----------------|
| 1. Gossip of other people | 1.06 | .69 | moderate |
| 2. Speaking mordantly | .98 | .68 | moderate |
| 3. Rebuke | .82 | .74 | moderate |
| 4. Speaking of Threatening on other people | .81 | .78 | moderate |
| 5. Yelling and speaking with terror | .91 | .76 | moderate |
| 6. Speaking with rudeness | 1.04 | .72 | moderate |
| 7. Speaking with curse | .67 | .73 | moderate |
| 8. Speaking with irony | .91 | .74 | moderate |
| 9. Speaking with provoking to make other people fighting each other | .77 | .75 | moderate |
| 10. Speaking of the week points of other people | .93 | .75 | moderate |
| 11. Teasing of other people by giving them nicknames | .88 | .74 | moderate |
| 12. Blaming of other people | .96 | .73 | moderate |
| 13. Scolding of other people | 1.03 | .77 | moderate |
| 14. Assaulting the parents | .51 | .67 | moderate |
| 15. Speaking to worsen other people | .86 | .73 | moderate |
| Overview | .86 | .50 | moderate |

Table 4.6 shows that the participants in Ubon Ratchathani find verbal abuse through media in the moderate level (finding verbal abuse 1-2 times in a week).

Table 4.7 The Mean and the Standard Deviation (S.D.) of the Levels of Finding Verbal abuse through Media of the Participants in Ubon Ratchathani

| Behaviors | Mean | S.D. | Meaning |
|---|-------------|-------------|----------------|
| 1. Gossip of other people | 1.13 | .74 | moderate |
| 2. Speaking mordantly | 1.08 | .75 | moderate |
| 3. Rebuke | .87 | .77 | moderate |
| 4. Speaking of Threatening on other people | .74 | .76 | moderate |
| 5. Yelling and speaking with terror | .76 | .75 | moderate |
| 6. Speaking with rudeness | 1.26 | .76 | moderate |
| 7. Speaking with curse | .69 | .77 | moderate |
| 8. Speaking with irony | .93 | .77 | moderate |
| 9. Speaking with provoking to make other people fighting each other | .76 | .78 | moderate |
| 10. Speaking of the week points of other people | .96 | .80 | moderate |
| 11. Teasing of other people by giving them nicknames | 1.01 | .75 | moderate |
| 12. Blaming of other people | .95 | .77 | moderate |
| 13. Scolding of other people | 1.04 | .77 | moderate |
| 14. Assaulting the parents | .56 | .74 | moderate |
| 15. Speaking to worsen other people | .84 | .78 | moderate |
| Overview | .91 | .54 | moderate |

Table 4.7 shows finding verbal abuse through media of the participants in Ubon Ratchathani. The overview is in the moderate level with the mean at 0.91. When considering in each item, the results indicate that all of 15 items of finding verbal abuse through media are in the moderate level. In this level, the highest mean is finding speaking with rudeness with the mean at 1.26, followed by the gossip of other people and speaking mordantly with the mean at 1.13 and 1.08 respectively.

Part 3: The Forms of the Verbal Abuse

The research investigates the forms of the Verbal abuse by studying methods or characteristics of the use of the verbal abuse in three aspects: words, intonation, and contents. It also examines the causes leading to verbal abuse in each aspect by compared the verbal abuse in each aspect. The causes leading to verbal abuse are classified according to factors resulted from the verbal abuse. The factors consist of genders, levels of education, results of education, residential areas, people living together, and accessing to media. The analysis results are as follows.

3.1 Verbal Aggressive Behavior

Characteristics of the use of the verbal abuse combine with three aspects: the use of the aggressive words, the use of the aggressive intonation, and the use of the aggressive contents. The analysis results are explained as seen in Table 4.8.

Table 4.8 The Mean and the Standard Deviation (S.D.) of the Verbal abuse in the Overview of Each Aspect of the Participants in Ubon Ratchathani

| Verbal Aggressive Behavior | Mean | S.D. | Meaning |
|-----------------------------------|-------------|-------------|----------------|
| 1. Words | 1.05 | .64 | low |
| 2. Intonation | .97 | .77 | low |
| 3. Contents | .78 | .76 | low |
| Overview | .90 | .68 | low |

Table 4.8 shows the Verbal abuse of the participants in Ubon Ratchathani. The overview is in the low level with the mean at 0.90. When investigated the use of the verbal aggression, the results of each aspect indicate that the use of the Verbal abuse of all aspects are in the low level with the highest mean of the use of the verbal aggressive words at 1.05, followed by the use of the aggressive intonation and contents with the mean at 0.97 and 0.78 respectively.

Table 4.9 The Mean and the Standard Deviation (S.D.) of the Verbal abuse of the Participants in Ubon Ratchathani

| Behavior | Mean | S.D. | Meaning |
|---|-------------|-------------|----------------|
| 1. Insult other people. | 1.12 | 1.07 | low |
| 2. Insult other people by calling their parent names. | .73 | 1.01 | low |
| 3. Use verbal abuse when debating other people. | 1.28 | 1.15 | low |
| 4. Use verbal abuse to insult the older people. | .40 | .79 | none |
| 5. Use aggressive words in all daily life situations. | 1.23 | 1.20 | low |
| 6. Use verbal abuse to release frustrating emotion. | 1.38 | 1.17 | low |
| 7. Give special names to other people that you are not satisfied or who are weaker than you. | .89 | 1.09 | low |
| 8. Speak to other people by using aggressive words when other people do something that you are not satisfied. | .95 | 1.04 | low |
| 9. Insult other people by using aggressive words. | .91 | 1.06 | low |
| 10. Speak with aggressive words to all people you do not like without considering who they are. | .71 | 1.01 | low |
| 11. Insult other people with aggressive words when they make you angry. | 1.02 | 1.03 | low |
| Overview | 1.05 | .64 | low |

Table 4.9 shows the Verbal abuse of the participants in Ubon Ratchathani by using aggressive words. The overview is in the low level with the mean at 1.05. When investigated each item, the results indicate that each item is in the low level, except for the item 4: use verbal abuse to insult the older people with the mean at 0.40.

Table 4.10 The Mean and the Standard Deviation (S.D.) of the Aggressive Intonation Behavior of the Participants in Ubon Ratchathani

| Behavior | Mean | S.D. | Meaning |
|---|-------------|-------------|----------------|
| 1. Argue or fight to other people. | 1.41 | 1.11 | low |
| 2. Yell to other people. | .95 | 1.04 | low |
| 3. Speak loudly. | 1.67 | 1.34 | moderate |
| 4. Speak with aggressive intonation to other people when you are angry. | 1.03 | 1.13 | low |
| 5. Yell to other people to make them do what you want. | .71 | .95 | low |
| 6. Speak with curt intonation to people who you are not satisfied. | .96 | 1.06 | low |
| 7. Use intonation to threaten other people to make them do what you want. | .57 | .87 | low |
| 8. When dissatisfied, you act with stressful intonation to make the other people learn that you are dissatisfied. | 1.13 | 1.18 | low |
| 9. When fighting with friends, you always yell to them. | .97 | 1.09 | low |
| 10. Speak ridiculously because you intend to make other people get angry. | .84 | 1.05 | low |
| 11. If you fight back to someone, you act by yelling at them in order to threaten them. | .89 | 1.09 | low |
| 12. When someone speaks to you with impolite intonation, you feedback to them with the same intonation. | 1.49 | 1.34 | low |
| Overview | .97 | .78 | low |

Table 4.10 shows the intonation aggressive behavior of the participants in Ubon Ratchathani. The overview is in the low level with the mean at 0.97. When investigated in each item, the results indicate that most of the items are in the low level, except for the item 3: speak loudly with the mean at 1.67.

Table 4.11 The Mean and the Standard Deviation (S.D.) of the Content Aggressive Behavior of the Participants in Ubon Ratchathani

| Behavior | Mean | S.D. | Meaning |
|---|-------------|-------------|----------------|
| 1. Speak challengingly to provoke other people anger. | 1.29 | 1.15 | low |
| 2. Use scornful words to humiliate someone. | .82 | .97 | low |
| 3. Threaten someone that you are going to hurt him. | .45 | .82 | lowest |
| 4. Fleece someone. | .19 | .61 | none |
| 5. Threaten someone that you are going to ruin his possessions. | .22 | .64 | none |
| 6. Insult parents of other people. | .37 | .77 | none |
| 7. Speak intentionally to make other people feel embarrassed. | .72 | .96 | low |
| 8. Speak intentionally to worsen other people. | .72 | .94 | low |
| 9. Speak intentionally to make fun of other people. | .71 | .93 | low |
| 10. speak sarcastically to other people. | 1.34 | 1.17 | low |
| 11. Speak intentionally to provoke peers to fight to each other. | .49 | .86 | none |
| 12. You do not care of your own saying whether it is going to affect anybody. | .84 | .99 | low |
| 13. Speak about the week/bad points of other people. | .98 | .99 | low |
| 14. Criticize your friends in front of other people until making your friends feel embarrassed. | .57 | .89 | low |
| 15. Bring the week points of your friends to make fun of them. | .63 | .95 | low |
| 16. Argue immediately when you think the other saying is wrong. | 1.43 | 1.28 | low |
| 17. Talk about the good points and the ability of yourself that are better than other people. | .75 | .93 | low |
| 18. Interrupt immediately when you are dissatisfied with the story you are listening to. | 1.01 | 1.08 | low |
| 19. Gossip about friends you do not like them. | 1.31 | 1.17 | low |
| 20. Speak worseningly about other people's mistakes. | .73 | .96 | low |
| Overview | .78 | .761 | low |

Table 4.11 shows the content aggressive behavior of the participants in Ubon Ratchathani. The overview is in the low level with the mean at 0.78. When investigated each item, the results indicate that most of the items of the content aggressive behavior are in the low level. They are threaten someone that you are going to hurt him, fleece someone, threaten someone that you are going to ruin his possessions, insult parents of other people, and speak intentionally to provoke peers to fight to each other.

3.2 Comparison of the uses of the verbal aggressive behavior

Factors used to classify the participants into groups to compare the uses of the Verbal abuse are the factors causing the verbal aggressive behavior. They are genders, levels of education, results of education, residential areas, people who live with the participants and accessing through the media. The analysis results are explained as seen in Table 4.12.

Table 4.12 Comparison of the Uses of the Verbal abuse of the Participants: Males and Females, in Ubon Ratchathani

| Verbal Aggressive Behavior | Genders | <i>n</i> | \bar{X} | <i>S.D.</i> | <i>t</i> | <i>p</i> |
|----------------------------|---------|----------|-----------|-------------|----------|----------|
| Words | males | 329 | 1.10 | .79 | 3.889** | .00 |
| | females | 781 | .91 | .75 | | |
| Intonation | males | 329 | 1.12 | .84 | 1.736 | .083 |
| | females | 781 | 1.03 | .79 | | |
| Contents | males | 329 | .90 | .70 | 3.872** | .00 |
| | females | 781 | .73 | .61 | | |
| Overview | males | 329 | 1.01 | .72 | 3.364** | .001 |
| | females | 781 | .86 | .66 | | |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.12 shows the Verbal abuse of the participants in Ubon Ratchathani. The overview indicates that the male and female participants use aggressive words, intonation, and contents differently with the statistical significance at .01. The male participants use them more than the female participants. When investigated the Verbal abuse in each aspect, the results reveal that both male and female participants use the aggressive words and contents differently with the statistical significance at .01. The male participants in each aspect use the aggressive words, intonation, and contents more than that of the female participants. When compared between male and female participants in using the aggressive intonation, the results show that the aggressive intonations of both groups are not different with the statistical significance at .05.

Table 4.13 Comparison of the Verbal abuse of the Participants in Ubon Ratchathani between the Groups of the Participants Who Study in the Secondary and High Schools

| Verbal Aggressive Behavior | Levels of Education | <i>n</i> | \bar{X} | <i>S.D.</i> | <i>t</i> | <i>p</i> |
|-----------------------------------|----------------------------|----------|-----------|-------------|----------|----------|
| Words | secondary school students | 547 | 1.01 | .79 | 2.059 | .04 |
| | high school students | 563 | .92 | .75 | | |
| Intonation | secondary school students | 547 | 1.05 | .82 | .041 | .967 |
| | high school students | 563 | 1.05 | .79 | | |
| Contents | secondary school students | 547 | .80 | .68 | 1.20 | .23 |
| | high school students | 563 | .76 | .61 | | |
| Overview | secondary school students | 547 | .93 | .71 | 1.135 | .256 |
| | high school students | 563 | .88 | .65 | | |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.13 shows comparison of the Verbal abuse of the participants in Ubon Ratchathani between the groups of the participants who study in the secondary and high schools. The overview reveals that the secondary and high school participants do not use the aggressive words, intonation, and contents differently with the statistical significance at .05. When compared the Verbal abuse in each aspect, the results indicate that both groups of the participants do not use the aggressive words, intonation, and contents differently with the statistical significance at .05.

Table 4.14 The Analysis of the Variance of the Verbal abuse of the Participants in Ubon Ratchathani Based on Education Results

| Verbal Aggressive Behavior | Sources of Variance | SS | d.f. | MS | F | p |
|-----------------------------------|----------------------------|-----------|-------------|-----------|----------|----------|
| Words | education results | 6.669 | 3 | 2.223 | 3.769* | .010 |
| | deviation | 642.883 | 1090 | .590 | | |
| | total | 649.552 | 1093 | | | |
| Intonation | education results | 1.683 | 3 | .561 | .864 | .459 |
| | deviation | 707.352 | 1090 | .649 | | |
| | total | 709.035 | 1093 | | | |
| Contents | education results | 3.394 | 3 | 1.131 | 2.726* | .043 |
| | deviation | 452.416 | 1090 | .415 | | |
| | total | 455.810 | 1093 | | | |
| Overview | education results | 3.272 | 3 | 1.091 | 2.345 | .071 |
| | deviation | 507.099 | 1090 | .465 | | |
| | total | 510.371 | 1093 | | | |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.14 shows the analysis of the variance of the Verbal abuse of the participants in Ubon Ratchathani based on education results. The overview points out that there are no differences on the use of the Verbal abuse of all groups of the participants with the statistical significance at .05. When investigated the Verbal abuse in each aspect, the results indicate that the use of the aggressive intonation among the participants who have different levels in education results is not different with the statistical significance at .05. However, the use of the aggressive words and contents of the participants in the different education levels is different with the statistical significance at .05.

Table 4.15 Comparison of the Means of the Verbal Abuse in Using Aggressive Words of the Participants in Ubon Ratchathani in Pairs Based on Education Results

| Education Results | | Education Results | | | |
|-------------------------|-----------|-------------------|--------------------|--------------------|-------------------------|
| | | low (1 - .50) | fair (1.51 - 2.50) | good (2.51 – 3.50) | excellent (3.51 – 4.00) |
| | \bar{X} | 1.67 | 1.09 | .95 | .92 |
| low (1 - 1.50) | 1.67 | - | .58 | .72* | .75* |
| fair (1.51 - 2.50) | 1.09 | - | - | .14* | .17* |
| good (2.51 – 3.50) | .945 | - | - | - | .02 |
| excellent (3.51 – 4.00) | .92 | - | - | - | - |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.15 shows comparison of the means of the Verbal abuse in using aggressive words of the participants in Ubon Ratchathani in pairs based on education results. The results indicate that the participants who have education results in the low level have the Verbal abuse in using aggressive words higher than the participants who have education results in the good and excellent levels with the statistical significance at .05. In addition, for the participants who have education results in the fair level, the results reveal that they use the aggressive words more than the participants who have education results in the good and excellent levels with the statistical significance at .05.

Table 4.16 Comparison of the Means of the Verbal Abuse in Using Aggressive Contents of the Participants in Ubon Ratchathani Who Have Different Levels in Education Results

| Education Results | | Education Results | | | |
|-------------------------|-----------|-------------------|--------------------|--------------------|-------------------------|
| | | low (1 - .50) | fair (1.51 - 2.50) | good (2.51 – 3.50) | Excellent (3.51 – 4.00) |
| | \bar{X} | 1.35 | .85 | .76 | .77 |
| low (1 - 1.50) | 1.35 | - | .49* | .59* | .58* |
| fair (1.51 - 2.50) | .85 | - | - | .09 | .09 |
| good (2.51 – 3.50) | .760 | - | - | - | -.01 |
| excellent (3.51 – 4.00) | .77 | - | - | - | - |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.16 shows comparison of the means of the Verbal abuse in using aggressive contents of the participants in Ubon Ratchathani who have different levels in education results. The results indicate that the participants who have education results in the low level have the Verbal abuse in using aggressive intonation higher than the participants who have education results in the fair, good, and excellent levels with the statistical significance at .05.

Table 4.17 Comparison of the Verbal Abuse of the Participants in Ubon Ratchathani between the Groups of the Participants Who Live in Rural and Urban Areas

| verbal aggressive behavior | areas | <i>n</i> | \bar{X} | <i>S.D.</i> | <i>t</i> | <i>p</i> |
|----------------------------|-------|----------|-----------|-------------|----------|----------|
| words | urban | 329 | .93 | .75 | -1.04 | .301 |
| | rural | 781 | .98 | .78 | | |
| intonation | urban | 329 | .95 | .76 | -2.67** | .008 |
| | rural | 781 | 1.09 | .82 | | |
| contents | urban | 329 | .69 | .57 | -3.99** | .001 |
| | rural | 781 | .82 | .67 | | |
| overview | urban | 329 | .82 | .63 | -2.99* | .013 |
| | rural | 781 | .94 | .70 | | |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.17 shows comparison of the Verbal abuse of the participants in Ubon Ratchathani between the group of the participants who live in rural and urban areas. The overview indicates that the participants who live in rural and urban areas have the Verbal abuse differently with the statistical significance at .05. The participants living in the urban area have the Verbal abuse lower than those of the participants living in the rural area. When investigated the Verbal abuse in each aspect, the results point out that the participants living in the urban area have the Verbal abuse in intonation and contents differently with the statistical significance at .01. The participants living in the urban area have the Verbal abuse in each aspect lower than the participants living in the rural area. For the Verbal abuse in using words, the results show that there are no differences between the two groups of the participants with the statistical significance at .05.

Table 4.18 The Analysis of the Variance of the Verbal Abuse of the Participants in Ubon Ratchathani Classified by People Who Live with the Participants

| Verbal aggressive behavior | Sources of variance | SS | d.f. | MS | F | p |
|-----------------------------------|---------------------------------------|-----------|-------------|-----------|----------|----------|
| words | people who live with the participants | 2.25 | 2 | 1.12 | 1.903 | .15 |
| | variance | 654.28 | 1107 | .59 | | |
| | total | 656.53 | 1109 | | | |
| intonation | people who live with the participants | 7.20 | 2 | 3.60 | 5.593** | .00 |
| | variance | 712.39 | 1107 | .644 | | |
| | total | 719.58 | 1109 | | | |
| contents | people who live with the participants | 1.45 | 2 | .72 | 1.742 | .18 |
| | variance | 459.83 | 1107 | .42 | | |
| | total | 461.27 | 1109 | | | |
| Overview | people who live with the participants | 2.85 | 2 | 1.42 | 3.073* | .05 |
| | variance | 513.33 | 1107 | .46 | | |
| | total | 516.18 | 1109 | | | |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.18 shows the analysis of the variance of the Verbal abuse of the participants in Ubon Ratchathani classified by people who live with the participants. The overview indicates that each group of the participants is different from each other with the statistical significance at .05. When investigated the verbal aggressive behavior, the results point out that the verbal aggressive behaviors in using the aggressive intonation among the groups of the participants who live with different groups of people are different with the statistical significance at .01.

Table 4.19 Comparison of the Means of the Verbal Abuse in the Overview of the Participants in Pairs in Ubon Ratchathani Who Live with Different Groups of People

| People who live with the participants | | People who live with the participants | | |
|---------------------------------------|------|---------------------------------------|------------------|--------------|
| | | Father and mother | Father or mother | Other people |
| | | \bar{X} | | |
| | | .88 | .95 | 1.03 |
| Father and mother | .88 | - | -.07 | -.15* |
| Father or mother | .95 | - | - | -.08 |
| Other people | 1.02 | - | - | - |

* represents the statistical significance at .05

Table 4.19 shows comparison of the means of the Verbal abuse in the overview of the participants in pairs in Ubon Ratchathani who live with different groups of people. The results indicate that the participants who live with other people that are not their fathers and mothers have the Verbal abuse higher than the participants who live with their fathers and mothers with the statistical significance at .05.

Table 4.20 Comparison of the Means of the Verbal Abuse by Using Aggressive Intonation of the Participants in Pairs in Ubon Ratchathani Who Live with Different Groups of People

| People who live with the participants | | People who live with the participants | | |
|---------------------------------------|------|---------------------------------------|------------------|--------------|
| | | Father and mother | Father or mother | Other people |
| | | \bar{X} | | |
| | | 1.01 | 1.14 | 1.24 |
| Father and mother | 1.01 | - | -.13 | -.23* |
| Father or mother | 1.14 | - | - | -.11 |
| Other people | 1.24 | - | - | - |

Table 4.20 shows comparison of the means of the Verbal abuse in using aggressive intonation of the participants in pairs in Ubon Ratchathani who live with different groups of people. The results point out that the participants who live with other people who are not their fathers and mothers have the Verbal abuse in using aggressive intonation higher than the participants who live with both of their parents with the statistical significance at .05.

Table 4.21 The Analysis of the Variance of the Verbal Abuse of the Participants in Ubon Ratchathani Classified by the Levels on Watching Televisions

| Verbal aggressive behavior | Sources of variance | SS | d.f. | MS | F | p |
|-----------------------------------|--------------------------------|-----------|-------------|-----------|----------|----------|
| words | levels on watching televisions | 6.07 | 3 | 2.02 | 3.44* | .016 |
| | variance | 650.46 | 1106 | .58 | | |
| | total | 656.53 | 1109 | | | |
| | | | | | | |
| intonation | levels on watching televisions | 7.39 | 3 | 2.46 | 6.00** | .000 |
| | variance | 453.88 | 1106 | .41 | | |
| | total | 461.27 | 1109 | | | |
| | | | | | | |
| contents | levels on watching televisions | 9.05 | 3 | 3.02 | 4.70 ** | .003 |
| | variance | 710.52 | 1106 | .64 | | |
| | total | 719.58 | 1109 | | | |
| | | | | | | |
| overview | levels on watching televisions | 7.47 | 3 | 2.49 | 5.41** | .001 |
| | variance | 508.70 | 1106 | .46 | | |
| | total | 516.18 | 1109 | | | |
| | | | | | | |

* represents the statistical significance at .05

Table 4.21 shows the analysis of the variance of the Verbal abuse of the participants in Ubon Ratchathani classified by the levels on watching televisions. The overview shows that among the groups of the participants who watch televisions in the different levels, they have the Verbal abuse different with the

statistical significance at .01. When investigated the Verbal abuse in each aspect, the results shows that the verbal aggressive behaviors in using intonation and contents among the groups of the participants who watch televisions in the different levels are different with the statistical significance at .05.

Table 4.22 Comparison of the Means of the Verbal Abuse in the Overview of the Participants in Pairs in Ubon Ratchathani Who Watch Televisions in Different Levels

| Levels on watching television per day | | Levels on watching television per day | | | |
|---------------------------------------|-----------|---------------------------------------|------------|-------------|-------------------|
| | | Less than 1 hour | 1-2 hours | 2-3 hours | More than 3 hours |
| | \bar{X} | .83 | .90 | 1.00 | 1.06 |
| Less than 1 hour | .83 | - | -.07 | -.17* | -.23* |
| 1-2 hours | .90 | - | - | -.10 | -.16* |
| 2-3 hours | 1.00 | - | - | - | -.06 |
| More than 3 hours | 1.06 | - | - | - | - |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.22 shows comparison of the means of the Verbal abuse in the overview of the participants in pairs in Ubon Ratchathani who watch televisions in different levels. The results indicate that the participants who watch televisions less than one hour per day have the overview of the Verbal abuse lower than the participants who watch televisions 2-3 hours and more than 3 hours per day with the statistical significance at .05. In addition, the participants who watch televisions 1-2 hours per day have the overview of the Verbal abuse higher than the participants who watch television more than 3 hours per day with the statistical significance at .05.

Table 4.23 Comparison of the Means of the Verbal Abuse in Using Aggressive Words of the Participants in Pairs in Ubon Ratchathani among the Participants Who Watch Televisions in Different Levels

| Levels on watching television per day | | Levels on watching television per day | | | |
|---------------------------------------|-----------|---------------------------------------|------------|-------------|-------------------|
| | | Less than 1 hour | 1-2 hours | 2-3 hours | More than 3 hours |
| | \bar{X} | .90 | .96 | 1.05 | 1.11 |
| Less than 1 hour | .90 | - | -.06 | -.14* | -.21* |
| 1-2 hours | .96 | - | - | -.08 | -.14 |
| 2-3 hours | 1.04 | - | - | - | -.07 |
| More than 3 hours | 1.11 | - | - | - | - |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.23 shows comparison of the means of the Verbal abuse in using aggressive words of the participants in pairs in Ubon Ratchathani among the participants who watch televisions in different levels. The results indicate that the participants who watch televisions less than one hour per day have the Verbal abuse on the use of the aggressive words lower than the participants who watch television 2-3 hours and more than 3 hour per day with the statistical significance at .05.

Table 4.24 Comparison on the Means of the Verbal Abuse in Using Aggressive Intonation of the Participants in Ppairs in Ubon Ratchathani among the Participants Who Watch Television in Different Levels

| Levels on watching television per day | | Levels on watching television per day | | | |
|---------------------------------------|-----------|---------------------------------------|-----------|-----------|-------------------|
| | | Less than 1 hour | 1-2 hours | 2-3 hours | More than 3 hours |
| | \bar{X} | .97 | 1.05 | 1.17 | 1.23 |
| Less than 1 hour | .97 | - | -.07 | -.19* | -.25* |
| 1-2 hours | 1.05 | - | - | -.12 | -.18* |
| 2-3 hours | 1.17 | - | - | - | -.06 |
| More than 3 hours | 1.23 | - | - | - | - |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.24 shows comparison on the means of the Verbal abuse in using aggressive intonation of the participants in pairs in Ubon Ratchathani among the participants who watch television in different levels. The results indicate that the participants who watch televisions less than one hour per day have the Verbal abuse on the use of the aggressive intonation lower than the participants who watch television 2-3 hours and more than 3 hours per day with the statistical significance at .05. Moreover, the participants who watch televisions less than one hour per day also have the Verbal abuse on the use of the aggressive intonation lower than the participants who watch televisions more than 3 hours per day with the statistical significance at .05.

Table 4.25 Comparison of the Means of the Verbal Abuse in Using Aggressive Contents of the Participants in Pairs in Ubon Ratchathani

| Levels on watching television per day | | Levels on watching television per day | | | |
|---------------------------------------|-----|---------------------------------------|-----------|-----------|-------------------|
| | | Less than 1 hour | 1-2 hours | 2-3 hours | More than 3 hours |
| | | \bar{X} | .71 | .78 | .88 |
| Less than 1 hour | .71 | - | -.07 | -.17* | -.23* |
| 1-2 hours | .78 | - | - | -.10 | -.16* |
| 2-3 hours | .88 | - | - | - | -.053 |
| More than 3 hours | .93 | - | - | - | - |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.25 shows comparison of the means of the Verbal abuse in using aggressive contents of the participants in pairs in Ubon Ratchathani. The results indicate that the participants who watch televisions less than one hour per day have the Verbal abuse in using aggressive contents lower than the participants who watch television 2-3 hours and more than 3 hours per day with the statistical significance at .05. In addition, the participants who watch televisions 1-2 hours per day have the Verbal abuse on the use of the aggressive contents lower than the participants who watch televisions more than 3 hours per day with the statistical significance at .05.

Table 4.26 The Analysis of the Variance of the Verbal Abuse of the Participants in Ubon Ratchathani Classified by the Levels on Accessing the Internet

| Verbal aggressive behavior | Sources of variance | SS | d.f. | MS | F | p |
|-----------------------------------|----------------------------------|-----------|-------------|-----------|----------|----------|
| words | levels on accessing the internet | 29.28 | 3 | 9.759 | 17.21** | .00 |
| | variance | 627.25 | 1106 | .567 | | |
| | total | 656.53 | 1109 | | | |
| intonation | levels on accessing the internet | 10.41 | 3 | 3.47 | 8.51** | .00 |
| | variance | 450.86 | 1106 | .41 | | |
| | total | 461.27 | 1109 | | | |
| contents | levels on accessing the internet | 22.91 | 3 | 7.64 | 12.12** | .00 |
| | variance | 696.67 | 1106 | .630 | | |
| | total | 719.58 | 1109 | | | |
| overview | levels on accessing the internet | 17.766 | 3 | 5.92 | 13.14** | .00 |
| | variance | 498.41 | 1106 | .45 | | |
| | total | 516.178 | 1109 | | | |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.26 shows the analysis of the variance of the Verbal abuse of the participants in Ubon Ratchathani classified by the levels on accessing the internet. The overview indicates that the groups of the participants who access the internet in the different levels are different from each other with the statistical significance at .01. When investigated the Verbal abuse in each aspect, the results reveal that the groups of the participants who access the internet differently have the Verbal abuse in the use of the aggressive words, intonation, and contents different with the statistical significance at .01.

Table 4.27 Comparison of the Means of the Verbal abuse of the Participants in Pairs in Ubon Ratchathani of the Groups of the Participants Who Access the Internet Differently

| Levels on accessing the internet per day | \bar{X} | Levels on accessing the internet per day | | | |
|--|-----------|--|------------|------------|-------------------|
| | | Less than 1 hour | 1-2 hours | 2-3 hours | More than 3 hours |
| | | | | | |
| | | .75 | .78 | .86 | 1.04 |
| Less than 1 hour | .75 | - | -.03 | -.11 | -.29* |
| 1-2 hours | .78 | - | - | -.086 | -.27* |
| 2-3 hours | .86 | - | - | - | -.18* |
| More than 3 hours | 1.04 | - | - | - | - |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.27 shows comparison of the means of the Verbal abuse of the participants in pairs in Ubon Ratchathani of the groups of the participants who access the internet differently. The results reveal that the group of the participants who access the internet more than 3 hours is different from the groups of the participants who access the internet less than one hour, 1-2 hours, and 2-3 hours per day with the statistical significance at .05.

Table 4.28 Comparison of the Means of the Verbal Abuse in Using Aggressive Words of the Participants in Pairs in Ubon Ratchathani Who Access the Internet Differently

| Levels on accessing the internet per day | | Levels on accessing the internet per day | | | |
|--|------|--|-----------|-----------|-------------------|
| | | Less than 1 hour | 1-2 hours | 2-3 hours | More than 3 hours |
| | | \bar{X} | .77 | .80 | .90 |
| Less than 1 hour | .77 | - | -.03 | -.13 | -.37* |
| 1-2 hours | .80 | - | - | -.10 | -.34* |
| 2-3 hours | .90 | - | - | - | -.24* |
| More than 3 hours | 1.15 | - | - | - | - |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.28 shows comparison of the means of the Verbal abuse in the use of the aggressive words of the participants in pairs in Ubon Ratchathani who access the internet differently. The results indicate that the group of the participants who access the internet more than 3 hours has the Verbal abuse in the use of the aggressive words more than the groups of the participants who access the internet less than 1 hour, 1-2 hours, and 2-3 hours per day with the statistical significance .05.

Table 4.29 Comparison of the Means of the Verbal Abuse in Using Aggressive Intonation of the Participants Who Access the Internet Differently in Pairs in Ubon Ratchathani

| Levels on accessing the internet per day | | Levels on accessing the internet per day | | | |
|--|-----------|--|------------|-------------|-------------------|
| | | Less than 1 hour | 1-2 hours | 2-3 hours | More than 3 hours |
| | \bar{X} | .86 | .92 | 1.01 | 1.21 |
| Less than 1 hour | .86 | - | -.06 | -.14 | -.35* |
| 1-2 hours | .92 | - | - | -.08 | -.29* |
| 2-3 hours | 1.01 | - | - | - | -.20* |
| More than 3 hours | 1.21 | - | - | - | - |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.29 shows comparison of the means of the Verbal abuse in the aggressive intonation of the participants who access the internet differently in pairs in Ubon Ratchathani. The results point out that the group of the participants who access the internet more than 3 hours has the Verbal abuse in the aggressive intonation more than the groups of the participants who access the internet less than 1 hour, 1-2 hours, and 2-3 hours with the statistical significance at .05.

Table 4.30 Comparison of the Means of the Verbal Abuse in Using Aggressive Contents of the Participants Who Access the Internet Differently in Pairs in Ubon Ratchathani

| Levels on accessing the internet per day | \bar{X} | Levels on accessing the internet per day | | | |
|--|-----------|--|-----------|-----------|-------------------|
| | | Less than 1 hour | 1-2 hours | 2-3 hours | More than 3 hours |
| Less than 1 hour | .67 | - | -.01 | -.09 | -.22* |
| 1-2 hours | .68 | - | - | -.08 | -.21* |
| 2-3 hours | .76 | - | - | - | -.13 |
| More than 3 hours | .89 | - | - | - | - |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.30 shows comparison of the means of the Verbal abuse in the aggressive contents of the participants who access the internet differently in pairs in Ubon Ratchathani. The results indicate that has the Verbal abuse in the aggressive intonation more than the groups of the participants who access the internet less than 1 hour, 1-2 hours, and 2-3 hours with the statistical significance at .05.

Part 4 Analysis Results of the Influence of the Factors Affecting the Verbal Aggressive Behavior

Factors used to analyze to find the influence of the factors affecting the Verbal abuse are results of education, family income, average of family income, use of Verbal abuse in families, finding verbal abuse through media, use of verbal abuse in groups of peers, and attitudes toward verbal abuse. The analysis results are described as seen in Table 4.31.

Table 4.31 Correlation Coefficient among All Factors with the Verbal Abuse of the Participants in the Overview and Correlation Coefficient within All Factors

| Factors | Factors | | | | | | | X5 |
|---------|---------|--------|-------|---------|-------|--------|--------|--------|
| | X6 | X7 | X8 | X1 | X2 | X3 | X4 | |
| X6 | 1 | -.20** | -.024 | -.065* | .048 | -.006 | -.032 | -.022 |
| X7 | -- | 1 | .00 | -.129** | .062* | -.077* | .121** | -.055 |
| X8 | -- | -- | 1 | -.023 | .062* | .090** | .084** | .117** |
| X1 | -- | -- | -- | 1 | .246* | .443** | .429** | .460** |
| X2 | -- | -- | -- | -- | 1 | .361** | .245** | .432** |
| X3 | -- | -- | -- | -- | -- | 1 | .632** | .657** |
| X4 | -- | -- | -- | -- | -- | -- | -- | .594** |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.31 shows correlation coefficient among factors with the Verbal abuse of the participants in the overview and correlation coefficient within factors. The results reveal that factors that have positive relationship with the Verbal abuse of the participants in the overview with the statistical significance at .01 are the average of the family income (X8), the use of the Verbal abuse in the families (X1), finding the verbal aggressive from media (X2), the use of the verbal abuse (X3), and attitudes towards verbal abuse (X4) with the inter-relationship among factors that has correlation coefficient value between -.20 to .632.

Table 4.32 Regression Coefficient of Factors Affecting the Verbal Abuse in the Overview of the Participants in Ubon Ratchathani

| factors | regression coefficient | | t | p | Tolerance | VIF |
|--|------------------------|-----------------|---------------|------|-----------|-------|
| | raw scores | standard scores | | | | |
| constant | -.422 | | -2.370* | .018 | | |
| ages (X6) | -.005 | -.012 | -.589 | .556 | .946 | 1.057 |
| education results (X7) | .008 | .007 | .315 | .753 | .925 | 1.081 |
| average of income (X8) | 6.239E-8 | .054 | 2.618** | .009 | .982 | 1.018 |
| using verbal abuse in families (X1) | .189 | .158 | 6.672** | .000 | .754 | 1.326 |
| finding verbal abuse in media (X2) | .155 | .208 | 9.347** | .000 | .850 | 1.176 |
| using verbal abuse among peers (X3) | .293 | .367 | 13.072** | .000 | .536 | 1.865 |
| attitudes towards verbal abuse (X4) | .280 | .234 | 8.672** | .000 | .580 | 1.723 |
| F = 185.504 p = .000 R ² = .548 | | | S.E. = .46089 | | | |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.32 shows regression coefficient of factors affecting the Verbal abuse in overview of the participants in Ubon Ratchathani. The results indicate that factors influencing positively towards the Verbal abuse in the overview of the participants with the statistical significance at .01 are average of income (X8), use of verbal abuse in families (X1), finding verbal abuse through media (X2), use of verbal abuse among peers, and attitudes toward verbal abuse (X4).

Table 4.33 Regression Coefficient of Factors That are Good Predictors for the Verbal Abuse in the Overview of the Participants

| Factors | Regression Coefficient | | t | p | Tolerance | VIF |
|--|------------------------|-----------------|---------------|------|-----------------------|-------|
| | Raw Scores | Standard Scores | | | | |
| Constant | -.474 | | -8.596 | .000 | | |
| using verbal aggressive among peers (X3) | .292 | .366 | 13.064 | .000 | .537 | 1.863 |
| attitudes towards verbal abuse (X4) | .280 | .234 | 8.695 | .000 | .583 | 1.715 |
| Finding verbal abuse through media (X2) | .155 | .208 | 9.440 | .000 | .865 | 1.155 |
| using verbal abuse in families (X1) | .189 | .158 | 6.754 | .000 | .769 | 1.301 |
| average of family income (X8) | 6.282E-8 | .055 | 2.639 | .008 | .983 | 1.017 |
| F = 259.954 | | | p = .000 | | R ² = .548 | |
| | | | S.E. = .46058 | | | |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.33 shows regression coefficient of factors that are good predictors for the Verbal abuse in the overview of the participants. Factors influencing the Verbal abuse in the overview of the participants with the statistical significance at .01 and being good predictors by ordering according to the importance of the factors are use of verbal abuse among peers (X3), attitudes towards verbal abuse (X4), finding verbal abuse through media (X2), using verbal abuse in families (X1), and average of family income (X8).

Prediction equations in the forms of the raw and standard scores are described in the following order.

$$\hat{Y} = -.474 + .292 X_3 + .28 X_4 + .155 X_2 + .189 X_1 + (6.282 E - 8) X_8$$

$$\hat{Z} = .366 Z_3 + .234 Z_4 + .208 Z_2 + .158 Z_1 + .055 Z_8$$

The prediction equations above can be used to explain the variance of the use of the Verbal abuse in the overview of the participants in Ubon Ratchathani that at 54.8% of the participants, the errors are at .46058.

Table 4.34 Correlation Coefficient among Factors and Verbal Abuse of the Participants in Using Aggressive Words and Regression Coefficient Taking Place inside All Factors

| Factors | Factors | | | | | | | X5 |
|---------|---------|-------|------|-------|------|-------|-------|--------|
| | X6 | X7 | X8 | X1 | X2 | X3 | X4 | |
| X6 | 1 | - | -.02 | -.07* | .05 | -.01 | -.03 | -.05 |
| X7 | -- | .20** | .00 | - | .06* | -.08* | .12** | -.08** |
| X8 | -- | 1 | 1 | .13** | .06* | .09** | .08** | .12** |
| X1 | -- | -- | -- | -.02 | .25* | .44** | .43** | .43** |
| X2 | -- | -- | -- | 1 | 1 | .36** | .25** | .41** |
| X3 | -- | -- | -- | -- | -- | 1 | .63** | .64** |
| X4 | -- | -- | -- | -- | -- | -- | -- | .58** |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.34 shows correlation coefficient among factors and Verbal abuse of the participants in using aggressive words and regression coefficient taking place inside all factors. The results indicate that have positive relationship with Verbal abuse of the participants in using aggressive words with the statistical significance at .01 are family income (X8), using verbal abuse in families (X1), finding verbal abuse through media (X2), using verbal abuse among peers (X3), and attitudes towards verbal abuse (X4). In addition, factors that have negative relationship with Verbal abuse of the participants in using aggressive words with the statistical significance at .01 are education results (X7) that have the relationship taking place inside factors with the correlation coefficient at -.20 to .632.

Table 4.35 Regression Coefficient of Factors Affecting the Verbal Abuse in Using Aggressive Words of the Participants in Ubon Ratchathani

| Factors | Regression Coefficient | | t | p | Tolerance | VIF |
|---|------------------------|-----------------|----------|------|-----------|-------|
| | Raw Scores | Standard Scores | | | | |
| Constant | -.093 | | -.447 | .655 | | |
| Ages (X6) | -.023 | -.049 | -2.257* | .024 | .946 | 1.057 |
| Education results (X7) | -.038 | -.028 | -1.286 | .199 | .925 | 1.081 |
| Average of family income (X8) | 6.459E-8 | .050 | 2.320* | .021 | .982 | 1.018 |
| Using verbal abuse in families (X1) | .162 | .120 | 4.914** | .000 | .754 | 1.326 |
| Finding verbal abuse through media (X2) | .167 | .199 | 8.613** | .000 | .850 | 1.176 |
| Using verbal abuse among peers (X3) | .323 | .359 | 12.353** | .000 | .536 | 1.865 |
| Attitudes towards verbal abuse (X4) | .333 | .246 | 8.824** | .000 | .580 | 1.723 |
| F = 163.358 p = .000 R ² = .517 S.E. = .53836 | | | | | | |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.35 shows regression coefficient of factors affecting the Verbal abuse in using aggressive words the participants in Ubon Ratchathani. Factors influence positively on Verbal abuse in using aggressive words with the statistical significance at .01 are using verbal abuse in families (X1), finding verbal abuse through media (X2), using verbal abuse among peers (X3), and attitudes towards verbal abuse (X4). Moreover, a factor influences positively to Verbal abuse in using aggressive words with the statistical significance at .05 is average of family income (X8), but a factor influences negatively to Verbal abuse in using aggressive words with the statistical significance at .05 is ages (X6).

Table 4.36 Regression Coefficient of All Factors Affecting the Verbal Abuse in Using Aggressive Words of the Participants in Ubon Ratchathani

| Factors | Regression Coefficient | | t | p | Tolerance | VIF |
|--|------------------------|-----------------|---------------|------|-----------|-------|
| | Raw Scores | Standard Scores | | | | |
| Constant | -.258 | | -1.578 | .115 | | |
| Using verbal abuse among peers (X3) | .324 | .359 | 12.370** | .000 | .536 | 1.864 |
| Attitudes towards verbal abuse (X4) | .336 | .248 | 8.919** | .000 | .583 | 1.716 |
| Finding verbal abuse through media (X2) | .164 | .195 | 8.518** | .000 | .863 | 1.159 |
| Using verbal abuse in families (X1) | .167 | .124 | 5.101** | .000 | .765 | 1.308 |
| Average of income (X8) | 6.487E-8 | .050 | 2.329* | .020 | .982 | 1.018 |
| ages (X6) | -.020 | -.043 | -2.030* | .043 | .991 | 1.009 |
| F = 190.193 p = .000 R ² = .516 | | | S.E. = .53852 | | | |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.36 shows regression coefficient of all factors affecting the Verbal abuse in using aggressive words of the participants in Ubon Ratchathani. Factors influencing positively on Verbal abuse in using aggressive words of the participants with the statistical significance at .01 and being good predictors are using verbal abuse among peers (X3), attitudes towards verbal abuse (X4), finding verbal abuse through media (X2), and using verbal abuse in families (X1) respectively according to the importance of the verbal abuse. A factor influencing positively to Verbal abuse in

using aggressive words of the participants with the statistical significance at .05 and being a good predictor is average of family income (X8). A factor influencing negatively to the Verbal abuse in using aggressive words of the participants with the statistical significance at .05 is ages (X6) with the prediction equations in the forms of the raw and standard scores respectively as follows.

$$\hat{Y} = -.258 + .324 X_3 + .336 X_4 + .164 X_2 + .167 X_1 + (6.487 E - 8) X_8 - .02 X_6$$

$$\hat{Z} = .359 Z_3 + .248 Z_4 + .195 Z_2 + .124 Z_1 + .05 Z_8 - .043 Z_6$$

The prediction equations above can be used to explain the variance of the Verbal abuse in using aggressive words of the participants in Ubon Ratchathani that at 51.6%, the errors are at .53852.

Table 4.37 Correlation Coefficient among All Factors and the Verbal Abuse of the Participants in Using Aggressive Intonation and Correlation Coefficient inside All Factors

| Factors | Factors | | | | | | | X5 |
|---------|---------|--------|------|--------|------|-------|-------|-------|
| | X6 | X7 | X8 | X1 | X2 | X3 | X4 | |
| X6 | 1 | -.20** | -.02 | -.07* | .05 | -.01 | -.03 | .01 |
| X7 | -- | 1 | .00 | -.13** | .06* | -.08* | .12** | -.02 |
| X8 | -- | -- | 1 | -.02 | .06* | .09** | .08** | .10** |
| X1 | -- | -- | -- | 1 | .25* | .44** | .43** | .42** |
| X2 | -- | -- | -- | -- | 1 | .36** | .25** | .42** |
| X3 | -- | -- | -- | -- | -- | 1 | .63** | .60** |
| X4 | -- | -- | -- | -- | -- | -- | -- | .52** |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.37 shows correlation coefficient among all factors and the Verbal abuse of the participants in using aggressive intonation and correlation coefficient inside all factors. Factors that have positive relationship with the Verbal abuse in using aggressive intonation with the statistical significance at .01 are family income (X8), using verbal aggressing in families (X1), finding verbal abuse through media (X2), using verbal abuse among peers (X3), and attitudes towards verbal abuse (X4) with the relationship among all of the factors at the correlation coefficient between -.20 to .63.

Table 4.38 Regression Coefficient of Factors Affecting the Verbal Abuse in Using Aggressive Intonation of the Participants in Ubon Ratchathani

| Factors | Regression Coefficient | | t | p | Tolerance | VIF |
|---|------------------------|-----------------|----------|------|-----------|-------|
| | Raw Scores | Standard Scores | | | | |
| Constant | -.728 | | -3.185** | .001 | | |
| Ages (X6) | .011 | .023 | .987 | .324 | .946 | 1.057 |
| Education Results (X7) | .052 | .038 | 1.623 | .105 | .925 | 1.081 |
| Average of Income (X8) | 6.002E-8 | .044 | 1.961* | .050 | .982 | 1.018 |
| Using verbal abuse in families (X1) | .210 | .149 | 5.782** | .000 | .754 | 1.326 |
| Finding verbal abuse through media (X2) | .194 | .221 | 9.111** | .000 | .850 | 1.176 |
| Using verbal abuse among peers (X3) | .331 | .352 | 11.503** | .000 | .536 | 1.865 |
| Attitudes towards verbal abuse (X4) | .249 | .176 | 6.001** | .000 | .580 | 1.723 |
| F = 118.734 p = .000 $R^2 = .47$ S.E. = .58857 | | | | | | |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.38 shows regression coefficient of factors affecting the Verbal abuse in using aggressive intonation of the participants in Ubon Ratchathani. Factors influencing positively on the Verbal abuse in using aggressive intonation with the statistical significance at .01 are using verbal abuse in families (X1), finding verbal abuse through media (X2), using verbal abuse among peers (X3), and attitudes towards verbal abuse (X4). In addition, with the statistical significance at .05, a factor influencing positively to the Verbal abuse in using aggressive intonation is average of family income (X8).

Table 4.39 Regression Coefficient of Factors That Are Good Predictor Variables of the Verbal Abuse in Using Aggressive Intonation of the Participants in Ubon Ratchathani

| Factors | Regression Coefficient | | t | p | Tolerance | VIF |
|---|------------------------|-----------------|----------|------|-----------|-------|
| | Raw Scores | Standard Scores | | | | |
| | Constant | -.385 | | | | |
| Using verbal abuse among peers (X3) | .334 | .355 | 11.609** | .000 | .538 | 1.857 |
| Finding verbal abuse through media (X2) | .200 | .229 | 9.493** | .000 | .867 | 1.154 |
| Attitudes towards verbal abuse (X4) | .248 | .176 | 5.984** | .000 | .584 | 1.711 |
| Using verbal abuse in families (X1) | .196 | .139 | 5.448** | .000 | .774 | 1.292 |
| F = 229.146 p = .000 R ² = .461 S.E. = .59289 | | | | | | |

** represents the statistical significance at .01

Table 4.39 shows that factors influencing positively to the Verbal abuse in using aggressive intonation of the participants with the statistical significance at .01 and can be good predictor variables with the ordering according to its importance are using verbal abuse among peers (X3), finding verbal abuse through media (X2), attitudes towards verbal abuse (X4), and using verbal abuse in families (X1).

All those factors above can be combined to form the prediction equations by using raw and standard scores respectively as follows.

$$\hat{Y} = -.385 + .334 X_3 + .20 X_2 + .248 X_4 + .196 X_1$$

$$\hat{Z} = .355 Z_3 + .229 Z_2 + .176 Z_4 + .139 Z_1$$

The prediction equations can be used to explain the variance of the Verbal abuse in using aggressive intonation that in 46.10% of the participants, the errors are at .59289.

Table 4.40 Correlation Coefficient between Factors and Verbal Abuse in Using Aggressive Contents of the Participants and Correlation Coefficient inside All of the Factors

| Factors | Factors | | | | | | | X5 |
|---------|---------|--------|-------|---------|-------|--------|--------|--------|
| | X6 | X7 | X8 | X1 | X2 | X3 | X4 | |
| X6 | 1 | -.20** | -.024 | -.065* | .048 | -.006 | -.032 | -.024 |
| X7 | -- | 1 | .00 | -.129** | .062* | -.077* | .121** | -.058 |
| X8 | -- | -- | 1 | -.023 | .062* | .090** | .084** | .116** |
| X1 | -- | -- | -- | 1 | .246* | .443** | .429** | .454** |
| X2 | -- | -- | -- | -- | 1 | .361** | .245** | .396** |
| X3 | -- | -- | -- | -- | -- | 1 | .632** | .624** |
| X4 | -- | -- | -- | -- | -- | -- | -- | .577** |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.40 shows that factors that have positive relationship with the Verbal abuse of the participants in using aggressive contents with the statistical significance at .01 are family income (X8), using verbal abuse in families (X1), finding verbal abuse through media (X2), using verbal abuse among peers (X3), and attitudes towards verbal abuse (X4). All of the factors have the relationship among all of them with the correlation coefficient from -.20 to .632.

Table 4.41 Regression Coefficient of Factors Affecting the Verbal Abuse in Using Aggressive Contents of the Participants in Ubon Ratchathani

| Factors | Regression Coefficient | | t | p | Tolerance | VIF |
|--|------------------------|-----------------|----------|------|-----------|-------|
| | Raw Scores | Standard Scores | | | | |
| Constant | -.419 | | -2.364* | .018 | | |
| Ages (X6) | -.005 | -.013 | -.580 | .562 | .946 | 1.057 |
| Education results (X7) | .006 | .006 | .253 | .801 | .925 | 1.081 |
| Average of income (X8) | 6.262E-8 | .058 | 2.638** | .008 | .982 | 1.018 |
| Using verbal abuse in families (X1) | .191 | .169 | 6.759** | .000 | .754 | 1.326 |
| Finding verbal abuse through media (X2) | .125 | .178 | 7.571** | .000 | .850 | 1.176 |
| Using verbal abuse among peers (X3) | .253 | .336 | 11.350** | .000 | .536 | 1.865 |
| Attitudes towards verbal abuse (X4) | .270 | .238 | 8.385** | .000 | .580 | 1.723 |
| F = 151.893 p = .000 R ² = .498 S.E. = .4591 | | | | | | |

* represents the statistical significance at .05

** represents the statistical significance at .01

Table 4.41 shows that factors influencing positively on the Verbal abuse in using aggressive contents of the participants in Ubon Ratchathani with the statistical significance at .01 are average of family income (X8), using verbal abuse in families (X1), finding verbal abuse through media (X2), using verbal abuse among peers (X3), and attitudes towards verbal abuse (X4).

Table 4.42 Regression Coefficient of Factors Affecting the Verbal Abuse in Using Aggressive Contents of the Participants in Ubon Ratchathani

| Factors | Regression Coefficient | | t | p | Tolerance | VIF |
|---|------------------------|-----------------|----------|------|-----------|-------|
| | Raw Scores | Standard Scores | | | | |
| Constant | -.475 | | -8.647** | .000 | | |
| Using verbal abuse among peers (X3) | .253 | .335 | 11.342** | .000 | .537 | 1.863 |
| Attitudes towards verbal abuse (X4) | .270 | .238 | 8.411** | .000 | .583 | 1.715 |
| Finding verbal abuse through media (X2) | .125 | .178 | 7.641** | .000 | .865 | 1.155 |
| Using verbal abuse in families (X1) | .191 | .169 | 6.848** | .000 | .769 | 1.301 |
| Average of family income (X8) | 6.303E-8 | .058 | 2.658** | .008 | .983 | 1.017 |
| F = 212.855 p = .000 R ² = .498 S.E. = .45877 | | | | | | |

** represents the statistical significance at .01

Table 4.42 shows that factors influencing positively on the Verbal abuse in using aggressive contents of the participants with the statistical significance at .01 and being good predictor variables by ordering according to its importance are using verbal abuse among peers (X3), attitudes towards verbal abuse (X4), finding verbal abuse through media (X2), using verbal abuse in families (X1), and average of family income (X8). All of the factors can be used to create the prediction equations in the forms of raw and standard scores respectively as follows.

$$\hat{Y} = -.475 + .253 X_3 + .270 X_4 + .125 X_2 + .191 X_1 + (6.303 E - 8) X_8$$

$$\hat{Z} = .335 Z_3 + .238 Z_4 + .178 Z_2 + .169 Z_1 + .058 Z_8$$

The prediction equations above explain the variance of the Verbal abuse in using aggressive contents that at 49.8%, the errors are at .45877.

Part 5 Relationship Patterns of the Causal Factors Affecting the Use of the Verbal Abuse.

The causal factors affecting the use of the Verbal abuse (X5) combine with using verbal abuse in families (X1), finding verbal abuse through media (X2), using verbal abuse among peers (X3), and attitudes towards verbal abuse (X4). Each factor has relationship together and has the causal relationship patterns as in the following data analysis.

Table 4.43 Simple Pearson Correlation Coefficient among Each Factor

| Factors | X1 | X2 | X3 | X4 | X5 |
|----------------|-----------|-----------|-----------|-----------|-----------|
| X1 | - | .25** | .44** | .43** | .46** |
| X2 | - | - | .36** | .24** | .43** |
| X3 | - | - | - | .63** | .66** |
| X4 | - | - | - | - | .59** |
| X5 | - | - | - | - | - |

** represents the statistical significance at .01

Table 4.43 shows that each factor has its relationship in pairs with the statistical significance at .01 by having a causal relationship pattern as seen in figure 4.1.

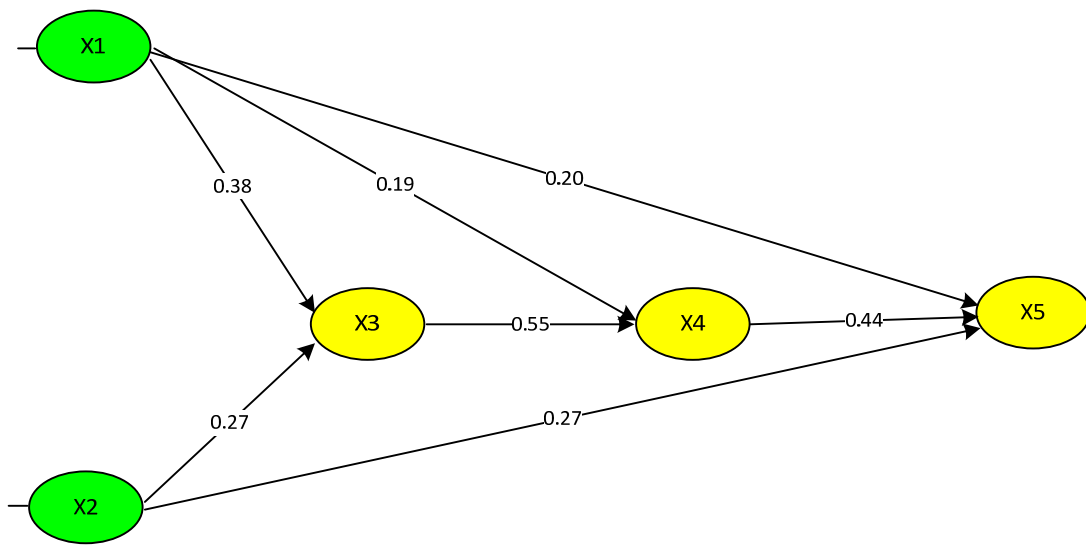


Figure 4.1 The Causal Relationship Pattern of Factors Affecting the Verbal Abuse.

The causal relationship pattern in Figure 4.1 consists of the regression equation in the form of the standard scores as follows.

$$Z_3 = .38Z_1 + .27Z_2$$

$$Z_4 = .19Z_1 + .55Z_3$$

$$\hat{Z} = .20Z_1 + .44Z_4 + .27Z_2$$

Table 4.44 Path Coefficient of the Causal Relationship Pattern of the Factors Affecting the Verbal abuse of the Participants in Ubon Ratchathani

| Factors | X1 | X2 | X3 | X4 | X5 |
|---------|-------------|-------------|-------------|-------------|----|
| X1 | - | - | - | - | - |
| X2 | - | - | - | - | - |
| X3 | P31 = .38** | P32 = .27** | - | - | - |
| X4 | P41 = .19** | - | P43 = .55** | - | - |
| X5 | P51 = .21** | P52 = .27** | - | P54 = .44** | - |

** represents the statistical significance at .01.

Table 4.44 shows the path coefficient that represents the direct influence of the independent variables towards the dependent variables. Each pair of the variables has the statistical significance at .01. Using verbal abuse in families influences directly to using verbal abuse among peers, attitudes towards verbal aggression, and Verbal abuse with statistical significance at .01 and with the path coefficient at .38, .19, and .21 respectively. In addition, finding verbal abuse through media influences to using verbal abuse among peers and Verbal abuse with the statistical significance at .01 and with the path coefficient at .27. Moreover, using verbal abuse among peers influences directly to attitudes towards verbal abuse with the statistical significance at .01 and with the path coefficient at .55. Finally, attitudes towards verbal abuse influences directly to Verbal abuse with the statistical significance at .01 and with the path coefficient at .44.

Table 4.45 Comparison of the Correlation Coefficient Calculated from the Path Coefficient and Pearson Correlation Coefficient

| Coefficient | r_{13} | r_{14} | r_{15} | r_{23} | r_{25} | r_{34} | r_{45} |
|---------------------------------|----------|----------|----------|----------|----------|----------|----------|
| Path coefficient | .38 | .40 | .28 | .27 | .34 | .55 | .44 |
| Pearson correlation coefficient | .44 | .43 | .46 | .36 | .43 | .63 | .59 |
| Differences | .06 | .03 | .18 | .09 | .09 | .09 | .15 |

Table 4.45 shows the differences between the correlation coefficient calculated from the path coefficient and Pearson correlation coefficient that the different values are from .03 to .18.

Table 4.46 Correlation Coefficient, Direct Influence, Indirect Influence, and Overall Influence of Factors Affecting the Verbal abuse of the Participants in Ubon Ratchathani

| Causal Factors | Correlation Coefficient | Direct Influence | Indirect Influence | | Overall Influence |
|--|-------------------------|------------------|--------------------|--------|-------------------|
| | | | X4 | X3, X4 | |
| Verbal abuse in families (X1) | .46** | .20** | .084 | - | .28 |
| Finding verbal aggressing through media (X2) | .43** | .27** | - | .06 | .33 |
| Verbal abuse among peers (X3) | .66** | - | .24 | - | .24 |
| Attitudes towards verbal abuse (X4) | .59** | .44** | - | - | .44 |

** represents the statistical significance at .01.

Table 4.46 shows using verbal abuse in families, finding verbal abuse through media and attitudes towards verbal abuse influence directly to the Verbal abuse with the statistical significance at .01. Attitudes towards verbal abuse is the highest influence, followed with finding verbal abuse through media and using verbal abuse in families with the path coefficient at .44, .27, and .20 respectively. For the indirect influence, the results indicate that using verbal abuse in families influences indirectly to the Verbal abuse through attitudes towards verbal abuse with the path coefficient at .08. In addition, finding verbal abuse through media influences indirectly to the Verbal abuse through using verbal abuse among peers and attitudes towards verbal abuse with the path coefficient at .06. Finally, using verbal abuse among peers influences indirectly to the Verbal abuse through attitudes towards verbal abuse with the path coefficient at .242.

4.2 Section 2: Qualitative Data Analysis

The presented qualitative data analysis is divided into two parts as follows:

Part 1 General information of the participants

Part 2 Data analysis

Part 1 General information of the participants

Table 4.47 General Information of the Participants

| General Information | Numbers | Percentage |
|---|----------------|-------------------|
| 1. Genders | | |
| Males | 9 | 75.00 |
| Females | 3 | 25.00 |
| 2. Affiliated Schools | | |
| Multiply Campus 1 | 2 | 16.66 |
| Multiply Campus 2 | 2 | 16.66 |
| Multiply Campus 3 | 2 | 16.66 |
| Multiply Campus 4 | 2 | 16.66 |
| Multiply Campus 5 | 2 | 16.66 |
| Multiply Campus 6 | 2 | 16.66 |
| 3. Responsibility | | |
| Deputy Directors | 5 | 41.66 |
| Heads/ Acting Heads of Students Affairs | 6 | 50.00 |
| Guidance Teachers | 1 | 8.33 |
| Total | 12 | 100 |

Part 2 Qualitative Data Analysis

1. Patterns of the Verbal abuse of the Participants in Ubon Ratchathani

Patterns of the verbal abuse found in the groups of the participants are that the participants use mostly impolite and rude words such as “ku” (I), “Mung” (you). Both words always use to talk among close friends. Many teachers criticize that both words are not aggressive. They are the words that people usually use in everyday life.

A guidance teacher, Informant no.1, said, “For some groups of friends using “ku” (I)/ “Mung” (you), it does not mean they fight to each other, but it means that they use those words to represent themselves with their friends. I used to ask my students why you have to say “ku” (I)/ “Mung” (you). They said that well, those words show the close relationship between friends.

“Making fun of their friends by calling the friends’ parents’ names also shows the close relationship between friends.”, said Informant no.2.

“Making fun of their friends by calling the friends’ parents’ names has always been the behavior of the students studying at Mathayom 1. For example, they always call one of their friends “Ai Tee, a name of someone who has a face look similar to a Chinese instead of calling the real name as Nattapol or Mr. Nat.

“The students in Mathayom 1, Grade 7th, like to make fun of their friends by calling their friends’ fathers’ names. For example, a student named Nattapol with a nick name Nat, was made fun by his friends. Instead of being called Nat or Nattapol, his friends called him Tee, his father nick name. Making fun like this mostly happens among peers in Mathayom 1-2 or Grade 7th-8th. However, it is rarely found in Mathayom 4, 5, and 6, Grade 10th, 11th, and 12th because they seem to grow up.”, Informant no.3 said.

In the case of making fun of their friends by calling the fathers’ names instead of the real names of the people, their teachers think that the form of the verbal abuse is not violent because it rarely leads to conflicts. If the teachers find this event, they will warn and stop them not to do it again.

“The Verbal abuse of teasing, giving special names to others, gibing, or making fun of their friends by calling the friends’ parents’ names rarely leads to conflicts because people think that someone does it for fun. Students have never informed their teachers about this. However, if the teachers encounter with the situations that are either one of the verbal aggressive behavior, they will warn the students not to do it again.”, Informant no.4 said.

Although the tease is seen as fun to play in a group of peers, it also appears in some cases that it lead to conflicts.

“Making fun of their friends by calling the friends’ parents’ names used to lead to the conflict, but it happened only one time in the last two weeks with Mathayom 2 students.”, said Informant no.5

“The secondary school students only perform the behavior of teasing. The teasing brings to the conflicts and causes peers get angry. Some of them even fight to each other.”, Informant no.4 said.

In addition, the Verbal abuse is also found in using aggressive contents such as speaking with the bad words, speaking without considering good or bad, and speaking bad intonation: no polite ending sound or calling teachers without their titles as in the following examples:

“ The students call the teachers’ names only, for example, “Thaworn is coming.” I just finish talking to them and about leaving. I hear just a few of them that they are calling my name without the title while leaving.”, Informant no.6 said.

“Some words that should not be spoken are used in the classroom. The students sometimes speak the impolite words while the teacher is sitting in the classroom. The teacher has to warn them not to speak like that. The teacher sometimes has to suppress and teach them with the words they just say without considering right or wrong. They sometimes do not care for the effect on using the words after finish speaking whether the words spoken would hurt anybody feeling. The teacher needs to explain some reasons to let the students know that they should not speak like that and teach them which words should be spoken to whom. It is true that some words do not hurt the teacher if the teacher is in a good mood. So, the teacher does not mind for that. Before speaking with some words, the students have to think about the different situations. If they speak without thinking about using the suitable words for the appropriate situations for the teacher, the teacher will ignore to them. Therefore, they learn from the teacher’s feedback and the teachers’ teaching to let them know if they speak like that it is not polite to the teacher.” Arnat from Tan Sum Phatthana School said.

In some situations, the students use aggressive words to communicate to each other. In these situations, they will be the senders and the receivers. If they are friends, the communication will be direct and violent. However, if they communicate to the teachers in the same way, some teachers may not like it because the teachers

have the different characteristics and different moods. Some teachers may think these words are okay for them, but some may think they are impolite to them. So, the students may have to apologize to the teachers later.

“If the students speak impolitely to their friends, their friends will feedback in the same way. With the teachers, the students still consider before speaking with some words whether the words are polite to the teachers or not.”, Informant no.7 said.

“The students feedback with so many words according to my experience.” Informant no.8 said.

“When speaking with verbal abuse to release the temper sometimes, the students say that they use it with the teachers. So, this behavior makes teaches react angrily. The students admit their mistakes They accept that they use aggressive words to the teachers by themselves.”, Informant no.4 said.

Using verbal abuse is different between males and females. Although the level of the problems on using verbal abuse in males is higher than females, the results indicate that in some schools, female students use verbal abuse more than male students obviously. The male students speak impolitely and straightforwardly while the female students use verbal abuse in using aggressive contents to speak sarcastically, ridiculously, and provocatively to make people hate each other. The female students do not like to speak straightforwardly, but they like to tell their feeling through the social network.

“Using verbal abuse between male and female students is in the different patterns according to my experience. The male students like to speak straightforwardly and insult others people in the form of face to face. This behavior seems to be violent. For the female students, when speaking in front of other people, they like to keep their bad feeling without saying anything. After that, they will blame that person on Facebook by using aggressive words there.” Informant no.9 said.

Moreover, in the group of gays, the gay students use trait words and use their identity words to express their ideas. The behavior like this does not create any problems because both the gay students and teachers understand their behavior. If they do not like each other, they will stay away from each other.

“The gay students create so many new words and use them to greet, talk, or make fun of the male students. They have high confidence when speaking. In the public, they like to make themselves outstanding especially in speaking. They sometimes make the special sound like “wheed” or “wow” in the conference to make other audience look at them. Overall, if there are some gay students getting involved in the meetings, the situations will become enjoyable.” Informant no.3 said.

“Most of the gay students like to interrupt other people to make them outstanding and entertain other people at the same time.”

“Teachers see the gay students as the special students and nobody cares what they do. If they do some things bad, the teachers always forgive them. The teachers believe that the gay students always have special words and acts They like to make things over than normal people. In addition, they do not like to keep their feeling for a long time because they like to make things exciting.” Informant no.9 said.

2. Levels of Verbal abuse of the Students

According to the interview, the results indicate that many teachers in many schools understand that the students have Verbal abuse in the low level because there are only some groups of them use verbal abuse. However, some teachers in some schools view that the students have Verbal abuse in the moderate level because of using “Ku (I)” and “Mong (you) among peers. In the case of using “Ku (I)” and “Mong (you) among peers, one school is found that the students use them in the high level because they use them in their everyday lives. When the teachers hear the students using those words, they feel that they do not like that because the words are impolite.

“The female students use the aggressive words quite a lot. The students sometimes speak impolitely to their friends. I as their teacher hear when they are talking, I can’t stand it. I sometimes pass their group and accidentally hear their talk, the words they use to talk are not polite at all.” Informant no.8 from Kud Khaopun School said.

In the low level on using verbal aggression, some teachers in some schools give more comments that the students who use verbal abuse through the social

network such as Facebook and Line are in the higher level than the students who like to post to release their feeling and insult others.

“The gossips in the overview are hard to be found. Actually, there are some gossips as we observe in the students Facebook, but they do not gossip straightforwardly in front of the teachers. If they do, they rarely do.” informant no.1.

“The students post the aggressive words on the internet to insult each other. Then, they fight to each other. They do not insult each other by face to face.” informant no.1 said.

Some teachers give opinions that the verbal abuse through the social network is in the worried situations because the teachers do not know about this behavior of the insulting via the social media such as Facebook and Line. So, the behavior will be on and on until the problems occur clear such as being absent from the school, discriminating themselves from their group, or denying from their friends.

“I understand that the students like to release their feeling by typing in Facebook rather than talking to each other face-to-face. If they talk to each other face-to-face, it will be fine, but, if they talk via Facebook, I will be very worried from the violation occurring in the social network. If the students use Facebook, the fighting will take place fast because the news will spread by saying mouth to mouth. So, by hearing only one side of the news, they can call their friends to play attention faster. With the students in the adolescence that do not have good consideration, they will take side quicker. Therefore, someone insulting each other via Facebook will tend to fight more than someone insulting each other face-to-face.” Informant no.9 said.

One more problem on using verbal abuse is the insulting and challenging by posing via the social media until leading to the serious physical violation. The verbal abuse in this way mostly occurs with the female more than the male students.

“The fighting via Facebook include complaining followed with challenging via Facebook. There was only a case that was brought into the principal’s office. This case was the fighting between the students in Matthayom 5-6 on New Year Day.” informant no.1 said.

3. Factors Promoting the Students to Use Verbal Abuse

Factors affecting using verbal abuse in the groups of the students are that there are three main factors: 1) individuals such as abnormality in studying and brain 2) families and 3) environmental community contexts.

1. Individual Factors

The abnormality affects to behavior is found in the students who have deficit attention disorder, problems in studying, and autism. In some schools, the autistic children always have provoking, pricking, yelling, and shouting behaviors.

“ For the group of the learning disability students, the school has to choose the kind teachers to teach them because they have short contemplation. There are three rooms here at this school that teachers do not want to teach them.”, Informant no.5 said.

“For the children who like to speak loudly, few of them are the abnormality children such as autistic children or children who have deficit attention disorder. The abnormality children always study in the same room and the same school as normal children without separating because they are only few of them. They like to provoke other students to get angry and yell at other students.”, informant no.2 said.

2. Family Factors

There are two kinds of family factors influencing on Verbal abuse of the students. They are the families that the children do not live with their parents and the families that promote the students have the verbal abuse.

2.1 The families that the children do not live with their parents

“As seen in the *Strength and Difficulties* Questionnaires or SDQ, the results indicate that the students who live with their parents have the Verbal abuse less than the children who do not live with their parents. The group of the students is reported that they have behavior problems.”, Informant no.1 said.

2.2 the families that promote the students have the verbal abuse.

“With the aggressive words the students learn from their family members at home when insulted from their parents, they will use the aggressive words with their friends at their school. Some of them even use the words with their teachers. The students use the aggressive words at home, so they think the words would be normal to use with anybody because they get used to it. In contrast, when they use them with other people, the other people think they are aggressive to them such as the words used in the generation of Ram Khamhaeng, the king.” Informant no.8 said.

“There are some aggressive students that their parents promote them to have the aggressive behavior. When I called their parents, they said that their kids were only drinking alcohol beverages. That was okay for them. This group of the students is going to have the aggressive behavior to the teachers: not all the teachers, but some of them.” informant no. 5 said.

“There is a case showing the Verbal abuse of the students at camp fire activities. The students had to perform the plays. So, one group of the students at the camp fire played cards. Well, one student used aggressive language when he acted and spoke while playing cards. The teachers looked at each other and understood that the students lived in the environment that was full of using the verbal abuse. When investigated the student’s background, the teacher found that his mother opened the gambling den.” informant no. 10 said.

3. Community Contexts and Environmental Condition

According to the teachers’ interview, many teachers said that one cause of the verbal abuse happening now was from the contexts of ESAN communities especially in Ubon Ratchathani where people like to speak with disrespectful voice. The disrespectful voice makes other local people feel that the voice is not polite or people speak aggressively. In contrast, if people in Ubon Ratchathani speak to people living in the same areas, they get used to the voice, so they will not think that the speaking with the voice is not violate.

“When I went to study at Khon Khan, Khon Khan residents said that people from Ubon Ratchathani did not speak nicely. We think that we speak normally. However, we speak with the loud accent and the loud intonation, so other

people from other areas think we yell or speak impolitely, but we get used to it.”, informant no. 11 said.

According to the context and the community environment, both factors affect the ways people teach their children in their families in Ubon Ratchathani. People always speak directly to their kids in what they think without saving the other people’s faces, so the children are accustomed to this ways of communication.

“When living in Kamphaeng Phet, the Kamphaeng Phet residents teach their children differently. They pay a lot of attention in teaching their children, but in the Northeastern, we teach our children differently. We like to teach them to be direct or we can say that we teach our children roughly according to our context and environment. I see people in Kamphaeng Phet care of every detail in teaching their children. However, the way we teach our children has been practiced continually for a long time. If we want to change it, it is going to be very difficult.” Informant no.1 said.

Moreover, people in the Northeastern have the identity of the exclamation and swear words. Those words for the Northeastern people are fine to listen to. The residents do not care of those words. They do not think the words are not the swear or impolite words.

“*Don’t talk together. Buk ha maung aey (Dam you)! Speaking like this is not concerned to be impolite. That saying is fine language for people in the Northeastern. It gives the meaning the same as ai ha or ai here (dam you). If ai ha or ai here (dam you) is used with the Northeastern people, it is concerned to be impolite as well.*”, Informant no.3 said.

In addition, the study also found the other factor provoking the students to perform verbal abuse. It is drinking alcohol beverages.

“Phon drank alcohol beverages. If he didn’t, he was not brave enough to speak like that because he is just a kid. When I went to his house as his consultant teacher, his parents said that he was a nice kid. Every teacher at his school always say that he is a nice student. He has never acted like this.” Informant no.1 said.

CHAPTER V

DISCUSSION

The research intended to study the forms, and levels of the verbal abuse, and the factors that encouraged teenagers and students in the Ubon Ratchathani province in using verbal abuse; the result found as follows.

5.1 Discussion

5.1.1 The forms of the verbal abuse were found in three aspects: words, intonation, and contents. The overview of the verbal abuse behavior was in the low level, but when considered each aspect, words were used in the highest level such as using profanity when speakers dissatisfied, using profanity when they argued others, using profanity in common situations of everyday life, like abusing others, etc. This could be explained that students of this age were usually spent time with a group of friends. The use of profanity during teenager showed that this were aggressive. The evidence from the question about attitudes towards the verbal abuse indicated that "using words among peers was normal for you." Thus, the use of profanity among a group of friends represented a level of intimacy and developing relationships among friends. (Cameron D., 1997; Hewitt R., 1997; Kuiper K., 1998; Pilkington J., 1998. cited from Rodjanasak Saengkaew, 2014). They usually appeared in male groups. In addition, using profanity when they were dissatisfied, or "curse", were accepted by students. According to, the evidence from the attitudes towards verbal abuse questions which had been answered, including "the use of verbal abuse for the unpleasant feeling was acceptable for you, this agreed with several studies that had shown its meaning better than description. At the same, it could serve to blame what was the cause of discontent better than formal polite words, (McEnery T., 2005; Jay T., et al., 2006 cited from Rodjanasak Saengkaew, 2014) but the style of speech interaction depended on the status of the speakers and listeners. If they were friends, the

interaction with each other would be harsh and straight. If this happened between students and teachers, this would be based on the personalities of the individual teacher.

The second form had found the intonation (such as yelling, when people talked to them with bad voices, they would also respond with bad voices, disputing or quarrel with others, and expressed dissatisfaction with the intonation by stressing to let them know, etc.), and content (such as, they would argue immediately when what people say was wrong, to use sarcasm, to gossip to someone who they disliked, and to use provocative words, etc.) respectively.

The verbal abuse of students in Ubon Ratchathani province where found the highest mean was yelling, followed by to respond by bad voices, when someone spoke in a voice that was not good, and the argument to others whose speech was incorrect. This agreed with the theory of Aggressive Cues Theory of Berkowitz (1973) who said that the aggression caused by frustration but it would show more or less depending on the stimulation of the relationship with the person or event. If a person caused frustration, there was a very stimulating event that would have caused outrage. On the other hand, when they had an individual grievances, there are not a few events to stimulate aggression. Bosch K. (2007) found that the verbal aggressive used as a weapon to hurt others with countering, making others felt humble thoughts, feelings, perceptions, and experiences. The response to every comment or express their anger out on the verbal abuse, or Abusive Anger, as a result that lead to physical aggression (Bosch K., 2007) who found that men were represented by the use of verbal rant over, women were rarely honest, but these would access Social Network and interact with each other through online network that could lead to be a defiance or to strike with others. According to the study of Anupong Janmanit (2014) who found that the aggressive behavior of teenagers caused by the use of force to settle issues such smash hit, slap or verbally intimidate or coerce friends or the weaker ones .

5.1.2 The level of verbal abuse was found that the level of verbal abuse in Ubon Ratchathani province of students was low in overall. Due to, the verbal abuse that was found as the use of profanity words which students used only in the group, and it sounded as normal situation for teachers who liked making fun, loud speaking, or impolite pronouns. If the speaker and the listener understood intents in each other, it

would be no problem. Thus, the level of verbal abuse in overall was a low. The highest average form of verbal abuse was the words, followed by the intonation and contents, respectively. When considered in each word, it would be found that each main item was in a low-level. Only one item without verbal abuse was not "the use of the word that harassed adult". This explained that in Thai society would pay respect to seniors and also affected to the use of the harassment words that was a sin and it made them to be prosperity in the future, so children, even adults, would avoid to haggling with the seniors, even though, their ideas might be contrasted, youngers should not argue with them. According to data from the interviews, it found that the level of verbal abuse was low; this depended on community context with the similar accent that used in local. It sometimes seemed to be the verbal abuse for others, like Isan dialect, that the words sounded common meaning, it meant not impolite at all. The current form of communication had become more diversified. Not only to communicate with each other directly, but most students accessed social networking and duration of using per day had increased from one hour a day to maximum of 7 hours (Piyawat Ketwongsawat, 2015). The verbal abuse directly reflected in the low level but it appeared in more social media (Phubetr Samuthrchak, 2015).

5.1.3 The factors that encouraged students in Ubon Ratchathani province were to use the verbal abuse in the family, by seeing it through the media and attitudes of verbal abuse behavior directly influenced to verbal abuse are statistical significance at .01 level. The attitude toward verbal abuse was found the most influential that followed by seeing the aggression through the media and the use of verbal abuse in the family. In particular, the use of verbal abuse in the family had directly influenced a verbal abuse among friends, verbal abuse attitudes and behavior were statistical significance at .01 level. According to the comment of the interviewed professors that showed the students with the verbal abuse, would learn from family which always used the verbal abuse in daily life. It also found that students, who lived with non-parents, would have more the verbal abuse in overall than students, who lived with parents with statistical significance at .05 level. The teacher interviews found that families which parents worked in another province, and children would be looked after by grandparents, would have more behavior problems than some who lived with their parents, according to the study of Winadda (2003) who mentioned that children who

risen by the elders might have an impact. Especially, when they were entering the adolescence, this often found gaps which caused by elders, seniors or teenagers who looked after. In a society that was changing rapidly, grandparents might be stressed and to vent to the child in the form of ridicule. This might be intentional or unintentional hurt to children. It also was the question that mostly found the use of verbal abuse in the family was "Living in everyday with family members would be a commanding force" ($\bar{x} = 1.86$, S.D. = 1.59), followed by "When family members did mistake, members would aggravate by using verbal abuse" ($\bar{x} = 1.01$, S.D. = 1.10), which this situation would impact the minds of students. When it repeated for a long time, students would absorb and emulate as the basic emotions. The expression was shown by the appearance of disobedience, ignorance of adults words, or aggressive behavior. According to Learning Theory of Bandura (1976) and the research of Penchan Pradapmook - Cherer and company (2008) who found that children and teenagers experienced in aggressive families, especially to see their parent fought with harsh words, the highest percentage was 59.7. The more children were got aggressive words from parents, the more aggressive behavior of children was increased as well. (Vissing, Y. M., Murray A. S., Richard J. G., & John W. H., 1991).

5.2 The Discussion of 8 assumptions found as these following.

The assumption 1: The verbal abuse of children and young people related to the social environment, including; youth, gender, age, family, friends, and also influenced by the media and the findings were also related to the assumptions. In fact, the research found those directly influenced on the verbal abuse. It was found that the boys and girls had different behaviors in using the verbal abuse with statistical significance at .01 level. The boy students had more habit in using the verbal abuse than girl students, and this accorded to the study of Siriphin Intraprasert (2014), who found that the boy samples showed more the verbal and physical aggressive behaviors, these would be displayed more in the future than girls while the results of a recent study found that the aggressive behavior of boys and girls were expressed differently. It also found that the verbal abuse would be found in girls more than boys (Katwalee Nakwiroj and company, 2013; Tassana Taveekul, 2010; Herrenkohl, et al, 2000). It

found that the age difference was related to the use of verbal abuse in overall. However, when each aspect was considered, it found that the age had a negative relation to students' verbal abuse. In addition, this was also related to the data from interviews which found that the students with the verbal abuse were mainly found in the Mathayom Sueksa 2 – 3, for example, teasing fathers' name, and using bad words in speech, in contrast, in Mathayom 4-5 were found less using in the verbal abuse. Some school was found that students had used the verbal abuse since Mathayom Sueksa 1, due to, they were familiar with formal words from their homes and previous schools but when teachers found that students who using disrespectful language, they would be warned and instructed immediately. The students gradually learned and changed their behaviors, this related to theories of adolescent development. The curious behavior was mostly found in the middle adolescents (14-16 years) that was between the age of children and adults, thus their thoughts and veto were limited. This group would create an exciting challenge with the offending rules of house because it seemed exciting and challenge. The family aspect found that the factors were positively influenced students' using verbal abuse in overview; including, the use of verbal abuse in the family, the family average incomes, and living with lovers while staying with their parents were the negative factors that influenced the behavior of using verbal abuse of students in overall. This was concerned with the study of Siriphin Intraprasert (2014), which found that a sample whose parents were divorced would display the verbal abuse higher than students whose parents were living together and this was more likely to display it in the future than others. In addition, using verbal abuse in family would mostly influence on the verbal abuse among students and it was also concerned with Sivaporn Pokpong and Wimonthip Muksiphan (2010) who showed that 20.08 percent of the sample whose parents had censured the use of profanity, they also met the family members who used the verbal abuse against each other, rather than once a week. This factor might lead interviewees agreed and accepted the aggression.

The study found that children who saw the aggressive behavior of parents was likely to imitate and to use in the school, such as a parody, gossip, and this would be high as two times of those who did not see such a behavior before (Dauvergne, M. & Johnson, 2001). This was based on Social Learning Theory that described the

aggressive behavior that was from the learning process. The refinements of Socialization, children who had experienced the home aggression either being battered directly or saw the aggression from parents, they would be the victim of aggression from others when they grew up.

In the group of friends was found that the use of verbal abuse among friends was a factor that had a positive relationship with the aggressive behavior of students in overview, for example, using words, intonation, and the content. The use of the verbal abuse among friends affected attitudes of users that the verbal abuse was acceptable. It would affect the behavior of the students in using verbal abuse, and related to the terms of Siripin Intraprasert (2014) who found the samples contained the aggression in the group which would show more verbal abuse except the sample with non-verbal abuse in the group. Students who used the rude profanity and name of parents had showed that it was for fun in the group. This was not pressured the others to get down (Somkid Lomali, 2012). Jiraporn Chaichen (2010) found that students who were rude by using the informal pronouns in the group, loud yelling, naming aliases to others, making fun of parents' name. The students who made those were not a very serious matter, and these might lead them to inappropriate behavior. This was the expression of a person's behavior whose was often based on people who they were closed to, this also related to The Learning Theory (Bandura, 1976), which explained that the behavior of individuals based on learning by the observation or the imitation. In fact, the environment and learners were equally important, and they influenced on each other. Especially, it was found among the teenagers, and a group of friends that influenced highly the behavior in children and young people. They tried to dress and emulate the gestures from each other for being accepted by the friend group (Sucha Chanem, 1997). The emulation of behavior was entirely intention; some was not, in order to avoiding the difference in the group (Somsap Sukanant, 2003), including; the aggressive and bullying behaviors. It was also the ways how students used to manage the relationship with their new societies, this was for the unique and to be accepted in a group (Pellegrini & Long, 2002: 259-280 cited in Somkid Lomali , 2010). The influence of media was exposed that the verbal abuse from that was a positive relation to the behavior of the verbal abuse in overall, including; the use of words, intonation and content. This also related to the study of Jiraporn Chaichen (2010), and Garima

and Heme and Duangmanee Jongrak (2011) that was found the aggression of the TV-drama actors influenced more than found in the family that had parents fight. Due to, the children had the opportunity to watch TV more often or watch almost every day for long hours while the argument of the parents might occur less frequently. Now the acceptable aggressive behavior might be seen through the media (Somchok Sukanant, 2003). The current media including; newspapers, radio, games, comic books, especially the Internet offered news or information that were lack of the aggressive controlled measurement. The teenagers could watch the aggressive news continuously. They would be accustomed to the aggression or aimed to overcome others by imitating those media presentations and absorbed to practice in real life (Wanna Chongdarakul, 1990). Although the current rating was determined by the age of the audience, but this had not been covered the aggression of the using words, and it had some content that reflected the aggressive physical aggression and speech, it was more generally determined by rating of the severity content in the television industry to focus on the behavior of the physical aggression more than the indirect aggressive behavior and the indirect physical and verbal abuse which was presented through television programs that were strongly related to the aggressive and anti-social behavior of children. (Linder, J. R. & Gentile, D. A., 2009).

The assumption 2: the urban students had the verbal abuse more than children who lived in suburban. The findings were not related to the hypothesis but it showed the results that the behavior of the verbal abuse in the province of students in overall compared to students in urban and suburban in different ways with statistical significance at .05 level. Students in urban areas had the verbal abuse more than students in another districts, it found that the students who lived in urban and suburban had the verbal abuse including; intonation and content that were statistical significance at 0.1 level. Students who were in urban showed the verbal abuse more than students who lived in suburban areas, but in using aggressive behavior aspect, it found that students in the city and other were not different with statistical significance at .05 level. It also found that living in urban areas of student was a negative relationship factor that related to verbal abuse in overall. The research found that the residential districts, including; urban and rural areas affected the verbal abuse because of the social structure, this contributed the use of aggression, such as, injustice, social

structure, patriarchy, a large cultural gap and Socio-Cultural change, and the conventional and aggressive traditional perspective (Lange, A. I. & Jakubowski P, 1978). It was found that more verbal abuse used by students in the suburban than some in urban, including; intonation and content, especially in the intonation, for example; yelling out, loud speaking, and using aggressive voice, shouting to others to order them what they wanted to be considered. The verbal abuse was against the norms of society in terms of social etiquette. The Etiquette book mentioned the features of good manner in speech as follows: "The good men would not speak in a loud voice that meant when you had a conversation with each other, you should speak with a normal, clear and slow voice, and good people would not yell or shout. This meant that should speak with someone by using normal voice which appropriated for issue and people who you talked to, so the voice should be steady and calm. (The Etiquette book, 2013). This also was found that the community in rural areas in Ubon Ratchathani still had the character of the countryside; lifestyle had tied to relatives, so the form of formal language was reduced. This intimacy was very important for politeness, the more speakers and listeners were very close to, the more politeness would decline (Panadda Lerlerd, 2006).

The assumption 3: The girl students behaved the verbal abuse more than boy students. The findings were not related to the previous hypothesis but it had found that boy students had a habit of using verbal abuse more than girl students, when considered each aspect of the verbal abuse. It found that boys and girls had the different verbal abuse in words and contents with statistical significantly at .01 level. The boys had a habit of verbal abuse in each side more than the girls. In additionally, the verbal abuse in using intonation between the boys and the girls was no different with significant at .05 while the data from the interviews had also showed that boys and girls had the verbal abuse without the difference. In some school, it also found that girl students used the verbal abuse more than other boys. The verbal abuse of boy students showed using with the disrespectful and impolite words while the use of girls was expressed as a the aggressive content; the satirization, and the incitement to hatred, this related to the research of Pin Intraraprasert (2014) who mentioned that the simple group of boy students showed the verbal abuse more than others, and this was likely to display the aggressive behavior in the future which would be higher than

girls. While the results of a recent study found that girls were showing the verbal abuse than boys (Gewalee Nakwiroj, et al, 2012; Tassana Taweekoon, 2009; Herrenkohl, et al, 2000), that the verbal abuse of boys were more than girls. As a result of the cultural process of creating a woman in a man culture, it was said that how men and women should behave, such as, woman (in Thai cultures) must be neat, avoiding speaking loud, or swearing, while man was not expecting to be like that (Varunee Phurisonsit). The men who had used the verbal abuse would not be punished, or warned. This showed that a mechanism of social control was inequality between men and woman. These were not aim to control the verbal abuse of men; as a result, men had more using the verbal abuse than women. The interviews also found that some school had agreed that the boys had verbal abuse more than girls, while many schools were reporting that girl students displayed the verbal abuse more than boy students in the past, but these students preferred to show the verbal abuse via social media like Fackbook, Line, and the aggression would be appeared when a problem occurred, such as striking spat, or some that the use of the verbal abuse via social media might be different, such as, lack of schools so did not want to go to school .

The assumption 4: Students with good school-records had less verbal abuse than students with the lower ones. The findings were related to the hypothesis that the verbal abuse in language and the content were different by these academic grades with statistical significance at .05 level. The behavior of the verbal abuse of students whose school-records were low would use verbal abuse in words and content more than students who had got good and excellent ones with statistical significance at .05 level, and students with fair ones had the verbal abuse more than students whose school-record were good and excellent with statistical significance at .05 level. In addition, the content was found that students with low academic grades had the verbal abuse in content more than students whose academic grades were good and excellent with statistical significance at .05 level. This related to the study of The Influence of Aggression towards Educational Success, that research sample was 148 university students from the northern part of Cyprus. Orhan Uludag (2013) had a test for negative side effects of aggression (the verbal, angry, aggressive behavior, paranoia) that affected to results of the study (GPA and CGPA) of students by demographic variables, including, age, gender, and class size, were collected to use in the study. The

study results appeared that the aggressive impacted negatively on the educational result of university students with significance. It mentioned that the aggressive affected lower educational achievement (GPA and CGPA) of the sample, or below a normal level. The behavior of using word aggression would be a high result in emotional exhaustion, and as a result to students who were more pessimistic; it also decreased the efficiency in learning (Yaratan, H. & Uludag, O., 2012). The interviews also showed that the verbal abuse related to the result of the study, in fact, students with good academic grades would rarely have behavior problems, either the verbal abuse or other aggressive behavior while children with low ones had been found that they had less meditation, making problems, noise and also to break school rules. The data collection showed that the average academic grades of the students in Ubon Ratchathani province were quite high (mean = 3.14), some teachers had mentioned the information that nowadays, there were many factors which affected the academic grading assessment of professor in high school; if students failed the exam, teachers would be complained in the quality of teaching, so teachers were quite not strict in the grading assessment, this occurred more in the suburban than urban schools. In the urban area, when students got GPA level 3, then it would be compared the difference. This related to the study of Sirichai Kanjanawasi that found from 2,583 schools where found 1,224 low quality schools where were non-strict in academic grading assessment, while the high quality school where were strictly in the assessment, and the schools with the medium quality had either strictness and non-strict in a similar proportion (CU researcher conclusion, Non-qualified academic grading assessment).

The assumption 5: The students would have been more exposed by media; they would have more high levels of the verbal abuse than students who exposed less in media. The result on this point related to the hypothesis of media exposure which showed the research that had divided into two types, including; the television and the Internet (especially the media with the verbal abuse). The television aspect found that students who took the time to watch TV would have less verbal abuse behaviors in overall than students who took the much time to watch television program (2-3 hours per day and more than 3 hours per day) when focused on the verbal abuse on each aspect, they were found that students who took the little time to watch television would have the verbal abuse behavior less than students who took the time to watch

television in words, content, and the intonation with statistical significance at .05 level. To expose the Internet found that students who accessed the Internet more three hours per day would have the verbal abuses in overall than students who accessed the Internet less than one hour per day, 1-2 hours per day, and 2-3 hours per day with statistical significance at .05 level. Each aspect found that students who accessed the Internet would be found the behavior of the verbal abuse in words more than students who used less the Internet at all aspect; words, intonation, and content with statistical significance at .05 level. The research also found the result of the verbal abuse which witnessed by the media was the factors that influenced positively to the verbal abuse on all aspects; words, intonation, and content, these related to the study of Jiraporn Chaiyachen (2010), Gamari and Heme, and Doangmanee Jongrak (2011) found that the aggressive behavior of actors in TVs influenced highly more than the aggression in family. Due to, the children had the opportunity to watch TV more often or almost every day for long hours, while the argument of the parents was probably not occur frequently. Currently, the adoption of the aggressive behavior might be seen from the media (Somsuk Sukanan, 2003), including; the comic books, newspapers, radio, games, especially the Internet. These offered the aggressive news and information with the absence of measures to control it, so these could make teenagers to watch them continuously. Moreover, this became the accustomed behaviors that using the aggression, or aiming to beat others with the aggression as the presentation of media, and absorbing into real life (Wanna Chongdarakul 2010). Although at the present, it was assigned the rating list for a television by the age of the audience but this could not control the aggression of using words, and all of the indirect aggressive in TV programs. Some had generally the content that reflected the aggressive physical aggression, and speech. It was found that the rating for determining the content of the television industry would be more focused on the physical aggressive behavior than the indirect aggression and verbal abuse, these were presented through the television programs. The media was accepted to the aggression that was strongly related to the aggression and the anti-social behavior of children (Linder J. R., & Gantile, D., A., 2009).

The assumption 6: The attitude on the verbal abuse was related to the level of the verbal abuse in a positive way. The findings were also related to the hypotheses that the attitude that was toward the verbal abuse had a positive relationship with the verbal abuse of students in overall with statistical significance at 0.01 level and the correlation coefficient at .584. The research found that the attitudes that were toward the verbal abuse had a direct relationship to the verbal abuse of the students. Due to, the aggression was found in the family as well as the use of verbal abuse among friends and the evidence was pointed out that the factors allowed students to accept the aggression. And the study found that students also used the rude words in a group. To use the informal speech to friends, yelling loudly, naming or nickname to a friend who dislike, talking about the inferiority complex or parents' name were words that usually used in the group. These speech were found in the survey of some students who were not very serious in using, "Using words within a group of friends was common for students" so the average was 3.20. The second one was "Making a nickname for friends was for fun" with the average at 3.11. The current media including; newspapers, radio, games, comic books, especially the Internet offered news or information that attached with the aggression, and the absence of measures to control the media could make teenagers who watched continuously became accustomed to the aggression, which was based on Social Learning Theory that described the aggressive behavior which had been learned from the process of the socialization by the majority opinion could be showed the use of aggression in order to vent their dissatisfaction, this was acceptable for students, with an average of 2.37.

The assumption 7: The use of the verbal abuse in families affected a level of the verbal abuse in a positive way. The results were related to the hypothesis of using the verbal abuse in the family that had a positive relationship with the verbal abuse of students in overall with statistical significant at .01 level and the correlation coefficient at .429. The study found that the use of verbal abuse in the family, which had the average income, and who lived with boyfriend or girlfriend would also find that the factors in using verbal abuse that influence the behavior in a positive way while staying with parents was the factors that negatively influenced to the students' behavior of the verbal abuse in overall. The survey found that being a family member in the home where had a commanding threat in everyday at the average 1.86, followed

by "when family members did something wrong, the others would use the aggressive words to hurt them" and "the communication within the family to each member by using a harsh voice and loud shouting" with the average 1.02 and .82 respectively. This related to Siwaporn Pokpong and Wimonthip Musikpan (2010) who showed that 20.08 percent of students that had been used the rude words and had been witnessed the use of verbal abuse by parents more than once a week. The study found that children who saw the aggressive behavior of parents was likely to hurt the emotion other people in schools, such as to parody, to gossip and to insult others as high as two times, this compared to those who had not met such these behaviors before (Dauvergne, M. . and H. Johnson, 2001). A study also found that the more children often suffered from the aggressive speech of the parent increased, the more the aggressive behavior of children was increased as well. The relationship of behavior between the parents and children could be explained to the age of children from the preschool (under 6 years), primary (ages 7-11 years) and high school (ages 12-17 years) and be found in both boys and girls. In addition, the study also found that children who experienced the physical aggression from their parents, they would have more aggressive behavior. And they could have illegal behaviors and increased personality problems. (Strauss, M. A., 1991), which was based on Social Learning Theory that described the aggressive behavior, was from the learning process, or Socialization. The children who had experienced the family aggression, included; the direct experience of being battered or seeing the aggression from parents, might to be the victim of aggression from others when they grew up too. The study of Siripin Intarprasert (2014) found that the research simple whose parents divorced would display more verbal abuse than some who parents lived together. And there were more likely to display the aggressive behavior in the future than their parents whose were lived together, they demonstrated the role of parents in using the Internet and the use of offensive words. This related to the studies of Appel, M., Stiglbauer, B., Batinic, B ., and Holtz, P. (2014), with the assumption that the Internet affected the behavior of the aggressive speech of the child, and the correct ways of providing advice, talking, and communicating, would reduce the use of the inappropriate behavior and the aggressive words in children from using the Internet. The results showed that the behavior of using the Internet was related to using aggressive words with significance

of children who were not guided by their parents while the children who were properly guided by their parents in using the Internet, were related to the low level in using the aggressive behavior. Thus, it was the evidence that the proper behavior of parents influenced the verbal abuse of students, thus, the communication within the family should be the softness, discipline and generosity.

The assumption 8: The use of the verbal abuse among friends affected the level of verbal abuse behavior in a positive way. The results were related to the hypothesis that was the use of verbal abuse among friends was positively related to the verbal behavior of the students in overall with statistical significance at .01 and the correlation coefficient at .64. The study found that the use of verbal abuse among friends was a factor that had a positive relationship with the verbal abuse of students in overall; included; the words, intonation, and content. The use of verbal abuse among friends affected the attitudes in using, and the behavior of the students. It was found that "The communication in the groups was often used words or speech in such a rude way" with the average at 2.05, followed by the " The interaction among friends always used a loud shouting" and "making noise, mocking others for fun in a group of friend" with the average at 1.76 and 1.58, respectively, this accorded with the terms of Siripin Intaraprasert (2014) who found that it was usually used in general among a group with severe, this showed more in the simple who had the verbal abuse than non-aggressive ones. Jiraporn Chaiyachain (2010) also found that students were rude to each group by using less formal words, yelling loudly, giving strange nickname to friends who they disliked, speaking with inferiority, and naming of parents, used in the group. The behavior of using verbal abuse as well as the habits that might lead to an inappropriate behavior, due to, the expression of an individual behavior often showed in the group with their own intimate harmony. This was according with Siritthara Saiboontung (2010), who studied the causal factors influencing the behavior of students in Grade 3 schools at Phetchaboon Educational Service Area Office 3. It found that how students were showing the aggressive behavior depended on the factors that influenced directly the aggressive behavior toward four areas: personal characteristics, the behavior of teachers, friends and nurturing by parents, which was based on Learning Theory (Bandura, 1976) who explained that the behavior of individuals in learning by observation, or imitation from the environment and learners were equally important.

Learners and the environment influenced each other, especially among teenagers were found that the behavior of a friend group influenced highly the behavior of children and young people. The teenagers had highly influenced on behavior, for example dressing and mannerisms, thus, they were trying to imitate others for being accepted by friends or the group (Sucha Chan-aim, 1999). To imitate the behavior from either the intentional or unintentional action could make them indifferent or to be accepted by group (Somsap Sookanan, 2003).

CHAPTER VI

CONCLUSIONS

This research aims to study verbal abuse among student in Ubon Ratchathani, to find patterns and levels of such verbal abuse, and factors that encourage verbal abuse of students in Ubon Ratchathani for working directions of effective prevention of and resolution to such behavior. The data was collected from a sample of 1,110 participants and 12 teachers interviewed in high schools in Ubon Ratchathani according to the following 3 purposes:

1. To find a pattern of verbal abuse of students in the province;
2. To find out the levels of severity of verbal aggressive behavior; and
3. To study the factors that influence verbal abuse of students in the province.

In this study, the researcher aims to answer the following research questions:

1. How are the forms of verbal abuse by the youth in the province modeled?
2. What level is verbal abuse by children and youth in the province at?
3. What factors are related to the verbal abuse in a cause-and-sequence manner by children and youth in the province?

6.1 Results

According to the study of verbal abuse of by students in Ubon Ratchathani, the following findings are obtained as the research results:

Objective 1: To find a pattern of verbal abuse of students in the province

The models of verbal abuse expressed by students are as follows:

Verbal abuse includes three patterns of expression: (1) *words*; (2) *intonation*; and (3) *verbal contents* as in the following details:

Verbal abuse in *words* contains taunting others, tease of parent's names, swear word use during argument, verbal insults to adults, abusive verbal vent to feelings of dissatisfaction, verbal abuse expressed in daily life, naming or addressing others disliked or inferior, immediate abusive responses to unfavorable speeches or actions, taunting friends with harsh words, expressing swear words to opposing person aggressively, and blaming others using swear words in revenge for rage.

Verbal abuse in *intonation* consists of harsh intonation in quarrels with others, loud talk, aggressive intonation expressed to those irritating, shouting at others for something they want, use of short and curt intonation with those when displeased, use of threatening tone for something they want, use of stressed tone when displeased, use of tone in a rage in arguments, speaking in a mocking tone intended to hurt others, use of loud voice to intimidate others in arguments, and use of aggressive tone in a likely argument as an immediate response to bad tone.

Verbal abuse in *verbal contents* includes provocative challenges, use of insults, disdain for others, threatening to harm others, extortion, threatening to destroy property of others, abusive words for parents of others, embarrassing others, use of mordant contents, mocking others, use of satirical contents, provocation for brawl, ignoring consequential effects of their own words, speaking bad of others, scarifying others in public, humiliating others, immediate response to unlikely comments, superiority talk, heckling others immediately, gossiping unfavorable others and stressing faults of others.

Verbal abuse is overall low, with the average of .90. In considering each pattern, the result in *words* yielded the highest average of 1.05, followed by *intonation* and *verbal contents* of the average of .96 and .78 respectively.

Of these results, verbal abuse of Ubon Ratchathani students yielding the highest means included *loud talk* ($\bar{x} = 1.67$, S.D. = 1.34), *use of aggressive tone in a likely argument as an immediate response to bad comments* ($\bar{x} = 1.49$, S.D. = 1.34), and *immediate response to unlikely comments* ($\bar{x} = 1.43$, S.D. = 1.28).

The data collected from teachers' interview suggested that students in the province had the forms of verbal abuse in the use of offensive words, use of swear words amongst groups of friends, for example use of improper pronouns to address the speaker and the listener or tease of parents' names, more frequently used in male than female and among close friends. To this, many teachers viewed it as common use of words in everyday life language. In addition, use of improper contents or speech inappropriate for place and time was suggested, for example addressing teachers without titles, inappropriate speeches, speeches without careful thought, and abrupt intonation.

In this regard, the use of words in such an interactive dialog also depended on the status of the speaker and the listener. Amongst friends, harsh and straight interaction was common: in interaction with teachers, whether speech would be straight depended on each teacher's personality.

This form of verbal abuse was also different between male and female. The speech patterns of males were more outspoken, while those amongst women were rarely honest, but more frequently expressed over social media.

Objective 2: To find out the levels of severity of verbal abuse by the participants

The results showed that the level of verbal abuse of Ubon Ratchathani students was overall at a low level ($\bar{x} = .90$, S.D. = .68). In each pattern considered, overall verbal abuse was also at a low level with the highest average of *words* ($\bar{x} = 1.05$, S.D. = .64), followed by *intonation* ($\bar{x} = .96$, S.D. = .77) and *verbal contents* ($\bar{x} = .78$, S.D. = .76) respectively.

When separately considered, participants' verbal violence in *words* was overall at a low level with an average of 1.02: no behavior of *verbal insults to adults* was applicable. The items with the highest average were *abusive verbal vent to*

feelings of dissatisfaction with an average of 1.38, *swear word use during argument* with an average of 1.28 and *verbal abuse expressed in daily life* with the average of 1.22 respectively.

Participants' violent behavior in *intonation* was overall at a low level with the average of .96. Considering each item, mostly found at a low level, the items with the highest average included *loud talk* with an average of 1.67, followed by *use of aggressive tone in a likely argument as an immediate response to bad tone* and *harsh intonation in quarrels with others* with an average of 1.50 and 1.41 respectively.

Verbal abuse of participants in *verbal content* was overall at a low level with the average of .78. Each item separately considered was mostly at the low level. The items with the highest average were shown as *immediate response to unlikely comments* with an average of 1.43, followed by *use of satirical contents* of 1.37 and *gossiping unfavorable others* of 1.31.

Participants who live in urban and suburban areas showed a different level of verbal abuse at .05 statistical significance. Those in the urban area had lower verbal abuse than those in the suburban area. Results of each item separately considered suggested a lower level of verbal abuse in *intonation* and *verbal contents* by urban participants than the suburban counterparts, while verbal abuse in *words* indicated an equivalent level of abuse.

Participants living with other people who are not biological parents showed an overall more verbal abuse than those living with parents.

In terms of genders, the overall verbal abuse between male and female was statistically significant at the level of .01: male participants were likely to have verbal abuse than were female. In details, male tended to have verbal abuse in *words* and *verbal contents* than female at the level of .01 statistical significance. The behavior in *intonation* did not distinguish between the two genders resulting in the level of statistical significance of .05.

The results suggested an equivalent level of verbal abuse between students of primary high school and secondary high school.

In addition, overall verbal abuse amongst students of different academic records yielded no difference at a statistical significance. However, when considering individual aspects, the results showed that students with low academic performance

tended to reveal more verbal abuse in *words* than those with high academic performance or at an excellent level, and students with low academic performance tended to show more verbal abuse in *verbal contents* than students with high academic performance. Therefore, there comes the conclusion that students with low grades tended to have more verbal abuse in *words* and *verbal contents* than students with good grades.

Students with different levels of TV viewing showed verbal abuse differently at a statistical significance of .01: students who watched television less were likely to have a lower level of verbal abuse than those who watched television more in an overall picture. In the detailed items considered, viewers of less television had less verbal abuse than viewers of more television in all three patterns.

Students with different levels of access to the internet held different levels of verbal abuse at a statistical significance of .01: those with high internet access were likely to have a more level of verbal abuse than those with less access. In all the three patterns, more levels of verbal abuse in *words*, *intonation*, and *verbal contents* were displayed.

Data from the interviews confirmed this quantitative data. That is, there were students with verbal abuse at a low level: compared to most students, there was only a certain group of students with verbal abuse which was still a very small proportion. Data from some schools revealed that the intensity of verbal abuse was viewed as moderate, as in such a use of impolite words but only among friends. However, data from only one school stated students' verbal abuse on a large scale with the reason that students' use of foul language was not appropriate for everyday life. In addition, while the level of verbal abuse directly expressed to each other appeared to be at a low level, students tended to show verbal abuse via Social Networks like FACEBOOK or LINE as seen in posts revealing their feelings, aggression, and challenges toward others that led to physical violence. This pattern of verbal abuse tended to be expressed by female participants with severer behavior than the male counterparts.

Objective 2: To study the factors that influence verbal abuse of the participants

The findings indicated causal factors that affected verbal abuse including verbal abuse in the family, verbal abuse seen through the media, verbal abuse among friends, and attitude to verbal aggression. Each factor was interrelated forming a causal relationship. It was suggested that verbal abuse in the family directly influenced verbal abuse among friends, attitude to verbal aggression, and a tendency for verbal abuse at a statistical significance level of .01 with the path coefficients of .38, .19 and .21, respectively. It is further suggested that seeing verbal abuse through the media directly influenced verbal abuse among friends and verbal abuse at a statistical significance level of .01, both with the same path coefficients of .27; abuse of violence among friends directly influenced attitude toward verbal abuse at a statistical significance level of .01 with the path coefficient of .55; and attitude toward verbal abuse had a direct influence on adoption of verbal abuse at a statistical significance level of .01 with the path coefficient of .44.

Verbal abuse in the family, verbal abuse seen through the media, verbal abuse among friends, and attitude to verbal abuse directly affected verbal abuse at the statistical significance level of .01.

The attitude toward verbal abuse appeared to be the most influential factor, followed by *verbal abuse seen through the media* and *verbal abuse in the family* with the path coefficients of .44, .27 and .20, respectively. As for indirect influence analysis, it was further suggested that verbal abuse in the family had an indirect influence on verbal abuse in *attitude to verbal abuse* with the path coefficient of .08; verbal abuse seen through the media indirectly affected verbal abuse in *verbal abuse among friends* and *attitude to verbal abuse* with the path coefficient of .06; and the use of verbal abuse among friends had an indirect influence on verbal abuse in *attitude to verbal abuse* with the path coefficient of .24.

Data from the interview on factors influencing the participants' verbal abuse revealed that there existed three main factors: 1. Personal factors such as abnormal effects of learning and abnormal brain symptoms; 2. Family factors; and 3. Community environments.

The abnormalities that affected behaviors included those found in children with ADHD, with learning problems and with autism (Autistic Children). In some schools, children with autism often displayed disruptive and hysterical behaviors; 2. Family factors influencing verbal abuse included two themes: 1. children not living with parents, and 2. families promoting verbal aggressive behavior; 3. Contexts and environments.

The interview with teachers in high schools focused on one of the causes of present verbal abuse due to the context of locality. This involved rather stiff accents of Ubon Ratchathani dialect that could be received as impolite or harsh, while local people who were already used to the accent and tone might not even recognize the nuance. Such the context and environment of the community had formed routine life discipline with plain and harsh language. Also, in the Northeastern region, there were unique interjections common to local people and not to be considered disrespectful in any way.

According to the study of the verbal abuse of the students in Ubon Ratchathani, although the results of the study show that the students have the verbal abuse in the low level which indicates that it has no problems affecting everyday life of the students and their adolescence, the researcher thinks that to change from theory to practice concretely and to develop communities in the Northeastern around the areas that have the contexts similar to Ubon Ratchathani especially the areas that are developed in the same direction in order to go to the AEC, the education should be focused to develop innovation to lift up the adolescent lives in the Northeastern. In addition, since Thailand is one of the AEC members, and the AEC has been opened free trading for the members, the researcher believes that to make the most benefits in developing the Northeastern of Thailand in the dimension of developing the teenagers living in this part of Thailand to make them strong in their physical and mental health including developing their manners to make them behave appropriately according to international cultures and traditions, there are three main points to follow.

- 1) Use the information from the study to develop the country strategies, to stop using verbal abuse among the groups of the teenagers, and to prevent the teenagers from taking and using verbal abuse because using verbal abuse leads to conflicts among the groups of the teenagers in the Northeastern.

2) Use knowledge received from the study to be the main factors in developing the Northeastern coupled with using the Northeastern contexts to improve the teenagers' potential, outstanding, and creation. The development can be done by having the provincial organizations to create the models of the developing.

3) Use knowledge received from the study to develop education that enables the Northeastern teenagers to find the ways to balance their lives. It means that the knowledge of the study helps the teenagers in the Northeastern to be smart, understand the world, and update information developed in the social world including in the big cities such as Bangkok. Moreover, the knowledge of the study also helps develop the country civilization into the AEC and into the social world in Ubon Ratchathani as in the saying: know others, know yourself, and know educational knowledge enable people to have ability and power to control themselves appropriately.

6.2 Recommendations

6.2.1. Recommendations from the present research

1) The results showed that verbal abuse in the family had direct influence on the use of verbal abuse among friends, attitude to verbal aggression, and verbal abuse of the participants. It can, therefore, be said that the family is the first social institution to instill good attitude and behavior into students as the citizens. Thus, communication in the family should encourage words, contents, and intonation that promote socially accepted attitude and behavior. In teaching and communicating with children, *reason* should be the first point in the discussion rather than *emotion* which could possibly lead to familial misunderstanding and quarrels.

2) The results revealed that verbal abuse seen through the media had direct influence on verbal abuse of the participants. It was the factor that directly influenced verbal abuse second to attitude to verbal aggression. It did, moreover, directly affect the use of verbal abuse among friends and verbal abuse of the participants. In addition,

the current internet accessibility through computers and mobile phones should alert parents to well monitor access to any inappropriate contents by children.

3) The government sector should adopt a modern method of seriously restricting contents of and access to inappropriate media. Various forms of presentation of and accessibility to such media in a one-click manner have made it almost hardly possible for parents to monitor and control children's access to the media. Therefore, precaution of verbal abuse presented through the media should be under control of the government sector.

4) Findings from the study have suggested that the highest means of verbal abuse of the participants included *loud talk* and *use of aggressive tone in a likely argument as an immediate response to bad comments* considered as aggressive behavior triggered by stimulants. To this, responses to every comment or verbal abuse expressed with anger could lead to physical violence (Bosch K., 2007). Furthermore, verbal abuse could lead to a prosecution under the Code on defamation. Therefore, family, school, community and society should contribute to instilling morality and proper attitude into students emphasizing that the use of verbal abuse in retaliation to others is not acceptable. There should additionally be practice of anger suspension, for example prevention of immediate angry responses, meditation practice, or the religious practice of "Mercy Virtues".

6.2.2 Recommendations for further researches

6.2.2.1 The result of the research indicating more verbal abuse in male than female was obtained from most of the male sample who are *woman-like*. The third gender group, *alternative gender group*, has a characterized culture of satirical language use rendering the study results invalid. Further studies on verbal abuse should therefore more strictly control such variable for validity and accuracy.

6.2.2.2 The result of the research showing verbal abuse in the family influenced verbal abuse of the participants should be considered in further studies as to find ways to solve problems of verbal abuse in the family or to solve family issues using non-violent methods. Together with psychology-based methods of teachings to children in the family, parents should find it more convenient to communicate with them, resulting in prevention of family gaps and misunderstanding,

and in family immunity against mental and verbal aggression, and against physical violence in the future.

6.2.2.3 The result of the research displaying exposure to media influencing verbal abuse of the participants should be further recognized for possible effective measures and practices for prevention of and control over patterns of media content presentation violating verbal abuse restriction. Such measures should include media ethics in the production and presentation of contents within responsibility for the audience and society, especially those for the youth. There should be a study of content classification to see whether the current broadcasting programs are appropriate, in accordance with the criteria, as a way to truly control the media safety for children and the youth.

6.2.2.4 The result of the research identifying participants' verbal abuse as the behavior caused by stimulants should base further studies on participatory solutions to verbal aggressive behavior. The involvement of the community and related social institutions such as families, educational institutions and religious institutions should be viewed central so as to collaborate in finding solutions to the problem of verbal abuse in the same direction.

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APPENDIX



Certificate of MU-SSIRB Approval



Certificate of Approval No.: 2015/166.0605
 MU-SSIRB No.: 2015/194 (B2)
 Title of Project: VERBAL VIOLENCE AMONG STUDENT IN UBON RATCHATHANI PROVINCE
 Principal Investigator: Miss Tiwawan Ayuwat
 Name of Institution: Faculty of Social Sciences and Humanities, Mahidol University
 Approval includes:
 1) MU-SSIRB Submission form version received date 29 April 2015
 2) Assent form version date 29 April 2015
 3) Participant Information sheet version date 29 April 2015
 4) Informed Consent Form version date 29 April 2015
 5) Questionnaire version received date 29 April 2015

The Committee for Research Ethics (Social Sciences) is in full compliance with International Guidelines of Human Research Protection such as Declaration of Helsinki, The Belmont Report, CIOMS Guidelines and the International Conference on Harmonization in Good Clinical Practice (ICH-GCP)

Date of Approval: May 6, 2015
 Date of Expiration: May 5, 2016

Chairman

(Emeritus Professor Dr. Santhai Semsri)

Head of the Institute

(Assoc. Prof. Dr. Wariya Chinwanno)

Dean of Faculty of Social Sciences and Humanities

MU-SSIRB 09

คำอธิบายโครงการวิจัยและการขอความยินยอมสำหรับเด็กอายุ 7-14 ปี

โครงการวิจัยนี้ทำขึ้นเพื่อจะศึกษาว่านักเรียนในจังหวัดอุบลราชธานีมีการใช้พฤติกรรมความรุนแรงทางวาจาบ้างหรือไม่อย่างไร

พี่ชวนน้องเข้าร่วมโครงการนี้เพราะว่าน้องมีอายุระหว่าง 7-14 ปี และกำลังศึกษาอยู่ระดับชั้นมัธยมศึกษาตอนต้น ในโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 29 จังหวัดอุบลราชธานี

ซึ่งพี่อยากจะศึกษาน้องๆ ใ้ได้มีพฤติกรรมการใช้ความรุนแรงทางวาจาบ้างหรือไม่ มีระดับการใช้ความรุนแรงทางวาจาหนักน้อยแค่ไหน และอะไรเป็นสาเหตุที่ส่งผลต่อพฤติกรรมการใช้ความรุนแรงทางวาจาของนักเรียนในจังหวัดอุบลราชธานี

ถ้าน้องยินดีร่วมโครงการนี้ น้องจะได้รับการปฏิบัติดังนี้

1. ตอบคำถามที่พี่ๆ จะอ่านให้ฟัง เกี่ยวกับ สถานภาพส่วนตัว เช่น อายุ เพศ ระดับการศึกษา ผลการเรียน เขตอำเภอที่อยู่อาศัย รายได้เฉลี่ยของครอบครัว การพักอาศัย จำนวนชั่วโมงเฉลี่ยในการดูโทรทัศน์ต่อวัน และจำนวนชั่วโมงเฉลี่ยในการเข้าใช้อินเทอร์เน็ต
2. ตอบแบบสอบถามเกี่ยวกับทัศนคติและประสบการณ์ที่ส่งผลต่อการใช้ความรุนแรงทางวาจา
3. ตอบแบบสอบถามเกี่ยวกับพฤติกรรมความรุนแรงทางวาจาที่น้องเคยแสดงออกมาตามความเป็นจริง งานวิจัยนี้มีความเสี่ยงน้อย พี่จะคอยดูแลน้องอย่างดี ไม่ให้น้องเหนื่อยเกินไป แต่ถ้าน้องรู้สึกไม่สบายใจ อึดอัด ไม่อยากเข้าร่วมในการวิจัยนี้ น้องสามารถบอกพี่ได้ตลอดเวลา และถ้าน้องหรือผู้ปกครองมีเรื่องสงสัยประการใดสามารถถามได้ พี่ชื่อ นางสาวทิวารวรรณ อายุวัฒน์ ชื่อเล่น พี่นอม โทรศัพท์ 098-1402552 พี่จะเก็บเรื่องส่วนตัวน้องเป็นความลับ ไม่เปิดเผยให้ใครทราบ

น้องอ่านรายละเอียดแล้วเข้าใจหรือไม่

เข้าใจ..... ไม่เข้าใจ

มีข้อสงสัยต้องการซักถามหรือไม่

ต้องการถาม..... ไม่ต้องการถาม

น้องได้อ่านและเข้าใจรายละเอียดของโครงการแล้ว

☺ ถ้าน้องเต็มใจ เข้าร่วมในโครงการนี้

☹ ถ้าน้องไม่เต็มใจ เข้าร่วมโครงการนี้



เอกสารแจ้งผู้เข้าร่วมการวิจัย (สำหรับการตอบแบบสอบถาม)
(Participant Information Sheet)

คำชี้แจง

ในเอกสารนี้อาจมีข้อความที่ท่านอ่านแล้วยังไม่เข้าใจ โปรดสอบถามหัวหน้าโครงการวิจัย หรือผู้แทนให้ช่วยอธิบายจนกว่าจะเข้าใจ ท่านจะได้รับเอกสารนี้ 1 ฉบับ นำกลับไปอ่านที่บ้านเพื่อปรึกษาหรือกับญาติพี่น้อง เพื่อนสนิทของท่าน หรือผู้อื่นที่ท่านต้องการปรึกษา เพื่อช่วยในการตัดสินใจเข้าร่วมการวิจัย

| | |
|-----------------|---|
| ชื่อโครงการ | พฤติกรรมความรุนแรงทางวาจาของนักเรียนในจังหวัดอุบลราชธานี |
| ชื่อผู้วิจัย | น.ส. ทิวารวรรณ อายูวัฒน์ |
| สถานที่ทำงาน | นักศึกษาระดับปริญญาเอกสาขาอาชญาวิทยา คณะสังคมศาสตร์และมนุษยศาสตร์ ม.มหิดล |
| หมายเลขโทรศัพท์ | 098-104-2552 |
| สถานที่วิจัย | โรงเรียนมัธยมศึกษา สังกัด สพม.เขต 29 ในจังหวัดอุบลราชธานี |
| ผู้ให้ทุน | ไม่มี |

ข้อมูลโครงการวิจัยโดยย่อ

โครงการวิจัยนี้ทำขึ้นเพื่อ หารูปแบบและระดับของความรุนแรงทางวาจาของนักเรียนในพื้นที่จังหวัดอุบลราชธานี ตลอดจนเพื่อหาปัจจัยที่เป็นสาเหตุต่อความพฤติกรรมความรุนแรงทางวาจาของนักเรียนในจังหวัดอุบลราชธานี

ประโยชน์ที่คาดว่าจะได้รับจากการวิจัยนี้คือ ทำให้ทราบ รูปแบบและระดับของความรุนแรงทางวาจาของนักเรียนในพื้นที่จังหวัดอุบลราชธานี ตลอดจนเพื่อหาปัจจัยที่เป็นสาเหตุต่อความพฤติกรรมความรุนแรงทางวาจาของนักเรียนในจังหวัดอุบลราชธานี

ท่านได้รับเชิญให้เข้าร่วมการวิจัยนี้เพราะ ท่านเป็นนักเรียน ระดับชั้นมัธยมศึกษาปีที่ 1-6 ในโรงเรียน สังกัด สพม. 29 จ.อุบลราชธานี

จำนวนผู้เข้าร่วมการวิจัยทั้งสิ้น 1,099 คน
 ระยะเวลาที่จะทำวิจัยทั้งสิ้น 1 ปี

หากท่านตัดสินใจเข้าร่วมการวิจัยแล้ว จะมีขั้นตอนการวิจัยดังต่อไปนี้

ผู้วิจัยจะขอให้ท่านตอบแบบสอบถามในประเด็นเกี่ยวกับ "พฤติกรรมความรุนแรงทางวาจา" โดยใช้เวลาในการตอบแบบสอบถามประมาณ 30 นาที ซึ่งคำถามมีทั้งหมด 108 ข้อ แบ่งคำถามออกเป็น 2 ส่วน ดังนี้

- ส่วนที่ 1 สักขะทางประชากร จำนวน 9 ข้อ
 - ส่วนที่ 2 แบบสอบถามพฤติกรรมความรุนแรงทางวาจา จำนวน 99 ข้อ
- ข้อมูลเกี่ยวกับการปกป้องสิทธิผู้เข้าร่วมการวิจัย

ข้อมูลที่ได้อาจการตอบแบบสอบถาม ผู้วิจัยจะใช้รหัสแทนชื่อและข้อมูลส่วนตัวของท่านในการบันทึกข้อมูล และจะดำเนินการทำลายข้อมูลตลอดจนข้อมูลอื่นๆ ที่เกี่ยวข้องกับท่านภายหลังเสร็จสิ้นการวิจัย 1 ปี (เดือนกันยายน พ.ศ. 2558) โดยวิธีการเผาทำลายเอกสารและลบไฟล์อิเล็กทรอนิกส์ออกจากรีchner ทั้งหมด



ความเสี่ยงที่อาจเกิดขึ้นเมื่อเข้าร่วมการวิจัย ท่านอาจรู้สึกอึดอัด หรืออาจรู้สึกไม่สบายใจอยู่บ้าง กับบางคำถาม ท่านมีสิทธิ์ที่จะไม่ตอบคำถามเหล่านั้นได้ รวมถึงท่านมีสิทธิ์ถอนตัวออกจากโครงการนี้เมื่อใดก็ได้ โดยไม่ต้องแจ้งให้ทราบล่วงหน้า และการไม่เข้าร่วมวิจัยหรือถอนตัวออกจากโครงการวิจัยนี้ จะไม่มีผลกระทบต่อท่านแต่อย่างใด

ข้อมูลส่วนตัวของท่านจะถูกเก็บรักษาไว้ ไม่เปิดเผยต่อสาธารณะเป็นรายบุคคล และไม่มีการแสดงชื่อ หรือที่อยู่ของท่านแต่อย่างใด แม้จะรายงานผลการวิจัยเป็นข้อมูลส่วนรวม ผู้ที่มีสิทธิ์เข้าถึงข้อมูลของท่านจะมีเฉพาะ ผู้ที่เกี่ยวข้องกับการวิจัยนี้ คือ นักวิจัย หรืออาจมีคณะบุคคลบางกลุ่มเข้ามาตรวจสอบได้ความถูกต้อง เช่น ผู้ให้ทุนวิจัย สถาบัน หรือองค์กรของรัฐที่มีหน้าที่ตรวจสอบ คณะกรรมการจริยธรรมฯ เป็นต้น

การวิจัยครั้งนี้ท่านจะไม่ได้รับค่าตอบแทนและไม่เสียค่าใช้จ่ายใดๆ ทั้งสิ้น

หากมีข้อมูลเพิ่มเติมทั้งด้านประโยชน์และโทษที่เกี่ยวข้องกับการวิจัยนี้ ผู้วิจัยจะแจ้งให้ทราบโดยรวดเร็วไม่ปิดบัง

หากท่านมีข้อสงสัยที่จะสอบถามเกี่ยวข้องกับกรวิจัย ท่านสามารถติดต่อไปยัง นางสาวทิวาธรรม อาวุธรัตน์ หมายเลขโทรศัพท์ 098-1042552 ได้ตลอดเวลา

โครงการวิจัยนี้ได้รับการพิจารณารับรองจากคณะกรรมการจริยธรรมการวิจัยในคน สาขาสังคมศาสตร์ซึ่งมีสำนักงานอยู่ที่คณะสังคมศาสตร์และมนุษยศาสตร์ มหาวิทยาลัยมหิดล ถนนพุทธมณฑล สาย 4 ตำบลศาลายา อําเภอพุทธมณฑล จังหวัดนครปฐม 73170 หมายเลขโทรศัพท์ 0 2441 9180 โทรสาร 0 2441 9181 หากท่านได้รับการปฏิบัติไม่ตรงตามที่ระบุไว้ ท่านสามารถติดต่อกับประธานคณะกรรมการจริยธรรมฯ หรือผู้แทน ได้ตามสถานที่และหมายเลขโทรศัพท์ข้างต้น

ข้าพเจ้าได้อ่านรายละเอียดในเอกสารชี้แจงผู้เข้าร่วมการวิจัยนี้ ครบถ้วนแล้ว

ทั้งนี้ ผู้วิจัยขอขอบคุณท่านที่ตอบแบบสอบถามในครั้งนี้



หนังสือแสดงเจตนายินยอมเข้าร่วมการวิจัยที่ได้รับการบอกกล่าวและเต็มใจ

ขอแสดงเจตนายินยอมเข้าร่วมโครงการวิจัยเรื่อง พฤติกรรมความรุนแรงทางวาจาของนักเรียนในจังหวัดอุบลราชธานี

โดยข้าพเจ้าได้รับทราบรายละเอียดเกี่ยวกับที่มาและจุดมุ่งหมายในการทำวิจัยรายละเอียดขั้นตอนต่างๆ ที่จะต้องปฏิบัติหรือได้รับการปฏิบัติ ประโยชน์ที่คาดว่าจะได้รับของการวิจัยและความเสี่ยงที่จะเกิดขึ้นจากการเข้าร่วมการวิจัยรวมทั้งแนวทางป้องกันและแก้ไขหากเกิดอันตราย โดยได้อ่านข้อความที่มีรายละเอียดอยู่ในเอกสารชี้แจงผู้เข้าร่วมการวิจัยโดยตลอด อีกทั้งยังได้รับคำอธิบายและตอบข้อสงสัยจากหัวหน้าโครงการวิจัยเป็นที่เรียบร้อยแล้ว

ข้าพเจ้าจึงสมัครใจเข้าร่วมในโครงการวิจัยนี้
ข้าพเจ้าได้ทราบถึงสิทธิที่ข้าพเจ้าจะได้รับข้อมูลเพิ่มเติมทั้งทางด้านประโยชน์และโทษจากการเข้าร่วมการวิจัย และสามารถถอนตัวหรือแจ้งเข้าร่วมการวิจัยได้ทุกเมื่อ โดยจะไม่มีผลกระทบใดๆ ต่อข้าพเจ้าที่จะได้รับในอนาคตและยินยอมให้ผู้วิจัยใช้ข้อมูลส่วนตัวของข้าพเจ้าที่ได้รับจากการวิจัย แต่จะไม่เผยแพร่ต่อสาธารณะเป็นรายบุคคล โดยจะนำเสนอเป็นข้อมูลโดยรวมจากการวิจัยเท่านั้น

หากข้าพเจ้ามีข้อข้องใจที่จะสอบถามเกี่ยวกับกรวิจัย ข้าพเจ้าสามารถติดต่อไปยัง นางสาวทิวารวรรณ อายุวัฒน์ หมายเลข โทรศัพท์ 098-104-2552 ได้ตลอดเวลา

โครงการวิจัยนี้ได้รับการพิจารณารับรองจากคณะกรรมการจริยธรรมการวิจัยในคน สาขาสังคมศาสตร์ ซึ่งมีสำนักงานอยู่ที่คณะสังคมศาสตร์และมนุษยศาสตร์ มหาวิทยาลัยมหิดล ถนนพุทธมณฑล สาย 4 ตำบลศาลายา อำเภอพุทธมณฑล จังหวัดนครปฐม 73170 หมายเลขโทรศัพท์ 0 2441 9180 โทรสาร 0 2441 9181 หากข้าพเจ้าได้รับการปฏิบัติไม่ตรงตามที่ระบุไว้ ข้าพเจ้าสามารถติดต่อกับประธานคณะกรรมการจริยธรรมฯ หรือผู้แทน ได้ตามสถานที่และหมายเลขโทรศัพท์ข้างต้น

ข้าพเจ้าเข้าใจข้อความในเอกสารชี้แจงผู้เข้าร่วมการวิจัย และหนังสือแสดงเจตนายินยอมนี้โดยตลอดแล้ว

ผู้วิจัยขอขอมุณที่ท่านให้ข้อมูลในแบบสอบถามดังกล่าว



แบบสอบถามงานวิจัย
เรื่อง พฤติกรรมความรุนแรงทางวาจาของนักเรียนในจังหวัดอุบลราชธานี

คำอธิบายแบบสอบถาม

1. แบบสอบถามครั้งนี้ มีวัตถุประสงค์ เพื่อใช้ในการทำวิทยานิพนธ์ ปริญญาปรัชญาดุษฎีบัณฑิต สาขา
อาชญาวิทยาบริหารงานยุติธรรมและสังคม มหาวิทยาลัยมหิดล
2. ข้อมูลที่ท่านตอบแบบสอบถามนี้ ผู้วิจัยจะเก็บเป็นความลับและนำมาประมวลผลในภาพรวม จึงขอ
ความร่วมมือตอบแบบสอบถามตามความเป็นจริงและตอบให้ครบถ้วนทุกข้อ เพื่อให้เก็บข้อมูลได้
สมบูรณ์และนำมาใช้ประโยชน์ในการศึกษา
3. แบบสอบถามแบ่งออกเป็น 3 ส่วน ประกอบด้วย

ตอนที่ 1 แบบสอบถามเกี่ยวกับสถานภาพส่วนตัวของผู้ให้ข้อมูลประกอบด้วย เพศ
อายุ ระดับการศึกษา ฯลฯ

ตอนที่ 2 เป็นแบบสอบถามเกี่ยวกับปัจจัยที่ส่งผลต่อการใช้ความรุนแรงทางวาจา

ตอนที่ 3 เป็นแบบสอบถามพฤติกรรมการใช้ความรุนแรงทางวาจา

ผู้วิจัยขอขอบคุณผู้ตอบแบบสอบถามทุกท่าน ที่ให้ความร่วมมือและเสียสละเวลาในการตอบ
แบบสอบถามนี้ด้วยความตั้งใจและครบถ้วน

นางสาวทิวารรณ อายุวัฒน์
นักศึกษาระดับปริญญาเอกสาขาการบริหารงานยุติธรรมและสังคม
มหาวิทยาลัยมหิดล

แบบสอบถาม
เรื่องการพฤติกรรมรุนแรงทางวาจาของนักเรียน ในจังหวัดอุบลราชธานี

ตอนที่ 1 แบบสอบถามเกี่ยวกับสถานภาพส่วนตัวของเด็กและเยาวชน

1. เพศ ชาย หญิง
2. อายุ ปี
3. ปัจจุบันอยู่ชั้นมัธยมศึกษาปีที่
 - มัธยมศึกษาตอนต้น (ม. 1- ม. 3)
 - มัธยมศึกษาตอนปลาย (ม. 4- ม. 6)
4. ผลการเรียน (เกรดเฉลี่ยเทอมล่าสุด).....
5. เขตอำเภอที่อยู่อาศัย.....
6. รายได้เฉลี่ยของครอบครัว
 - บิดา-มารดา
 - บิดา หรือ มารดา
 - ญาติ
 - แฟน
 - เพื่อน
7. ปัจจุบันท่านพักอาศัยอยู่กับ ใคร
 - บิดา-มารดา
 - บิดา หรือ มารดา
 - ญาติ
 - แฟน
 - เพื่อน
8. จำนวนชั่วโมงเฉลี่ยในการดูโทรทัศน์ประเภทที่มี เช่นละครที่มีการทะเลาะเบาะแว้ง รายการตลก ลามก มีการใช้ภาษาไม่สุภาพ
 - น้อยกว่า 1 ชั่วโมง
 - 1-2 ชั่วโมง ต่อวัน
 - 2-3 ชั่วโมง ต่อวัน
 - มากกว่า 3 ชั่วโมงต่อวัน
9. จำนวนชั่วโมงเฉลี่ยในการเข้าใช้อินเทอร์เน็ตเช่น โปรแกรม Facebook , Line ฯลฯ
 - น้อยกว่า 1 ชั่วโมง
 - 1-2 ชั่วโมง ต่อวัน
 - 2-3 ชั่วโมง ต่อวัน
 - มากกว่า 3 ชั่วโมงต่อวัน

ตอนที่ 2 ท่านมีความคิดเห็นอย่างไรต่อพฤติกรรมต่อไปนี้

| ข้อ | ประเด็น | ระดับความคิดเห็น | | | | |
|------------------------------------|---|------------------|---------|-------------|----------|----------------|
| | | จริงมากที่สุด | จริงมาก | จริงปานกลาง | จริงน้อย | จริงน้อยที่สุด |
| ทัศนคติต่อความรุนแรงทางวาจา | | | | | | |
| 1 | การใช้คำหยาบกับกลุ่มเพื่อนเป็นเรื่องปกติสำหรับท่าน | | | | | |
| 2 | การใช้คำหยาบกับพ่อแม่เป็นเรื่องปกติสำหรับท่าน | | | | | |
| 3 | การใช้คำหยาบกับญาติในครอบครัวเป็นเรื่องปกติสำหรับท่าน | | | | | |
| 4 | การใช้คำรุนแรงเพื่อระบายความรู้สึกไม่พอใจเป็นเรื่องที่ยอมรับได้สำหรับท่าน | | | | | |
| 5 | การตั้งฉายาให้เพื่อนเป็นเรื่องสนุกสนานสำหรับท่าน | | | | | |
| 6 | การเอาปมด้อยของเพื่อนมาล้อเล่นเป็นเรื่องสนุกสนานสำหรับท่าน | | | | | |
| 7 | การใช้คำพูดข่มขู่เพื่อทำให้คนอื่นทำตามที่ท่านต้องการได้ เป็นสิ่งที่น่ายกย่อง | | | | | |
| 8 | การใช้คำพูดเพื่อทำให้ผู้อื่นตกใจกลัวเป็นสิ่งที่น่ายกย่อง | | | | | |
| 9 | ท่านมักจะใช้คำพูดที่มีน้ำเสียงตะคอก เสียงดัง ชื่นเสียง เสียงแข็ง เพื่อทำให้ท่านรู้สึกว่ามีอำนาจเหนือผู้อื่น | | | | | |

| ระดับการใช้ความรุนแรงทางวาจาในครอบครัว | | ความถี่ของการพบเห็นการใช้ความรุนแรงทางวาจา | | | | |
|--|---|--|-------------------------|-------------------------------|--------------------------|----------|
| | | มากที่สุด (ทุกวัน) | มาก (ทุก สัปดาห์) | ปาน กลาง (ทุก เดือน) | น้อย (ทุก 3 เดือน) | ไม่มีเลย |
| 1 | บรรยากาศภายในครอบครัวของท่านมัก พูดจาต่อกันด้วยดีหรือใช้เหตุผลเสมอ | | | | | |
| 2 | ความเป็นอยู่ในชีวิตประจำวันในครอบครัว ท่านสมาชิกในบ้านจะมีการวางอำนาจข่ม กัน | | | | | |
| 3 | บรรยากาศภายในบ้านของท่าน สมาชิกใน บ้านมักพูดจาหยาบคายต่อกันจนเป็นเรื่อง ธรรมดา | | | | | |
| 4 | การสื่อสารภายในครอบครัวของท่านสมาชิก ในครอบครัวพูดจาด้วยน้ำเสียงเกรี้ยวกราด ตะคอกเสียงดังเสมอ | | | | | |
| 5 | บรรยากาศภายในบ้านของท่านจะพูดจา เปรียบเทียบจุดเด่นจุดด้อยระหว่างพี่น้องใน ครอบครัวซึ่งทำให้รู้สึกกดดัน | | | | | |
| 6 | เมื่อสมาชิกในครอบครัวทำสิ่งผิดพลาดคนใน ครอบครัวมีการพูดซ้ำเติม เยาะเย้ย ถากถาง ให้รู้สึกน้อยใจเสมอ | | | | | |
| 7 | สมาชิกในครอบครัวของท่านมักจะพูดจาสบ ประมาท ตูถุก ยั่วอารมณ์จนทำให้รู้สึกโกรธ หรือน้อยใจเสมอ | | | | | |
| 8 | เมื่อมีการทะเลาะวิวาทระหว่างคนใน ครอบครัวบรรยากาศมักจะมีไปด้วยการ โต้เถียงและพูดจาด้วยถ้อยคำที่รุนแรงเพื่อ เอาชนะกัน | | | | | |
| 9 | สมาชิกในครอบครัวของท่านมักจะนำปมด้อย ของผู้อื่นในครอบครัวมาพูดให้อับอาย | | | | | |
| 10 | ลักษณะการอบรมสั่งสอนของครอบครัวท่าน มักจะมีการใช้คำพูดที่รุนแรงหรือหยาบคาย จนนำไปสู่การทะเลาะวิวาทกัน | | | | | |
| 11 | เมื่อมีความขัดแย้งเกิดขึ้นระหว่างสมาชิกใน ครอบครัวมักจะมีการใช้ถ้อยคำที่มีลักษณะ อาฆาตพยาบาทต่อกัน | | | | | |

| ระดับการใช้ความรุนแรงทางวาจาในกลุ่มเพื่อน | | ความถี่ของการพบเห็นการใช้ความรุนแรงทางวาจา | | | | |
|---|---|--|-------------------------|-------------------------------|--------------------------|----------|
| | | มากที่สุด (ทุกวัน) | มาก (ทุก สัปดาห์) | ปาน กลาง (ทุก เดือน) | น้อย (ทุก 3 เดือน) | ไม่มีเลย |
| 1 | การสื่อสารระหว่างกันในกลุ่มเพื่อนมักใช้ถ้อยคำหรือภาษาในลักษณะพูดจาหยาบค้ายเสมอ | | | | | |
| 2 | การสื่อสารระหว่างกันในกลุ่มเพื่อนมักนิยมใช้การตะโดนเสียงดัง | | | | | |
| 3 | การพูดจาที่มีลักษณะเป็นการตำหนิ เสียดสี ประชดประชัน กัน ถือเป็นเรื่องธรรมดาในกลุ่มเพื่อน | | | | | |
| 4 | เมื่อเกิดความขัดแย้ง หรือเกิดปัญหาใดๆ ขึ้นในกลุ่มมักจะมีการพูดจาเสียงดังเอะอะโวยวายเสมอ | | | | | |
| 5 | การทำเสียงล้อเลียนผู้อื่นเป็นเรื่องสนุกสำหรับกลุ่มเพื่อน | | | | | |
| 6 | การนำปมด้อยของผู้อื่นมาพูดเพื่อให้เกิดความอับอายถือเป็นเรื่องสนุกสำหรับกลุ่มเพื่อน | | | | | |
| 7 | การพูดจาในลักษณะล้อเลียนชื่อบิดามารดาของเพื่อนถือเป็นเรื่องสนุกสำหรับกลุ่มเพื่อน | | | | | |
| 8 | การนำความผิดพลาดของเพื่อนมาพูดจาล้อเลียนถือเป็นเรื่องสนุกขบขันในกลุ่ม | | | | | |
| 9 | สมาชิกในกลุ่มเพื่อนมักมีความเห็นพ้องต้องกันในการที่จะประชดประชัน ตั้งฉายา หรือเปรียบเทียบผู้ที่ตนไม่ชอบว่าเหมือนสัตว์เดรัจฉาน | | | | | |
| 10 | ในกลุ่มเพื่อนมักเห็นว่าการใช้คำที่ก้าวร้าวรุนแรง ตำหนิหยาบค้ายเป็นสิ่งที่ทำให้กลุ่มมีความโดดเด่นและน่าเกรงขามเหนือกลุ่มอื่นๆ | | | | | |

การพบเห็นความรุนแรงทางวาจา

ใน 1 อาทิตย์ที่ผ่านมา ท่านพบเห็นความรุนแรงทางวาจา ต่อไปนี้บ่อยแค่ไหน จงทำเครื่องหมาย ✓ ในช่องที่ใกล้เคียงกับความเป็นจริงมากที่สุด

| ข้อ | พฤติกรรม | สื่อโทรทัศน์ | | | สื่ออินเทอร์เน็ต | | |
|-----|------------------------------|-----------------|-----------|--------|------------------|-----------|--------|
| | | มากกว่า 3 ครั้ง | 1-2 ครั้ง | ไม่เคย | มากกว่า 3 ครั้ง | 1-2 ครั้ง | ไม่เคย |
| 1 | การขู่ขิบนินทา | | | | | | |
| 2 | การพูดประชดประชัน | | | | | | |
| 3 | การสบประมาท ดูถูก | | | | | | |
| 4 | การพูดข่มขู่ | | | | | | |
| 5 | การพูดตะคอก ตวาด | | | | | | |
| 6 | การพูดคำหยาบ | | | | | | |
| 7 | การพูดอาฆาต สบประมาท | | | | | | |
| 8 | การพูดเยาะเย้ย | | | | | | |
| 9 | การพูดยั่วให้คนอื่นทะเลาะกัน | | | | | | |
| 10 | การพูดเรื่องไม่ดีของคนอื่น | | | | | | |
| 11 | การล้อเลียนตั้งฉายา | | | | | | |
| 12 | การตำหนิตติเตียนผู้อื่น | | | | | | |
| 13 | การดูต่ำ | | | | | | |
| 14 | การพูดจาล่วงเกินบุพการี | | | | | | |
| 15 | การพูดซ้ำเติม | | | | | | |

ตอนที่ 3 พฤติกรรมการใช้ความรุนแรงทางวาจา

คำอธิบายให้ทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับพฤติกรรมของน้องๆ มากที่สุด

| ข้อ | พฤติกรรม | ระดับการแสดงออก | | | | |
|-----|--|-----------------------|---------------------|-----------------------|----------------------------|----------|
| | | มากที่สุด (ทุกวัน) | มาก (ทุกสัปดาห์) | ปานกลาง (ทุกเดือน) | น้อย (ในรอบ 3 เดือน) | ไม่มีเลย |
| 1 | พูดทำร้าย ยั่วอารมณ์ | | | | | |
| 2 | ใช้คำปราศรัย สบประมาท ตูณุกเหยียดหยาม ผู้อื่น | | | | | |
| 3 | โต้เถียง หรือทะเลาะกับผู้อื่น | | | | | |
| 4 | พูดขู่อาฆาตว่าจะทำร้ายผู้อื่น | | | | | |
| 5 | คำชื่อพ่อแม่ผู้อื่น | | | | | |
| 6 | พูดคำหยาบเมื่อโต้เถียงกับผู้อื่น | | | | | |
| 7 | พูดขู ริดไถเงิน/ทรัพย์สินผู้อื่น | | | | | |
| 8 | พูดขู่จะทำลายทรัพย์สินผู้อื่น | | | | | |
| 9 | พูดล่วงเกินบุพการีผู้อื่น | | | | | |
| 10 | พูดให้ผู้อื่นรู้สึกอับอาย | | | | | |
| 11 | ใช้คำพูดล่วงเกินผู้ต่อใหญ่ | | | | | |
| 12 | พูดซ้ำเติมผู้อื่น | | | | | |
| 13 | พูดเยาะเย้ยถากถางผู้อื่น | | | | | |
| 14 | ตำว่าผู้อื่น | | | | | |
| 15 | ผู้ประชดประชัด | | | | | |
| 16 | ตวาดใส่ผู้อื่น | | | | | |
| 17 | ใช้ถ้อยคำพูดหยาบคายในสถานการณ์ทั่วไป ในชีวิตประจำวัน | | | | | |
| 18 | ใช้คำหยาบคายพูดระบาย เมื่อเกิดความไม่ พอใจ | | | | | |
| 19 | ตั้งฉายาเรียกชื่อผู้อื่นที่ไม่ชอบ หรือที่อ่อนแอกว่า | | | | | |
| 20 | พูดจายั่วให้เพื่อทะเลาะกัน | | | | | |
| 21 | พูดโต้ตอบทันทีด้วยถ้อยคำที่รุนแรงเมื่อผู้อื่น พูดหรือกระทำในสิ่งที่ตนไม่ชอบ | | | | | |
| 22 | ตำว่าเพื่อนด้วยถ้อยคำรุนแรง | | | | | |
| 23 | กล่าวคำหยาบคายใส่คนที่ไม่ชอบโดยไม่ไว้ หน้า | | | | | |

| ข้อ | พฤติกรรม | ระดับการแสดงออก | | | | |
|-----|--|-----------------------|---------------------|-----------------------|----------------------------|----------|
| | | มากที่สุด (ทุกวัน) | มาก (ทุกสัปดาห์) | ปานกลาง (ทุกเดือน) | น้อย (ในรอบ 3 เดือน) | ไม่มีเลย |
| 24 | ต่อว่าผู้ที่ทำให้โกรธแค้นด้วยคำที่หยาบคาย | | | | | |
| 25 | ไม่สนใจว่าคำพูดของตนเองจะมีผลต่อใคร อย่างไร | | | | | |
| 26 | พูดเรื่องไม่ดีของคนอื่น | | | | | |
| 27 | วิจารณ์เพื่อนต่อหน้าคนอื่นจนทำให้เสียหน้า | | | | | |
| 28 | นำปมด้อยของเพื่อนมาพูดเป็นเรื่องสนุก | | | | | |
| 29 | เถียงตอบโต้ทันที เมื่อคิดว่าสิ่งที่ผู้อื่นพูดไม่ ถูกต้อง | | | | | |
| 30 | พูดถึงความดี ความสามารถของตนองว่า เหนือกว่าผู้อื่น | | | | | |
| 31 | พูดขัดคอทันที หากไม่พอใจเรื่องที่ฟังอยู่ | | | | | |
| 32 | นินทาเพื่อนที่ไม่ชอบ | | | | | |
| 33 | พูดตอกย้ำความผิดของผู้อื่น | | | | | |
| 34 | พูดจาเสียงดัง | | | | | |
| 35 | พูดด้วยน้ำเสียงก้าวร้าวต่อผู้ที่ให้โกรธ | | | | | |
| 36 | ตะคอกผู้อื่นเพื่อให้ทำสิ่งที่ตนต้องการ | | | | | |
| 37 | พูดด้วยน้ำเสียงห้วนกับผู้ที่ทำให้ไม่พอใจ | | | | | |
| 38 | ใช้น้ำเสียงข่มขู่ เพื่อให้ได้สิ่งที่ตนเองต้องการ | | | | | |
| 39 | เมื่อไม่พอใจ จะแสดงออกด้วยน้ำเสียงโดย การเน้นเสียงตอกย้ำให้เคঁารู้ | | | | | |
| 40 | เมื่อทะเลาะกับเพื่อน มักใช้เสียงเกรี้ยวกราด | | | | | |
| 41 | พูดจาด้วยน้ำเสียงเยาะเย้ย ทำให้ผู้ที่ได้ฟังเจ็บ ใจ | | | | | |
| 42 | หากเถียงกับใครจะพูดเสียงดังเพื่อข่มขู่เข้าไว้ ก่อน | | | | | |
| 43 | เมื่อมีคนมาพูดด้วยน้ำเสียงที่ไม่ดี ก็จะไม่พูดกลับ ด้วยน้ำเสียงที่ไม่ดีโต้ตอบไปทันที | | | | | |

BIOGRAPHY

| | |
|-----------------------------|---|
| NAME | Mrs.Tiwawan Ayuwat |
| DATE OF BIRTHDAY | Febuary, 1979 |
| PLACE OF BIRTH | Ubon Ratchathani, Thailand |
| INSTITUTION ATTENDED | : Bachelor degree of Political Science, Chaing Mai University, Thailand in 2000 : Master degree of Sociology (Criminology and Justice Administration), Chulalongkorn University, Thailand in 2005 : Doctor of Public Health Candidate (Public Health Nursing), Faculty of Social Science and Humanities, Mahidol University, Thailand in 2016 |
| POSITION&OFFICE | A lecturer at Faculty of Law, Ubon Ratchathani Rajabhat University Tel. (045)352000 E-mail : tiwawan.a@ubru.ac.th |