ROLES OF DIGITAL MEDIA, FACTORS AFFECTING CYBERBULLYING BEHAVIORS AMONG THAI YOUTHS, AND PREVENTIVE AND CORRECTIVE APPROACHES

Napawan Archaphet

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ABSTRACT

Title of Dissertation	ROLES OF DIGITAL MEDIA, FACTORS AFFECTING CYBERBULLYING BEHAVIORS AMONG THAI YOUTHS, AND PREVENTIVE AND CORRECTIVE APPROACHES
Author	Napawan Archaphet
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The study is mixed methods research, comprising both quantitative and qualitative research, aimed to study 1) the characteristics of Thai youths risky for cyberbullying and being cyberbullied, 2) cyberbullying behaviors of Thai youths, 3) media, psychological, and social factors influencing cyberbullying of Thai youths, 4) roles of digital media on cyberbullying of Thai youths, and 5) preventive and corrective approaches or guidelines to deal with cyberbullying among Thai youths. The questionnaires were collected from 400 youths aged 13-18 years old in Bangkok and Chiang Mai. The statistics used are frequencies, percentage, mean, standard deviation, Pearson Correlation, and Multiple Regression. Interviews were conducted with 8 youths who used to cyberbully or being cyberbullied and 3 experts. The findings were analyzed by inductive methods and presented in the form of descriptive statements.

From the study, most of the youths who are risky for cyberbullying and being cyberbullied are brought up in an “authoritarian or disciplinarian” and “uninvolved” family nurturance, with poor relationships between children and parents, and experience violence in their families. Youths who like to cyberbully tend to have self-confidence but have no understanding of individual differences while being hot-tempered and lacking empathy. On the contrary, youths being cyberbullied tend to have low self-esteem, be introverted, and gain no support from surrounding people.

Most youth samples used to be both cyberbullies and cyberbullying victims. Ten main types with 30 sub-patterns of cyberbullying are found. The cyberbullying frequently found are cyberstalking, trolling, flaming, etc. Most cyberbullying parties are friends, caused by their dislike, conflicts, and love affairs, etc. The length of a

problem is between less than one week to 3 years and endlessly. The impact found the most is the psychological impact.

Media, psychological, and social factors affect cyberbullying at a moderate level. Psychological factors have the impact most, followed by media and social factors respectively. From the statistical analysis, it is found that all factors have a positive relationship with the level of cyberbullying at a statistical significance level of .01 and .05. From the multiple linear regression analysis, it is found that the revenge; the influence of stars, singers, net idols, and page administrators; and the emotional relief affect the samples' cyberbullying behaviors at a statistical significance level of .05.

Both youth and expert samples agree that digital media play a role in facilitating cyberbullying in many ways: self-concealment, convenience, and ease of cyberbullying all 24 hours and from everywhere. Besides, digital communication may cause misunderstandings and arguments. Especially, by having a lot of bystanders, it can cause more violence than the violent content itself. Both cyberbullies and victims can perceive others' feelings and opinions; consequently, it can lead to violence in the real world. Moreover, digital media can create values of using vulgar words or violent expressions via the online world.

In addition, both youth and expert samples propose the following preventive and corrective guidelines: digital media users should have media, digital, and information literacy; parents should create a good relationship with their children and teach them how to use digital media securely; schools should organize participatory activities for the youth, i.e., discussion, or role-playing related to problems; system administrators and information service providers should monitor users' identity and suspend accounts used to cyberbully others; mass media; page and website administrators should present information on problems in various forms to make people in society aware; and government agencies should organize learning activities, enforce the computer-related laws and acts, etc. From the findings, a model entitled, "C-SMART (Cyber Smart) Model," or cyberbullying preventive and corrective model, comprising 1) C: Communication & Collaboration 2) S: Safety 3) M: Media 4) A: Acknowledgement 5) R: Regulations and 6) T: Teaching & Training.

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CHAPTER 1

INTRODUCTION

1.1 Background and Significance of the Problem

Bullying is considered one of the national and global problems that have been widespread for a long time. Mostly, it occurs to teenagers. Bullying causes several kinds of problems, i.e., physical, mental, quality of life, etc., which lead to the issue of the violation of human rights. (Greene, 2006, as cited in Sittichai & Smith, 2013, p. 32; Kasetchai Laeheem, 2013, p. 1) Such impacts make several countries around the world pay attention to prevent and solve these problems. If children are let express bullying behaviors repeatedly, they will develop and tend to use violence when they are grown up, the consequence of which leads to many problems, i.e., family, social, criminal, etc.

Bullying problems in school have been studied widely since 1970 (Beran & Li, 2007, p. 16). Bullying is a part of aggressive behaviors intended to repeatedly hurt another individual, and victims may not be able to protect themselves from it. Thus, bullying involves an imbalance of power. (Olweus, 1999)

From the above definition, traditional bullying involves physical bullying or physical attack by a bigger or stronger child over a smaller or weaker one, verbal bullying, i.e., rebuking, gossips, taunting, etc., and social bullying, i.e., expressing dislike or discrimination against someone. The traditional bullying, victims and bystanders can know who is a bully, what kind of bullying is, and what are the consequences. Thus, bullying can be restricted within perceptual ability. (Kasetchai Laeheem, 2013, pp. 5-6)

Nevertheless, due to technological and communication advancement, a new form of bullying so-called “cyberbullying” emerged, which is another problem occurring in the group of digital natives or people born or growing in the era of digital technology and get familiar with the use of a computer, digital devices, and the

internet (Mindshare, 2014). Normally, “cyberbullying” means aggressive behaviors of users of some kind of communication devices, i.e., smartphone, the internet, etc. Repeated bullying via digital technologies was posting or sending a message, still picture, or moving picture with violent content, gossips, rumors, etc., which cause mental illness or psychological trauma. (Smith, Mahdavi, Carvalho, Fisher, Russell, & Tippett, 2008, p. 376; Wittaya Damrongkiattisak, 2014b)

Cyberbullying has moved traditional bullying from the real world to the virtual world on communication devices. Especially, as the cyber world has real-time communication, so violence is increasing as people can bully anyone at any time anywhere. The sharing of what is happening is so rapid and widespread enormously. Therefore, the numbers of victims and perceivers are unlimited. Besides, victims may not even know who the bully is or why they become the bully’s target. (Hinduja & Patchin, 2020a, p. 3)

Owing to the increased use of new technologies, the rate of cyberbullying has been increasing as well. From the study of cyberbullying around the world, especially from the meta-analysis of previous studies in the U.S.A., United Kingdom, Turkey, the Netherlands, Canada, and the People’s Republic of China, teenagers were the groups that faced cyberbullying the most experiences of being bullied, ranging 20-40% (Tokunaga, 2010, p. 279). The phenomenon of cyberbullying, anticipated by several scholars, the advances in communication technologies brings about more opportunities and more risks to face problems, especially as a result of increased numbers of communication devices or the internet, social media, and increased expertise of users in information and communication technology. (Smith et al., 2008, p. 376; Walrave & Heirman, 2011, p. 62; Hinduja & Patchin, 2020a, p. 2)

“We Are Social,” a digital agency, and “Hootsuite,” a service provider of social media and marketing solutions, collected statistics of the use of digital media around the world, it was found that in 2018, there were more than four billion users or over half of the world population. Most of them used the internet via smartphone. Thailand was found as the top nation in which people spent time on the internet via electronic devices per day, on averagely 9 hours 38 minutes per day, and used the internet on smartphone the most as well, approximately almost 5 hours per day. More than 70% of Thai people used the internet and social media. The country in which

people used Facebook the most was India, while Thailand ranked the eighth; however, people in Bangkok also used Facebook the most in the world (Kemp, 2018).

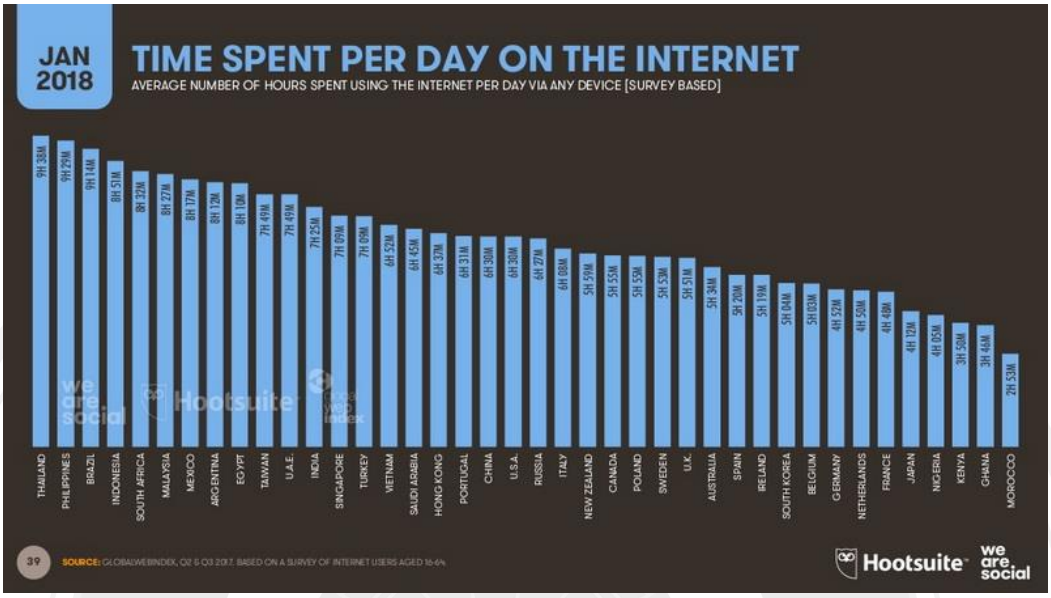

Figure 1.1 The Length of Time of Using the Internet Via Electronic Devices of Countries Around the World

Source: We Are Social Pte. Ltd. (2018).

Figure 1.2 The Overall Usage of Digital Media of Thai People

Source: We Are Social Pte. Ltd. (2018).

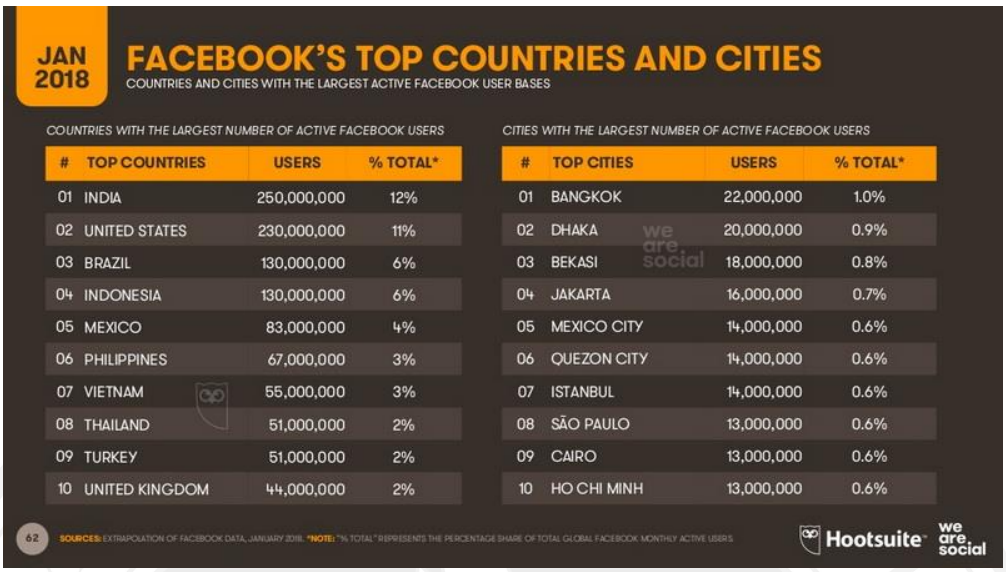

Figure 1.3 The Countries and Cities that Use Facebook the Most in the World
Source: We Are Social Pte. Ltd. (2018).

Besides, the survey of the use of information and communication technology of Thai people throughout the country of the National Statistical Office (2017) found that the central part, especially Bangkok had the highest number of users of computers, smartphones, and the internet in the country, followed by Nakhon Ratchasima in the northeastern part, Chiang Mai in the northern part, Songkhla in the southern part, Chonburi in the eastern part, and Kanchanaburi in the western part of the country.

Table 1.1 Regions and Provinces in Thailand in which Information and Communication Technologies are Used the Most

Region	Province	Population	Computer Users	Mobile Phone Users	The Internet Users
Central	Bangkok	8,143,829	4,006,681	7,610,131	6,064,929
Northeastern	Nakhon Ratchasima	2,330,984	630,510	1,954,478	1,176,308
Northern	Chiang Mai	1,617,290	524,634	1,366,076	845,240

Region	Province	Population	Computer Users	Mobile Phone Users	The Internet Users
Southern	Songkhla	1,418,784	518,718	1,265,240	906,514
Eastern	Chonburi	1,580,096	482,853	1,484,917	1,105,722
Western	Kanchanaburi	742,570	159,061	606,860	329,855

Source: National Statistical Office (2017).

The increased number of global digital-media users affects bullying situations in the cyber world in many countries. Cyberbullying Research Center (2016) found that 34% of the student samples encountered cyberbullying and 12% bullied others in the cyber world. In Canada, 1 of the 7 teenagers were victims of cyberbullying, while 1 of the 13 were bullies. (Beran, Mishna, McInroy, & Shariff, 2015, p. 207). Similarly, from the survey in Asia, 53% of Indian youths bullied others by some kind of cyberbullying at least once, while one-fourth of Malaysian youths experienced cyberbullying. (Telenor Group, 2016)

In Thailand, the studies of the Faculty of Medicine, Siriraj Hospital, specified that Thai kids were victims of cyberbullying four times more than Japanese or American kids (PPTV, 2017). From the survey of all regions, youths in the central and northern parts had higher cyberbullying frequencies than other regions. In the central part, more than 86% of students at the upper secondary education in Bangkok bullied others via cyber and more than 75% were bullied (Jittipan Kwamkanung, 2015, p. 77). In the north, a density of cyberbullying among the youth of almost 75% and of being cyberbullied almost 79%. (Wattanavadee Sriwattanapongse & Phimphaka Taninpong, 2015a), while youths in Chonburi had bullying behaviors and were victims of cyberbullying at a low to moderate level (Amornthip Amaraphibal, 2016, p. 59) For the youths in Yala, Pattani, and Narathiwat, 3-15% were cyberbullied. (Sittichai, 2014, p. 132)

Besides the relationship between the increased rate of digital media uses and cyberbullying, other causes were found. Cyberbullying Research Center of the U.S.A. collected data on the misconducts and misuse of technology and found that the nature

of the cyber world enables many users to feel free to express their opinions and makes them short of conscience in desirable socialization and responsibilities, including no awareness of unlawful act. (Krezeegamer, 2013) Moreover, it was found that the cause of cyberbullying of Thai youths was their previous experience of being bullied before, so a revengeful feeling incurred, leading to a sense of dislike, dissatisfaction, grievance, low self-esteem. Moreover, family, friends, games, and films were also related factors. (Nattharat Samoh, 2013, p. 86; Ruthaychonnee Sittichai & Tanyakorn Tudkuea, 2018, p. 94)

Dr. Jonathan B. Singer, an academician of Temple University, the U.S.A. who conducted a lot of research on cyberbullying states that a challenge nowadays is that cyberbullying becomes a cultural phenomenon that overtakes the development of the solutions to solve such a problem. Once a new technology emerges, a new form of cyberbullying will come with such a technology. (Tooley, 2020)

Cyberbullying has many forms, i.e., arguing with violent or vulgar words or flaming, slanders, gossips or humiliating (denigration), disguise or impersonation, threatening or harassment, etc. (Li, 2010, p. 373; Tooley, 2020; Wittaya Damrongkiattisak, 2015b) From the survey, American teenagers' cyberbullying found the most was the hurting post of the message, followed by denigration or releasing rumors (Hinduja & Patchin, 2016) For Thai youths, cyberbullying found the most was teasing and name-calling, followed by ignorance, no respect, hurting by rumors, humiliating by edited photos, and threatening (Dtac, 2017). Still, the patterns and channels of cyberbullying keep increasing endlessly along with the advancement of technology and communication. For instance, threatening with vulgar words or griefing is found in online games or the virtual world, including disseminating of unauthorized or unlawful sex photos (sexting), etc. (Slonje, Smith, & Frisen, 2013, p. 28)

Dr. Emma Short, a psychologist who researched with the National Centre for Cyber Bullying Research, U.K, expresses her idea that cyberbullying is very dangerous as it can lead to a victim's suicide. The most severe problem is the power in regulating bullies, who tend to threaten victims. On the other hand, people in society who can regulate this power to prevent cyberbullying also try to avoid

involving with the problem or ignore it, and this enhances the occurrences of cyberbullying. (Brown, 2014).

Besides cyberbullying someone personally, some cases may cover people involved in society, which often occur in the websites like Facebook, such as pages presenting news or issues paid high attention in society, entertaining content, etc. Something presented may be counted as cyberbullying sense to take someone's personal information, image, or video clips to post or disseminate without permission or authorization. Once such a message appears in the public, and perceivers may post some negative comments, criticism, or teasing, etc., what happens maybe both direct bullying and indirect bullying by pressing "like" or "share." These indirect acts also make cyberbullying widespread. If the majority of people in society perceive cyberbullying as a normal event, it may incur the value of using communication devices and digital technologies to hurt other people.

The case of Monica Lewinsky, an ex-trainee, who was in the news of having an affair with Bill Clinton, the former President of the U.S.A. portrays a kind of cyberbullying when one of her colleagues sneakily recorded Lewinsky's confession of having an affair with Bill Clinton. Such a voice clip was disclosed and became all over the news worldwide. ("Behind the White House," 2014). After 17 years passed by, Lewinsky gave a speech on the TEDActive2015 stage on the topic "The Price of Shame." She said that happening made her become a victim of the first cyberbullying of the world because of the violation of personal data and the dissemination of her dialogue via diverse media, especially social media, leading to a huge amount of violent opinion expressions. For instance, someone condemned her as "a tart or a whore," "slut," "bimbo," etc. Lewinsky further added that Professor Nicolaus Mills specified that the internet had created a culture of humiliation, or the preference to making people amused by others' misery (Ted, 2015; Willgress, 2015)

Some examples of cyberbullying in Thai society are an event happening around the mid of 2018, in which a sister of a grade 7 student posted content on a website that her sister had been bullied in the cyber world since grade 6 so severely that she had to transfer to a new school. Still, the bully and friends kept texting condemnation, threat, and impersonation for denigration, etc. Therefore, her family had to notify the police. However, after the news was publicized via mass media and

some Facebook page, a violent argument between the girl who was claimed to be a bully and the so-called victim's sister. The argument called attention to masses of social media users to follow the event. A lot of them who followed the incident posted to revile such a youth (bully), while she also posted to revile them back. ("Super vengeful, chatting and cursing," 2018)

Figure 1.4 An Example of Cyberbullying in Thailand
Source: "The vendetta doesn't stop," (2018).

Cyberbullying is an issue to which several parties are paying attention since the use of communication devices and the internet as a mediator can hurt other people without face-to-face interaction nor being at the same time and place. Cyberbullying can cause problems in both the real and cyber world and yield several negative impacts, i.e., psychological impact by making the bullied people irritated, bored, stressed, frightened, depressed, or even making them want to commit suicide. A bully tends to have low self-esteem, but in the case that he/she does not feel guilty, he/she tends to bully others repeatedly in the future. (Kowalski & Limber, 2013, p. 16; The National Crime Prevention Council [NCPC], n.d.b; "Almost half of Thai children," 2010; Pongkamon Surat, 2011)

Dr. Justin Patchin, Director of Cyberbullying Research Center, U.S.A. expresses his idea that from the studies, most children do not realize that their

bullying behaviors are harmful. Thus, parents and teachers should observe if there is any abnormal sign happening to a child or not, i.e., his/her behaviors of using communication devices, and changes in his or her social relationship expression, including in social media. They should have communication methods for making children trust. Mostly, when children have problems, they dare not to tell adults as they believe that it will make the situation worse. Besides, parents often forbid them from using communication devices instead of helping them to stop cyberbullying. (Mobistealth, 2013)

Assistant Professor Wimontip Musikaphan, a Thai scholar and lecturer of National Institute for Child and Family Development, Mahidol University, who studied on cyberbullying of Thai youths, views that cyberbullying is a silent threat among teenagers that should not be ignored. If society perceives it as normal, it will lead to the creation of a violent society and hence extend to another kind of crime. When being bullied, almost half of teenagers will choose to bully back; thus, it becomes a cycle of revenge. Besides, its impact will rather be a severe, especially psychological impact. (Digital Age, 2016; “Almost half of Thai children,” 2010)

Moreover, cyberbullying also affects learning performances, i.e., a lack of concentration, the receipt of disciplinary punishment, etc., and their ways of living in real life, i.e., their adaptability to society, interpersonal and group relationships, attitudes towards the use of violence in solving problems. Associate Professor Dr. Chanwit Pornnoppadon, the Head of Child and Youth Psychiatry, the Faculty of Medicine, Siriraj Hospital, states that when children are cyberbullied and not accepted by friends, they will feel lonely and alienated from society. They do not want to go to school, have no concentration, so their learning performances drop, while they are also depressed, drug-addicted, and may physically hurt themselves or commit suicide. In the U.S.A., European countries, and Japan, the rate of suicide caused by cyberbullying was found to be increased (PPTV, 2017)

One event caused by cyberbullying that paid high attention is the case of Amanda Todd, a Canadian female student, who was seduced by a man contacted on the internet to take off her clothes to show her breasts. The man recorded and blackmailed her by disseminating it on the internet. The image of Todd was transmitted widespread. When her friends saw it, they teased her and distanced

themselves from her. Todd had to move to a new school and accommodation. However, the same man created a fake Facebook and used Todd's name, including posting her naked image on the internet, which made her new classmates misunderstand her. Todd was depressed, drug-addicted, and tried to kill herself several times. After her survival, Tod found several hatred posts, and this made her want to commit suicide much more than before. Todd posted a video clip to tell about her misery on YouTube. After that, Todd killed herself again and died in 2012. (Minbanyen, 2015; Poramez Kumanboon, 2017)

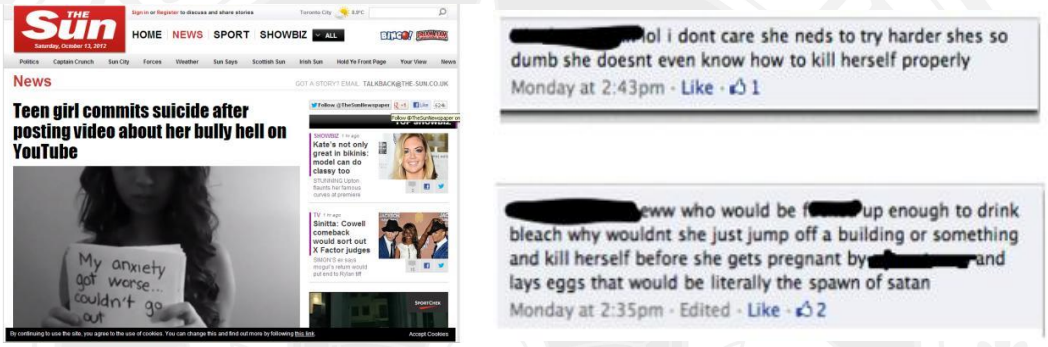

Figure 1.5 Amanda Todd, A Victim of Cyberbullying
Source: Vancouver Sun (2012); Anita' s Notebook (2014).

Hot news on cyberbullying in Asia is the case of Sasebo slashing in which a 12-year-old Japanese student called Natsumi (Alias) killed her classmate named Satomi Mitarai in 2004. Earlier, Mitarai posted a teasing on the Webboard with the word "heavy" or "fat." This dissatisfied Natsumi and both had a severe argument. Natsumi posted a statement that she would kill Mitarai. Then, later she slit Mitarai's throat with a cutter to death. After being arrested by the police, Natsumi confessed that she killed Mitarai because of her anger after being cyberbullied many times on the internet. ("Japan schoolgirl killer 'sorry', " 2004; TrueID, 2016)

Another news happening in Thailand is the case in 2016 where a female student in Songkhla Province posted the image of herself being hanged with some blaming statements about love on her Facebook. Other users shared the statements and her image widely on social media with a broad discussion about how to prepare to kill oneself. After the journalistic investigation, it was found that the girl had killed

herself and died after her posts. (“The true story of a high school,” 2016). Despite the ignorance, if provoking statements of condemnation is an aggravation or not, as shown in the cases in many countries, including in Thailand, it reflects the violence and severe impact caused by cyberbullying.

Youths are the transitional age in which individuals try to search for their real identity, while having a variety of interests, being prone to imitating people they like, and giving importance to friends. Therefore, social media is a very popular media among people of this age as they can express their opinion in a group and use media as a channel for their expression. When someone is interested in their expressions, they feel as being accepted by others. However, on the other hand, it can bring about other problems as well, i.e., addiction to social media, cyberbullying, etc. (Jamnian Saravarangkul & Pranee Chantapot, 2015, p. 9)

Cyberbullying now has crossed all geographic borders. The internet has created a world for people who can access communication devices and digital technologies, which is beneficial and can create opportunities for people. On the other hand, communication devices can be connected to the internet 24 hours all day; thus, it can put youths at the stake of being bullies in a cyber-world all the time. (Hinduja & Patchin, 2020a)

From analyzing studies on cyberbullying in Thailand, many disciplines have studied it: Statistical studies on the density of cyberbullying, social science and information management on the relationships between variables and cyberbullying, etc. However, there have been very few studies on cyberbullying in the field of communication; although, the occurring problems involve communication and digital technology greatly. As mentioned earlier, one factor causing the increased statistics of cyberbullying relates to the advancement of communication technologies, the increased number of digital and internet users, including knowledge and skills in information technology and communication. Accordingly, it facilitates the diversity of cyberbullying. Digital media thus plays a role in bringing both opportunities and risks. In negative ways, digital media is used to bully others improperly yielding to several kinds of impact. Besides, there are other factors relating to cyberbullying behaviors. Accordingly, the researcher perceives that there have not been studies on the preventive and corrective approaches to cope with cyberbullying through the

perspective of youths and experts. That is the reason behind this study, “Roles of Digital Media, Factors Affecting Cyberbullying Behaviors Among Thai Youths, and Preventive and Corrective Approaches”

1.2 Research Questions

1) What are the characteristics of Thai youths prone to be risky for bullying and being bullied?

2) What are cyberbullying behaviors of Thai youths?

3) What are the factors influencing cyberbullying of Thai youths?

4) How do Thai youths and experts perceive the roles of digital media on cyberbullying?

5) How do Thai youths and experts think about the preventive and corrective approaches or guidelines to deal with cyberbullying among Thai youths?

1.3 Research Objectives

1) To study the characteristics of Thai youths prone to be risky for bullying and being bullied.

2) To explore cyberbullying behaviors of Thai youths.

3) To investigate factors influencing cyberbullying of Thai youths.

4) To analyze the perception of Thai youths and experts of the roles of digital media on cyberbullying.

5) To examine the opinions of youths and experts about the preventive and corrective approaches or guidelines to deal with cyberbullying among Thai youths.

1.4 Research Hypothesis

1) Media Factors, psychological factors, and social factors are related to Thai youths’ cyberbullying behaviors.

2) Media Factors, psychological factors, and social factors can jointly predict Thai youths’ cyberbullying behaviors.

1.5 The Scope of the Study

The study is mixed-methods research of both quantitative and qualitative research.

1.5.1 Population Scope

The population was Thai youths aged 13-18 years old, who were studying in Bangkok and Chiang Mai Provinces and a group of experts with knowledge and experiences in cyberbullying.

1.5.2 Content Scope

1) Characteristics of Thai youths who are risky for bullying or being bullied, namely living condition, family upbringing, violence in the family, physical cyberbullying, self-value, self-confidence, self-esteem or self-satisfaction, internal locus of control, and grievance

2) Thai youths' cyberbullying covers behaviors of using communication devices and digital technologies, the status of cyberbullying, patterns of cyberbullying or being cyberbullied, communication channels, and types of social media used in cyberbullying, concerned parties, cause, duration, disclosure or concealment of self in cyberbullying, consultancy, impact, and level of cyberbullying or being cyberbullied.

3) Factors affecting Thai youths' cyberbullying, namely media factors, psychological factors, and social factors.

4) Opinions of Thai youths and groups of experts on the roles of digital media on cyberbullying.

5) Opinions of Thai youths and groups of experts on development guidelines for preventing and solving cyberbullying among Thai youths

1.5.3 The Scope of Space

The population was in Bangkok and Chiang Mai Provinces due to several reasons. From the survey of the National Statistical Office of Thailand (2017), it was found that Bangkok had the highest number of computers, mobile phones, and

internet users in the country and the central part. Besides, over 86% of youths in Bangkok cyberbullied others and over 75% were being cyberbullied. (Jittipan Kwamkanung, 2015, p. 77) Furthermore, it was found that Chiang Mai had the highest number of computer, mobile phones, and internet users in the northern part of the country (National Statistical Office of Thailand, 2017) and the density of youths' bullying was almost 75%, while their being cyberbullied was almost 79% (Wattanavadee Sriwattanapongse & Phimphaka Taninpong, 2015b). Remarkably, the statistics of cyberbullying of both provinces was higher than that of cyberbullying found in other regions and provinces. Namely, Chonburi of the central part had cyberbullying behaviors and were victims at a low to moderate level, (Amornthip Amaraphibal, 2016, p. 59) while 3-15% of youths in Pattani, Yala, and Narathiwat were cyberbullied. (Sittichai, 2014, p. 132)

1.5.4 Scope of Time

The time for collecting data for the study was from June 2018 to January 2019.

1.6 The Expected Benefits

1) Parents, teachers, and interested people can gain information about the use of digital media for cyberbullying, types of bullying and being bullied in the cyber world, and factors related to cyberbullying of Thai youths.

2) Thai youths can learn about the impact caused by cyberbullying and perform digital etiquette properly.

3) Parents, academic institutes, mass media, information service providers, and agencies related to children and youths, and agencies responsible for regulating the use of technology, including organizations paying attention to the aforementioned problem, have increased awareness and participate in preventing and solving cyberbullying increasingly.

4) Government and private agencies can apply the research findings as guidelines for media production, training, and providing knowledge or skills of using

digital media, digital literacy, communication skills, and management of cyberbullying problems in a course, curriculum, or any other forms of education.

1.7 Operational Definitions

1) Digital media means communication devices, i.e., computer, notebook, tablet, smartphone, including software programs and applications, such as internet, social media, used for communication between users towards two-way communication or interaction or in a group.

2) Cyberbullying means an intention to hurt or bully other people by using communication devices, either connected to or not connected to the internet, websites, applications, social media, online games by various ways, i.e., posting, sending, or sharing content with violent and vulgar language or flaming, gossips, denigration, doxing or impersonation, etc., which may cause a physical, psychological, and social impact on the victims, including being bullied repeatedly by others in the cyber world. Bullies may disclose or conceal themselves, and may or may not know the victims in the cyber world.

3) Cyberbullying patterns mean different ways of cyberbullying, i.e., flaming, trolling, denigration, exclusion, doxing, trickery, cyberstalking, etc.

4) Factors affecting cyberbullying means media factors, psychological factors, and social factors that are related to Thai youths' cyberbullying behaviors.

5) Roles of digital media means opinions on the roles of digital media, both positive and negative, which may be related to cyberbullying behaviors, i.e., its ability to be used easily anywhere at any time, to conceal oneself, to use impolite language as a normal situation, led to some misunderstanding and quarrels, to have perception of more severity than cyberbullying content itself, and to connect cyberbullying with bullying in the real world.

6) Thai youths mean students aged 13-18 years old, who were studying in Bangkok and Chiang Mai.

1.8 Research Conceptual Framework

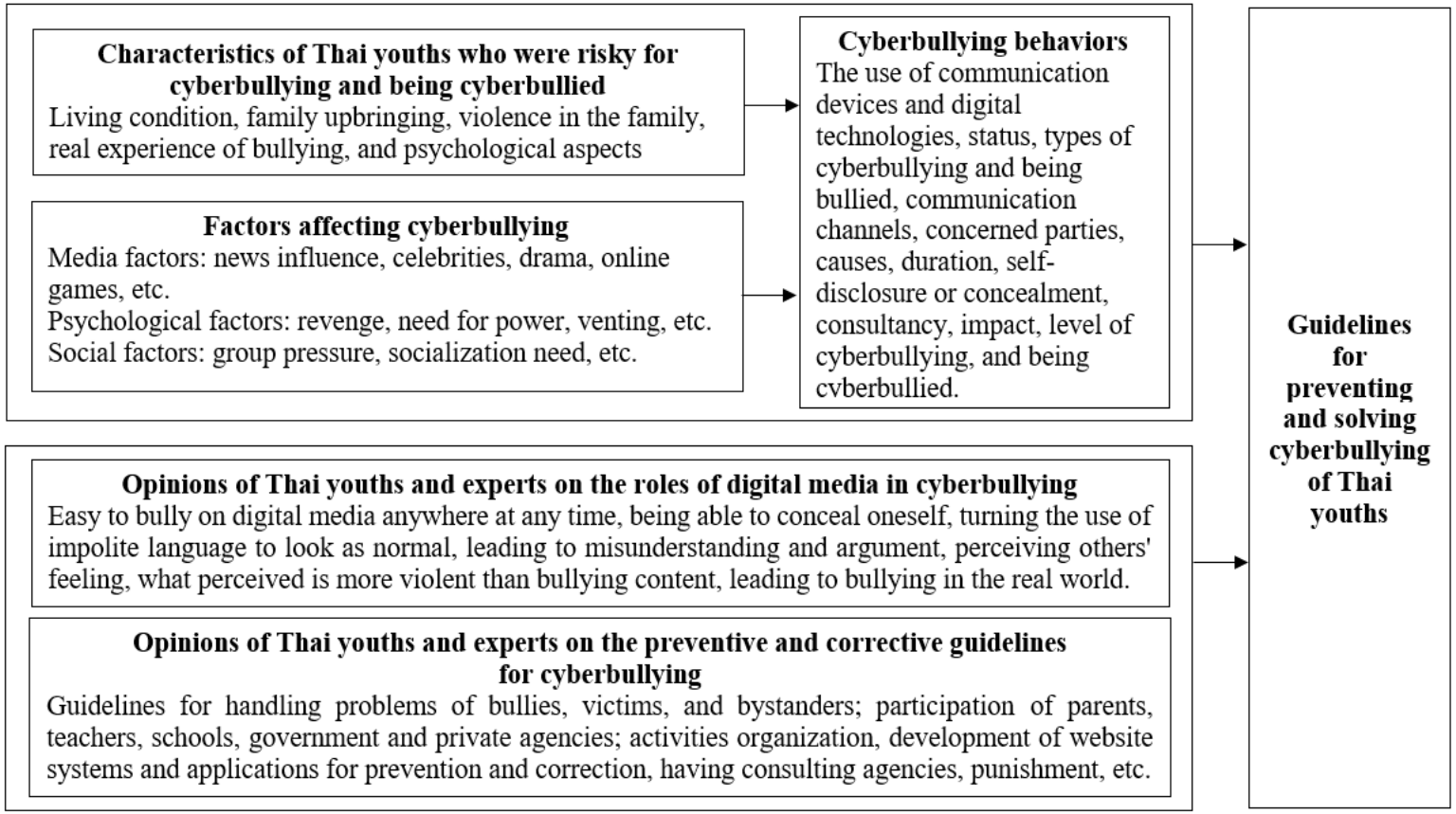

Figure 1.6 Research Conceptual Framework

CHAPTER 2

CONCEPTS, THEORIES, AND RELATED STUDIES

The study "Roles of Digital Media, Factors Affecting Cyberbullying Behaviors Among Thai Youths, and Preventive and Corrective Approaches," is based on the literature review of the following:

2.1 Concepts of Cyberbullying
2.2 Functionalism Theory
2.3 Uses and Gratification Theory
2.4 Technological Determinism Theory
2.5 Learning Theory
2.6 Concepts of the Impact of Digital Media
2.7 Concepts of Digital Literacy
2.8 Related Studies

2.1 Concepts of Cyberbullying

2.1.1 Definition of Cyberbullying

The term "cyberbullying" has been defined diversely from several perspectives and even at present, such a term has still been discussed about its definition since it is often compared with "bullying" by the traditional meaning. These two words possess some common characteristics, but on the other hand, they are quite different. From previous studies, the meaning of cyberbullying varies by the context of the study area. Some examples of the meanings of cyberbullying are as follows:

Hinduja and Patchin (2020a, p. 2) define "cyberbullying" as "willful and repeated harm to cause damage to others through the use of computers, mobile phones, and other electronic devices." Generally, it means an incident where adolescents use technologies for threatening, damaging, or harassing, i.e., texting to hurt or releasing some rumors to defame someone, creating a webpage, video, and

profile of a user on social media for retaliation, recording others' video without prior permission and disseminating to the general public for ranking, tagging, and expressing opinions, using an application to conceal oneself, and arguments, defamation, or harassment on the online gaming network.

The National Crime Prevention Council (n.d.d) defines "cyberbullying" as the use of the internet, mobile phone, game, or other technologies for posting some images or texting some messages to harm or harass others, i.e., to send an email or texting to hurt or threaten others, deceive someone to disclose personal information or embarrassing stories and transmit to others, release rumors via texts or online media, etc.

Slonje et al. (2013, pp. 26-27) explain that cyberbullying is defined by scholars based on the term "bullying," which means willful and repeated harm. Besides, it is difficult for victims to protect themselves from such harm. (Olweus, 1999, as cited in Slonje et al., 2013) Cyberbullying also involves imbalanced power and the exertion of power over others. (Rigby, 2002; Smith & Sharp, 1994, as cited in Slonje et al., 2013) From the study of Slonje et al. (2013) the definitions of the term have been discussed in two directions by scholars. The first argument is "repeated cyberbullying" does not mean direct repetition by a person, but it may be caused by words of mouth through the use of technology, i.e., disseminating to others. Thus, a person may cyberbully others only once but such cyberbullying may be repeated by others so victims are cyberbullied repeatedly. The question is if victims are not repeatedly cyberbullied, it will be called cyberbullying or not. Besides, regarding the imbalanced power, Olweus (1993, as cited in Slonje et al., 2013) explains that for traditional bullying, victims are physically and mentally vulnerable caused by the acceptance or rejection among friends. However, for cyberbullying, victims are not necessarily physically weak or inferior. It might be possible that imbalanced power leading to inequality is caused by two things: information technology competency and self-concealment. Therefore, Slonje et al. (2013) summarize that cyberbullying means the exertion of power to bully others via the use of information and communication technology (ICTs).

Thai scholars also define the meaning of cyberbullying diversely as follows:

Nattharat Samoh, Pimpawun Boonmongkon, Ojanen, Ronnapoom Samakkeekarom, and Guadamuz (2014, p. 359) specify the acts counted as cyberbullying from the youth's perspective depend on the intent of bullies and the relationship, including familiarity between bullies and victims. Cyberbullying is not necessarily repeated and cyberbullies do not necessarily have more power. Still, cyberbullying is an act that causes damage and annoyance to victims.

Wittaya Damrongkiattisak (2014b) defines cyber threat as the use of digital technology by posting statements, still and moving pictures, rumors, and gossips to harm, annoy, threaten, and abuse others intentionally and repeatedly with ill will to create hatred, defamation, or insulting of others.

Ruthaychonnee Sittichai (2017, p. 11) defines cyberbullying as "behaviors of threatening and violating others by gossips, slanders, libels, defamation, referring to others' names stealthily, revealing personal or confidential data of others, and deleting or blocking others from a group through electronic technology or modern communication, i.e., mobile phones, computer, the internet, applied programs, or software, and applications as a tool."

From the above definitions, it can be concluded that cyberbullying means bad intent of using communication devices to connect or not to connect with the internet or using applications to harm others in various ways, i.e., sending statements or texts to hurt others' feelings, releasing rumors, claiming to be others falsely, etc., which causes physical or psychological impact, and damages, etc., including repeated cyberbullying by others. Cyberbullies may unveil themselves or not, and may know or not know victims.

2.1.2 Differences between Bullying and Cyberbullying

Traditional bullying is a form of action or expression to let victims or victims' acquaintances see or perceive who is the actor or bully, by which way the bullying is done, and what kind of effect it yields to a victim. Perceivers are only those who are at a site or witness the incident. The patterns of bullying are physical bullying, verbal bullying, and social bullying, or can be direct or indirect bullying. (Wattanavadee Sriwatanponse & Phimphaka Taninpong, 2015a, p. 8)

On the other hand, cyberbullying is a type of bullying occurring in a changing period. It has some common characteristics as traditional bullying, namely repeated bullying and imbalanced power or the exertion of power over others. The comparison between traditional bullying and cyberbullying is illustrated in Table 2.1.

Table 2.1 Differences between Traditional Bullying and Cyberbullying

Traditional Bullying	**Cyberbullying**
- Mostly, face-to-face channel	- Through digital communication and technology via letters, symbols, images, videos, etc.
- Can find a secure place and avoid the incident	- Cannot feel secure and it is difficult to avoid
- Imbalanced power, mostly involving physical condition and/or superior psychological power in the real world	- Often involves the power of technology, the level of technological expertise, the nature of disseminated content, and victims have no power to resist against the power possession of the bullies
- Can identify bullies	- Bullies can conceal themselves or do not have victims know
- Can control others' perception	- perceived by lots of people, disseminated widely, and can be words of mouth in split second
- Repeated cyberbullying depends on the period	- Possibly depends on technology and the nature of the content. Repeated cyberbullying might not be the bullies' initial intent or behaviors, but by others who perceive the incident and participate in cyberbullying

Traditional Bullying	Cyberbullying
- Can observe reactions, i.e., facial expression, body movement of victims and perceivers of the incident	- It is difficult to analyze how victims and others will react
- Can observe possible impacts	- It is hard to perceive impacts
- Bullying behaviors may not be recorded; thus, it is hard to repeat	- Repeated incidents can be perceived until they are deleted. However, deleting content is difficult to do after the dissemination. Besides, cyberbullying can do 24 hours every day and all year without spatial limit. It is very easy for victims to bully back in the cyber world.

Source: Dooley, Pyzalski, and Cross (2009, p. 184); Smith, 2012, as cited in Slonje et al. (2013, pp. 28-29); Wattanavadee Sriwatanponse and Phimphaka Taninpong (2015a).

2.1.3 Characteristics of Children Prone to be Bullies

Children prone to be bullies have the following characteristics: (Greenbaum, 1988; Olweus, 1995, as cited in Kasetchai Laeheem, 2013, pp. 13-14)

1) Have an attitude that violence can solve problems. They may witness some violence of family members.

2) No empathy for others.

3) No forgiveness. When they are bullied, they feel angry and want to revenge.

4) No sense of guilt nor acceptance of a mistake despite being told that the deeds are bad or they are punished for doing so, but they still insist to do because they believe it is right to do.

5) No disciplines nor respects of rules and regulations. They like to show off as powerful leaders who can control others.

6) Be impetuous, and love challenges/ They dare to bully others without caring who victims are or if they will bully back.

7) Have low self-esteem and see themselves as worthless or unwanted by others; thus, they express themselves in a way that can call attention or sympathy from people nearly.

8) Be hot-tempered and easily irritated.

9) Lack of warmth and attention from their family. Thus, they develop aggressive behaviors, like quarrels, resist society, and have no self-pride. They may live in an authoritarian-or disciplinarian-parenting family. Parents often are dissatisfied with what they do and blame them so often that they have no self-confidence and have nothing good and are worthless. (Varaporn Tragoolsarid, 2000; Lakkana Sariwat, 2002)

2.1.4 Characteristics of Children Risky to be Bullied or Bullying Victims

Children risky to be bullied or bullying victims tend to have the following characteristics: (Olweus, 1995; Byrne, 1994; Marano, 1995, as cited in Kasetchai Laeheem, 2013, p. 14; Benjaporn Tuntasood, 2019, p. 18).

1) Have low social skills and cannot establish good relationships with others.

2) Have no communication skills and be introverted and quiet.

3) Have few close friends and like to stay alone or with a small group of friends.

4) Be weak, vulnerable, submissive, unexpressive/ unresponsive, and easily cry.

5) Feel inferior or have a deformed body.

6) No self-defense skills and do not know how to avoid bullying incidents nor find places to make themselves safe from being bullied.

2.1.5 Psychological Attributes and Bullying Behaviors

Bullying behaviors of some children are stimulated by a psychological condition. Thus, children with different psychological states will have different behaviors. Such psychological mechanisms are learned, assimilated, and accumulated from prior experiences (Kasetchai Laeheem, 2013). Normally, psychological attributes that are related to children's bullying behaviors are as follows:

1) Self-pride means positive or negative attitude towards oneself and self-assessment in terms of one's significance, competence, and usefulness for others, which leads to one's admiration, satisfaction, self-respect, and self-confidence. It is thus congruence between self-concept and ideal self. Therefore, if one feels oneself as worthless, one will have low self-esteem. On the contrary, if one feels oneself valuable and beneficial for others, one will have high self-pride. (Bandura, 1986; Rice 1996, as cited in Kasetchai Laeheem, 2013)

Children with high self-pride will see the value of themselves as they are. They will feel important, have a positive attitude towards themselves, feel secure, and are not sensitive to others' criticism, while accepting and being satisfied with what they are or have, including being able to establish good relationships with others. Contrarily, children with low self-pride will have no self-confidence, but have high anxiety and grievances, have a negative attitude towards themselves. They often feel that they are nobody, do not believe in their competence, dare not to express themselves, like to escape from problems, and cannot establish good relationships with others. On the other hand, they need love, acceptance, support, and empathy from society and surrounding people highly. (Kasetchai Laeheem, 2013).

2) Internal locus of control means one's belief that what happens to oneself, or what one receives, either success or failure, from one's act or competence, one can control it. Accordingly, children with a low internal locus of control tend to have more bullying behaviors than those with a high internal locus of control. (Kasetchai Laeheem, 2013)

3) Grievance means a psychological condition, feeling, or emotion as a consequence of unfulfilled needs as planned or wished due to some obstacles or barriers, which cause them dissatisfaction, irritation, anger, etc. A grievance may be caused by a physical or psychological condition, i.e., physical disparity, low intellectual level, no self-confidence, or by physical environment conditions, i.e., accommodation, family atmosphere, social and economic condition, and status (Kanlaya Wannakul & Apinjana Sakuntanakalap, 2001, p. 90; Lakkana Sariwat, 2002). At present, grievances may come from a lack of love, warmth, interpersonal relationships, and low perceived self-value, etc. (Lakkana Sariwat, 2002). When one

has grievances, one may behave oneself aggressively towards the cause or other compensations (Kanlaya Wannakul & Apinjana Sakuntanakalap, 2001, p. 91).

2.1.6 Motives and Causes of Cyberbullying

Motives mean some power inside a person that can stimulate and guide his or her behaviors towards a certain goal. Motivators are stimulating and guidance factors that cause some behaviors with aims. Motives can be divided by several criteria. One of them is the classification by main or major motives, which are two kinds, as follows:

"Intrinsic motives" are the state in which individuals need to act or learn something by themselves without being motivated by external stimulus, i.e., pride, happiness, self-value, etc. "Extrinsic motives" are a state in which individuals are aroused by an external stimulus to make them see the goal or their needs; thus, they will behave or express to achieve that goal or needs. (Jiraporn Tangkittipaporn, 2014)

From the studies of scholars, cyberbullying was found to be caused by both intrinsic and extrinsic motives. However, mostly, it tends to be caused more by intrinsic motives (Varjas, Talley, Meyers, Parris, & Cutts, 2010, p. 272). Generally, intrinsic and extrinsic motives, including causes of cyberbullying are as follows: (Varjas et al., 2010, pp. 270-272; Gordon, 2017; NCPC, n.d.a; Notar, Padgett, & Roden, 2013, p. 3; Mesch, 2009, as cited in Notar et al., 2013, p. 4; Joseph, 2018)

1) A shift of feeling caused by former cyberbullying. However, instead of bullying the one who used to bully them, they change to bully others to release their feeling.

2) A revenge. Children often want revenge because they think it is fair to respond so that the bully will know how they feel. Revenge is also an action for releasing their emotion and relaxation.

3) Boredom and needs for entertainment. Sometimes, bullies want to bully others because they have nothing to do or they do to create excitement for themselves, possibly because of no attention from their family. The internet is the source of this kind of entertainment and releasing emotion to get attention from others.

4) Incitement is another kind of motive that wants others to respond to their guidance, i.e., releasing negative rumors in the cyber world because of one's need to have people talk with.

5) Self-defense to avoid being victims. To survive being bullied, persons choose to bully others first. Besides, self-defense can be done by communicating their feeling and opinions.

6) Jealousy caused by dissatisfaction with the other party.

7) Needs to be accepted and get attention. Some bullies raise some issues so that they can get others' opinions.

8) Forming a new character is the motive of presenting one's identity in the cyber world that is different from their real self, i.e., looking good, or resistant against society.

9) Self-concealment and confidence that they will not be arrested. Such a belief enables people to express their opinions by concealing who they are.

10) Needs for power. Cyberbullying can reflect social status. Children who try to upgrade their social status or want to exert power will choose to cyberbully others to get attention. On the other hand, cyberbullying can also reduce the social status of others. Therefore, the goal is to increase power for themselves.

11) Pressure from friend groups. Sometimes, children cyberbully others so that they can belong to a group of friends or any group. These children will surrender to friends' pressure to gain acceptance and they feel anxious about their compatibility with the group more than the impact of cyberbullying on the internet.

12) The belief that victims should be punished. Cyberbullying often involves the social status and hierarchy of each person. For instance, a victim might be bullied by a person who wants him or her to have lower social status, etc.

13) A belief that everyone can cyberbully others. Such thought tends to make people bully others. Moreover, they may want to get along with others who also like to bully others regularly.

14) No attention from others. Most children believe that cyberbullying is not a serious issue since they do not feel the pain of others caused by their behaviors; thus, they do not feel sorry for doing so.

15) Relationship problems. Cyberbullying can be caused by relationship problems, i.e., jealousy, break-ups, impatience, and cyberbullying in a group.

16) Non-intention. Sometimes, cyberbullying may occur unintentionally. However, it is hard to distinguish if it is a joke or an intention.

17) No consequences after cyberbullying. When nothing happens as a consequence, bullies often feel that they must not be afraid of any physical response, i.e., being arrested or emotional response by victims.

18) No confrontation. Several bullies like to cyberbully others because they do not have to confront the other party or want to display their fear in front of others.

19) Differences between the bully and the victim or difference of goals, i.e., a victim has a negative reputation, bullies think the victim is on the side that causes their own negative effects.

In short, cyberbullying is caused by both intrinsic motives, depending on a bully's emotional state, and extrinsic motives that might depend on a victim's characteristics or situation. (Varjas et al., 2010, p. 272). Besides, there are supporting factors leading to cyberbullying influenced by people around, i.e., compliments or no compliment from friends, which might cause a bully to feel if what he /she does is right or wrong. (Slonje & Smith, 2008; Wang, Nansel, & Lannotti, 2011; Ortega, Elipe, Mora-Merchan, Calmaestra, & Vega, 2009, as cited in Ruthaychonnee Sittichai, 2017, p. 17)

2.1.7 Patterns of Cyberbullying

Cyberbullying can be in various forms or patterns. Some bullies may use more than one pattern. The patterns of cyberbullying are as follows: (Bullyink UK, n.d.; Kaspersky, n.d.; Kim (2013); Hinduja & Patchin, 2020b; Wittaya Damrongkiattisak, 2015a; Warat Karuchit, 2015, p. 39; Saranon Inthanon, 2020, p. 7)

1) The use of violent and aggressive language (Flaming), i.e., posting violent or vulgar statements to other people, chatrooms, or online groups. Typically, violence will increase if both parties counterattack.

2) Posting of inciting content (Trolling) to make others angry and discordant, Insulting or irritating victims so that victims will respond with violent words.

3) Disseminating untrue statements to create hatred and embarrassment (Denigration or Dissing). Besides, it covers the dissemination of fake news, rumors, gossips that make others damaged or embarrassed, the posting or sharing of images, video clips of the victims for insulting, humiliating; modifying others' image and posting it for bullying, including making others look like a clown.

4) Exclusion is a form of creating hatred, bias, and chasing others out of the group by deleting or blocking to join the group, i.e., chatrooms, applications, games, etc., or participating in online activities, which are considered as a kind of social bullying.

5) Disseminating others' data or secrets (Doxing) or revealing or forwarding personal data, confidential document, secrets, images, or videos to others.

6) Trickery or deceiving other people to disclose their information, personal stories, or secrets for forwarding to the public.

7) Fraping or claiming falsely to be another person, i.e., using the other's social media account for posting or forwarding content that causes harm or damage to make victims embarrassed.

8) Masquerading or creating a fake profile. A bully will hide his or her real self by using a fake online account to bully others or to disguise to be someone else to forward ill-will messages to victims.

9) Catfishing or identity theft by stealing the digital identity of others, especially images, or use a fraud profile to deceive others, especially to create adultery.

10) Harassment or violation of others' personal privacy via improper, rude, and insulting words, statements to create disturbance, fear, or harassment.

11) Sexting or sending or receiving images or clips related to sex without permission via mobile phone or the internet.

12) Cyberstalking is a transmission of messages or texts to violate, threaten, or harm others repeatedly, seriously, and violently, or following or

participating in online activities so much that it frightens victims or makes them anxious about their security.

13) Cyber-Baiting or incitement to cause discontentment for secretly taking a video clip. Mostly it is cyberbullying with some acquaintance. A bully intentionally provokes a victim to get bad moods and then takes a video to disseminate widely to make the victim ashamed.

14) Dogpiling is a kind of cyberbullying by several people to express their disagreement, criticism, insults, etc., aiming to attack the victim only.

2.1.8 The Observation of Warning Signs of Cyberbullies

Signs that might be observed on a child or youth who tends to cyberbully are as follows: (Hinduja & Patchin, 2018a; NCPC, n.d.b)

1) Change or close the screen/ hide or stop using communication devices when someone is near.

2) Use communication devices for a long time.

3) Feel sorry, be angry, or be too moody without using or under the supervision of using communication devices.

4) Laugh heavily while using a communication device without telling what he/she is laughing at.

5) Have secrets or avoid talking about what he/she is doing in the cyber world.

6) Shut himself/herself or isolate from other family members.

7) Use several online accounts without using one’s own.

8) Have behavioral problems increasingly and often be punished at school or other places.

9) Get too much attention or popularity in society.

10) Display neutral feeling or no sympathy with others.

11) Go out with bad guys.

12) Display a tendency towards violence.

13) Show off too much about his/her technology skills or competence

2.1.9 The Observation of Warning Signs of Cyberbullying Victims

Children who are victims of cyberbullying often do not tell about the cyberbullying they face to their teachers or parents because of shame or fear that they might be bullied more. They might be threatened not to tell others and be afraid to be teased as a snitch or be restricted from using communication devices. The warning signs can be displayed differently, but generally, they can be observed as follows: (Hinduja & Patchin, 2018a; NCPC, n.d.b; Dovi, 2020; Benjaporn Tuntasood, 2019, pp. 17-18)

1) Stop using communication devices.

2) Impatient, irritated, angry, shaking, or sad after using a mobile phone, the internet, or online games.

3) Avoid talking about the activity they are doing in the cyber world.

4) Shut-in, avoid going out of the house or joining a group, including isolating themselves from friends and family.

5) Change friends.

6) Avoid going to school and be absent in class frequently with lower learning performance.

7) Decreased interest in what they used to have.

8) Have physical sickness, i.e., stomach ache, headache, sleeping problems, nightmare, etc.

9) Changing eating and sleeping behaviors or habits.

10) Have mood swings, be irritated, angry, easily irritable, and aggressive.

11) Be anxious, stressed, and depressed.

12) Like to hurt themselves and often think that their life is meaningless or want to commit suicide.

2.1.10 The Impact of Cyberbullying

Cyberbullying can cause more impacts than other bullying and is connected to the real world. Children who are cyberbullying victims often face emotional or psychological impacts. They might feel depressed, sad, angry, irritable, anxious, afraid, inconfident, have low self-esteem, and have an idea of killing themselves.

Such psychological impacts can lead to physical sickness, i.e., headache, stomach ache, etc. Moreover, such children might have learning problems, avoid going to school because of their fear and they do not want to meet those who bully them, or feel ashamed because a lot of people know about what has happened to them. Accordingly, they want to separate from their friends or someone they know, which affects their development since it is the age at which acceptance from friends is very influential. To have no friends, they have more chances of being bullied increasingly. Moreover, it leads these children to have risky behaviors, i.e., taking drugs, using violence, committing crimes, etc. (Hinduja & Patchin, 2020a; Dovi, 2020; Benjaporn Tuntasood, 2019; Saranon Inthanon, 2020, pp. 10-11)

2.1.11 Prevention of Cyberbullying for Digital Media Users

Digital media users can protect themselves from cyberbullying in the following ways: (Hinduja & Patchin, 2018c; NCPC, n.d.c)

1) Digital media users should understand what cyberbullying means, where and how it takes place and should talk with friends about their experiences.

2) They should protect their password and personal data without telling others to know, even the closest friend. Once someone knows it, they should change it immediately.

3) Before posting or sending any sexy image of themselves, they should ask themselves if they want their parents, relatives, and other users around the world to see it or not. People who want to cause damage to them can use such an image to destroy them.

4) They should not open any statement sent by someone they do not know or people who tend to have frequent cyberbullying. Instead, they should delete it without reading it nor clicking any link from unknown people because there might be some virus designed for collecting the personal data of the users.

5) They should not save their password on the website for convenience, and they should not enter the system if they are away from their communication devices.

6) They should stop thinking before posting any content, other users may judge them from the content they post in the cyber world.

7) Digital users may create a club, campaign, or activities, i.e., a protest against cyberbullying, to tell friends and others that such an act is not proper, to create their awareness of the problems, and participate in preventing it.

8) Digital users should set their privacy and restrict access to their account by allowing friends only.

9) Digital users may use Google to search for their names. If they find their data might be used by others, they should take it out before it will become a problem.

10) They should deny participating with other cyberbullies.

2.1.12 Prevention of Cyberbullying by Parents

Parents can prevent cyberbullying that might occur to their children in the following ways: (Hinduja & Patchin, 2020a*;* Benjaporn Tuntasood, 2019; Thai Health Promotion Foundation, 2020, p. 22)

1) Before handing a mobile phone to their children, parents should teach them what kinds of risks they may face in the cyber world, i.e., to add new friends, post too personal information or image, etc.

2) Parents should teach their children how to set privacy in using social media, i.e., who can post with what kind of content, who can see our posts, etc., and warn them to be aware of using personal data when using public wifi because their data may be hacked.

3) Parents should teach their children to be cautious of sharing information on social media or to check-in in public places. They should not tell their address, telephone numbers, date of birth, etc.

4) Parents should tell their children not to stay logged in to communication devices or social media and not tell the password to others.

5) Parents should promote morality and desirable values about how to treat others with respect and dignity and how to have proper online behaviors like treating others in the real world, including thinking before posting and sympathizing with others.

6) Parents should teach their children to know about the Computer Act, and not to share or post any content while they are angry or emotional because

the information might be recorded by others to be digital footprint. Besides, they might have a chance to violate the laws.

7) Parents should teach their children about digital literacy, i.e., cyberbullying, problem prevention and management, online marketing, online gambling, etc., or teach by showing some examples of others' mistakes.

8) Parents should monitor the activities of their children in the cyber world, i.e., participating in using the internet or software, having some rules of not using digital technology too long, etc.

9) Parents should apply open communication to let their children be prepared and willing to approach them. Once parents know that their children face bad experiences in cyberbullying, they should make sure that after their children tell them about it, parents will help to manage problems rationally without making the situation worse.

2.1.13 Prevention of Cyberbullying in School

The prevention of cyberbullying in school can be done in several ways as follows: (Hinduja & Patchin, 2018a; NCPC, n.d.e)

1) Evaluate the situation and limit the scope of problems by collecting data from a survey and interviewing students for determining basic measures in the case of any cyberbullying, including providing knowledge for students and school personnel responsible for security in social media and the creative and effective use of the internet.

2) Create a good climate and environment in school and cultivate morality and mutual respect.

3) Identify clear regulations about how to use communication devices and have students accept the policy, which covers the violation and other technological problems. Boards and posters should be placed all through the school to remind students about the issues.

4) Notify about the agreement on cyberbullying in the handbook of school policies and enforce the measures of resisting against all kinds of cyberbullying by explaining clearly and giving some examples to make students understand what kind of behaviors are not appropriate.

5) Provide knowledge and prepare a program on cyberbullying: meaning, possible and sequential impact, and organize a discussion activity to create awareness among the youth, including inviting experts for lecture and discussing with students and school personnel, while sending such a message to get collaboration from parents and involved people.

6) Teach social skills, emotional management, and conflict resolution, for students to apply in their daily life.

7) Organize a place for students to reveal their problems or get encouragement from a consultant. It might be friend-to-friend, or the senior to junior to teach and share experiences.

8) Explain the school's prohibition of cyberbullying of all forms, covering cyberbullying outside school; otherwise, students will be punished.

9) A school should learn about warning signs to know that some students might be cyberbullied and find ways to assist them properly. Such knowledge should be given to teachers and school personnel, including what they should do to help students.

10) Consults with school lawyers before any cyberbullying will take place to cope with possible situations.

11) Have an expert in cyberbullying at school and let the expert disseminate the knowledge to all who are responsible for taking care of students.

12) Develop and support a health care network for consultation and a school should investigate if all involved know how to communicate with students.

13) A school may provide knowledge to parents on cyberbullying and some warning signs that can be observable, including how to communicate with their children. Parents may be invited to have a consultation at school.

14) A school must follow information about trends of the internet and the advancement of new technologies regularly.

2.1.14 Coping Methods when Digital Users Face Cyberbullying

If digital users are cyberbullied, they should do the following: (NCPC, n.d.c; Saranon Inthanon, 2020, p. 16)

1) Do not blame themselves but be aware that they should not be cyberbullied and deserve a respect.

2) Warn the bully to stop doing so.

3) Terminate communication with the bully by blocking ways of communication, i.e., terminating their friendship, blocking or denial of communication.

4) Ask for help, consult, or tell problems with someone they trust, i.e., friends, parents, teachers, etc.

5) Do not delete emails, texts, or content, but use them as evidence.

6) Record the incident, both texts and on-screen.

7) Do not forward any statement or text that helps to disseminate rumors of themselves or others.

8) Do not respond or revenge as it will cause more severity.

9) Report what happens to the system administrator. Many websites have a center for security help and are responsible for accepting reports on cyberbullying particularly.

2.1.15 Parents' Ways of Coping When Their Child Cyberbullies Others

When parents know that their child cyberbullies others, they should do the following: (Hinduja & Patchin, 2018e; Benjaporn Tuntasood, 2019)

1) Accept the fact that their child might involve with cyberbullying and should not view it as a trivial matter and let it pass by.

2) Ask their child and deal with the problem peacefully without violence. Do not judge their child, but focus on the behaviors, which is the problem they have to manage.

3) Find the cause and motivation, analyze, and understand why their child cyberbullies others, i.e., be stressed, used to be cyberbullied, etc. to solve the problem accurately.

4) Have open communication that encourages their child to tell them the problem. Parents should listen and understand the incident from their child's

perspective, including encouraging their child to use skills for solving his or her interpersonal relationship properly.

5) Investigate thoroughly how and through which channel their child cyberbullies others: website, applications, or communication devices. Such behaviors may be seen clearly or observable.

6) Explain to make their child understand how a victim feels and the violence of being bullied. They should cultivate their child to have empathy.

7) Teach their child about how to manage his/her emotion or anger, i.e., by deep breathing, revealing to someone he/she trusts, etc.

8) Teach their child to be responsible for what has happened, i.e., feeling guilty, apologizing to the victim, and being punished without using violence.

9) Make sure that their child cyberbullying is ended and will not occur again. Parents may randomly investigate their child's online activities via software or application installation on communication devices until the situation is normal.

10) Share their anxiety with other families to create a group culture that cyberbullying is an intolerable matter.

11) Study new technologies or websites used by their child and learn from which source they can get assistance.

2.1.16 Parents' Ways of Coping When Their Child is Cyberbullied

When parents know that their child is cyberbullied, they should do the following: (Hinduja & Patchin, 2018e; Benjaporn Tuntasood, 2019; Thai Health Promotion Foundation, 2020, p. 22).

1) Ask if their child still gets along with his/her friends well and observe for any sign or symptom indicating that he/she is cyberbullied.

2) If their child tells them, they should be calm and use no emotion, but listen and show their concern to help. Do not think that it is a small issue or blame their child for initiating the cyberbullying, while not defending the bully. Besides, they should admire their child that he/she is brave to tell about it. Parents should express their understanding and empathy.

3) Make their child feel safe through their verbal or nonverbal language and help him/her to stop such cyberbullying.

4) Help to fix the problem, i.e., blocking, deleting, and collecting evidence from the texts, records on-screen or chats, texts, images, video clips, and other content, for further investigation. Details of the place, frequencies, level of severity, participation of the third party or someone behind the scene should be noted.

5) Contact service providers of mobile phones, internets, websites, applications, or online games to report their child's cyberbullying incident.

6) Protect their child from being cyberbullied repeatedly through privacy and security setting on social media that their child uses regularly.

7) Cultivate their child to have self-confidence, learn to solve problems by himself/herself and be strong. They should warn their child not to pay too much attention to it; otherwise, the cyberbully will continue doing so.

8) Collaborate with the school by notifying the school to know about the incident.

9) Communicate with the bully's parents cautiously and try to avoid any negative response in the case that the other party does not accept the charge.

10) Take their child to see a psychiatrist, if necessary.

2.1.17 Teachers' Ways of Coping When Students Cyberbully others or are Cyberbullied

When teachers know that their students cyberbully others or are cyberbullied, they should do the following: (Hinduja & Patchin, 2018d; Benjaporn Tuntasood, 2019, pp. 128-132)

1) A school should investigate thoroughly about a cyberbullying incident.

2) In the case that a student is bullied, teachers should make the student feel safe and have someone to depend on. Teachers should listen to and talk with such a student to let release his /her grievance, including viewing the incident from the student's perspective with an understanding and empathy. Parents may be invited to acknowledge the problem and collaboratively solve the problem.

3) In the case that a student cyberbullies others, teachers should find ways to communicate with him/her to stop such actions. Teachers must find ways or create motivation for the student to adapt or alter his/her behaviors, while finding the cause, i.e., mental disorder, stress from his/her family, pressure from friends, etc. They should follow and make sure that no cyberbullying takes place again. In the case that parents are invited to school to acknowledge their child's behaviors, teachers should create an atmosphere that the purpose is to collaboratively solve the problem, not to blame someone.

4) Teachers should collaborate with parents not to accept any cyberbullying behaviors inside and outside school.

5) Teachers may keep screenshots, texts, or other content that indicate the severity of cyberbullying, which causes impacts on school as proof in the case of any student's punishment.

6) Teachers may ask for collaboration from service providers of mobile phones, websites, applications, or online games to take off improper content or use it as evidence.

7) Teachers should collaborate with concerned officers when there is any cyberbullying threatening students' security.

8) Teachers should establish a climate in class and school towards cybersecurity and encourage students to talk to teachers if they are bullied. Schools should cultivate empathy for students via games or simulations.

9) A School should have a teaching program on emotion management and problems-at-hand solving, under the cyberbullying circumstance, etc.

The above concepts of cyberbullying reflect that cyberbullying tends to be increasing due to the advancement and modern properties of diverse communication devices, technologies, and software. Thus, cyberbullying is much easier, more convenient, and rapid. On the other hand, cyberbullying is caused by digital users' psychological factors, i.e., low self-esteem, internal locus of control, grievance, including their intrinsic and extrinsic motives. At present, cyberbullying is in various forms, i.e., Flaming, trolling, doxing, fraping, denigration or dissing, etc. Moreover, cyberbullying may be caused by someone close to persons or strangers. The impacts of cyberbullying can be physical, psychological, social, etc. However, cyberbullying

can be prevented and corrected through the collaboration of digital users, parents, teachers, etc.

2.2 Functionalism Theory

The main concept of Functionalism Theory is to compare society with a human body. All the body is the whole system, comprising sub-systems or human organs, which are all kinds of institutions or so-called "social mechanisms," which work in harmony. If social institutions, i.e., family, religion, education, politics, health, etc. including communication, are functional, the overall society will go in a positive direction. On the contrary, if they are non-functional or dysfunctional, the whole society will collapse eventually. (Somsuk Hinwiman, 2014, p. 29)

2.2.1 Main Concepts of the Functionalist School

Merton (1967, as cited in Kanjana Kaewthep, 2014, pp. 38-39) develops a concept of Functionalism for explaining communication with three main concepts:

1) Functional unity of social system. Since the whole society has needs, its sub-systems, or social institutions, (i.e., family, religion, mass media) have to do something or some activities to respond to such needs. Thus, Functionalism Theory raises a question if it is true that unity is a basic need of every society and at which level of the unity a society needs for its survival since each society may require different levels of unity.

2) Functional universality of social items. At an early age, it is believed that each sub-system of a society has to perform functions beneficially for an integrated social system. However, Merton disagrees with such a belief. He states that the actual situation of all things in society, i.e., beliefs, thoughts, traditions, mass media, religions, families, etc. should be studied if they can function or be beneficial truly.

Basic propositions related to functions, according to Merton, are:

(1) Some social sub-systems may exist, but with dysfunction.

(2) Some social sub-systems may have manifest function or dysfunction, while some of them may have latent function or dysfunction.

Accordingly, the concept of functions of Merton is composed of four dimensions: manifest function, latent function, manifest dysfunction, and latent dysfunction, for individuals, groups of individuals, society, and culture.

3) Inpensability of functional items for the social system. Formerly, it was believed that if a society derives of some indispensable sub-systems, such a society will collapse, i.e., family institution. However, Merton views that it is incorrect since, without some sub-systems, a society can find other alternative sub-systems to replace them. Thus, Merton proposes a concept of "functional alternative" and "functional substitutes," for explaining the roles of mass media as an alternative or a substitute for other traditional sub-systems, i.e., religion, family, etc.

2.2.2 Concepts on "Function," "Non-Function," and "Dysfunction"

Kanjana Kaewthep (2014, p. 45) states that according to the concept of the Functionalism, power of media comes from its capability or benefits in responding to the needs of individuals, groups, and society. Therefore, to analyze by the concept of Functionalism, "needs" must be an additional factor, as illustrated in the following examples:

1) At an individual level, mass media helps to reduce an individual's anxiety.

2) At a group level, mass media can provide phenomenon explanations to a group.

3) At a societal level, mass media can distract the audience from the problem they are facing or make the whole society live happily.

Functionalism Theory focuses on the consequence after any behavior, such as after watching TV, viewers feel relaxed from their repeated problems and are ready to confront new stress. The question is whether the function of mass media is considered "beneficial" or not.

McQuail (1987, as cited in Kanjana Kaewthep, 2014, p. 46) extends the meaning of "function" used diversely in communication under different emphases, such as

1) Function as a "purpose," i.e., "What is the purpose of information provision?" Mostly, it is a purpose of a sender.

2) Function as a “consequence,” i.e., “what is the consequence after performing some behaviors?” Mostly, it is a consequence on a receiver.

3) Function as a “requirement,” i.e., when identifying the role of mass media in cultural conservation and inheritance, it often implies that mass media is required to perform such functions.

4) Function as an “expectation,” which is widely used, i.e., people expect mass media to be neutral, or not to take sides.

In parallel to the concept of “function,” if mass media can make individuals, groups, or society be able to adapt themselves to the new environment or threatening risks, it means mass media can respond to the system’s needs, which is considered as “functional.” On the contrary, if the presentation of mass media yields no consequence, it is considered as “non-functional,” but in many cases, mass media does not do its duties as it should be, so it is considered as “dysfunctional.” (Kanjana Kaewthep, 2014, p. 47)

2.2.3 Concepts of “Manifest Functions” and “Latent Functions”

Merton (1967, as cited in Kanjana Kaewthep, 2014, pp. 50-51) observed the functions of communication in many studies, many “manifest functions” were expected, but they turned out to be “latent functions.” Thus, from his observation, he proposes criteria for measuring these two kinds of functions, which are “intention” and “recognition” of participants in a communication context. “Manifest functions” are the consequences that a participant or communicator intends and recognizes beforehand, while “latent functions” are the consequences unintended or unrecognized by a participant or communicator.

In the studies of communication, if analyzed by the concept of manifest and latent functions based on a sender’s and a receiver’s intention and recognition, no functions may be found. However, if being asked what are the consequences of mass media, intended and recognized by communicators, they can reply that mass media helps in several functions, such as releasing stress, maintaining group cohesiveness, or facilitating an individual’s learning.

2.2.4 The Concept of Functional Alternatives or Functional Substitutes

When individuals, groups, or societies have some needs, there will be several institutions that can serve their needs. However, if the traditional institutions cannot respond to their needs, there will be other institutions replacing them, which are called “functional alternatives” or “functional substitutes.” Functional alternatives have been widely studied when modern mass media has replaced the old or traditional communication patterns. (Kanjana Kaewthep, 2014, p. 51).

2.2.5 Functions of Mass Media Concept of Lasswell and Wright

From the point of view of Lasswell (1960, as cited in Kanjana Kaewthep, 2014, pp. 41-42), the basic functions of mass media institutions are as follows:

1) Surveillance. Mass media plays a role in the surveillance and following all the happenings in society and reacting to those happening. Usually, all happenings are both good and bad, but most mass media should surveillance and report bad happenings, which deteriorate social stability largely.

2) Correlation. It is the additional function beyond simply reporting news by including interpretation, clarification, and suggestion so that every part of the social reach by mass media can understand and act harmoniously.

3) Cultural transmission. The function focuses on the creation of an entity over time since culture is a public treasure and legacy that has to be transmitted from one generation to the next generation. Mass media is thus assigned to have a function of protecting and maintaining social heritage as long as possible.

Later, Wright (1995, as cited in Kanjana Kaewthep, 2009, p. 198) added another function of mass media, namely entertainment.

Due to characteristics of digital media, which are easy to use and access, while providing an opportunity for everyone to be a sender. Thus, digital media is functional in the way that it creates equality and freedom of using media. On the other hand, it is also dysfunctional or malfunction since it induces the use of media in the wrong way or harmfully. (Kanjana Kaewthep & Nikhom Chaikhunpol, 2013, p. 154)

2.2.6 Roles of Digital Media in Learning and Creation of Positive Social Values

From the study of Thitinan B. Common (2013, pp. 121-129), it was found that digital media plays a role in Thai youths' learning and introducing both creative and negative social values. The examples of positive roles of digital media are:

1) Connect the relationship with friends and family, i.e., finding new friends, making the relationship more tightened than in the real world, using media to express love, care, and other feelings, which sometimes people dare not to say face-to-face or due to the space limit.

2) Make communication more convenient and quicker through a diversity of channels and support communication with others.

3) Create values of sharing and helping. Digital media leads to a sharing of information among users, in the form of texts, statements, voices, images, and motion pictures, which may involve people's daily life or other issues with a common interest. Sharing of information can be done on one's or others' profiles. Besides, information can be forwarded to many other people simultaneously.

4) Enhance values of expression and social learning. Digital media is a space in which values are created and enable users to express themselves in the virtual world more than in the real world. It also helps to release ideas, emotions, and feelings. Besides, in the virtual world, there is no hierarchy; therefore, it induces equality and enhances social learning through exchanges of ideas with others, which also helps to learn others' feedback or the acceptance of others.

2.2.7 Roles of digital Media in Learning and Creation of Negative Social Values

Thitinan B. Common (2013, pp. 130-136) also found that digital media plays a role in Thai youths' learning and introducing negative social values. The examples of negative roles of digital media are:

1) Create the value of imitation and following wrong trends, possibly because of social pressure that makes the youth not be themselves.

2) Create the value of improper calling for attention, i.e., posting images or statements to create currents, to make other people follow or press “like,” or to gain popularity for oneself, etc.

3) Create a negative personality, i.e., hot-tempered, violent emotion, and impatience.

4) Introduce the value of using short and compact words with grammatical errors. Besides, too short and brief communication may cause misunderstanding since it is communicated by letters, not face-to-face, or without seeing facial expression nor tone of voice. Thus, it is hard to know the genuine emotion of communicators, and wrong interpretations can lead to conflicts. Moreover, digital media creates values of releasing one’s emotion through rude language, which is a part of aggressive behaviors.

5) Create some hidden and dangerous values that might lead to social problems, i.e., seduction problems via digital media, etc.

From the above statements, Functionalism Theory views that communication is a sub-system of society. If communication is functional, society will be good, but if it is non-functional or dysfunctional, it will yield a negative impact on society. Typically, mass media has four main functions and roles. However, due to the advancement of information and communication technology, digital media is equipped with a diversity of functions with greater potential. Thus, it is a very significant media that have great roles on people and society. The roles or functions of digital media can be both creative and negative, i.e., correlation, opinion expression, expression via digital media, improper imitation, use of digital media for releasing one’s emotion, etc.

2.3 Uses and Gratification Theory

Uses and gratification emphasize the importance of receivers who can select using types of media and be exposed to content selectively to respond to their needs.

2.3.1 Needs of Using Media

McQuail, Blumler, and Brown (1972, as cited in Kanjana Kaewthep & Nikhom Chaikhunpol, 2013, p. 161; Peera Jirasophon, 2014, p. 86)

1) Diversion means the distraction from what creates stress in daily life or from problems. It is the need for releasing emotion and for entertainment.

2) Personal relationship. It is for social benefits, i.e., to use media as friends or as a channel for creating or connecting the relationship with others or to use information as topics for conversing with others.

3) Personal identity or individual psychology means to use media for determining a person's identity or psychological aspects. The received information, suggestions, guidelines, and ideas can reinforce some adhering values to make understanding of oneself or to search for facts, etc.

4) Surveillance means to follow information or search for information that may have an impact on oneself or to use the information for uses of other matters.

Katz, Gurevitch, and Haas (1973, as cited in Kanjana Kaewthep & Nikhom Chaikhunpol, 2013, pp. 161-162; Peera Jirasophon, 2014, pp. 86-87; Wittaya Damrongkiattisak, 2019) surveyed the needs of using media and summarized that media is used to respond to 5 social and psychological needs as follows:

1) Needs for information, knowledge, idea, understanding, and advice (cognitive needs)

2) Needs involving emotion, feeling, entertainment, and aesthetics (affective needs)

3) Needs related to oneself (personal integrative needs) It involves the creation of personal identity, confidence, credibility, security, maintenance or upgrading the status, lifestyle, etc.

4) Needs for social interaction and relationship with family, friends, and others, social benefits, and the creation of social cohesiveness (social integrative needs)

5) Needs for relaxation, escaping from pressure and problems in life by looking for entertainment media to release stress and emotion, etc. (tension release needs).

From the study on the use of computers and the internet, it was found that users had diverse needs, i.e., relaxation, entertainment, doing activities with friends, learning about oneself and others, killing time, social interaction, escaping from routines, etc. (Perse & Courtright, 1993; Perse & Dunn, 1995, as cited in Kanjana Kaewthep & Nikhom Chaikhunpol, 2013, p. 162; Peera Jirasophon, 2014, p. 87)

Uses and gratification theory indicates that receivers are active, who can select to perceive information and use media to respond to their needs and satisfaction. Due to individual differences, each individual has different needs and expectations from the use of media. The needs of using media are diverse, i.e., surveillance, social cohesiveness, entertainment, emotional release, etc.

2.4 Technological Determinism Theory

Theorists of Technological Determinism explain that among communication elements, communication channels are the most important element since they connect the relationship between a sender and a receiver. When there is a change in media, everything changes too, i.e., message, communicators, society. (Kanjana Kaewthep & Somsuk Hinwiman, 2008, p. 122)

The main assumption of the theory is an attempt to connect the potential of technology and communication in each era with the core structure of society. For instance, websites are media that play a major communication role in this era. By its nature, this type of media can both broadcast and non-broadcast, and is borderless. (Kamolrat Intaratat, 2014, p. 41)

2.4.1 Dimensions in Studying Communication Technological Determinism

The study of communication technological determinism composes of two main parts: (Kanjana Kaewthep & Somsuk Hinwiman, 2008, p. 128)

1) Form of media or the part in which content or message is contained, i.e., in the form of audio media, words, writing, letters, image, etc. Typically, in each communication, more than one form of media is used. Moreover, different forms of

media will determine media use and the signification of media or making sense of media differently.

2) Type of media. Different types of media can indicate the number and complexity of communicators.

2.4.2 The Concept of McLuhan and Technological Determinism Theory

McLuhan (1964, as cited in Kanjana Kaewthep, 2009, p. 109) focuses on the micro-analysis, namely human experiences. What McLuhan wants to acquire is the relationship between the transformation of media forms and human sensory experiences: seeing, hearing, touching, etc. in different times and places.

McLuhan believes that information and communication technology can make social change in the following way: (Wittaya Damrongkiattisak, 1999, p. 50; Kanjana Kaewthep & Somsuk Hinwiman, 2008, pp. 142-144; Kamolrat Intaratat, 2014, p. 42)

1) Information and communication technology helps human experiences to extend more broadly. Therefore, all kinds of media mean the extension of human sensory experiences, especially electronic media, such as communication through the internet, that creates the phenomenon of "a Global Village," which makes huge numbers of people can know all the happenings around the world very rapidly or simultaneously. Therefore, time or distance barriers are meaningless and cannot stop human experiences.

Holmes (2005, as cited in Kanjana Kaewthep & Nikhom Chaikhunpol, 2013, p. 107) later extends the concept of McLuhan, which believes that every media transformation will affect human sensory experiences. For Holmes, digital media does not affect only human sensory experiences, but it goes deeply to change an individual's identity or self because of the nature of digital media, i.e., anonymous, mediated, modified content by media users, etc.

2) Medium is the message. McLuhan does not give importance to the content transmitted by media but gives more importance to media forms. In other words, to transmit what kind of message is not so important as through which media or channel. McLuhan believes that the transformation of media can yield an impact on individuals and society. Regarding the concept of "the medium is the mass-age," McLuhan views that communication channels or media are what changes people's

perception of the world. What is predominant in each period is what influences the thought of people in such a period. Media is a major mechanism that determines communication approaches, guides socio-cultural systems, people's lifestyles, and directs individuals' thought, emotion, and expression, including an extension to cover at a group and organizational level in society.

3) Media innovation or information and communication technology can mobilize society towards changes constantly across time and space.

Technological Determinism Theory points out that communication technology can bring about changes that yield impacts at an individual and societal level. Thus, information and communication technology can determine and guide society.

2.5 Social Learning Theory

The learning of human behaviors is caused by the relationship between perceived stimulus through sensory organs and the response that can be either positive or negative reinforcement. However, human learning does not come from direct experiences only due to some limitations, but human beings can learn indirectly through some agents, i.e., mass media or other people through observation. (Peera Jirasophon, 2014, pp. 91-92)

2.5.1 Types of Social Learning

Bandura (1971, as cited in Orawan Pilunowad, 2003, p. 69) classifies social learning into two types:

1) Learning by response consequences is the learning based on direct experiences, and the instant behavioral patterns will be chosen to use while ineffective behaviors will be omitted or terminated.

2) Observation learning. Due to some limits of learning from direct experiences since what to be learned is more than the available time and occasion, or some actions or behaviors can yield some harms for self-learning.

2.5.2 Types of Modeling

The concept of modeling is based on the principle of learning from observation of others' behaviors and then following their behaviors. In psychology, there are two types of modeling:

1) Imitation is an expression in the form of direct action. It is external and peripheral modeling.

2) Identification is the modeling focusing on psychological aspects. People who follow have some needs to be like idols or prototypes and thus choose some characteristics of the idols or prototypes to develop to be their characteristics.

The influence of modeling at the imitation level is mild and superficial, unlike identification, which is more deeply rooted. (Kanjana Kaewthep, 2009, pp. 170-171)

Bandura believes that human beings can learn by observing others. Thus, modeling experiences are some particular ways of human transformation. Still, Bandura believes that modeling influences learning as much as direct experiences. (Wittaya Damrongkiattisak, 1999, p. 58)

2.5.3 Social Learning Via Media Representatives

Bandura (1971, as cited in Kanjana Kaewthep, 2009, p. 175) compiled how social learning occurs via mass media representatives and found three types:

1) Observation learning. Audiences exposed to all kinds of media will know new patterns of behaviors all the time from the presentation of media.

2) Inhibitory effects. To see idols or prototypes be punished because of some actions will decrease the modeling or imitation since learners feel they are being punished too.

3) Disinhibitory effects. Mass media can present some prototypes who are rewarded for their brave violation of the prescribed behaviors; thus, it can encourage viewers to perform such violating behaviors as well.

2.5.4 The Process of Social Learning

Social learning goes through 4 processes:

1) Attention processes involve two components: modeling stimuli and a receiver's personality. The stimuli perform as a model or prototype, which can be

classified into several levels depending on the strength of each motivation and the degree of a person's interest in such a thing.

2) Retention process is a process in which a receiver can selectively observe the message of the model, especially the model that can highly motivate a receiver, and then record such message into the receiver's memory through the creation of representational systems. Representational systems consist of sub-systems, i.e., a system for creating imagination or a recall of all concerned incidents images, etc. These representations help such a receiver to recall or retrieve it for use immediately when he/she faces a similar incident.

3) Motor reproduction process is the process of transforming symbolic representations in the memory to be an action considered as proper. Symbolic representations can be words, images, etc. Once, they are transformed to be actions, it will be easier for modeling or imitation.

4) Motivation processes. Since people cannot do all that they learned. Therefore, they tend to select to do what they think will be effective than to do what will yield negative consequences.

Learning is a social process that is crucial for human life since learning leads to attitudinal changes, which are the foundation to induce each person's behaviors and decision-making, including his/her adaptability to society and the general environment if what is learned is beneficial and complies with social norms. All human beings will start to learn since birth, therefore, it is essential to be aware of what they learn contradicts social norms, but such learning is embedded until it becomes a positive attitude towards it, such learning can be disadvantageous for themselves and society as a whole. (Orawan Pilunowad, 2003, pp. 69-70)

In short, according to learning theory, learning is a social process involving people's attitudes and behaviors, which can be learning from direct experiences and indirect learning from observation of others' behaviors and modeling or imitation. Besides, differences in the social and cultural background of each individual, including social contexts affect people's learning, attitude, and behaviors.

2.6 Concepts on the Digital Media Impact

2.6.1 Definition of Digital Media

For the present communication, digital media plays a very significant role and create a great impact on people's life and society. The meaning of digital media is diverse, as follows:

World Economic Forum (2016, p. 5) defines "digital media" as products and services that come from the media, entertainment, and information industry and its subsectors. It includes digital platforms (e.g. websites and applications), digitized content (e.g. text, audio, video, and images), and services (e.g. information, entertainment, and communication) that can be accessed and consumed through different digital devices.

New media is interactive, incorporates two-way communication, and involves some form of computing. Logan (2010, as cited in Neese, 2016) identifies digital media as very easily processed, stored, transformed, retrieved, hyper-linked and most of all, easily searched for and accessed. On the other hand, Manovich (2011, as cited in Neese, 2016) cites an example of digital media, namely websites as an interaction between human beings and computers, virtual world, virtual technology, multimedia, computerized games, and motion picture. In short, digital media can be communication devices, software, and communication networks for communication among users.

2.6.2 Characteristics of Digital Media

Scholars, both domestic and foreign, explain that computerized communication or internet communication comprising diverse properties. Some main characteristics of digital media related to cyberbullying were compiled in this study as follows: (Suler, 2005; Logan, 2010; Darin Sawadisevee, as cited in Kanjana Kaewthep & Nikhom Chaikhunpol, 2013; Thitinan B. Common, 2013)

1) Communication through digital media is two-way communication in which users are active and can highly respond to the content and senders.

2) Digital media is easily accessed and rapid.

3) Digital media is portable easily and conveniently.

4) Digital media provides users the independence of time and space. Communication can take place at all times and places. It can draw distant people to communicate to one another through common interesting topics, needs, or assistance. On the other hand, it can incur some problems, such as those with social resistance who may use digital media to commit crimes, steal personal data, and secretly take photos of others without permission, etc.

5) Digital media reduces human touch. Although, digital media can display facial expressions, gestures, voices, and images that affect people's behaviors and relationships. However, it also has some limits since mostly the communication is through letters and images rather than actual interactions.

6) Communication on digital media is through powerful statements in expressing users' feeling and creating relationships, i.e., via emails, chatrooms, instant messaging, blogs, etc. It is the media that is the most popular due to its convenience, low cost, and ability to display or perceive communicators' identity and thought.

7) Communication through digital media is multifaceted, i.e., letters, symbols, voice, still pictures, motion pictures, etc.

8) Digital media is the convergence of several media in one same device.

9) Digital media helps in increase alternatives and provides versatile uses.

10) Digital media promotes group formation and cyber collaboration, which enables users to establish relationships with strangers.

11) In a society of diversity, the use of digital media can make people know and contact a lot of people in a short time or simultaneously. From searching people of similar interest via websites, users may find friends, lovers, and adversaries.

12) Digital media provides flexible identities. Digital users have more alternatives in presenting their identity, i.e., presenting only partial identity, creating a pseudo-identity, concealing one's self, or changing their identity all the time, etc. Often, digital users can express their needs or emotion improperly or use digital media to reveal their problems, which they cannot talk to others in a face-to-face actual interaction.

13) It enhances changes in perception. From communication through emails, instant messaging, chats, etc., induces imagination that affects perception. Thus, digital users can transform their identity to be what they need or what they want others to see.

14) Digital media gives equal status in the cyber world. Mostly, everyone has equal opportunities for communication, no matter what kind of differences they are in the real world, i.e., status, position, race, sex, etc. Accordingly, the influence of digital users on others is determined by their communication skills, writing quality, quality of ideas, and technical knowledge.

15) Digital users can be both senders and receivers who can control the dissemination of information with no time and space limit and can stimulate other receivers to respond in various forms.

16) Digital media can lead to a reunion between a sender and receiver.

17) Digital users can record all information, i.e., emails, chats, voice, images, easily and conveniently. They can record, organize, modify, and delete what they do on digital media. On the other hand, since it can be tracked and recorded, users are also anxious or worried about communication through digital media as well.

18) Digital media provides temporary flexibility. Cyberspace can be a temporary space for communication, while software can be developed or changed all the time, so users can change people with whom users communicate at any time as well.

The increasing use of digital media is changing people's daily life. Digital media can yield several benefits for individuals and society in communication, creating social interaction, and creating communities across time, space, and social context. On the other hand, it also causes negative impacts. From the studies, when human beings used too much digital media, it affected their thinking patterns, behaviors, physical and mental health negatively. Moreover, the relationship created on digital media changes or replaces traditional relationships and interactions, namely from face-to-face communication to online communication. (World Economic Forum, 2016)

2.6.3 Forms of Communication Via Digital Media Causing a Negative Impact

Warat Karuchit (2015) identifies forms of digital communication that causes negative impact, but 8 of them are related to cyberbullying as follows:

1) Enticement, i.e., sexual seduction by a bully who uses fake data or deceives a victim to disclose personal data, such as ID numbers, passwords, etc., and uses such information for financial transaction cheat.

2) Improper content, i.e., sexting to harass victims; uses of vulgar and insulting language, or grammatical errors. Such content leads to a quarrel. The content may violate personal rights, i.e., disseminating personal data or images without permission. The content may create hatred, misunderstanding, insults, or debasement of others.

3) Cyberstalking or secretly following others' data, or cyber-baiting or irritating others towards anger, and then secretly taking a video clip.

4) Making others dissatisfied, i.e., interaction through social media may cause depression or jealousy (i.e., being denied, no contentment in life, addicted to pressing likes, etc.), including communication leading to violence, such as a quarrel on Facebook.

5) Making others misunderstand, i.e., using a victim's image.

6) Spending time in uncreative ways, i.e., addicted to social media or online games, etc., harms physical health.

7) Committing crimes or violating the Computer Act, i.e., catfishing or disguising to be other people or organization, or posting/tweets texts that cause an impact on others.

8) Improper behaviors, i.e., to selfie or show-off one's improper images, leading to criticism by people who see the content. It can cause mental problems, online arguments, disclosure of personal data or secrets, releasing some photos or clips for revenge, or forwarding filthy content.

2.6.4 Risks and Negative Impact of Digital Media

From the literature review, the use of digital media may cause risks and negative impacts in several ways: (Hatch, 2011, pp. 16-25; World Economic Forum, 2016, pp. 31-37)

1) Loss of privacy. Due to increasing communication through mobile phones, the internet, and social media, the issue of privacy is thus paid high attention, especially the youth. Some children are only 11 years old, but lie to be 13 years old so that they can use Facebook. Therefore, it is very risky for them, despite their concealment of personal data, to communicate with some strangers who are not their friends. It is not only on Facebook that they will face risks, but also other websites and social media. Children may not be aware of the danger to talk with a stranger or reveal their personal information, such as their email address, regular or daily activities, especially identifying the date, time, and place, etc. All of this personal data may be violated or harassed by others.

2) Online communities can use digital media with an ill will for propaganda or advertising and mobilize followers to help to disseminate their information. What to be disseminated can be good activities or harmful and nonsense content. Thus, services users, i.e., Google, YouTube, Facebook, and Twitter, improve their service continuously to create standards of online communities without accepting threats, violence, violent content, terrorist activities, or crimes.

3) Digital media can reduce working capabilities. Although digital technologies may help things to be much easier, i.e., less time, less communication and working problems, etc. However, on the other hand, this kind of connected communication can bring about chaos as well. Children or the youth who use social media or entertainment media too much can be confused, and could not control their time spending on media, which affects the development of their brains since they have to divide their time for many things. Therefore, they cannot do each thing fully; consequently, it affects their learning performance. Besides, although digital media helps them to access information more broadly, information may not all be credible; on the contrary, some information may be harmful to children and the youth.

4) The use of digital media can change users' social skills. To respond to others in the cyber world is unlike communication in the real world in which

communicators can see each other's facial expression, gesture, or behaviors, that help to increase more understanding. However, communication in the cyber world dilutes the traditional communication for connecting relationships. Communication through a mobile phone or the internet encourages people to hide behind the wall of the digital world. Users can talk to someone else in a way that they may not do in the real world, such as chats with others on dating sites, communication with bullies, etc.

5) The use of digital media can increase convenience for bullying, threatening, and defaming, including participating in the portrayal of improper behaviors to others, i.e., using words for creating hatred, agitation on the internet, and cyberbullying.

6) Too much use of digital media can increase the risks of being addicted to media consumption, which is harmful to users' physical and mental health, i.e., stress, privacy invasion, jealously, etc.

The above concepts on the impact of digital media illustrate characteristics of digital media, i.e., two-way communication, reduced human touch, changeable identity, etc. Furthermore, communication through diverse digital media may bring about risks or negative impacts, i.e. physical health problems, loss of privacy, threats, cyberbullying, etc.

2.7 The Concepts of Digital Literacy

The development of media, information processing, and digital technology during the past decades has led to the media convergence period, which affects changes in people's lifestyles, communication, and learning. Internet networks enhance the use of technology in the virtual world, which is communication in which people around the world can access media and obtain a huge amount of information rapidly. Therefore, digital literacy becomes one of the very essential skills of people in the 21st century. (Arphawan Sopontammarak, 2017)

2.7.1 Definitions of Digital Literacy

Western Sydney University (2017) defines digital literacy as essential skills people must have for continuing their lives, learning, and working in a society in

which communication and access to information are done through digital technology, such as the internet, social media, and mobile phone.

The development of analytical thinking skills is necessary when people have to confront a gigantic amount of information in various forms for their searching, screening, evaluating, and applying information, including creating information. All of these require thorough scrutiny.

Communication is also another major part of digital literacy, especially upon facing communication in a virtual context: opinion expression, questioning, paying respect, creating trust, etc. All of these communication situations in the virtual world are as important as actual communication in the real world. People still need skills to use technology for accessing, managing, and creating information ethically and sustainably. These skills need sequential and continual learning as new applications occur and have been updated all the time.

Digital literacy covers three domains: 1) the use means technical agility in using a computer, internet, and technology, 2) understanding means an ability to think, analyze, and evaluate digital media under different contexts for making decisions about behavioral expression, including the awareness of the technological impact that might affect people's perception, belief, feeling, and behavior, and 3) creation means the ability to generate content and communicate effectively through a diversity of digital media, including participating in efficient and responsible usage (National Science and Technology Development Agency, 2015)

In short, digital literacy means the ability to search, evaluate, prioritize, use, share, and generate content for using the internet and digital technology beneficially, securely, and responsibly. (Wittaya Damrongkiattisak, 2014a). Besides, digital literacy has to be developed consistently due to rapid technological changes.

2.7.2 Media and Information Literacy

Johnson (2015, as cited in Child and Youth Media Institute, 2017) identifies that digital users must have media and information literacy in seven issues:

1) Ethics and understanding of others' feelings so that users can share their decent instead of ill-will content.

2) Online security and personal data protection.

3) Awareness of product and service online advertising, terms, and guarantee, in terms of consumption.

4) Digital health, or spending appropriate time on online usage with good mental health, identity maintenance in the online world, and skills of preventing all risks.

5) Skills for searching and verifying the correctness and accuracy of the received information.

6) Participation in creative activities with the community, and understanding of how to use online channels for expressing opinions, participating in any campaign, and public activities.

7) Understanding of rights and copyrights, including learning to adapt and create new knowledge for being able to use additional technologies for searching information.

2.7.3 Digital Intelligence or Digital Quotient: DQ

Park (2016a) states that under the uncertainty in the digital era where there has been always drastic and rapid changes in the environment, the youth should have the following digital intelligence or digital quotient:

1) Digital identity or the skills in creating and managing their identity and reputation in the online world, both in the short and long term.

2) Digital use or skills in using digital devices and media towards utmost benefits, and creating a good balance between online and offline lives.

3) Digital safety means skills in managing risk in the online world, such as conducting cyberbullying, grooming, etc., including preventing risky content, i.e., violent, filthy, etc.

4) Digital security means an ability to investigate basically if one is facing some cyber threats, i.e., hacking, scams, malware, etc., including being able to prevent, avoid, and manage properly when being threatened or violated.

5) Digital emotional intelligence means skills in socializing in the online world, i.e. a display of empathy, condolence, etc. for connecting with others in the online world.

6) Digital communication means an ability to access, interact, and collaborate with others through the use of digital technology.

7) Digital rights mean an understanding of specific legal rights, i.e., privacy rights, intellectual property, freedom in expressing ideas, and the avoidance of creating hate speech.

8) Digital literacy means an ability to access, search for alternatives, evaluate, use, share, generate creative and systematic-thinking content.

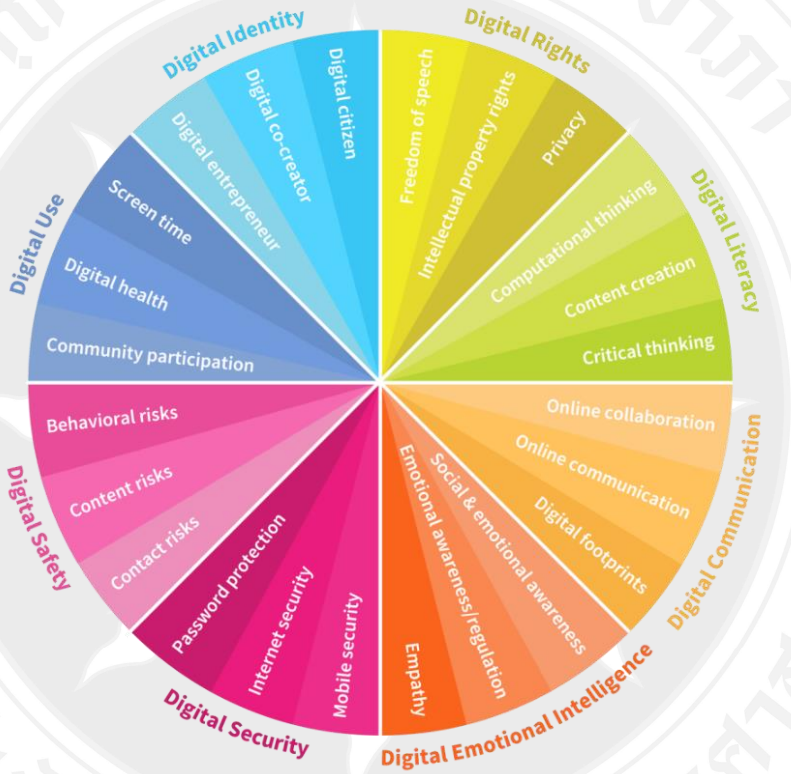

Figure 2.1 Digital Intelligence or Digital Quotient
Source: Park (2016a).

The development of these skills should be cultivated in each child, especially respect of others, empathy, discretion, wise and responsible use of technology since they are major characteristics of the youth towards being masters or leaders of using technology rather than being controlled by technology. (Park, 2016a)

2.7.4 Essential Digital Skills for Children

Park (2016b) states that Gen-Z is the group prone to cyber risks, i.e., technology-addicted, cyberbullying, cyber-deception, the absorbance of improper behaviors, from their interaction with others in the online world. Therefore, children should possess the following eight skills:

1) Digital citizen identity: skills in maintaining their good identity, or the ability to create and manage their good image in both the cyber and real world.

2) Screen time management: skills in allocating time on screen or the ability to manage their time on using digital devices, and control a good balance in the cyber world.

3) Cyberbullying management: skills in coping with cyberbullying or the ability to perceive and deal with cyber threats wisely.

4) Cybersecurity management: skills in keeping oneself safe in the cyber world or the ability to protect their personal information by creating a strong security system to prevent cyberattacks.

5) Privacy management: skills in keeping personal data or having consideration of how to manage their data, especially sharing information to protect theirs and others' privacy.

6) Critical thinking: skills in analytical thinking with discretion or good judgment, or the ability to distinguish between factual and fake information, useful and harmful content, and doubtful or trustworthy online contact information.

7) Digital footprints: skills in managing digital footprints, or the understanding of the nature of living in the digital world that something is always left behind and possible consequences so that they can take care of those things carefully and responsibly.

8) Digital empathy: skills or the ability to express their empathy and create a good relationship with others in the cyber world.

From the review of the concepts of digital literacy, digital literacy is one of the very important and essential skills for people in the 21st century, who must know how to use digital technology beneficially, securely, and responsibly. Therefore, the youth in this era must possess digital intelligence, digital capabilities, and digital skills, as

all digital citizens must develop themselves all the time to catch up with the rapid changes of technology.

2.8 Related Studies

Nattharat Sahmoh et al. (2014) studied "The Youth's Perceptions of Cyberbullying," aimed to explore the youth's perception towards cyberbullying in the dimension of its meaning, patterns, causes, impact, and corrective approaches. Data were collected from 136 adolescents aged 15-24 years old by a focus group interview and in-depth interview.

The study found that most adolescents defined cyberbullying as the use of mobile phones or the internet to harm others, which causes damage and annoyance to victims, depending on the intent of bullies and the relationship between bullies and victims. The patterns of cyberbullying perceived by the samples were flaming, harassment, fraping, and dogpiling. Causes of cyberbullying occurred from the anonymity, the ease and convenience in cyberbullying, and concurring consequences from the violence in the real world, such as prior dissatisfaction or accumulated violence. Cyberbullying was found to cause an effect at an individual level in emotional, mental, and physical health and a societal level in their relationship with others. Most of the samples handled cyberbullying by themselves or consulting with their friends, but not with their parents, and most of them perceived cyberbullying as a normal issue.

Wattanavadee Sriwattanaponse and Phimphaka Taninpong (2015b) studied "Electronic and Internet Media Effect to Cyberbullying Behavior of Students in Schools, Muang District, Chiang Mai Province," aimed to estimate the prevalence or density of bullying among students caused by electronic media and internet, including cyberbullying and to analyze the relationship between risky factors and the cyberbullying caused by electronic media and the internet influence. Descriptive statistical analysis was applied, with the Pearson's Chi-square test.

The study showed that the prevalence or density of the students' bullying influenced by the internet and cyberbullying was 74.64% and of being victims was 78.91%. The patterns of cyberbullying and being cyberbullied found the most were

taking photos for teasing friends, gossips in chatrooms, deleting or block other users, etc. Besides, the samples identified that they bullied their friends the most and bullied with other friends. The reason for cyberbullying was their previous quarrels or being provoked by the other party, etc. The risky factors towards cyberbullying were sex, devices for accessing the internet (mobile phone, desktop, and tablet), places used to access the internet (home, school, a friend's house), purposes of the use of the internet (fortune-telling, watching drama or series, watching movies, especially cartoons or dramas), and games students liked to play (i.e. RPG Simulation). Such risky factors were found to have a relationship with cyberbullying at a statistical significance level of 0.10

Ruthaychonnee Sittichai and Tanyakorn Tudkuea (2018) studied, "Cyberbullying Behaviors among Youth in the Three Southern Border Provinces," aimed to examine the youth's cyberbullying behaviors, causes, and management approaches. The samples were 27 cyberbullies and victims, from whom the data was collected by semi-structured interviews and focus group interview

The study found that most youths knew and understood cyberbullying very well, both from their direct experiences and from seeing others perform it as a normal issue. Five types of cyberbullying behaviors are found: 1) gossips or revilement, 2) defamation, 3) secret usage of others' name, 4) disclosure of others' data and 5) blocking or deleting others. Most youths preferred bullying the weaker, someone they dislike, friends, and both acquaintance and non-acquaintance through Facebook and Line the most. The mostly found cause was from a family's problems, i.e., children did not live with their parents, were raised without good care, got no love nor warmth from their family, were not well-nurtured or otherwise were brought up in a very disciplinary family, were controlled so much that they felt being forced, and faced violence in the family, etc. Games and movies they liked to play online were fighting and shooting games, action movies, or movies about wars with violent content. Other causes include technology that uses mobile phones and the internet all the time everywhere. The samples had grievances and low self-esteem caused by being bullied by friends and family problems, etc. The samples handled the cyberbullying incidents or when they were cyberbullied by keeping it secretly without revealing it to anyone the most, followed by deleting or blocking, counter-attacked or cyberbullying back

immediately, negotiation, patience, and termination of social networking. The method they would not do was to consult with their parents or relatives. Only some samples consulted with their close friends.

Tanyakorn Tudkuea and Malee Sabaiying (2017) studied “Patterns, Effects, and Coping with Cyber Bullying among Students of a College in the Southern Part of Thailand,” by collecting data from 21 students who used to be cyberbullied, directly and indirectly, aged 19-25 years old: 12 students by focus group interviews, divided into 3 groups with 3-5 interviewees in each group, and 9 students by in-depth interview.

The findings indicated that there were four types of cyberbullying found the most, namely Gossips, Flaming, Dissing or Denigration, Intimidation, and Sexual Harassment. Most of the samples were cyberbullied by friends through Facebook or Line the most. The impacts found were psychological impact, i.e., anger, grievance, stress, anxiety, shame, depression, etc.; and social impact, i.e., isolation and no sociability, etc. Seven ways for coping with cyberbullying were found: 1) negotiation, 2) counter-attack, 3) stop counter-attack, 4) no response, 5) deleting or blocking, 6) screening and 7) consultation with friends. Two ways were not chosen: 1) consultation with parents because of their fear of being scolded, while their parents could not help them, 2) legal prosecution as they were not confident if laws could solve the problem and they might get more physical, psychological, and social impacts, including being ashamed if more people knew about it.

Pongkamon Surat (2018) conducted qualitative research entitled, “Cyber Bullying in Socio-Cultural Dimensions: Case Study of Generation Z among Thai Youths,” aimed to study points of view of the youth who were cyberbullying victims, the values and lessons learned, a process of cyberbullying and related conditions, and preventive and corrective approaches. The study collected data from 8 Thai youths aged 19-24 years old, who used to be cyberbullying victims.

The results showed that most youths lived in families with no apparent attention so they felt that their parents did not love, understand, and try to communicate with them or feel attached to them so they felt lonely and turned to be in the online world to release their loneliness. The samples had risky behaviors, i.e., talking to strangers, revealing their passwords on mobile phones, or lending to their

friends without caution. The samples reflected their perspectives in individual or personal dimensions, i.e., violence from their experiences, age, and finance; social dimension, i.e., religion, culture, punishment, and social structure; and abstract dimension, i.e., spatial invasion and power exertion. The samples perceived the value of their experience in the way that it helped to change their behaviors, psychological state, maturity, and personality. The major lessons learned were "think before doing," "direct communication," "non-judgement of others' values," and "problem-solving with conscience." Besides, a process of cyberbullying found in the study consisted of three stages: 1) Before cyberbullying stage: some conflicts or discontentment occurred, and friends started to tease one another. 2) During cyberbullying stage: three sub-stages were found: 2.1 starting stage (the perception of some kinds of cyberbullying, i.e., flaming, denigration, fraping, cyberstalking, exclusion, doxing, etc.), 2.2 increased cyberbullyings (cyberbullying was extended, repeated, and yielded wider impact, leading to a cyberbullying cycle), and 2.3 resolution stage (victims could adjust themselves despite continuing cyberbullying, problems were solved and bullies ended their bullying, but in some cases, cyberbullying could get more violent, and 3) after the problem was solved, some cases found a new incident leading to cyberbullying again, some cases cyberbullying led to bullying in the real world, and some cases victims got depression. For preventive and corrective approaches, it was recommended that the youth be aware of cybersecurity by keeping their password confidential, protect their data on mobile phones, dare to communicate to keep their privacy right, respect differences in personalities and ideas among friends and others, and restrain or guard their action. For the youth's family, it was recommended that parents have positive communication to ensure their children that they have someone to depend on, to talk to, and to give them love and attention.

Saranon Inthanon and Palinee Sermsinsiri (2018) studied "The Study of How Youth Can Protect Themselves from Cyberbullying," aimed to study the patterns of cyberbullying, perception on the impact, and preventive approaches, by conducting a focus group interview with 7 adolescents aged 15-18 years old, who used to cyberbully others and to be cyberbullying victims.

The findings showed that the samples perceived and understood the meaning of cyberbullying, but the patterns of cyberbullying they experienced were 1)

exclusion, 2) flaming, 3) masquerading, 4) doxing, 5) harassment, 6) denigration, 7) trickery and 8) catfishing. Causes of cyberbullying were discontentment, quarrels in the real world, fun, love, misunderstanding, etc. The samples acknowledged that cyberbullying could cause some psychological impact on victims, i.e., being ashamed, angry, regretful, which could affect their relationships, lead to group conflicts, and isolation. On the other hand, some samples felt indifferent and perceived cyberbullying as nothing important. Most samples coped with the problem by themselves, i.e., strike back or no strike back, and clarifying or negotiating with the other party. Besides, the samples perceived that they should be responsible for themselves by thinking first before doing anything, respect others' rights, have empathy, and accept others' differences to decrease the problems. Furthermore, they suggested that schools should invite some guest speakers who are favored and accepted by teenagers to talk about the impact of cyberbullying, while the researcher recommended that academic institutes, families, government agencies, and the youth collaboratively prevent and correct problems, media literacy, especially online media, be provided, including the issues on the respect of others' rights and privacy. Government agencies should provide knowledge for parents and schools, i.e., the development of a program or curriculum, training for parents and teachers, etc.

Oranong Dejmanee, Amornruethai Phusanam, and Chonaphat Chuakrut (2020) studied "Patterns, Affect, and Management of Cyberbullying," aimed to explore the demographic aspects of Thai youths, patterns, impact, and how to cope with cyberbullying, by conducting quantitative research with 400 Thai youths in Bangkok aged 18-25 years old and qualitative research with 20 Thai youths of the same population.

The study found that most samples were graduate students with a bachelor's degree. The most found patterns of cyberbullying were quarrels on social media, denigration, and exclusion. The samples perceived that cyberbullying was the cause of the youth's depression and could make victims stressed, ashamed, irritated, inconfident, defamed, hated, isolated, avoid problems by being absent from school, have no learning concentration, get lower learning performance, and commit suicide. The ways to solve problems were no counterattack, letting the problem be resolved by itself, blocking, negotiation with the concerned parties, and strike back, etc. The

researchers recommended that users scrutinize before posting any content, conduct no criticism of others via online media. In the case that they witness any statements defame others, they should warn them. When they are bullied, they should consult with their parents, teachers, or relatives. For academic institutes, lessons on media literacy and cyberbullying should be developed, including ways of coping with it, activities for learning the impact. Besides, there should be a consultation center for victims. For government agencies, they should publicize the impact and provide guidelines for prevention, protection, and correction, including developing applications for appeals and consultation in parallel to the enforcement of laws to protect victims.

Anyamanee Lanak, Komsan Kiatrungrit, Sirichai Honsanguansri, and Wimonthip Musikaphan (2020) studied "Association Between Parental, Peer, and Teacher Attachment, and Cyberbullying," aimed to study the prevalence or density of cyberbullying behaviors and the relationship between the parental, peer, and teacher engagement and cyberbullying, by collecting data with survey questionnaires from 1,144 students of the lower or early secondary education.

The findings showed that more than half of the samples or 56.7% experienced cyberbully. 25.2% used to be victims, 7.2% bullies, and 24.4% were both bullies and victims. The methods of cyberbully victim mostly found were "flaming" the most, followed by "cyberstalking," "doxing," "harassment," "exclusion," etc. The samples used "flaming," for cyberbullying others the most, followed by "cyberstalking," "exclusion," "cyber-baiting," and "harassment," etc. Demographic variables, the use of the internet, and the engagement of parents, friends, and teachers were found to associate with cyberbullying. Male students with a lower level of education and using the internet frequently tended to be cyberbullies and victims more than other groups. Students having a high level of their parents' engagement tended to be victims less than other groups, while those having good engagement with teachers tended to be victims more. On the other hand, those with poor relationships with friends tended to be victims but were both cyberbullies and victims. The researchers recommended that the engagement of parents, teachers, and friends can help to solve problems. Therefore, parents should create good engagement, mindful communication, and surveillance of their children's use of the internet and making friends, including

developing their social skills and collaboration with teachers and school to assist their children. For teachers, it was recommended that teachers make students trust with effective communication to encourage students to approach them and schools organize activities for providing knowledge on bullying and cyberbullying.

COPAT, Department of Children and Youth, and Internet Foundation for Thai Development (2020) studied the situation of children and online risks by collecting data with online survey questionnaires from 14,945 students of secondary education, aged 12-14 years old, throughout the country.

The findings showed that 8% of the children used to cyberbully others, and 15% used to be cyberbullied. The victims were bullied by flaming the most, followed by denigration, exclusion, doxing, harassment, etc. When being cyberbullied, most samples did nothing, no strike back nor paying attention to it the most, followed by consulting with their parents or teachers for help, changing the privacy setting to accept only friends, blocking the bullies, etc. Besides, the persons the victims asked for assistance the most were themselves, followed by parents, family members, friends, teachers, etc.

Smith et al. (2008) studied "Cyberbullying: Its Nature and Impact in Secondary School Pupils," aimed to study cyberbullying inside and outside school, by survey research with English students aged 11-16 years old.

The study showed that cyberbullying occurred less frequently than traditional bullying in the real world and often took place outside school. The methods of cyberbullying found the most were through a phone call, sending a threatening message, and instant messaging. Causes were students' lack of confidence, needs to control others, avoidance of confrontation with another party, lack of empathy, amusement, etc. Most samples bullied victims of the same age. The bullies and victims might or might not know one another, or study in the same or different schools. The bullying took about one week or sometimes longer than that. Cyberbullying victims were found to associate with their use of the internet. Those using the internet for a longer time tended to be victims more. Most cyberbullying victims were also victims of traditional bullying. The impact found was fear, no friend or supporter, and the content of cyberbullying could stay longer so there would be a lot of people to perceive it so it was hard for victims to avoid it. Moreover, the

samples identified blocking the cyberbullying content and telling problems to others as the best corrective approaches. Still, many victims chose not to tell anyone about the problem they faced.

Stacey (2009) studied “Research into Cyberbullying: Student Perspectives on Cybersafe Learning Environments,” aimed to explore security problems, cyberbullying, and coping methods, by a focus group interview with 74 students aged 10-17 years old who were studying in Australia.

The findings showed that cyberbullying often occurred in an environment that was far from adults’ surveillance. The cyberbullying patterns found were flaming, denigration, catfishing, harassment, etc. The samples aged 13-15 were affected the most, but they did not want to reveal the problems to their teachers or parents because their parents or teachers might limit their use of communication devices or technologies, while adults could not help them to solve problems effectively. Consequently, the problems occurring among the samples and their friends might get worse. Therefore, the samples preferred solving problems by themselves or consulting with friends rather than adults. Moreover, the samples suggested that knowledge on cyberbullying be provided for both adults and students, including having an agency providing consultation and advice for victims.

Li (2010) studied “Cyberbullying in High Schools: A Study of Students’ Behaviors and Beliefs about This New Phenomenon,” aimed to explore beliefs and behaviors related to cyberbullying with 269 students of grade 7-12 from five schools in Canada.

The samples perceived that 63.9% of the cyberbullying was caused by amusement, followed by insecurity 46.2%, anger 45.1%, jealousy, and family problems 44.9%, and a show-off 20.5% respectively. Regarding the samples’ response to cyberbullying, 26.8% of the samples perceived it as not a big problem, followed by the belief that people had to be able to live with it (26.4%), sorrow to be bullied (24.5%), and no comment (22.3%). After being cyberbullied, 42.5% of the samples replied that they would not do anything, 40.9% avoided cyberbullying by leaving the group, only one out of ten students told their adults. Moreover, 70.2% witnessed or were bystanders but did not do anything, 35.1% tried to help or accompany victims, and only 8.6% wanted to resist others, but not bullies. The

reasons why bystanders did not report the cyberbullying incidents were the belief that schools could not stop cyberbullying problems (47.5%), followed by the belief that cyberbullying was not a big issue (44.4%) and the belief that they might get into trouble; although, they were not perpetrators (17.6). The researchers recommended that schools have policies and programs for protesting against bullying and cyberbullying, provide knowledge about responsible use of technology, organize activities for practicing problem-solving skills for students, encouraging students to be able to report incidents and suggest through diverse channels easily without identifying themselves (i.e., through telephone, email, website links, text boxes, etc.), providing knowledge to school personnel and parents about cyberbullying, including guidelines for coping the problems and technology literacy, etc.

Monks, Mahdavi, and Rix (2016) studied "The Emergence of Cyberbullying in Childhood: Parent and Teacher Perspectives," aimed to explore cyberbullying, characteristics of cyberbullies and victims, impacts, and roles of adults related to the problems. Focus group interviews were conducted with parents, teachers, and teaching assistants of students of primary education in the southeastern and northern parts of the United Kingdom, a total of 41 samples.

The study found that cyberbullying was related to children's ability in digital literacy, computer skills, accessibility to information and communication technology, and communication methods. Motivations that led children to cyberbully others were their jealousy, no happiness so they wanted to do it to feel better, bullies' needs of exerting power to frighten others, ease of concealing oneself, and experiences of violence in family, including peer pressure and having the seniors as prototypes. The patterns of cyberbullying found were sending bullying messages through mobile phone, email, chatrooms, and instant messaging, attacking others and taking clips for dissemination for fun. Mostly the bullies and victims knew each other, studying in the same year, and often were friends. Generally, the victims would not strike back or possessed low information and communication skills. The impact was causing victims bad mood. Besides, due to the long persistence of cyberbullying content, a lot of people perceived it so victims often got severe impact or long-time impact, which affected victims' personalities. Victims were recommended to keep evidence for identifying the bully. Moreover, the samples viewed that children became victims

because of their lack of knowledge and understanding of what might occur from the use of the internet and the tendency of being a bully was connected with the access and surveillance of adults; therefore, the ability to use information and communication technology, including media literacy, which is essential for children.

Gualdo, Arnaiz-Sánchez, Cerezo, and Prodócimo (2018) studied "Teachers' and Students' Perception about Cyberbullying. Intervention Strategies in Primary and Secondary Education" aimed to study a gap of understanding about causes of cyberbullying from the perspective of teachers and students of the primary and secondary education, intervention and coping strategies, by survey questionnaires with 1,704 students aged 12-16 years old, and 238 teachers in Murcia Region, Spain.

The findings showed that teachers agreed that causes of cyberbullying were the bullies' fault (44.1%), imbalanced power between a cyberbully and victim (33.7%), bullies' amusement (22.6%), etc., while students who used to cyberbully others perceived that the reasons for cyberbullying were to take a revenge or counter-attack the other party, victims' weakness, and the bullies' amusement, etc. From the point of view of students of secondary education who used to be victims perceived that the cause was that the bullies felt that they had power over the other person and because of their amusement. On the other hand, students of primary education who used to be victims perceived that the cause of cyberbullying was revenge. Regarding intervention strategies, teachers strongly agreed that teachers and students should collaborate (59.7%), schools should have punishment measures (59.3%), students should be trained how to negotiate (45.9%), etc. For the coping strategies, teachers used communication strategies highly, i.e., reporting the incidents to executives consistently (73.9%), notifying incidents to advisory board consistently (49.2%), always communicating with students' families (48.1%), and talking with concerned parties in cyberbullying, i.e., victims (47.1%), the bullies (39.5%). The coping way teachers never executed was to contact the police, etc. For students, avoiding the bullies was the most coping strategy (13.5%), followed by notifying the police (10.6%). Positive coping strategies of students were to notify the police (19.8%), assist or protect victims (18.7%), communicate with bullies (16.3%), keep the incident confidential (15.7%), no strike back (10.9%), restrain the access to

technology (10.1%), use technology beneficially (4.5%) report incidents to social media service providers (3.0%), and record chats (0.9%). For strategies for asking for help, most students told their parents (41.4%), talked to trustworthy adults (36.1%), teachers (11.5%), friends (2.3%), and school consultants (0.2%). Negative coping strategies were to strike back (69.0%), punish bullies (33.8%), hurt bullies (30.4%), exclude bullies from the group (0.6%). Passive strategies were avoiding strangers (46.4%), restrain the use of technology (28.8%), no care of bullies (23.5%), support rules and requirements about the protest against cyberbullying (13.5%) do nothing (11.4%), and check mobile phone and computer (10.3%) respectively.

Matos, Vieira, Amado, Pessoa, and Martins (2018) studied "Cyberbullying in Portuguese Schools: Prevalence and Characteristics," aimed to 1) study the prevalence or density of cyberbullying and victims, including the association with sex and age, 2) to analyze the prevalence and types of cyberbullying, media used, and patterns of cyberbullying, 3) to investigate if victims knew the cyberbullies or not, and 4) to analyze strategies for coping with cyberbullying of the victims. Questionnaires were collected from 3,525 students in grades, 6, 8, and 11 of 23 schools in Portugal.

The study found that 7.6% of the samples used to be cyberbullied and 3.9% used to cyberbully others. Female students and students of older age were more victims. Cyberbullying and being cyberbullied occurred the most on websites, YouTube, and Facebook, followed by sending messages, phone call, chat rooms, etc. Types of cyberbullying found the most were sent a message to make fun of people (66.4%), followed by flaming (45.5%), exclusion (36.0%), and denigration (25.6%), while the patterns of being cyberbullied found the most were flaming (71.8%), followed by denigration (63.5), sent a message to make fun of people (58.1%), doxing (39.8%), etc. The samples identified that the bullies were their classmates the most (39.3%), non-classmates (33.8%), and unknown (26.8%). After being cyberbullied, the samples had diverse ways of coping with cyberbullying, i.e., blocking or exclusion, changing personal data, etc. Active preventive approaches were to talk with the bullies, be more cautious, search for social support from friends, family, or teachers. Generally, victims told problems to their friends more than to adults. The passive coping way was "taking no action and crying." Besides, the samples

perceived that victims should ask assistance from their family the most (89.7%), followed by teachers (51.0%), and policemen (49.3%), etc.

Cyberbullying Research Center (2019) surveyed cyberbullying in 2019 by collecting data from 4,972 students of secondary education aged between 12-17 years old in the U.S.A. and found that 36.5% used to be cyberbullied. Regarding the most recent experience and types of cyberbullying the samples found, 30.1% identified that they were cyberbullied one or more than one type of cyberbullying at least twice or more. Most of the samples were cyberbullied by flaming the most (24.9%), denigration (22.2%), threatened to hurt through mobile phone text message (12.2%). On the other hand, 10.7% used to cyberbully others and the types of cyberbullying, they used the most were flaming (9.3%), denigration (6.9%), threatened to hurt (4.5%), posted a hurtful picture (4.4%), etc.

The researcher synthesized related studies on cyberbullying behaviors and found that Thai youths understood, but perceived that cyberbullying was normal. The types of cyberbullying found frequently were flaming, denigration, doxing, fraping, masquerading, exclusion, harassment, etc. Most of the involved parties were friends. Cyberbullying was often caused by discontentment or previous quarrels, being amidst a violent environment for a long time, the anonymity on cyberspace, ease, and convenience of using digital media. Factors affecting cyberbullying were sex, family, the influence of friends, games, films, and the use of the internet. Cyberbullying often caused a psychological impact. When problems occurred, most Thai youths kept silent or consulted problems with friends more than parents and teachers. The coping methods were both strikes back and non-strike back. Preventive approaches were to create engagement in the family, provide knowledge on cyberbullying and media literacy, and to scrutiny before posting any content, etc.

Regarding the synthesis of the overseas previous studies related to cyberbullying behaviors, the types of cyberbullying were very similar to those found in the studies in Thailand, i.e., flaming, denigration, exclusion, harassment, etc. Mostly, both a cyberbully and victim knew each other in the real-life and learned in the same school. The causes found were amusement, jealousy, revenge, needs for power, and family problems. The impact from cyberbullying mostly found was a psychological impact and the difficulty to control the disseminating content, which

might cause victims more impact. For coping strategies, most children viewed that they should block or exclude bullies from communication. When children faced problems, they tended to consult with friends, rather than their parents or teachers because of their fear that they might be forbidden using digital technology and adults might not be able to solve problems for them. For preventive approaches, it was recommended that knowledge on cyberbullying, the use of information and communication technology, and digital literacy be provided for children, school personnel, and parents.

CHAPTER 3

RESEARCH METHODOLOGY

The study "Roles of Digital Media, Factors Affecting Cyberbullying Behaviors Among Thai Youths, and Preventive and Corrective Approaches," is mixed-method research, comprising quantitative and qualitative research, with the following methodology:

3.1 Scope of Study Places

The places for conducting the research are Bangkok and Chiang Mai. From the statistics of the National Statistical Office (2017), Bangkok is the province where there was the highest number of computers, mobile phones, and internet users of the central region and the whole nation. Besides, over 86% of the youth in Bangkok used to cyberbully others and over 75% were cyberbullied (Jittipan Kawmkanung, 2015, p. 77). On the other hand, Chiang Mai had the highest number of computer, mobile, and internet users in the northern part of the country (National Statistical Office, 2017), while having a density of cyberbullying among the youth of almost 75% and of being cyberbullied almost 79%. (Wattanavadee Sriwatanpongse & Phimphaka Tninpong, 2015b). Moreover, the statistics of cyberbullying in both provinces were higher than those of other provinces in other regions. To illustrate this, Chonburi in the eastern part had the cyberbullies and victims at a low to moderate level (Armorntip Amaraphibal, 2016, p. 59), while Pattani, Yala, and Narathiwat in the southern part had only 3-15% cyberbullying victims (Sittichai, 2014, p. 132)

3.2 Population and Samples

3.2.1 Population

The population of this study is 128,302 students aged 13-18 years old: 70,186 students studying in Bangkok and 58,116 in Chiang Mai.

Table 3.1 The Population of Students Aged 13-18 Years Old in Bangkok and Chiang Mai

Population (Students)	Bangkok	Chiang Mai
- Studying at the secondary education (grade 7-12)	38,267	43,635
- Studying at Vocational/High Vocational Certificate	31,919	11,481
Total	**70,186**	**58,116**

Source: The Department of Bangkok Education (2017); The Secondary Education Service Area Office Chiang Mai (2017); Office of the Vocational Education Commission (2017).

3.2.2 Samples of the Quantitative Research

From the above population of 128, 302 students aged 13-18 years old, according to the sample size of Sirichai Kanjanawasee, Taweewat Pitayanon, and Direk Srisukho (1997), the samples are 400 students at the 95% reliability level with no more than 10% deviation. The samples were determined by quota sampling to have 200 students in Bangkok, and 200 students in Chiang Mai. Besides, in each province, the quota sampling was also conducted to have 50 students of 4 academic institutes at the secondary education and the vocational/ high vocational level. Then, accidental sampling was conducted to collect data from the samples.

3.2.3 Samples of the Qualitative Research

The samples of the qualitative research were divided into two groups

1) Student Group From the student samples who answered the questionnaire in the quantitative research, 8 diverse students were purposively selected based on the criteria that they either used to cyberbully others or being cyberbullied. Besides, the proportion of students' sex and both provinces was determined to be equal.

2) Expert Group The samples of this group were experts, scholars, or professionals who had experienced cyberbullying, totally 3 persons, as follows:

(1) Dr. Benjaporn Tuntasood, a child and adolescent psychiatrist and page administrator of "Khen Dek Khuen Phukhao" (means "pushing a child up to the mountain.") under the name of "Doctor Min Banyen," including an author of a book "Pushing a Child up to the Mountain" in the part of "For Cyberbullying Victims," "Wounds of Confused Teens," and "Something Parents Should Have Known Long Ago," etc.

(2) Dr. Srida Tanta-Athipanich, Managing Director of the Internet Joint Development Thai Foundation, and the Child and Youth Promotion and Protection in Using Online Media Sub-Committee (COPAT–Child Online Protection Action Thailand), with several academic websites and books on online media, i.e., www.thaisafenet.org; Roaming on the Internet Securely and Usefully; Cyber Parents Handbook; Guidelines for Preventing Children from Online Risks, etc.

(3) Thawatchai Phachuen, an officer of the Path2Health, and a former manager of the project "Reduced cyberbullying via chatroom" (lovecarestation), as a part of Stop Bullying and Love Care Project, the collaboration between UNICEF, Total Access Communication Public Company Limited or DTAC and the Path2Health Foundation.

3.3 Research Instrument

3.3.1 Quantitative Research Instrument

The instrument of the quantitative research is a questionnaire constructed to respond to the research objectives. The questions are closed-ended with either one

option or multiple options, including open-ended questions to fill in the provided space. The questionnaire consists of five parts:

Part 1: Personal attributes of the Thai youths prone to cyberbullying and risky for being cyberbullied, i.e., accommodation condition, family nurturance, violence in the family, physical cyberbullying experiences, self-esteem, self-confidence, self-pride or satisfaction, internal control of lotus, and grievance.

Part 2: Cyberbullying behaviors, i.e., the usage of digital communication and technology behaviors, cyberbullying status, types of cyberbullying and being cyberbullied, communication channels and types of social media used, parties, causes, the length of problems, self-disclosure or self-concealment of cyberbullying, problem consultation, and impact. The level of cyberbullying and being cyberbullied is measured by the Online Cyberbullying Self-Test Form of Wittaya Damrongkiattisak (2015b) with the following determined scoring:

Never	=	0 score
1-2 times	=	1 score
3-5 times	=	2 scores
More than 5 times	=	3 scores

The criteria for interpreting the level of cyberbullying and being cyberbullied are as follows:

Mean	1.00 - 1.49	means	low
Mean	1.50 - 2.49	means	moderate
Mean	2.50 - 3.00	means	high

Part 3: Factors affecting cyberbullying: media, psychological, and social factors

Part 4: Opinions on the roles of digital media on cyberbullying of Thai youths.

Part 5: Opinions on guidelines for preventing and correcting cyberbullying of Thai youths

The criteria used for scoring the answers in the questionnaire of Part 1-5 are divided into five levels, a follows:

Highest = 5 scores
High = 4 scores
Moderate = 3 scores
Low = 2 scores
Lowest = 1 score

The criteria for interpreting the mean of the questionnaire of Part 1-5 are as follows:

Mean 4.50 – 5.00 means the highest
Mean 3.50 – 4.49 means high
Mean 2.50 – 3.49 means moderate
Mean 1.50 – 2.49 means low
Mean 1.00 – 1.49 means the lowest

3.3.2 Qualitative Research Instrument

1) An interview guide for asking Thai youths who are cyberbullies and cyberbullying victims and an interview guide for asking the experts, scholars, and professionals who had experiences with cyberbullying. The researcher determined the structure of the questions clearly from the review of the literature and previous studies, with some modifications and additions to some questions to make them appropriate for the situation at that time.

2) Computer was used for observing some cyberbullies' and victims' behaviors. The researcher sent a friend request or follow the social media accounts.

3) The researcher asked the interviewees' permission for using a voice recorder during the interview. After the interview, interviews were transcribed without any corrections.

3.4 The Verification of the Research Instruments

3.4.1 Validity and Reliability of the Quantitative Research Instrument

The validity and reliability of the quantitative research instrument, namely the questionnaire, were tested as follows:

1) Validity: The researcher studied information and previous research related to cyberbullying to construct a questionnaire for responding to the research objectives. The constructed questionnaire was submitted to the thesis advisor for considering the appropriateness of the content and the completeness of the questions towards all research objectives before actual data collection.

2) Reliability: After the consultation with the thesis advisor, the researcher applied the corrected questionnaire to test with a group of 30 respondents who were the population of the study, but were not actual samples to test the reliability by analyzing the reliability coefficient alpha with the statistical package for social science research. The reliability of the total questionnaire is 0.99, the level of cyberbullying and being cyberbullied 0.76, factors affecting cyberbullying 0.92, opinions on the roles of digital media in cyberbullying 0.89, and opinions on the preventive and corrective guidelines 0.83.

3.4.2 Validity and Reliability of the Qualitative Research Instrument

The validity and reliability of the qualitative research instrument were validated by triangulation or to examine if the questions are correct and complete by two ways of triangulation:

1) Data Triangulation to test the correctness of the information: persons, time, and place, from interviewing Thai youths and experts, to see if the information from different personal sources, time, and places, will yield the concurrent information or not.

2) Methodological Triangulation to test if the data that is collected by different tools or methods, namely questionnaire, in-depth interview, and observation on cyberbullying being cyberbullied through social media accounts of the interviewees or informants, will yield the concurrent information or not.

3.5 Data Collection

The researcher submitted a letter from the Graduate School of Communication Arts and Management Innovation, the National Institute of Development Administration, to the director of each academic institute, experts, scholars, or

professionals, to ask for permission to collect data for both quantitative and qualitative methods. Besides, all the research topics, questionnaire, and its questions were requested for human research ethics certification from the Research Committee of the Graduate School of Communication Arts and Management Innovation, the National Institute of Development Administration. Therefore, for data collection each time, the researcher had to get consent from the samples or interviewees.

Before starting asking questions in the questionnaire, the researcher introduced herself and clarified the research objectives and procedure. Especially, since some topics of the research were related to cyberbullying, some personal questions were inevitable, i.e., violence in the family, physical cyberbullying experiences, types of cyberbullying and being cyberbullied, etc. Some of them may involve legal issues or the violation of the Computer Act; thus, the researcher had to create assurance to the samples that their information would be kept confidential. Thus, the only person who could access their information was the researcher only. Moreover, the researcher used pseudonyms to replace the real names of the youths. Especially, the presentation of the research findings would not cause any negative impact on the samples.

3.6 Data Analysis

3.6.1 Quantitative Research

The researcher analyzed the correctness of the questionnaire by using the Statistical Package for the Social Sciences (SPSS). The presentation of the findings of the studied topics: characteristics of Thai youths prone to cyberbullying and risky for being cyberbullied, cyberbullying behaviors, factors affecting cyberbullying, opinions on the roles of digital media on cyberbullying, and opinions on guidelines for preventing and correcting cyberbullying of Thai youths, in the form of frequencies, percentage, mean, and standard deviation. For testing the hypothesis, Pearson Correlation Coefficient was used to test the relationships of the three kinds of factors and the level of cyberbullying behaviors, and Multiple Regression was used to predict the factors affecting cyberbullying.

3.6.2 Qualitative Research

For analyzing the data from the qualitative research, the researcher organized the findings from the interview into categories and analyzed the data by analytic induction to explain and present the findings in the form of descriptive statements.

CHAPTER 4

THE FINDINGS OF QUANTITATIVE RESEARCH

The findings of the quantitative research entitled, "Roles of Digital Media, Factors Affecting Cyberbullying Behaviors Among Thai Youths, and Preventive and Corrective Approaches," were analyzed from the questionnaires collected from 400 Thai youths in Bangkok and Chiang Mai, and divided into 6 parts:

4.1 Personal Information

4.2 The Samples' Cyberbullying and Being Cyberbullied Behaviors

4.3 Media, Psychological, and Social Factors Affecting Cyberbullying of the Samples

4.4 The Samples' Opinions on the Roles of Digital Media in Cyberbullying

4.5 The Samples' Opinions on Preventive and Corrective Approaches for Cyberbullying

4.6 The Results of the Research Hypothesis Test

4.1 Personal Information of the Samples

The findings of the personal or demographic information of the samples comprise sex, provinces, studying place, level of education, accommodation, family nurturance, violence in the family, the experience of using violence, and psychological state.

Table 4.1 Demographic Data of the Samples

(n = 400 Students)

Demographic Data	Frequencies (Persons)	Percentage
Sex		
Female	256	64.0
Male	144	36.0
Living Province		
Bangkok	200	50.0
Chiang Mai	200	50.0
Studying Place		
Government school	275	68.8
Private school	125	31.3
Level of Education		
Grade 10 or vocational college (the first year)	112	28.0
Grade 11 or vocational college (the second year)	110	27.5
Grade 8	90	22.5
High vocational college (the first year)	29	7.2
Grade 9	27	6.8
Grade 7	23	5.8
Grade 12 or vocational college (the third year)	9	2.3
Accommodation		
Stay with father, mother, or parents	361	90.3
Others (i.e., a tutor camp, foundation, dormitory, etc.)	17	4.3
Stay with friends or girlfriend/boyfriend	13	3.3
Stay alone	9	2.3

4.1.1 Demographic Data

From the information in Table 4.1, samples are female (64.0%) and male (36.0%). The number of the samples that live in Bangkok and Chiang Mai is equal

(50.0% each). Most samples are studying in a government school (68.8%) and a private school (31.3%) at Grade 10 or the first year of vocational college the most (28.0%), followed by grade 11 or the second year of vocational college (27.5%), and at grade 12 or the third year of vocational college the least (2.3 %). Classified by accommodation, most samples live with their mother, father, or parents (90.3%), followed by others (i.e., a tutor camp, foundation, dormitory, etc.) (4.3%), and staying alone (2.3%) the least.

Table 4.2 Family Nurturance of the Samples

(n = 400 Students)

Family Nurturance	Highest Frequency (Percentage)	High Frequency (Percentage)	Moderate Frequency (Percentage)	Low Frequency (Percentage)	Lowest Frequency (Percentage)	$\overline{x}$	S.D.	Meaning
1. Nurturance by family's or parents' care.	126 (31.5)	162 (40.5)	104 (26.0)	6 (1.5)	2 (0.5)	4.01	0.83	High
2. The use of vulgar words or use of force in the family	13 (3.3)	35 (8.8)	102 (25.5)	133 (33.3)	117 (29.3)	2.24	1.07	Low

4.1.2 Family Nurturance

From the analysis of the family nurturance, as shown in Table 4.2, the samples are nurtured in a family with good care at a high level ($\overline{x}$ = 4.01, S.D. = 0.83), while there is the use of vulgar words and force in the family at a low level ($\overline{x}$ = 2.24, S.D. = 1.07)

Table 4.3 Experience of Using Violence of the Samples

(n = 400 Students)

Experience of Using Violence	Frequency (Person)	Percentage
Punching/beating others		
Never	199	49.8
1-2 times	125	31.3
3-4 times	42	10.5
5-6 times	7	1.8
More than 6 times	27	6.8
Being punched/beaten by others		
Never	210	52.5
1-2 times	123	30.8
3-4 times	31	7.8
5-6 times	11	2.8
More than 6 times	25	6.3

4.1.3 Experience of Using Violence

From the analysis of the experiences of using violence as shown in Table 4.3, most samples never punched or beat others (49.8%), but as a whole, most samples had experiences of punching or beating others more than no experiences, by punching/beating others 1-2 times the most (31.3%), followed by 3-4 times (10.5%), and 5-6 times (1.8%)

For the experiences of being punched or beaten by others, most samples were never punched or beaten (52.5%), but almost half of the rest used to be punched or beaten 1-2 times the most (30.8%), followed by 3-4 times (7.8%), and 5-6 times (2.8%).

Table 4.4 Psychological State of the Samples

(n = 400 Students)

Psychological Aspects	Highest Frequency (Percentage)	High Frequency (Percentage)	Moderate Frequency (Percentage)	Low Frequency (Percentage)	Lowest Frequency (Percentage)	$\overline{x}$	S.D.	Meaning
1. Self-pride/satisfaction	56 (14.0)	138 (34.5)	168 (42.0)	32 (8.0)	6 (1.5)	3.52	0.88	High
2. Self-confident	33 (8.3)	102 (25.5)	211 (52.8)	44 (11.0)	10 (2.5)	3.26	0.85	Moderate
3. Internal Locus of control	22 (5.5)	119 (29.8)	211 (52.8)	36 (9.0)	12 (3.0)	3.26	0.81	Moderate
4. Needs for releasing grievances	54 (13.5)	84 (21.0)	156 (39.0)	83 (20.8)	23 (5.8)	3.16	1.08	Moderate
5. perceived self-worthless	30 (7.5)	52 (13.0)	116 (29.0)	134 (33.5)	68 (17.0)	2.61	1.14	Moderate
Total						**3.16**	**0.47**	**Moderate**

4.1.4 Psychological State

From the analysis of the samples' psychological state as shown in Table 4.4, the samples' overall psychological state is at a moderate level ($\overline{x}$ = 3.16, S.D. = 0.47). From classifying into each state, it is found that the samples have a self-pride or satisfaction at a high level ($\overline{x}$ = 3.52, S.D. = 0.88), self-confidence and internal locus of control at a moderate level ($\overline{x}$ = 3.26, S.D. = 0.85, and $\overline{x}$ = 3.26, S.D. = 0.81) respectively, needs for releasing grievance at a moderate level ($\overline{x}$ = 3.16, S.D. = 1.08), and perceived self-worthless at a moderate level ($\overline{x}$ = 2.61, S.D. = 1.14).

The analysis of personal or demographic data of the samples indicates that most samples live with their parents in the attentive family nurturance with a low level of using vulgar words and force in the family. Most samples experienced punching or beating others, and almost half of them used to be punched or beaten by others. The overall psychological state of the samples: self-pride, self-confidence, internal locus of control, needs for releasing grievance, and perceived self-worthless, is at a moderate level.

4.2 The Samples' Cyberbullying and Being Cyberbullied

The research findings on the samples' cyberbullying and being cyberbullied comprise knowledge and skills in using information and communication technology, password-protected setting and limit user access of social media account, the disclosure of password of social media account, knowledge on the Cyberbullying Prevention Hub or Center and how to report the abuse of use on Facebook, experiences of cyberbullying and being cyberbullied, status, patterns, types, and level of cyberbullying and of being cyberbullied, communication channels and types of social media used for cyberbullying, involved parties, causes, self-disclosure or self-concealment, length of problems, persons to consult with, and the impact, with details as follows:

Table 4.5 Behaviors of Using Digital Technology and Communication Devices of the Samples

(n = 400 Students)

Behaviors of Using Digital Technology and Communication Devices	**Highest Frequency (Percentage)**	**High Frequency (Percentage)**	**Moderate Frequency (Percentage)**	**Low Frequency (Percentage)**	**Lowest Frequency (Percentage)**	**Never/ not know Frequency (Percentage)**	$\overline{x}$	**S.D.**	**Meaning**
1. Password-protected setting and limit user access to a social media account	91 (22.8)	118 (29.5)	117 (29.3)	37 (9.3)	16 (4.0)	21 (5.3)	4.42	1.33	High
2. Knowledge and skills in using digital communication and technology	52 (13.0)	146 (36.5)	180 (45.0)	15 (3.8)	7 (1.8)	- (-)	3.55	0.83	High
3. Adding unknown people as friends in social media	24 (6.0)	56 (14.0)	91 (22.8)	92 (23.0)	75 (18.8)	62 (15.5)	3.19	1.45	Moderate
4. Knowledge about bullying prevention hub and ways of reporting abuse of use on Facebook.	14 (3.5)	37 (9.3)	99 (24.8)	100 (25.0)	55 (13.8)	95 (23.8)	2.93	1.42	Moderate

Behaviors of Using Digital Technology and Communication Devices	Highest Frequency (Percentage)	High Frequency (Percentage)	Moderate Frequency (Percentage)	Low Frequency (Percentage)	Lowest Frequency (Percentage)	Never/ not know Frequency (Percentage)	$\overline{x}$	S.D.	Meaning
5. Disclosure of personal data, i.e., names, email, and ID of social media	14 (3.5)	29 (7.2)	107 (26.8)	82 (20.5)	96 (24.0)	72 (18.0)	2.92	1.35	Moderate
6. Disclosure of password of communication devices and social media account	6 (1.5)	21 (5.3)	47 (11.8)	73 (18.3)	113 (28.2)	140 (35.0)	2.29	1.28	Low
Total							**3.22**	**0.66**	**Moderate**

4.2.1 Behaviors of Using Communication Devices and Digital Technology

The samples have the overall usage behaviors of communication devices and digital technology at a moderate level ($\overline{x}$ = 3.22, S.D. = 0.66). The details of the analysis of behaviors of using communication devices and digital technology in each aspect are as follows:

The samples have password-protected setting on communication devices and limit user access to social media account at a high level ($\overline{x}$ = 4.42, S.D. = 1.33), knowledge and skills in using information and communication technology at a high level ($\overline{x}$ = 3.55, S.D. = 0.83), adding unknown people as friends in social media, i.e., Facebook, Line, Instagram, etc. at a moderate level ($\overline{x}$ = 3.19, S.D = 1.45), knowledge on the Cyberbullying Prevention Hub or Center and how to report the abuse of use on Facebook at a moderate level ($\overline{x}$ = 2.93, S.D. = 1.42), the disclosure of personal data, i.e., name, email, ID, etc. at a moderate level ($\overline{x}$ = 2.92, S.D. = 1.35), and disclosure of password of communication devices and social media account at a low level ($\overline{x}$ = 2.29, S.D.= 1.28). From the analysis, it is remarkable that 20.0% of the samples add unknown people as friends in social media at a high to the highest level and more than half of the samples or 62.6% of the samples have a low level of knowledge up to no knowledge about bullying prevention hub and ways for reporting abuse of use on Facebook.

Table 4.6 Behaviors of Cyberbullying and Being Cyberbullied of the Samples

(n = 400 Students)

Behaviors of Cyberbullying and Being Cyberbullied	Frequency (Person)	Percentage
Experience of cyberbullying and being cyberbullied		
Yes	263	65.8
No, but know or used to witness the incident	137	34.3
Status in cyberbullying or being cyberbullied		
Both cyberbully and cyber bullying victim	250	95.1
Cyberbully	7	2.7
Cyberbullying victim	6	2.3

4.2.2 Behaviors of Cyberbullying and Being Cyberbullied

From the analysis of behaviors of cyberbullying and being cyberbullied as shown in Table 4.6, most samples experienced cyberbullying and being cyberbullied (65.8%), but the rest never have experienced, but knew or witnessed cyberbullying incidents (34.3%)

Besides, most samples involved in cyberbullying as both a bully and a victim (95.1%), followed by as a bully (2.7%) and victim (2.3%)

Table 4.7 Patterns and Level of Cyberbullying of the Bullies

(n = 257 Students)

Patterns and Level of Cyberbullying of the Bullies	Level of Cyberbullying						
	Yes	**More than 5 times Frequency (Percentage)**	**3-5 times Frequency (Percentage)**	**1-2 times Frequency (Percentage)**	$\bar{x}$	**S.D.**	**Meaning**
1. Follow and pry on others' behavior in the cyber world, including posting or sending a message for agitating or threatening others repeatedly (Cyberstalking)	197	95 (48.2)	32 (16.2)	70 (35.5)	2.13	0.91	Moderate
2. Receive, send, share, or post images to embarrass or make jokes about others. (Denigration)	213	88 (41.3)	50 (23.5)	75 (35.2)	2.06	0.88	Moderate
3. Name-calling or ranking others in the cyber world (Denigration)	142	47 (33.1)	26 (18.3)	69 (48.6)	1.85	0.89	Moderate
4. Take photos or video clips of others or record others' voices secretly for dissemination to make them ashamed. (Denigration)	124	35 (28.2)	29 (23.4)	60 (48.4)	1.80	0.86	Moderate
5. Receive, send or post texts to intimidate others to	23	5	7	11	1.74	0.81	Moderate

Patterns and Level of Cyberbullying of the Bullies	Level of Cyberbullying						
	Yes	More than 5 times Frequency (Percentage)	3-5 times Frequency (Percentage)	1-2 times Frequency (Percentage)	$\overline{x}$	S.D.	Meaning
injure them or damage their properties. (Intimidation or Cyberstalking)		(21.7)	(30.4)	(47.8)			
6. Receive, send, share, or post revilement with violent and vulgar language (Flaming)	205	49 (23.9)	51 (24.9)	105 (51.2)	1.73	0.83	Moderate
7. Receive, send, share, or post rebuking video clips with violent and vulgar language (Flaming)	114	26 (22.8)	21 (18.4)	67 (58.8)	1.64	0.83	Moderate
8. Create or be in a gossip group and excluding others out of the group by deleting or blocking (Exclusion)	168	32 (19.0)	40 (23.8)	96 (57.1)	1.62	0.79	Moderate
9. Receive, send, and postsexual texts, images, or video clips without permission or for conversing about sex. (Sexting or Cyber Harassment)	52	8 (15.4)	14 (26.9)	30 (57.7)	1.58	0.75	Moderate
10. Receive, send, share, or post criticism on sexuality, sexual taste, race, figures, appearance,	76	15 (19.7)	13 (17.1)	48 (63.2)	1.57	0.81	Moderate

Patterns and Level of Cyberbullying of the Bullies	Level of Cyberbullying						
	Yes	More than 5 times Frequency (Percentage)	3-5 times Frequency (Percentage)	1-2 times Frequency (Percentage)	$\overline{x}$	S.D.	Meaning
complexion, etc. of others. (Denigration)							
11. Disseminate others' personal information or secrets in the cyber world (Doxing)	78	14 (17.9)	16 (20.5)	48 (61.5)	1.56	0.78	Moderate
12 Receive, send, share, or post opinions to rebuke or agitate others (Trolling)	150	24 (16.0)	36 (24.0)	90 (60.0)	1.56	0.76	Moderate
13. Deceive others to disclose their data or secrets and disseminate them in the cyber world. (Trickery)	44	7 (15.9)	10 (22.7)	27 (61.4)	1.55	0.76	Moderate
14. Use fake emails or social media account for communicating with others. (Masquerading)	74	14 (18.9)	9 (12.2)	51 (68.9)	1.50	0.80	Moderate
15. Use others' communication devices, emails, or social media accounts without permission (Fraping)	118	18 (15.3)	19 (16.1)	81 (68.6)	1.47	0.75	Low
16. Apply others' information or images to create Facebook, Line, Instagram, etc. (Catfishing)	57	7 (12.3)	13 (22.8)	37 (64.9)	1.47	0.71	Low

Patterns and Level of Cyberbullying of the Bullies	Level of Cyberbullying						
	Yes	More than 5 times Frequency (Percentage)	3-5 times Frequency (Percentage)	1-2 times Frequency (Percentage)	$\overline{x}$	S.D.	Meaning
17. Disseminate untrue information, gossips, charges against others in the cyber world (Denigration)	106	17 (16.0)	15 (14.2)	74 (69.8)	1.46	0.76	Low
18. Menace to disclose others' personal information or secrets in the cyber world (Cyber Harassment)	48	5 (10.4)	10 (20.8)	33 (68.8)	1.42	0.68	Low
19. Revile, condemn, or challenge others via stream live, i.e., Facebook Live (Flaming)	25	3 (12.0)	3 (12.0)	19 (76.0)	1.36	0.70	Low

Note: Mean of cyberbullying was calculated for those who had experience in each type of cyberbullying only

4.2.3 Patterns, Level, and Types of Cyberbullying and Being Cyberbullied in the Groups of Bullies and Victims

Table 4.7 illustrates the analysis of patterns and levels of cyberbullying of 257 samples who used to bully others in the past year and found 19 patterns of cyberbullying. The level of the overall 14 patterns of cyberbullying of the bullies is at the moderate level, while the rest of the five patterns are at a low level.

Fourteen types of cyberbullying found at a moderate level are as follows:

Patterns of Cyberbullying of the bullies

Follow and pry on others' behavior in the cyber world, i.e., ex-boyfriend or girlfriend disliked people, etc., including posting or sending a message for agitating or threatening others repeatedly is at a moderate level ($\overline{x}$ = 2.13, S.D. = 0.91)

Receive, send, share, or post images to embarrass or make jokes of others, i.e., leaked photos, candid camera, edited or modified images by an application, etc., at a moderate level ($\overline{x}$ = 2.06, S.D. = 0.88)

Name-calling or ranking others in the cyber world, i.e., the fattest person, blackest people, etc., at a moderate level ($\overline{x}$ = 1.85, S.D. = 0.89)

Take photos or video clips of others or record others' voices secretly for dissemination to make them ashamed, at a moderate level ($\overline{x}$ = 1.80, S.D. = 0.86)

Receive, send, or post texts to intimidate others to injure them or damage their properties, at a moderate level ($\overline{x}$ = 1.74, S.D. = 0.81)

Receive, send, share, or post revilement with violent and vulgar language, at a moderate level ($\overline{x}$ = 1.73, S.D. = 0.83)

Receive, send, share, or post rebuking video clips with violent and vulgar language, at a moderate level ($\overline{x}$ = 1.64, S.D. = 0.83)

Create or be in a gossip group and excluding others out of the group by deleting or blocking, i.e., groups on Facebook, Line, online games, etc., at a moderate level ($\overline{x}$ = 1.62, S.D. = 0.79)

Receive, send, and post sexual texts, images, or video clips without permission or for conversing about sex, at a moderate level ($\overline{x}$ = 1.58, S.D. = 0.75)

Receive, send, share, or post criticism on sexuality, sexual taste, race, figures, appearance, and complexion, at a moderate level ($\overline{x}$ = 1.57, S.D. = 0.81)

Disseminate others' personal information or secrets in the cyber world, i.e., personal stories, chats, voice, images, video clips, etc., and receive, send, share, or post opinions to rebuke or agitate others, at a moderate level ($\overline{x}$ = 1.56, S.D. = 0.78, and $\overline{x}$ = 1.56, S.D. = 0.76) respectively

Deceive others to disclose their data or secrets and disseminate in the cyber world, at a moderate level ($\overline{x}$ = 1.55, S.D. = 0.76)

Use fake emails or social media account for communicating with others, at a moderate level ($\overline{x}$ = 1.50, S.D. = 0.80)

The other five patterns of cyberbullying at a low level are as follows:

Use others' communication devices, emails, or social media accounts without permission, i.e., posting status or bullying content under other user names, and apply others' information or images to create Facebook, Line, Instagram, etc., at a low level ($\overline{x}$ = 1.47, S.D. = 0.75, $\overline{x}$ = 1.47, S.D. = 0.71) respectively

Disseminate untrue information, gossips, charges against others in the cyber world, at a low level ($\overline{x}$ = 1.46, S.D. = 0.76)

Menace to disclose others' personal information or secrets in the cyber world, at a low level ($\overline{x}$ = 1.42, S.D. = 0.68)

Revile, condemn, or challenge others via stream live, i.e., Facebook Live, at a low level ($\overline{x}$ = 1.36, S.D. = 0.70)

Note: The mean was calculated after transforming the level of scoring of cyberbullying in the questionnaire.

Table 4.8 Types and Level of Cyberbullying in the Group of Bullies

(n = 257 Students)

Types of Cyberbullying	Level of Cyberbullying					
	Yes	**More than 5 times Frequency (Percentage)**	**3-5 times Frequency (Percentage)**	**1-2 times Frequency (Percentage)**	$\overline{x}$	**Meaning**
Following/ threatening severely and violently (Cyberstalking)						
1. Follow and pry on others' behavior in the cyber world, including posting or sending a message for agitating or threatening others repeatedly	197	95 (48.2)	32 (16.2)	70 (35.5)	2.13	Moderate
2. Receive, send or post texts to intimidate others to injure them or damage their properties	23	5 (21.7)	7 (30.4)	11 (47.8)	1.74	Moderate
Total					**1.94**	**Moderate**

Types of Cyberbullying	Level of Cyberbullying					
	Yes	**More than 5 times Frequency (Percentage)**	**3-5 times Frequency (Percentage)**	**1-2 times Frequency (Percentage)**	$\overline{x}$	**Meaning**
Dissemination of untrue information, and creation of hatred and shame (Denigration or Dissing)						
1. Receive, send, share, or post images to embarrass or make jokes about others	213	88 (41.3)	50 (23.5)	75 (35.2)	2.06	Moderate
2. Name-calling or ranking others in the cyber world	142	47 (33.1)	26 (18.3)	69 (48.6)	1.85	Moderate
3. Take photos or video clips of others or record others' voices secretly for dissemination to make them ashamed	124	35 (28.2)	29 (23.4)	60 (48.4)	1.80	Moderate
4. Receive, send, share, or post criticism on sexuality, sexual taste, race, figures, appearance, and complexion	76	15 (19.7)	13 (17.1)	48 (63.2)	1.57	Moderate

Types of Cyberbullying	Level of Cyberbullying					
	Yes	**More than 5 times Frequency (Percentage)**	**3-5 times Frequency (Percentage)**	**1-2 times Frequency (Percentage)**	$\overline{x}$	**Meaning**
5. Disseminate untrue information, gossips, charges against others in the cyber world	106	17 (16.0)	15 (14.2)	74 (69.8)	1.46	Low
Total					**1.75**	**Moderate**
Excluding others out of the group (Exclusion)						
1. Create or be in a gossip group and excluding others out of the group by deleting or blocking,	168	32 (19.0)	40 (23.8)	96 (57.1)	1.62	**Moderate**
Total					**1.62**	**Moderate**
Revilement by violent and vulgar language (Flaming)						
1. Receive, send, share, or post revilement with violent and vulgar language	205	49 (23.9)	51 (24.9)	105 (51.2)	1.73	Moderate
2. Receive, send, share, or post rebuking video clips with violent and vulgar language	114	26 (22.8)	21 (18.4)	67 (58.8)	1.64	Moderate

Types of Cyberbullying	Level of Cyberbullying					
	Yes	**More than 5 times Frequency (Percentage)**	**3-5 times Frequency (Percentage)**	**1-2 times Frequency (Percentage)**	$\overline{x}$	**Meaning**
3. Revile, condemn, or challenge others via stream live, i.e., Facebook Live	25	3 (12.0)	3 (12.0)	19 (76.0)	1.36	Low
Total					**1.58**	**Moderate**
Incitement and Agitation (Trolling)						
1. Receive, send, share, or post opinions to rebuke or agitate others	150	24 (16.0)	36 (24.0)	90 (60.0)	1.56	Moderate
Total					**1.56**	**Moderate**
Deception and dissemination of others' personal information and secrets (Trickery and Doxing)						
1. Apply others' information or images to create Facebook, Line, Instagram, etc.	78	14 (17.9)	16 (20.5)	48 (61.5)	1.56	Moderate
2. Deceive others to disclose their data or secrets and disseminate in the cyber world	44	7 (15.9)	10 (22.7)	27 (61.4)	1.55	Moderate

Types of Cyberbullying	Level of Cyberbullying					
	Yes	**More than 5 times Frequency (Percentage)**	**3-5 times Frequency (Percentage)**	**1-2 times Frequency (Percentage)**	$\overline{x}$	**Meaning**
Total					**1.56**	**Moderate**
Threatening or harassment (Cyber Harassment)						
1. Receive, send, and post sexual texts, images, or video clips without permission or for conversing about sex	52	8 (15.4)	14 (26.9)	30 (57.7)	1.58	Moderate
2. Menace to disclose others' personal information or secrets in the cyber world	48	5 (10.4)	10 (20.8)	33 (68.8)	1.42	Low
Total					**1.50**	**Moderate**

Types of Cyberbullying	Level of Cyberbullying					
	Yes	**More than 5 times Frequency (Percentage)**	**3-5 times Frequency (Percentage)**	**1-2 times Frequency (Percentage)**	$\overline{x}$	**Meaning**
Creation of fake user accounts and theft of digital identity and claim falsely for others' identity (Masquerading, Catfishing, and Fraping)						
1. Use fake emails or social media account for communicating with others	74	14 (18.9)	9 (12.2)	51 (68.9)	1.50	Moderate
2. Use others' communication devices, emails, or social media accounts without permission	118	18 (15.3)	19 (16.1)	81 (68.6)	1.47	Low
3. Apply others' information or images to create Facebook, Line, Instagram, etc.	57	7 (12.3)	13 (22.8)	37 (64.9)	1.47	Low
Total					**1.48**	**Low**

Note: The mean of cyberbullying was calculated for only those who had experience in each type of cyberbullying

Table 4.8 illustrates the categorization of the patterns and level of cyberbullying of the samples who used to bully others into 8 groups by grouping the patterns with similar acts into the same group. The 8 groups are presented in order by mean, as follows:

1) Follow and threatening severely and violently (Cyberstalking), composing of two patterns: “Follow and pry on others’ behavior in the cyber world, including posting or sending message for agitating or threatening others repeatedly,” and “receive, send, or post texts to intimidate others to injure them or damage their properties,” at a moderate level ($\overline{x}$ = 1.94).

2) Dissemination of untrue information, and creation of hatred and shame (Denigration or Dissing), composing of five patterns: “Receive, send, share, or post image to embarrass or make jokes of others,” “name-calling or ranking others in the cyber world,” “take photos or video-clips of others or record others’ voice secretly for dissemination to make them ashamed,” “receive, send, share, or post criticism on sexuality, sexual taste, race, figures, appearance, and complexion,” and “Disseminate untrue information, gossips, charges against others in the cyber world,” at a moderate level ($\overline{x}$ = 1.75).

3) Excluding others out of the group (Exclusion), composing of one pattern, “create or be in a gossip group and excluding others out of the group by deleting or blocking,” at a moderate level ($\overline{x}$ = 1.62).

4) Revilement by violent and vulgar language (Flaming), composing of three patterns, “receive, send, share, or post revilement with violent and vulgar language,” “receive, send, share, or post rebuking video-clips with violent and vulgar language,” and “revile, condemn, or challenge others via stream live, i.e., Facebook Live,” at a moderate level ($\overline{x}$ = 1.58).

5) Incitement and Agitation (Trolling), composed of one pattern: “receive, send, share, or post opinions to rebuke or agitate others,” at a moderate level ($\overline{x}$ = 1.56).

6) Deception and dissemination of others’ personal information and secrets (Trickery and Doxing), composing of two patterns: “apply others’ information or images to create Facebook, Line, Instagram, etc.,” and “deceive others to disclose

their data or secrets and disseminate in the cyber world," at a moderate level ($\overline{x}$ = 1.56).

7) Cyber Harassment, composing of two patterns: "Receive, send, and post sexual texts, images, or video clips without permission or for conversing about sex," and "menace to disclose others' personal information or secrets in the cyber world," at a moderate level ($\overline{x}$ = 1.50).

8) Creation of fake user accounts and theft of digital identity and claim falsely for others' identity (Masquerading, Catfishing, and Fraping), composing of three patterns: "Use fake emails or social media account for communicating with others," "use others' communication devices, emails, or social media accounts without permission," and "apply others' information or images to create Facebook, Line, Instagram, etc.," at a low level ($\overline{x}$ = 1.48).

Table 4.9 Patterns and Level of Being Cyberbullied

(n = 256 Students)

Patterns and Level of Being Cyberbullied	Level of Being Cyberbullied						
	Yes	**More than 5 times Frequency (Percentage)**	**3-5 times Frequency (Percentage)**	**1-2 times Frequency (Percentage)**	$\bar{x}$	**S.D.**	**Meaning**
1. Your images were received, shared, or posted to make you embarrassed or laughed at by others (Denigration)	213	83 (39.0)	56 (26.3)	74 (34.7)	2.04	0.86	Moderate
2. Your behaviors were followed and watched in the cyber world, and a message was repeatedly posted or sent for being agitated or threatened. (Cyberstalking)	162	62 (38.3)	34 (21.0)	66 (40.7)	1.98	0.89	Moderate
3. Your photos, video clips, and voice were taken and recorded secretly to be disseminated to make you ashamed. (Denigration)	126	42 (33.3)	29 (23.0)	55 (43.7)	1.90	0.88	Moderate
4. Name-calling or ranking was given to you in the cyber world (Denigration)	138	40 (29.0)	31 (22.5)	67 (48.6)	1.80	0.86	Moderate

Patterns and Level of Being Cyberbullied	Level of Being Cyberbullied						
	Yes	**More than 5 times Frequency (Percentage)**	**3-5 times Frequency (Percentage)**	**1-2 times Frequency (Percentage)**	$\bar{x}$	**S.D.**	**Meaning**
5. You were reviled or posted with violent and vulgar language (Flaming).	175	45 (25.7)	41 (23.4)	89 (50.9)	1.75	0.84	Moderate
6. Untrue information, gossips, charges against you were disseminated in the cyber world (Denigration).	120	28 (23.3)	31 (25.8)	61 (50.8)	1.73	0.82	Moderate
7. Your personal information or secrets were disseminated in the cyber world (Doxing).	88	22 (25.0)	16 (18.2)	50 (56.8)	1.68	0.85	Moderate
8. You received opinions and were posted to be rebuked or agitated (Trolling).	140	28 (20.0)	38 (27.1)	74 (52.9)	1.67	0.79	Moderate
9. You received and were posted with rebuking video clips with violent and vulgar language (Flaming).	92	21 (22.8)	17 (18.5)	54 (58.7)	1.64	0.83	Moderate
10. You were created to be in a gossip group and were excluded from the group by being deleted or	148	30 (20.3)	34 (23.0)	84 (56.8)	1.64	0.80	Moderate

Patterns and Level of Being Cyberbullied	Level of Being Cyberbullied						
	Yes	**More than 5 times Frequency (Percentage)**	**3-5 times Frequency (Percentage)**	**1-2 times Frequency (Percentage)**	$\bar{x}$	**S.D.**	**Meaning**
blocked (Exclusion).							
11. You received sexual texts, images, or video clips and asked to converse about sex. (Sexting/ or Cyber Harassment).	67	12 (17.9)	16 (23.9)	39 (58.2)	1.60	0.78	Moderate
12 Others used fake emails or social media accounts for communicating with you (Masquerading).	68	11 (16.2)	18 (26.5)	39 (57.4)	1.59	0.76	Moderate
13. Others used your communication devices, emails, or social media accounts without permission (Fraping).	124	20 (16.1)	22 (17.7)	82 (66.1)	1.50	0.76	Moderate
14. You received and were sent, shared, or posted with criticism on sexuality, sexual taste, race, figures, appearance, complexion, etc. (Denigration).	66	9 (13.6)	12 (18.2)	45 (68.2)	1.45	0.73	Low

Patterns and Level of Being Cyberbullied	Level of Being Cyberbullied						
	Yes	**More than 5 times Frequency (Percentage)**	**3-5 times Frequency (Percentage)**	**1-2 times Frequency (Percentage)**	$\bar{x}$	**S.D.**	**Meaning**
15. You received or were posted with texts to intimidate you or to injure you or damage your properties. (Intimidation or Cyberstalking)	36	4 (11.1)	7 (19.4)	25 (69.4)	1.42	0.69	Low
16. You were deceived to disclose your data or secrets to be disseminated in the cyber world. (Trickery).	66	7 (10.6)	14 (21.2)	45 (68.2)	1.42	0.68	Low
17. You were menaced to disclose your personal information or secrets in the cyber world (Cyber Harassment).	63	5 (7.9)	16 (25.4)	42 (66.7)	1.41	0.64	Low
18. You were reviled, condemned, or challenged via stream live, i.e., Facebook Live (Flaming).	40	4 (10.0)	8 (20.0)	28 (70.0)	1.40	0.67	Low
19. Your information or images were used to create Facebook, Line, Instagram, etc. (Catfishing).	53	7 (13.2)	6 (11.3)	40 (75.5)	1.38	0.71	Low

Note: Mean of cyberbullying was calculated for those who had experience in each type of being cyberbullied only

Table 4.9 illustrates the analysis of patterns and levels of being cyberbullied of 256 samples who were cyberbullied by others in the past year and found 19 patterns of cyberbullying. The level of the overall 13 patterns of cyberbullying of the victims is at the moderate level, while the rest of the six patterns are at a low level.

Thirteen types of cyberbullying found at a moderate level are presented in order by mean as follows:

Cyberbullying Victims

"Your images were received, shared, or posted to make you embarrassed or laughed by others, i.e., leaked pictures, edited or modified images by an application" (Denigration) at a moderate level ($\overline{x}$ = 2.04, S.D. = 0.86)

"Your behaviors were followed and watched in the cyber world, and message was repeatedly posted or sent for being agitated or threatened." (Cyberstalking) at a moderate level ($\overline{x}$ =1.98, S.D. = 0.89)

"Your photos, video-clips, and voice were taken and recorded secretly to be disseminated to make you ashamed" (Denigration) at a moderate level ($\overline{x}$ =1.90, S.D. = 0.88)

"Name-calling or ranking was given to you in the cyber world" (Denigration) at a moderate level ($\overline{x}$ =1.80, S.D. = 0.86)

"You were reviled and posted with violent and vulgar language" (Flaming) at a moderate level ($\overline{x}$ =1.75, S.D. = 0.84)

"Untrue information, gossips, charges against you were disseminated in the cyber world" (Denigration) at a moderate level ($\overline{x}$ =1.73, S.D. = 0.82)

"Your personal information or secrets were disseminated in the cyber world, i.e., personal stories, chats, voice, images, video clips" (Doxing) at a moderate level ($\overline{x}$ =1.68, S.D. = 0.85)

"You received opinions and were posted to be rebuked or agitated" (Trolling) at a moderate level ($\overline{x}$ =1.67, S.D. = 0.79)

"You received rebuking video clips or were posted with violent and vulgar language" (Flaming) at a moderate level ($\overline{x}$ =1.64, S.D. = 0.83)

"You were created to be in a gossip group and were excluded out of the group by being deleted or blocked" (Exclusion) at a moderate level ($\overline{x}$ =1.64, S.D. = 0.80)

"You received sexual texts, images, or video clips and asked to converse about sex" (Sexting or Cyber Harassment) at a moderate level ($\overline{x}$ =1.60, S.D. = 0.78)

"Others used fake emails or social media account for communicating with you" (Masquerading) at a moderate level ($\overline{x}$ =1.59, S.D. = 0.76)

"Others used your communication devices, emails, or social media accounts without permission" (Fraping) at a moderate level ($\overline{x}$ =1.50, S.D. = 0.76)

Six patterns of cyberbullying at a low level are presented in order by mean, as follows:

"You received, and were sent, shared, or posted with criticism on sexuality, sexual taste, race, figures, appearance, complexion, etc." (Denigration) at a low level ($\overline{x}$ = 1.45, S.D. = 0.73)

"You received or were posted with texts to intimidate you or to injure you or damage your properties" (Intimidation or Cyber stalking) at a low level ($\overline{x}$ = 1.42, S.D. = 0.69)

"You were deceived to disclose your personal data or secrets to be disseminated in the cyber world" (Trickery) at a low level ($\overline{x}$ = 1.42, S.D. = 0.68)

"You were menaced to disclose your personal information or secrets in the cyber world" (Cyber Harassment) at a low level ($\overline{x}$ = 1.41, S.D. = 0.64)

"You were reviled, condemned, or challenged via stream live, i.e., Facebook Live" (Flaming) at a low level ($\overline{x}$ = 1.40, S.D. = 0.67).

"Your information or images were used to create Facebook, Line, Instagram, etc." (Catfishing) at a low level ($\overline{x}$ = 1.38, S.D. = 0.71)

Note: The mean was calculated after transforming the level of scoring of being cyberbullied in the questionnaire.

Table 4.10 Types and Level of Being Cyberbullied in the Group of Cyberbullying Victims

(n = 256 Students)

Types of Being Cyberbullied	Level of Being Cyberbullied					
	Yes	**More than 5 times Frequency (Percentage)**	**3-5 times Frequency (Percentage)**	**1-2 times Frequency (Percentage)**	$\overline{x}$	**Meaning**
Untrue information being disseminated, and being preys of hatred and embarrassment (Denigration or Dissing)						
1. Your images were received, shared, or posted to make you embarrassed or laughed at by others.	213	83 (39.0)	56 (26.3)	74 (34.7)	2.04	Moderate
2. Your photos, video clips, and voice were taken and recorded secretly to be disseminated to make you ashamed.	126	42 (33.3)	29 (23.0)	55 (43.7)	1.90	Moderate
3. Name-calling or ranking was given to you in the cyber world	138	40 (29.0)	31 (22.5)	67 (48.6)	1.80	Moderate
4. Untrue information, gossips, charges against you were disseminated in the cyber world	120	28 (23.3)	31 (25.8)	61 (50.8)	1.73	Moderate

Types of Being Cyberbullied	Level of Being Cyberbullied					
	Yes	**More than 5 times Frequency (Percentage)**	**3-5 times Frequency (Percentage)**	**1-2 times Frequency (Percentage)**	$\overline{x}$	**Meaning**
5. You received and were sent, shared, or posted with criticism on sexuality, sexual taste, race, figures, appearance, complexion, etc.	66	9 (13.6)	12 (18.2)	45 (68.2)	1.45	Low
Total					**1.78**	**Moderate**
Being followed, pried, and threatened severely and violently (Cyberstalking)						
1. Your behaviors were followed and watched in the cyber world, and a message was repeatedly posted or sent for being agitated or threatened	162	62 (38.3)	34 (21.0)	66 (40.7)	1.98	Moderate
2. You received or were posted with texts to intimidate you or to injure you or damage your properties	36	4 (11.1)	7 (19.4)	25 (69.4)	1.42	Low
Total					**1.70**	**Moderate**

Types of Being Cyberbullied	Level of Being Cyberbullied					
	Yes	**More than 5 times Frequency (Percentage)**	**3-5 times Frequency (Percentage)**	**1-2 times Frequency (Percentage)**	$\overline{x}$	**Meaning**
Being Incited and Agitated (Trolling)						
1. Message was repeatedly posted or sent for being agitated or threatened	140	28 (20.0)	38 (27.1)	74 (52.9)	1.67	Moderate
Total					**1.67**	**Moderate**
Excluded out of a group (Exclusion)						
1. You were created to be in a gossip group and were excluded out of the group by being deleted or blocked	148	30 (20.3)	34 (23.0)	84 (56.8)	1.64	Moderate
Total					**1.64**	**Moderate**
Being reviled by violent or vulgar language (Flaming)						
1. You received revilement are posted with violent and vulgar language	175	45 (25.7)	41 (23.4)	89 (50.9)	1.75	Moderate
2. You received rebuking video clips or were posted with violent and vulgar language	92	21 (22.8)	17 (18.5)	54 (58.7)	1.64	Moderate

Types of Being Cyberbullied	Level of Being Cyberbullied					
	Yes	**More than 5 times Frequency (Percentage)**	**3-5 times Frequency (Percentage)**	**1-2 times Frequency (Percentage)**	$\overline{x}$	**Meaning**
3. You were reviled, condemned, or challenged via stream live, i.e., Facebook Live	40	4 (10.0)	8 (20.0)	28 (70.0)	1.40	Low
Total					**1.60**	**Moderate**
Being deceived and personal information was disseminated (Trickery and Doxing)						
1. Your personal information or secrets were disseminated in the cyber world.	88	22 (25.0)	16 (18.2)	50 (56.8)	1.68	Moderate
2. You were deceived to disclose your data or secrets to be disseminated in the cyber world.	66	7 (10.6)	14 (21.2)	45 (68.2)	1.42	Low
Total					**1.55**	**Moderate**
Being threatened or harassed (Cyber Harassment)						
1. You received sexual texts, images, or video clips and were asked to converse about sex	67	12 (17.9)	16 (23.9)	39 (58.2)	1.60	Moderate

Types of Being Cyberbullied	Level of Being Cyberbullied					
	Yes	**More than 5 times Frequency (Percentage)**	**3-5 times Frequency (Percentage)**	**1-2 times Frequency (Percentage)**	$\overline{x}$	**Meaning**
2. You were menaced to disclose your personal information or secrets in the cyber world	63	5 (7.9)	16 (25.4)	42 (66.7)	1.41	Low
Total					**1.51**	**Moderate**
Deceived by fake user account, stolen and claimed digital identity (Masquerading, Catfishing, and Fraping)						
1. Others used fake emails or social media account for communicating with you	68	11 (16.2)	18 (26.5)	39 (57.4)	1.59	Moderate
2. Others used your communication devices, emails, or social media accounts without permission	124	20 (16.1)	22 (17.7)	82 (66.1)	1.50	Moderate
3. Your information or images were used to create Facebook, Line, Instagram, etc.	53	7 (13.2)	6 (11.3)	40 (75.5)	1.38	Low
Total					**1.49**	**Moderate**

Note: ***** The mean of cyberbullying was calculated for only those who had experience in each type of being cyberbullied

Table 4.10 illustrates the categorization of the patterns and level of being cyberbullied of the samples who used to be bullied into 8 groups by grouping the patterns with similar acts into the same group. The 8 groups are presented in order by mean, as follows:

1) Untrue information being disseminated, and being preys of hatred and embarrassment (Denigration or Dissing) composing of 5 patterns: “Your images were received, shared, or posted to make you embarrassed or laughed by others,” “your photos, video-clips, and voice were taken and recorded secretly to be disseminated to make you ashamed,” “name-calling or ranking was given to you in the cyber world,” “untrue information, gossips, charges against you were disseminated in the cyber world,” and “you received and were sent, shared, or posted with criticism on sexuality, sexual taste, race, figures, appearances, or complexion, etc.” at a moderate level ($\overline{x}$ = 1.78).

2) Being followed, pried, and threatened severely and violently (Cyberstalking), composing of 2 patterns: “Your behaviors were followed and watched in the cyber world, and message was repeatedly posted or sent for being agitated or threatened,” and “you received or were posted with texts to intimidate you or to injure you or damage your properties” at a moderate level ($\overline{x}$ = 1.70).

3) Being incited and agitated (Trolling), composing of 1 pattern: “Message was repeatedly posted or sent for being agitated or threatened” at a moderate level ($\overline{x}$= 1.67).

4) Excluded out of the group (Exclusion), composing of 1 pattern: “You were created to be in a gossip group and were excluded out of the group by being deleted or blocked” at a moderate level ($\overline{x}$ = 1.64).

5) Being reviled by violent or vulgar language (Flaming), composed of 3 patterns: “You received revilement are posted with violent and vulgar language,” “you received rebuking video-clips or were posted with violent and vulgar language,” and “you were reviled, condemned, or challenged via stream live, i.e., Facebook Live” at a moderate level ($\overline{x}$ = 1.60).

6) Being deceived and personal information was disseminated (Trickery and Doxing), composing of 2 patterns: “Your personal information or secrets were disseminated in the cyber world,” and “you were deceived to disclose

your personal data or secrets to be disseminated in the cyber world" at a moderate level ($\overline{x}$ = 1.55).

7) Being Threatened or Harassed (Cyber Harassment), composing of 2 patterns: "You received sexual texts, images, or video clips and asked to converse about sex," and "you were menaced to disclose your personal information or secrets in the cyber world" at a moderate level ($\overline{x}$ = 1.51).

8) Deceived by fake user account, stolen and claimed digital identity (Masquerading, Catfishing, and Fraping), composing of 3 patterns: "Others used fake emails or social media account for communicating with you," "others used your communication devices, emails, or social media accounts without permission," and "your information or images were used to create Facebook, Line, Instagram, etc." at a moderate level ($\overline{x}$ = 1.49).

Other Patterns of Cyberbullying and Being Cyberbullied Found in the Study

Besides the above mentioned 19 patterns in 8 categories, from the open-ended in the questionnaire, the samples used to experience other patterns, i.e., being reviled via microphone or condemned on online games, facing obscene gestures, i.e., raising the middle finger, showing genitals, on social media, etc., accessing secretly Facebook account and changing a new password, forging social media account and using it for reviling the account owner's girlfriend or boyfriend and his or her parents to intentionally cause the termination of their relationships, being deceived to buy online game accounts or cheated after transferring money, being deceived to buy some products from online shops who using images from other shops, or being blocked after placing orders and payment, revilement going to their parents, etc.

Table 4.11 Information on the Samples' Cyberbullying and Being Cyberbullied

(n = 263 Students)

Information on the Samples' Cyberbullying and Being Cyberbullied	Frequency (Person)	Percentage
Communication channels for cyberbullying and being cyberbullied		
(More than one option is applicable)		
Social media	234	89.0
Mobile phone	206	78.3
Messaging/ instant messaging, i.e., Line, FB Messenger	204	77.6
Chatrooms	129	49.0
Online games	101	38.4
Websites	31	11.8
Emails	24	9.1
Weblogs	7	2.7
Types of social media used for cyberbullying		
(More than one option is applicable)		
Facebook	234	89.0
Facebook Messenger	212	80.6
Line	147	55.9
Instagram	140	53.2
Twitter	70	26.6
YouTube	42	16.0
Bee Talk	26	9.9
WeChat	12	4.6
Snapchat	10	3.8
Others, i.e., online games	3	1.1
Involved parties in cyberbullying		
(More than one option is applicable)		
Friends	219	83.3

Information on the Samples' Cyberbullying and Being Cyberbullied	Frequency (Person)	Percentage
Unknown people	112	42.6
Boyfriend or girlfriend/ex-boyfriend or girlfriend	80	30.4
Others, i.e., not sure, cyber friends, disliked people, new boyfriend/girlfriend of ex-boyfriend or girlfriend, older or younger school mates, etc.	22	8.4
People in the news or a hit trend	16	6.1
Relatives	13	4.9
Stars, singers, celebrities	7	2.7
Causes of cyberbullying or being cyberbullied		
(More than one option is applicable)		
Dislike	160	60.8
Peer relationship	143	54.4
Previous quarrels	122	46.4
Love	108	41.1
Learning /academic issues	36	13.7
Others, i.e., fun, no reason, behaviors of the other party, disagreement, current issues, etc.	34	12.9
Aspects of self-disclosure in cyberbullying and being cyberbullied		
Both self-disclosure and self-concealment	142	54.0
Self-disclosure	76	28.9
Self-concealment	45	17.1
The length of time of each problem (each time)		
Less than one week	154	58.6
Approximately 2-3 weeks	59	22.4

Information on the Samples' Cyberbullying and Being Cyberbullied	Frequency (Person)	Percentage
Approximately one month	28	10.6
Others, i.e., depending on situations, still going on, more than one month, 1-3 years, until no meeting, etc.	22	8.4
Persons for consultation in the case of cyberbullying or being cyberbullied		
(More than one option is applicable)		
Friends	188	71.5
None	81	30.8
Family	58	22.1
Teachers	25	9.5
Others, i.e., cyber-acquaintance and non-acquaintance, elder schoolmates, boyfriend/ girlfriend, system administrators, etc.	9	3.4
Impacts of cyberbullying and being cyberbullied		
(More than one option is applicable)		
Boredom, stress, anger, fear, embarrassment, etc.	149	56.7
Perceived negatively by others	121	46.0
Decreased interest in surrounding things	74	28.1
Isolation from groups or society	57	21.7
Aggressiveness and the use of violence	53	20.2
Others, i.e., no trust in others, feeling of self-worthless, no going out nor talking to anybody, damaged communication devices, being called to a school's student-affair room, etc.	48	18.3
No going to school, class absence, and worse academic performance	44	16.7

Information on the Samples' Cyberbullying and Being Cyberbullied	Frequency (Person)	Percentage
No appetite and having sleeping problems	36	13.7
Drinking alcohol	31	11.8
Depression and desire to commit suicide	24	9.1

4.2.4 Information about the Samples' Cyberbullying and Being Cyberbullied

Table 4.11 illustrates the findings of the analysis of the samples' cyberbullying and being cyberbullied as follows:

Communication channels used in cyberbullying (more than one option is applicable): social media was the communication channel used by the samples in cyberbullying (89.0%), followed by telephone (78.3%), and weblogs were used the least (2.7%).

Types of social media used in cyberbullying (more than one option is applicable): Facebook was found to be used the most (89.0%), followed by Facebook Messenger (80.6%), and others, i.e., online games, were used the least (1.1%).

Parties involved in cyberbullying (more than one option is applicable): Friends were found to involve in cyberbullying the most (83.3%), followed by unknown people (42.6%), and stars, singers, or celebrities the least (2.7%).

Causes of cyberbullying and being cyberbullied (more than one option is applicable): Mutual dislike was found the most as the cause of both cyberbullying and being cyberbullied (60.8%), followed by peer relationships (54.4%), and other causes, ie., fun, no idea of the cause, involved parties' personality and behaviors, disagreement, current issues, etc. the least (12.9%)

Self-disclosure in cyberbullying and being cyberbullied: The samples both self-disclosed and self-concealed the most (54.0%), followed by self-disclosure (28.9%), and 17.1% self-concealment.

The length of time for each problem (each time): It took less than one week the most (58.6%), followed by 2-3 weeks (22.4%), and others, i.e., depending on the situation, still going on, more than one month, 1-3 years, etc. the least (8.4%).

Persons for consultation in the case of cyberbullying and being cyberbullied (more than one option is applicable): The samples consulted with friends the most in both cases (71.5%), followed by none (30.8%). The persons they consulted the least are others, i.e., cyber-acquaintance and non-acquaintance, elder schoolmates, boyfriends/girlfriends, system administrators, etc. (3.4%).

The impacts caused by cyberbullying (more than one option is applicable): The impact the samples faced the most was the psychological impact, i.e., boredom, stress, anger, anxiety, fear, embarrassment, etc. (56.7%), followed by being perceived negatively by others (46.0%), the least was depression and desire to commit suicide (9.1%).

In short, from the analysis of the samples' cyberbullying and being cyberbullied behaviors, the samples had usage behaviors of digital technology and communication devices, including having knowledge and skills of using communication devices and social media at a moderate level. Most samples used to cyberbully and are cyberbullied, and were both bullies and victims. There were 19 patterns of cyberbullying and being cyberbullied found in the study, which were grouped into 8 categories, as follows: 1) Cyberstalking, 2) Denigration or Dissing 3) Flaming, 4) Trolling, 5) Exclusion, 6) Trickery and Doxing, 7) Cyber Harassment, and 8) Masquerading, Catfishing, and Fraping.

Moreover, from the open-ended questions in the questionnaires, other additional patterns of cyberbullying and being cyberbullied were found, such as cyberbullying via online games, through some sexual signs or symbols, changes for a new password, deception of online commerce, cyber revilement to the victim's parents, etc. Social media, especially Facebook was the communication channel used by the samples for cyberbullying. The involved parties were mostly friends, and the cause found the most was dislike and peer relationships. Cyberbullies and victims both self-disclosed and self-concealed. The length of the problem took about less than one week the most. Friends were found to be the people consulted the most, and the impact caused by cyberbullying and being cyberbullied found the most was psychological impacts.

4.3 Media, Psychological, and Social Factors Influencing Cyberbullying of the Samples

The findings on media, psychological, and social factors influencing cyberbullying of the samples were as follows:

Table 4.12 Factors Influencing Cyberbullying of the Samples

(n = 257 Students)

Factors Influencing Cyberbullying	$\overline{x}$	**S.D.**	**Meaning**
1. Psychological factors	2.82	0.85	Moderate
2. Media factors	2.81	0.96	Moderate
3. Social factors	2.73	0.89	Moderate
Total	**2.79**	**0.72**	**Moderate**

Table 4.12 illustrates the factors influencing cyberbullying of 257 samples who used to bully others, which shows that all three factors influence cyberbullying at a moderate level ($\overline{x}$ = 2.79, S.D. = 0.72). Psychological factors are found to influence the most ($\overline{x}$ = 2.82, S.D. = 0.85), followed by media factors ($\overline{x}$ = 2.81, S.D. = 0.96, and social factors ($\overline{x}$ = 2.73, S.D. = 0.89) respectively.

The detailed findings of psychological factors are presented in Table 4.13.

Table 4.13 Psychological Factors Influencing Cyberbullying of the Samples

(n =257 Students)

Psychological Factors Affecting Cyberbullying	Highest Frequency (Percentage)	High Frequency (Percentage)	Moderate Frequency (Percentage)	Low Frequency (Percentage)	Lowest Frequency (Percentage)	$\overline{x}$	S.D.	Meaning
1.Self-defense by sending or posting a counter-attack to the involved parties	36 (14.0)	56 (21.8)	78 (30.4)	55 (21.4)	32 (12.5)	3.04	1.22	Moderate
2. A display of equal power by sending or posting a counter-attack to the involved parties	33 (12.8)	43 (16.7)	104 (40.5)	52 (20.2)	25 (9.7)	3.03	1.13	Moderate
3. A release of discomfort by sending or posting violent and vulgar statements	30 (11.7)	64 (24.9)	69 (26.8)	55 (21.4)	39 (15.2)	2.97	1.24	Moderate
4. The use of communication devices or social media to post gossips, revilement, or ridicule images to retaliate against others as normal	33 (12.8)	38 (14.8)	94 (36.6)	54 (21.0)	38 (14.8)	2.90	1.21	Moderate
5. A revenge or counter-attack against the involved parties	28 (10.9)	37 (14.4)	68 (26.5)	76 (29.6)	48 (18.7)	2.69	1.24	Moderate

Psychological Factors Affecting Cyberbullying	Highest Frequency (Percentage)	High Frequency (Percentage)	Moderate Frequency (Percentage)	Low Frequency (Percentage)	Lowest Frequency (Percentage)	$\overline{x}$	S.D.	Meaning
6. Needs to avoid face-to-face interactions so cyberbullying is an option	21 (8.2)	30 (11.7)	45 (17.5)	72 (28.0)	89 (34.6)	2.31	1.28	Low
Total						**2.82**	**0.85**	**Moderate**

4.3.1 Psychological Factors Influencing Cyberbullying of the Samples

Table 4.13 illustrates the overall effect of psychological factors on cyberbullying of the samples at a moderate level ($\overline{x}$ = 2.82, S.D. = 0.85) 5 psychological factors are influencing cyberbullying at a moderate level, as presented in order as follows:

Self-defense by sending or posting a counter-attack to the involved parties, at a moderate level ($\overline{x}$ = 3.04, S.D. = 1.22)

A display of equal power by sending or posting a counter-attack to the involved parties, at a moderate level ($\overline{x}$ = 3.03, S.D. = 1.13)

A release of discomfort by sending or posting violent and vulgar statements, at a moderate level ($\overline{x}$ = 2.97, S.D. = 1.24)

The use of communication devices or social media to post gossips, revilement, or ridicule images to retaliate others as normal, at a moderate level ($\overline{x}$ = 2.90, S.D. = 1.21)

Revenge or counter-attack against the involved parties, at a moderate level ($\overline{x}$ = 2.69, S.D. = 1.24)

There is only one psychological factor that is found to affect cyberbullying at a low level. It is the need to avoid face-to-face interactions so cyberbullying is an option. ($\overline{x}$ = 2.31, S.D. = 1.28)

The detailed findings of media factors affecting cyberbullying of the samples are presented in Table 4.14.

Table 4.14 Media Factors Influencing Cyberbullying of the Samples

(n = 257 Students)

Media Factors Influencing Cyberbullying	Highest Frequency (Percentage)	High Frequency (Percentage)	Moderate Frequency (Percentage)	Low Frequency (Percentage)	Lowest Frequency (Percentage)	$\overline{x}$	S.D.	Meaning
1. Online games influence cyberbullying behaviors	45 (17.5)	46 (17.9)	66 (25.7)	54 (21.0)	46 (17.9)	2.96	1.35	Moderate
2. Opinions of people in social media influence cyberbullying behaviors	30 (11.7)	51 (19.8)	69 (26.8)	72 (28.0)	35 (13.6)	2.88	1.22	Moderate
3. Stars, singers, net idols, and page administrators influence cyberbullying behaviors	26 (10.1)	58 (22.6)	66 (25.7)	55 (21.4)	52 (20.2)	2.81	1.27	Moderate
4. Exposure to drama or films with violent content influence cyberbullying behaviors	24 (9.3)	46 (17.9)	74 (28.8)	59 (23.0)	54 (21.0)	2.72	1.24	Moderate
5. Presentation of trendy news of mass media in influences cyber influence cyberbullying behaviors	24 (9.3)	39 (15.2)	82 (31.9)	60 (23.3)	52 (20.2)	2.70	1.22	Moderate
Total						**2.81**	**0.96**	**Moderate**

4.3.2 Media Factors Influencing Cyberbullying of the Samples

Table 4.14 illustrates the overall effect of media factors on cyberbullying of the samples at a moderate level ($\overline{x}$ = 2.81, S.D. = 0.96) All media factors are found to influence cyberbullying behaviors at a moderate level, as presented in order as follows:

1) Online games ($\overline{x}$ = 2.96, S.D. = 1.35)
2) People's opinions on social media ($\overline{x}$ = 2.88, S.D. = 1.22)
3) Stars, singers, net idols, page administrators ($\overline{x}$ = 2.81, S.D. = 1.27)
4) Exposure to dramas or films with violent content ($\overline{x}$ = 2.72, S.D. = 1.24)
5) Presentation of trendy news of mass media ($\overline{x}$ = 2.70, S.D. = 1.22)

The detailed findings of social factors affecting cyberbullying of the samples are presented in Table 4.15.

Table 4.15 Social Factors Influencing Cyberbullying of the Samples

(n = 257 Students)

Social Factors Influencing Cyberbullying	Highest Frequency (Percentage)	High Frequency (Percentage)	Moderate Frequency (Percentage)	Low Frequency (Percentage)	Lowest Frequency (Percentage)	$\overline{x}$	S.D.	Meaning
1. Roles of friends influence cyberbullying behaviors	52 (20.2)	52 (20.2)	69 (26.8)	52 (20.2)	32 (12.5)	3.16	1.30	Moderate
2. Opinions of people in society influence cyberbullying behaviors	31 (12.1)	49 (19.1)	87 (33.9)	64 (24.9)	26 (10.1)	2.98	1.15	Moderate
3. Group pressure plays a role in influencing cyberbullying	32 (12.5)	46 (17.9)	84 (32.7)	62 (24.1)	33 (12.8)	2.93	1.20	Moderate
4.Needs of sociability influence cyberbullying behaviors	19 (7.4)	26 (10.1)	62 (24.1)	79 (30.7)	71 (27.6)	2.39	1.20	Low
5. Gaining others' attention influences cyberbullying behaviors	18 (7.0)	24 (9.3)	47 (18.3)	71 (27.6)	97 (37.7)	2.20	1.24	Low
Total						**2.73**	**0.89**	**Moderate**

4.3.3 Social Factors Influencing Cyberbullying of the Samples

Table 4.15 illustrates the overall effect of social factors on cyberbullying of the samples at a moderate level ($\overline{x}$ = 2.73, S.D. = 0.89) 3 social factors are influencing cyberbullying at a moderate level, and two social factors at a low level, as presented in order as follows:

1) Friends at a moderate level ($\overline{x}$ = 3.16, S.D. = 1.30)
2) Opinions of people in society at a moderate level ($\overline{x}$ =2.98, S.D. = 1.15)
3) Group pressure at a moderate level ($\overline{x}$ = 2.93, S.D. = 1.20)

The other two social factors are found to influence cyberbullying at a low level, presented in order, as follows:

1) Needs of sociability at a low level ($\overline{x}$ = 2.39, S.D. = 1.20)
2) Gaining others' attention at a low level ($\overline{x}$ = 2.20, S.D. = 1.24)

In summary, all factors: media, psychological, and social, are found to influence cyberbullying of the samples at a moderate level. Psychological factors are found to influence cyberbullying the most, followed by media factors with very close mean, and social factors respectively.

4.4 The Samples' Opinions on the Roles of Digital Media in Cyberbullying

From the survey on the opinions of 263 samples who used to experience cyberbullying others and being cyberbullied, the findings are presented in Table 4.16.

Table 4.16 The Samples' Opinions on the Roles of Digital Media in Cyberbullying

(n = 263 Students)

Opinions on the Roles of Digital Media in Cyberbullying	Highest Frequency (Percentage)	High Frequency (Percentage)	Moderate Frequency (Percentage)	Low Frequency (Percentage)	Lowest Frequency (Percentage)	$\overline{x}$	S.D.	Meaning
1. Cyberbullying leads to violence in the real world.	118 (44.9)	67 (25.5)	56 (21.3)	19 (7.2)	3 (1.1)	4.06	1.03	High
2. It is easy to cyberbully others by sending or posting content.	112 (42.6)	72 (27.4)	52 (19.8)	18 (6.8)	9 (3.4)	3.99	1.10	High
3. Cyberbullying can do all 24 hours and everywhere.	113 (43.0)	63 (24.0)	55 (20.9)	21 (8.0)	11 (4.2)	3.94	1.16	High
4. Digital communication causes increased misunderstanding and quarrels.	75 (28.5)	86 (32.7)	71 (27.0)	23 (8.7)	8 (3.0)	3.75	1.06	High
5. Cyberbullying witnessed by lots of people is more violent than posted content.	57 (21.7)	82 (31.2)	86 (32.7)	32 (12.2)	6 (2.3)	3.58	1.03	High

Opinions on the Roles of Digital Media in Cyberbullying	Highest Frequency (Percentage)	High Frequency (Percentage)	Moderate Frequency (Percentage)	Low Frequency (Percentage)	Lowest Frequency (Percentage)	$\overline{x}$	S.D.	Meaning
6. Cyberbullying and being cyberbullied helps to understand others' feelings and opinions.	50 (19.0)	79 (30.0)	95 (36.1)	33 (12.5)	6 (2.3)	3.51	1.01	High
7. Cyberbullying makes the use of rude language look normal.	57 (21.7)	76 (28.9)	80 (30.4)	32 (12.2)	18 (6.8)	3.46	1.16	Moderate
8. The use of digital media or self-concealment enables people to express their discontentment against others.	44 (16.7)	68 (25.9)	84 (31.9)	42 (16.0)	25 (9.5)	3.24	1.19	Moderate
Total						**3.69**	**0.72**	**High**

Table 4.16 illustrates the overall opinions of the samples, who used to have cyberbullying direct experience, on the roles of digital media in cyberbullying at a high level ($\overline{x}$ = 3.69, S.D. = 0.72) There are 6 roles of digital media perceived as playing roles in cyberbullying at a high level, and two roles at a moderate level, as presented in order as follows:

Cyberbullying leads to violence in the real world, at a high level ($\overline{x}$ = 4.06, S.D. = 1.03)

It is easy to cyberbully others by sending or posting content, at a high level ($\overline{x}$ = 3.99, S.D. = 1.10)

Cyberbullying can do all 24 hours and everywhere, at a high level ($\overline{x}$ = 3.94, S.D. = 1.16)

Digital communication causes increased misunderstanding and quarrels, at a high level ($\overline{x}$ = 3.75, S.D. = 1.06)

Cyberbullying witnessed by lots of people is more violent than posted content, at a high level ($\overline{x}$ = 3.58, S.D. = 1.03)

Cyberbullying and being cyberbullied helps to understand others' feelings and opinions, at a high level ($\overline{x}$ = 3.51, S.D. = 1.01)

The other two roles of digital media perceived to play a role in cyberbullying at a moderate level are presented in order as follows:

Cyberbullying makes the use of rude language look normal, at a moderate level ($\overline{x}$ = 3.46, S.D. = 1.16).

The use of digital media or self-concealment enables people to express their discontentment against others, at a moderate level ($\overline{x}$ = 3.24, S.D. = 1.19).

Table 4.17 The Samples' Opinions on the Main Roles of Digital Media in Cyberbullying

(n = 263 Students)

Opinions on the Main Roles of Digital Media in Cyberbullying	Highest Frequency (Percentage)	High Frequency (Percentage)	Moderate Frequency (Percentage)	Low Frequency (Percentage)	Lowest Frequency (Percentage)	$\overline{x}$	S.D.	Meaning
Roles of digital media facilitating cyberbullying								
1. It is easy to cyberbully others by sending or posting content.	112 (42.6)	72 (27.4)	52 (19.8)	18 (6.8)	9 (3.4)	3.99	1.10	High
2. Cyberbullying can do all 24 hours and everywhere.	113 (43.0)	63 (24.0)	55 (20.9)	21 (8.0)	11 (4.2)	3.94	1.16	High
3. The use of digital media or self-concealment enables people to express their discontentment against others.	44 (16.7)	68 (25.9)	84 (31.9)	42 (16.0)	25 (9.5)	3.24	1.19	Moderate
Total						**3.72**	**0.86**	**High**

Opinions on the Main Roles of Digital Media in Cyberbullying	Highest Frequency (Percentage)	High Frequency (Percentage)	Moderate Frequency (Percentage)	Low Frequency (Percentage)	Lowest Frequency (Percentage)	$\overline{x}$	S.D.	Meaning
Roles of digital media on communication in cyberbullying								
1. Cyberbullying leads to violence in the real world	118 (44.9)	67 (25.5)	56 (21.3)	19 (7.2)	3 (1.1)	4.06	1.03	High
2. Digital communication causes increased misunderstanding and quarrels	75 (28.5)	86 (32.7)	71 (27.0)	23 (8.7)	8 (3.0)	3.75	1.06	High
3. Cyberbullying witnessed by lots of people is more violent than posted content	57 (21.7)	82 (31.2)	86 (32.7)	32 (12.2)	6 (2.3)	3.58	1.03	High
4. Cyberbullying and being cyberbullied helps to understand others' feelings and opinions	50 (19.0)	79 (30.0)	95 (36.1)	33 (12.5)	6 (2.3)	3.51	1.01	High
Total						**3.72**	**0.76**	**High**

Opinions on the Main Roles of Digital Media in Cyberbullying	Highest Frequency (Percentage)	High Frequency (Percentage)	Moderate Frequency (Percentage)	Low Frequency (Percentage)	Lowest Frequency (Percentage)	$\overline{x}$	S.D.	Meaning
Digital media plays a role in creating the value of using rude and violent language and expression in the cyber world								
1 Cyberbullying makes the use of rude language look normal	57 (21.7)	76 (28.9)	80 (30.4)	32 (12.2)	18 (6.8)	3.46	1.16	Moderate
Total						**3.46**	**1.16**	**Moderate**
Total of all						**3.69**	**0.72**	**High**

Table 4.17 illustrates the findings of the samples' opinions on the 8 roles of digital media in cyberbullying, which are classified into three main roles: 1) roles of digital media in facilitating cyberbullying, 2) roles of digital media in communication in cyberbullying, and 3) roles of digital media in creating the value of using rude and violent language and expression in the cyber world, as presented in order as follows: Roles of digital media in facilitating cyberbullying comprising three issues: 1) It is easy to cyberbully others by sending or posting content, 2) cyberbullying can do all 24 hours and everywhere, and 3) the use of digital media or self-concealment enables people to express their discontentment against others. The samples' opinions towards this group of roles are at a high level ($\overline{x}$ = 3.72, S.D. = 0.86).

The roles of digital media in communication in cyberbullying, covering four issues: 1) Cyberbullying leads to violence in the real world, 2) communication via digital media causes increased misunderstanding and quarrels, 3) cyberbullying witnessed by lots of people is more violent than posted content, and 4) cyberbullying and being cyberbullied helps to understand others' feelings and opinions. The samples' opinions towards this group of roles are at a high level ($\overline{x}$ = 3.72, S.D. = 0.76).

Regarding the role of digital media in creating the value of using rude and violent language and expression in the cyber world, the samples' opinions towards this role are at a moderate level ($\overline{x}$ = 3.46, S.D = 1.16).

From the analysis, it can be summarized that the samples perceived digital media plays a great role in cyberbullying as it facilitates cyberbullying due to its ease, and convenience to bully any time and any place, enables users to conceal themselves so they dare to express their discontentment or bully others in the cyber world increasingly. On the other hand, communication via digital media may cause misunderstanding and lead to cyberbullying in the real world, as digital media can make cyberbullying incidents widespread rapidly and be perceived by large numbers of people. These people thus may play a part in cyberbullying, so it helps to let both bullies and victims perceive others' feelings and opinions. Moreover, the samples think that digital media plays a role in creating the value of using rude, impolite, and violent language and expression in cyberbullying, which are perceived as normal.

4.5 The Samples' Opinions on the Guidelines for Preventing and Correcting Cyberbullying

From the survey on the opinions on approaches for preventing and solving cyberbullying problems of 400 samples who used to cyberbully others, be cyberbullied, and never experienced cyberbullying, but witnessed the cyberbullying incidents, the findings are presented in Table 4.18.

Table 4.18 The Samples' Opinions on Approaches for Preventing and Solving Cyberbullying Problems

(n = 400 Students)

Opinions on Approaches for Preventing and Solving Cyberbullying Problems	Highest Frequency (Percentage)	High Frequency (Percentage)	Moderate Frequency (Percentage)	Low Frequency (Percentage)	Lowest Frequency (Percentage)	$\overline{x}$	S.D.	Meaning
1. Develop systems of the websites or applications for coping with cyberbullying	145 (36.3)	114 (28.5)	83 (20.8)	40 (10.0)	18 (4.5)	3.82	1.16	High
2. Terminate communication with cyberbullies	115 (28.7)	134 (33.5)	117 (29.3)	28 (7.0)	6 (1.5)	3.81	0.98	High
3. Compile evidence of cyberbullying for reporting to system administrators and legal prosecution	106 (26.5)	144 (36.0)	99 (24.8)	37 (9.3)	14 (3.5)	3.73	1.06	High
4. Encourage the government to issue laws relating to cyberbullying especially and enforce them	104 (26.0)	138 (34.5)	94 (23.5)	46 (11.5)	18 (4.5)	3.66	1.12	High
5. Organize campaigns for preventing and solving cyberbullying through various media	105 (26.3)	120 (30.0)	123 (30.8)	34 (8.5)	18 (4.5)	3.65	1.09	High

Opinions on Approaches for Preventing and Solving Cyberbullying Problems	Highest Frequency (Percentage)	High Frequency (Percentage)	Moderate Frequency (Percentage)	Low Frequency (Percentage)	Lowest Frequency (Percentage)	$\overline{x}$	S.D.	Meaning
6. Provide knowledge by inviting experts or experienced people to give a lecture or discuss problems with teachers and students	80 (20.0)	117 (29.3)	156 (39.0)	28 (7.0)	19 (4.8)	3.53	1.04	High
7. Establish an agency for providing consultation on cyberbullying, both inside and outside school	76 (19.0)	133 (33.3)	129 (32.3)	47 (11.8)	15 (3.8)	3.52	1.05	High
8. Ask parents to consult cyberbullying problems with the involved party's parents and school	87 (21.8)	106 (26.5)	135 (33.8)	41 (10.3)	31 (7.8)	3.44	1.16	Moderate
9. Ask parents to investigate and monitor their children's activities in the cyber world	59 (14.8)	101 (25.3)	127 (31.8)	82 (20.5)	31 (7.8)	3.19	1.15	Moderate
10.Have a school issue punishment against cyberbullying	57 (14.2)	102 (25.5)	129 (32.3)	77 (19.3)	35 (8.8)	3.17	1.16	Moderate
Total						**3.55**	**0.69**	**High**

4.5.1 The Findings of the Analysis on the Samples' Opinions on Approaches for Preventing and Solving Cyberbullying

Table 4.18 illustrates the findings of the analysis on the samples' opinions on approaches for preventing and solving cyberbullying, which indicate that the overall opinions of the samples are at a high level ($\overline{x}$ = 3.55, S.D. = 0.69). There are 7 approaches perceived by the samples at a high level and 3 approaches at a moderate level. The seven approaches perceived at a high level are presented in order as follows:

The development of systems of the websites or applications for coping with cyberbullying, at a high level ($\overline{x}$ = 3.82, S.D. = 1.16)

The termination of communication with cyberbullies, at a high level ($\overline{x}$ = 3.81, S.D. = 0.98)

The compilation of evidence on the cyberbullying for reporting to systems administrators and for legal prosecution, at a high level ($\overline{x}$ = 3.73, S.D = 1.06)

The issuance of laws related to cyberbullying and the enforcement of them, at a high level ($\overline{x}$ = 3.66, S.D. = 1.12)

The organization of campaigns for prevention and correction against cyberbullying in various media, at a high level ($\overline{x}$ = 3.65, S.D. = 1.09)

The provision of knowledge by inviting experts or experienced people to give a lecture or discuss cyberbullying problems with teachers and students, at a high level ($\overline{x}$ = 3.53, S.D. = 1.04)

The establishment of an agency for consultation on cyberbullying, both inside and outside school, at a high level ($\overline{x}$ = 3.52, S.D. = 1.05)

Another three approaches perceived by the samples at a moderate level are presented in order, as follows:

Ask parents to consult cyberbullying problems with the involved party's parents and school, at a moderate level ($\overline{x}$ = 3.44, S.D. = 1.16)

Ask parents to investigate and monitor their children's activities in the cyber world, at a moderate level ($\overline{x}$ = 3.19, S.D. = 1.15)

Have a school issue punishment against cyberbullying, at a moderate level ($\overline{x}$ = 3.17, S.D. = 1.16)

4.5.2 Other Recommendations on the Prevention and Correction of Cyberbullying

From analyzing recommendations from the open-ended questions in the questionnaire, the findings are as follows:

Digital media users should set a password on communication devices and social media accounts to limit access, and should not press likes nor share content that is not creative. Besides, they should not judge others from the content appearing on social media.

For parents, it was recommended that they should pay attention to their children's use of social media, and give time to their children, including teaching them how to use social media and being a good model for their children. If they know that their children are cyberbullied, they should not intensify the situation but should warn and describe the consequences that might follow, including giving them advice, i.e., methods or words for reconciling with the involved party.

For schools, activities should be organized to provide knowledge, i.e., the proper use of social media, cyberbullying, and related laws, including enacting punishment.

For service providers, requirements of the proper usage and using actual information to get service, including setting screening systems. If any improper content is found, the administration should warn users and block such content.

For mass media, news on violence should be reduced. The government agencies should organize campaigns for driving people not to spend time in the cyber world too much. An agency for protesting cyberbullying should be established. Cyberbullying laws should be issued to cope with wrongdoers and protect victims. There should be a website for consulting and rehabilitating victims' psychological states.

In short, the samples perceived the suggested guidelines for preventing and correcting cyberbullying at a high level, and the most effective approach perceived by the samples is to develop systems in the websites or applications for coping with cyberbullying, followed by the termination of communication with the bullies, and the least effective from the samples' opinions is to have punishment by the school.

Moreover, digital users should emphasize security settings on communication devices and social media, and communicate with only those whom they know and have digital etiquette. For parents, children should be taught how to use digital media and should be assisted to solve the problem when they bully others. For academic institutes, schools should organize activities for providing knowledge on cyberbullying of different topics. On the other hand, teachers must play a role in assisting students with their problems. For application and social media service users, policies for usage should be determined. Moreover, for mass media, content on violence should be reduced since children might imitate it. The government agencies should organize campaigns in various ways, including amending laws to cover the problems widely.

4.6 Research Hypothesis Testing

4.6.1 Assumption 1: Media, Psychological, and Social Factors are Related to Cyberbullying Behaviors of the Samples

Table 4.19 The Relationship between Media, Psychological, and Social Factors and the Samples' Cyberbullying Behaviors

Factors Relating to Cyberbullying Behaviors	Level of Relationship	
	R	Sig
Media Factors		
1. Influence of news presentation of mass media	.210**	.001
2. Influence of drama or films with violent content	.118	.059^{ns}
3. Influence of stars, singers, net idols, and page administrators	.223**	.000
4. Influence of people's opinions on social media	.176**	.005
5. Influence of online games	.089	.154^{ns}
Psychological Factors		
6. Attitude towards cyberbullying as a normal incident	.215**	.001
7. A display of equal power	.156*	.012

Factors Relating to Cyberbullying Behaviors	Level of Relationship	
	R	Sig
8. A release of grievance	.244**	.000
9. Self-defense	.247**	.000
10. Revenge	.274**	.000
11 Needs of avoiding confrontation with the involved party	.130*	.037
Social Factors		
12. Needs of getting attention	.129*	.039
13. Influence of friends	.236**	.000
14. Group pressure	.247**	.000
15. Opinions of people in society	.166**	.008
16. Needs of sociability	.199**	.001

Note: ** p < . 01, * p < .05

Table 4.19 illustrates the findings from the Pearson Correlation Coefficient that all three factors: media, psychological, and social factors are found to have a positive relationship with the level of cyberbullying behaviors at a statistical significance level of .01 and .05.

From investigating the relationship between each sub-factor of all three factors and the level of cyberbullying behaviors, 14 sub-factors of the total 16 sub-factors are found to have a relationship with the level of cyberbullying behaviors with statistical significance. The 14 sub-factors are: 1) influence of news presentation of mass media ($r = .210$, $p < .01$), 2) influence of stars, singers, net idols, and page administrators ($r = .223$, $p < .01$), 3) influence of opinions of people in society on social media ($r = .176$, $p < .01$), 4) attitude towards cyberbullying as a normal incident ($r = .215$, $p < .01$), 5) a display of equal power ($r = .156$, $p < .05$), 6) a release of grievances ($r = .244$, $p < .01$), 7) self-defense ($r = .247$, $p < .01$), 8) revenge ($r = .274$, $p < .01$), 9) needs of avoiding confrontation with the involved party ($r = .130$, $p < .05$), 10) needs of getting attention ($r = .129$, $p < .05$), 11) influence of friends ($r = .236$, $p < .01$), 12) group pressure ($r = .247$, $p < .01$), 13) influence of opinions of people in society ($r =$

.166, p < .01), and 14) needs of sociability (r = .199, p < .01). Therefore, the higher the level of media factors (the influence of news presentation; stars, artists, net idols, and page administrators; and social media users' opinions), psychological factors (attitude towards cyberbullying as normal, a display of equal power, grievance releasing, self-defense, revenge, and needs of avoiding confrontation with the involved party), and social factors (needs of getting others' attention, influence of friends, group pressure, opinions of people in society, and needs of sociability) is, the higher the level of the samples' cyberbullying behaviors is.

4.6.2 Assumption 2: Media, Psychological, and Social Factors can Jointly Predict Cyberbullying Behaviors of Thai Youths

From the multiple regression analysis of the 14 sub-factors that are found to have a relationship with the cyberbullying behaviors of the samples, namely 1) influence of news presentation of mass media, 2) influence of stars, singers, net idols, and page administrators, 3) influence of opinions of people in society on social media, 4) attitude towards cyberbullying as a normal incident, 5)a display of equal power, 6) a release of grievances, 7) self-defense, 8) revenge, 9) needs of avoiding confrontation with the involved party, 10) needs of getting attention, 11) influence of friends, 12) group pressure, 13) influence of opinions of people in society, and 14) needs of sociability, the findings are illustrated in Table 4.20.

Table 4.20 The Findings from Multiple Regression Analysis of the Relationship between Media, Psychological, and Social Factors and the Level of Cyberbullying Behaviors of the Samples

Independent Variables	**Unstandardized Coefficients**		**Standard Coefficients**	**t**	**Sig.**
	B	**Std. Error**	**Beta**		
(Fixed value)	2.757	1.753		1.573	.117
1. Revenge	1.458	.429	.213	3.396*	.001
2. Influence of stars, singers, net idols, and page administrators	1.345	.389	.203	3.457*	.001
3. A release of grievance	.994	.430	.146	2.313*	.022
$R = .373$ / Adjusted $R^2 = .129$ / $F = 13.630$*, Sig. = .000					

Table 4.20 illustrates the findings from the multiple regression analysis of the relationship between media, psychological, and social factors and cyberbullying behaviors of the samples, which indicate that revenge, the influence of stars, singers, net idols, and page administrators, and a release of grievance have a relationship with the level of cyberbullying behaviors of the samples at a statistical significance level of .05. All three sub-factors are found to be able to explain the variation of the samples' cyberbullying behaviors 12.9%, and revenge is found to influence the level of cyberbullying behaviors the most, followed by the influence of stars, singers, net idols, and page administrators, and a release of grievance respectively. Namely, the samples with a high level of psychological factors, especially revenge and a release of grievance will have a high level of cyberbullying behaviors. At the same time, the samples got the high influence of media factors, especially stars, singers, net idols, and page administrators will have a high level of cyberbullying behaviors as well.

CHAPTER 5

THE FINDINGS OF QUALITATIVE RESEARCH

The findings of the qualitative research were analyzed and synthesized from interviews with 8 Thai youths, 7 of whom were both cyberbullies and cyberbullying victims, and the other one was only the victim. Besides, the findings were gathered from the interviews with 3 experts, having knowledge and experiences related to cyberbullying.

All the research topics, questionnaire, and its questions were requested for human research ethics certification from the Research Committee of the Graduate School of Communication Arts and Management Innovation, the National Institute of Development Administration. Pseudonyms were used to replace the samples' real names to protect their privacy. The findings are presented in 5 parts, as follows:

5.1 Personal information of Thai youths who were risky to be cyberbullies or cyberbullied

5.2 Thai youths' cyberbullying and being-cyberbullied of Thai youths

5.3 Media, psychological, and social factors influencing cyberbullying of Thai youths.

5.4 Opinions of informants or interviewees and experts on the roles of digital media in cyberbullying

5.5 Opinions of informants or interviewees and experts on cyberbullying preventive and corrective approaches.

Table 5.1 Personal Information of the Informants who had Experiences to be Cyberbullies or Cyberbullying Victims

Alias	Sex	Age	Education level	Type of Academic Institutes	Province
1. Dao	Female	13	Grade 7	Government school	Bangkok
2. Bam	Female	15	Grade 10	Government school	Bangkok
3. Pete	Male	15	Grade 10	Government school	Bangkok
4. Tor	Male	15	Vocational college (1st year)	Vocational college	Bangkok
5. Jane	Female	17	Grade 11	Private school	Chiang Mai
6. Fang	Female	17	Grade 12	Private school	Chiang Mai
7. Game	Male	15	Vocational college (1st year)	Vocational college	Chiang Mai
8. Por	Male	17	Grade 11	Private school	Chiang Mai

5.1 Personal Information of Thai Youths who were Risky to be Cyberbullies and Cyberbullying Victims

Table 5.1 illustrates personal information of the samples who were 8 Thai youths. From the interview, it is found that all of them lived in either Bangkok or Chiang Mai, and half of them were male and half female. Their age ranges from 13-17 years old: Three of them aged 17 years old, four 15 years old, and one 13 years old. Five of them were studying at government schools, and three at private schools: one of them was studying at grade 12, two grade 11, four grade 7 or vocational college (1st year), and one grade 7.

5.1.1 Family Condition of Informants with Cyberbullying Experiences: Both Cyberbullies and Victims

Three types of a family of the informants who used to cyberbully others and be cyberbullied were found: 1) They lived with their actual or real parents, both father and mother, 2) with their father or mother who had a new family, and 3) with their

mother and siblings. Most of the informants' families had problems of violence, used rude words in their communication, and tended to use force to cause physical injuries and property damages when they quarreled. Such violence affected family conditions, nurturance, and relationships. The informants raised in an authoritarian/disciplinarian or uninvolved parenting style tended to have poor relationships with their parents. Almost all of the male informants had problems with their mother frequently so their relationship was not so good. "I stay with my mom, dad, and sister. At home, I allow to do and make decisions on almost everything freely. I saw my parents use rude words sometimes" (Fang, personal communication, November 17, 2018).

> Both my father and mother had a new family. I live with my mom. Mostly, she often uses vulgar words, like ass holes, etc. Sometimes, she kicked and damaged my computer so I quarreled with her very often. Thus, when I have any problem, I will not talk to her, while she does not allow me to talk to my real dad, so we have to secretly chat. (Pete, personal communication, October 21, 2018)

> My dad broke up with my mom. I and my younger brother stay with my mom. Formerly, my parents always reviled towards one another with vulgar words. Someone may think it's violent, but at my house, it's normal. Once a while, my dad hurt my mom. (Tor, personal communication, November 17, 2018)

5.1.2 Personality, Habits, and Experiences Related to Cyberbullying and Being Cyberbullied of the Informants

From the interview, the informants had a diversity of personalities and habits. Some were directive, hot-tempered, ego-centric, introverted, etc. All of them used to experience bullying and being bullied in three aspects: physical, verbal, and social. 7 of 8 informants used to punch, beat, or were beaten by others since they studied at the elementary education or the lower secondary education. Most of the involved parties were friends and elder or younger schoolmates. Some of them were teased by their teachers, friends, and younger schoolmates with ridicule words focusing on their physical appearances, sexuality, coercion, etc. Social bullying was in the form of

getting no attention from friends or excluding them from groups or participating in activities.

> I'm rather quiet and like to stay alone. I seldom talk to anyone and have few friends since I was a child. . . Some people disguised to be me and created fake Facebook to send texts to me. One day, I got an appointment that asked me to wait in a toilet. I wanted to know who did this, so I went there alone. It's my friend who used to be my close friend. She was angry that I did not buy things for her, so she dragged me into the toilet and punched on my face. (Dao, personal communication, October 29, 2018).

> I don't care much about others. I'm always correct. . . One day, when I was at the elementary school, I played porn games and I asked my friends to try, so many of my friends played. My teacher saw us play, so she punished all of us. After that, my friends told me that they hated me and thought that I was a gay. I'd always been teased, even my teacher also called me "18+.". . . I often quarrel with other people at a game cafe. It's about stealing things, and then we fought. (Game, personal communication, November 10, 2018)

> I like to express my ideas and like to be a leader rather than a follower. I'm rather hot-tempered and irritating. Still, I've lots of friends, both in the real and cyber world. . .I had the first fighting when I was at grade 5. I punched my friend. This year, I also punched my friend and a younger schoolmate, but I won. (Pete, personal communication, October 21, 2018)

5.1.3 Psychological Aspects of the Informants Experienced in Cyberbullying Both as Bullies and Victims

Most informants had low self-confidence and self-pride, caused by poor relationships between the informants and their families. They were mostly brought up in families with uninvolved parenting styles. The impact of being bullied in real and cyber world was no acceptance from friends, etc., leading them to perceive themselves as worthless. Most informants released their grievances in the cyber world, i.e., playing online games, asking for others' opinions, posting to release their feelings, etc. Some kept their grievances without disclosure; thus, it damaged their health. For instance, one of them called to ask for a mental-health hotline service.

I'm not confident of what I think or do. I hardly gain acceptance from my friends. . . There were some chats using Facebook under my name and posting a text to revile my friends and they believed it was me. My friends thought that I was a trouble maker so they reviled me. Some blocked or deleted me from Facebook without asking the truth… Normally, I like to play survival games or watch cartoons, it helps to release my discomfort. (Dao, personal communication, October 29, 2018).

I have low self-confidence and dare not to express myself. . . When I feel uncomfortable, I like to search information from Google or post questions on Pantip website to read others' opinions. (Game, personal communication, November 10, 2018)

I felt uneasy when I was cyberbullied and when I quarreled with my mom about my grade. She likes to put me on the spot. When I have problems with her, I will post to release my emotion on Facebook. Once I feel better, I will delete it. (Pete, personal communication, October 21, 2018)

I feel I'm worthless. None understands me as nobody listens to me. I like to talk with my doll and suppose that there's someone listening to me. I used to call to mental-health hotline. When I talked to the service provider, it felt good, but once I hanged up, I came back to my old world and none stayed to listen to me anymore. (Bam, personal communication, September 10, 2018)

5.1.4 Opinions of the Experts on the Characteristics of Thai Youths Prone to Cyberbully Others and be Cyberbullied

From the interview with the experts, children who cyberbully others tend to be bullied by others before, get used to violence accumulated from their family condition, and nurturance in which vulgar language and physical abuse or assaults have always been witnessed. Otherwise, cyberbullies tend to be children with high self-confidence and need to exert power over others. These children lack empathy and dislike rules, etc. On the other hand, cyberbullying victims tend to have some physical conditions that are used to make fun of. They possess sexual diversity with weak personalities and have no support from others nor good relationships with others. Extremely, they may have so distinguished characteristics that make cyberbullies feel

jealous. Moreover, the experts pointed out that the properties of digital media also lead everyone to have a chance to be cyberbullying victims.

> Mostly, cyberbullies used to be bullied or have mental problems. Cyberbullying is found often in children with risky behaviors, i.e., violation of regulations or short concentration. On the other hand, cyberbullying victims tend not to disclose the incidents by themselves, but their symptoms can be noticed, i.e., not going to school, frequent absence from class, isolation from the groups, both in school and at home. (Benjaporn Tuntasood, personal communication, January 23, 2019)
>
> People who pay no respect to others, like to have power, do things just for fun or teasing others without realizing that they should not do or hurt other people. On the other hand, cyberbullying victims tend to have some characteristics, such as alternative sex, being fat, some different physical appearances or faces. They are submissive, have no friends nor people to support, even their parent. Sometimes, they may possess some outstanding abilities that make bullies envy, and keep eyes on them. Thus, they create anti-page and bullying behaviors. (Srida Tanta-Athipanich, personal communication, January 18, 2019).
>
> Cyberbullies get used to violence in the real world, i.e., parents' fighting or using violence to solve family problems. Once they interact with friends, they automatically select this way. Another group of cyberbullies is a group of high self-confident children or those who can lead the group. On the contrary, cyberbullying victims are children who are dark-skinned, fat, bucktoothed, gay, or queer, or have curly hair. Thus, they easily become preys of cyberbullying. (Thawatchai Phachuen, personal communication, January 18, 2019)

From analyzing the findings of the interviews with both Thai youths and experts, they agreed on some common personal characteristics of children prone to cyberbully others and be cyberbullied. The risky groups seem to be brought up in families with either uninvolved or authoritarian or disciplinarian parenting styles with using violence, i.e., vulgar words, physical or property damage, poor family

relationships. Cyberbullies tend to possess leadership with high self-confidence while cyberbullying victims have some ridiculous physical appearances, sexual diversity, no support from family or friends, including being introverts and having no self-expression, self-confidence, nor self-pride. Besides, both cyberbullies and victims have experiences in punching and beating or being punched or beaten by others.

5.2 Cyberbullying and Being Cyberbullied Behaviors of Thai Youths

From the study, it was found that cyberbullying and being cyberbullied behaviors were related to their knowledge and skills of using communication devices and digital technology. However, each informant had different experience and background in cyberbullying incidents in all aspects: status, patterns, the involved parties, communication channels used, self-disclosure and self-concealment, the connection between cyberbullying and bullying in the real world, the impact, consultation, length of the problems, as presented in the following details:

5.2.1 Knowledge, Behaviors, and Skills of Using Communication Devices and Digital Technology of Informants

From the interview with informants, almost all of them admitted that they were addicted to using a mobile phone and social media badly for talking with their friends, viewing video clips, and playing games, etc. Half of them had knowledge and competency in using a photo editing program or software. Some of them were page administrators. This group gave high importance to a security setting on their communication devices and social media since they used to be cyberbullied and required privacy. On the other hand, another half of the informants had careless usage behaviors, i.e., setting their social media account to be public, tell their passwords to others, etc. Almost all of them started to use Facebook when they were younger than thirteen years old applied by their parents or relatives. Besides, most of them added unknown people as friends. All of these behaviors were causes of cyberbullying.

> I use computer and mobile phone almost all day, mostly for watching cartoons, listening to music, or playing games. . .I started to use Facebook since I was grade 2, using my brother’s account. I played by myself since I

was grade 4. At first, I added everyone as friends. However, after being cyberbullied, I set up Facebook with two-factor authentication and prevent others to be friends or sending messages. (Dao, personal communication, October 29, 2018).

I watch the computer screen 5-6 hours a day, while consistently checking my mobile phone. I won't tell my password to anyone, change it every 2-3 months. . . I started to use Facebook when I was at grade 5. At that time, I think, there might be around 3,000 friends. Anyone wanted to be my friends, I added all. I've just closed down my second account as I feel unsecure, but now I'm creating the third one. (Pete, personal communication, October 21, 2018)

I don't know much about technology, but just use it simply. I open my Facebook as public. My sister and 2-3 of my close friends know my password. My account was often hacked, and now I'm using the fourth one. (Jane, personal communication, November 8, 2018).

I always tell my password on mobile phone and Facebook to all my girlfriends. Anyone who is my girlfriend, I will share mine with hers. I accepted a lot of unknown people as friends, but I will not give them any hope. (Tor, personal communication, November 17, 2018)

5.2.2 Cyberbullying Experiences

7 of 8 informants in the interview were both cyberbullies and victims. Generally, the cyberbullying incidents were in two patterns: 1) the informants initiated cyberbullying first, and 2) when they were cyberbullied, they would strike back; thus they would switch between the role of a cyberbully and a victim. From interviews on the patterns of cyberbullying, based on the same patterns as in the quantitative research and the categorization of cyberbullying patterns, the informants used to cyberbully others by 9 main patterns with 23 sub-patterns, as follows:

5.2.2.1 Revilement with Vulgar and Violent Language (Flaming)

4 sub-patterns of Flaming were found:

1) Post, send or share revilement statements or texts with violent and vulgar language

The informants used to post or send revilement in a text with violent and vulgar language to their friends, friends of the involved party, unknown people, and people in the news on various media. Causes might be conflicts, the involved party's posts, revilement or agitating message, discontentment with the other party's behaviors or opinion expression, needs to protect favorite artists from being insulted, or criticized rudely, etc.

> Her friend did not like me, so she always incited us to get separated. Once we broke up, she posted that she had prayed long time ago for our break-up. I thus scolded her with more than 100 comments, and then they spread to go on in the chats. (Tor, personal communication, November 17, 2018)
>
> Some unknown people posted edited games from the games. I saw the photo looked fake, so I posted that the editing was not professional and he should edit the new ones, so we posted against one another back and forth by many texts. . . One time, I saw a post of one of the kids who got stuck in a cave (in Chiang Rai Province), saying that he got special privileges. I don't like the post so I cursed him that all those 13 kids wasted the country's budgets. They also caused a decent man to die. After that, some unknown people reviled me and I reviled back. (Game, personal communication, November 10, 2018)
>
> I was in a group chat in which several page admins gathered to support one band. One of the group members posted in the chat that a K-pop fan complained how badly our favorite singer sang, how ugly and fat she was. That fan was wondering why we followed that whore, etc. I thus posted to blame her and she commented back. She said wow, we struggled badly for that singer. I think she acted as she does not care if she's wrong, so I condemned her more violently. (Pete, personal communication, October 21, 2018).

2) Post, send or share revilement video clips with violent and vulgar language

One of the informants helped his friend to post revilement in a video clip to another friend on his Facebook so he became a co-bully. In this case, such an act made conflicts between two parties more severe.

> My friend sent me a video clip to revile another unidentified friend and asked me to post. I this posted it with the text that my friend wrote. When that friend saw the clip, he thought that I reviled him and asked why I did so. I had to show him the chat that the other friend asked me to post for him. Both of them then quarreled. (Game, personal communication, November 10, 2018)

3) Revile, condemn, or challenge others via stream live

Some informants disclosed the other party's behaviors via stream live or Facebook Live of their friends. "My friend lived Facebook and tagged my name. He asked what kind of conflicts I had with the other side, I then told them straightforwardly." (Tor, personal communication, November 17, 2018) "I had a live stream and someone commented why I lived so frequently. I cursed him so he kept silent." (Jane, personal communication, November 8, 2018).

4) Post, send or revile through microphone and chatrooms in online games (Griefing)

An informant used to condemn another game player through a microphone or chats in online games severely or rudely as they used to have problems against each other. He did not like the other's behaviors or playing skills, including the other's agitation, so he counter-attacked.

> I always quarrel with game players. The other player called me "stupid like a buffalo" on microphone, so I typed that he was stupid like a buffalo like me. That's why we could understand each other. Then, we kept arguing against each other. (Game, personal communication, November 10, 2018)

5.2.2.2 Incitement and Agitation (Trolling)

1) Post, send or share opinions to rebuke or agitate others

Some informants posted, sent, or shared their expression of opinions to agitate or irritate page followers or users for fun, calling attention, or encouraging others to participate in cyberbullying.

> I posted the images and texts that someone reviled a music band for 3-4 posts with the statement that all page followers you have to look at this then I linked with Facebook to let others condemn them. . .One time, I posted about a brand of camera in the competitor's page. Another camera player of the brand or competitor seemed not to have problems with me as they might think that I was irritating them. However, when I posted an image of a BNK48 singer into the Korean FC group, they are not ok and sent a comment to condemn me. (Pete, personal communication, October 21, 2018)

> A vendor posted to sell a doll pillow that a prisoner used to hold (or Priew who shredded the corpse). It made a lot of people want to buy the pillow. I saw it so I posted and incited her. She's angry and posted back, so I posted to agitate her by calling her Auntie, and told her not to be angry; otherwise, her eye-wrinkles would appear. After the trend was over, she would be impoverished. She then kept reviling me back. (Game, personal communication, November 10, 2018)

5.2.2.3 Dissemination of Untrue Information, and Creation of hatred and Shame (Denigration or Dissing), Composing of Seven Patterns

1) Disseminate untrue information, slander, or frame others in the cyber world.

Some informants used to disseminate untrue information or frame others in the cyber world by posting a charge against the other party on Facebook. The cause was by the understanding that his friend stole his stuff so he posted to accuse him. Thus, it made other people and another Facebook page share the post until the victim was defamed. Besides, some informants create an anti-page to charge against someone he liked because he was dissatisfied with his rejection.

Therefore, he invited other users to participate in the interactions, i.e., pressing "follow" or expressing their opinions about the cyberbullying victims.

> I misunderstood so I posted to scold my friends rudely and accused him of stealing my pocket. Someone shared my post to the Facebook page so my friend tried to explain to me, but I still cursed him until he sent me a photo and told me that someone picked it up and now it was kept in the PR room. The page that forwarded this post made many people condemn me that I slandered my friend (Game, personal communication, November 10, 2018)

> I like him, but he is not interested in me, so I hate him and created a page to attack him. I asked my friends, about 400, to follow my page. I also posted photos and exaggerated about his weak points so many people disliked him and also slandered him frequently. Some pressed likes and some sent messages reporting what he did. (Por, personal communication, November 25, 2018)

2) Take photos or video clips of others or record others' voices secretly for dissemination.

Some informants secretly took photos or video clips of their friends and unknown people and then disseminated them via Facebook, chat groups, anti-page, public page, etc. Most of those photos or video clips displayed violation of others' rights, i.e., taking photos while victims were in the bathroom, etc. Mostly, the bullies did for fun, were disappointed by victims, needed money, and did not know about concerning laws. The ways bullies secretly took photos while hiding themselves, or pretending to use a phone so victims were not aware. "I liked to secretly take photos of my friends. Sometimes, I climbed over the flush toilet to take photos of them or when they left the toilet and posted on Facebook." (Jane, personal communication, November 8, 2018).

> Before taking photos, I would have flash and sound turned off and then raised my mobile phone in front of me like I was playing or reading something. Then, I could shoot several photos of him. I would choose some photos and post on anti-page. (Por, personal communication, November 25, 2018)

> I used to secretly take photos and video clips of others, i.e., while opening their mouth, picking up mucus, slipping, etc. and sold them, cost 30 baht per photo, and 40 baht per clip. An admin page would use their nicknames, name of their schools, and texts written by himself. When the page was posted, people started to share it continuously. (Game, personal communication, November 10, 2018)

3) Post, send or share photos to embarrass others.

Some informants used to post or send personal or candid-camera photos of their friends and favorite artists on social media accounts, anti-page, or FC pages to make victims ashamed or induce other users to comment or satire them ridiculously. They mostly did because of their fun or discontentment of the victims, etc.

> I posted the photos of my friend taken secretly in the group in which there were more than 10 friends, both male and female. When friends saw these photos, they sent some comments, such as why she had so small boobs, so dark bottoms, or sent a laughing emoji. I think it's funny. (Jane, personal communication, November 8, 2018).

> I posted funny photos of a singer of my favorite band very often, and put some joking statements to make others feel amused. Sometimes, I posted leaked photos of my friends. (Pete, personal communication, October 21, 2018)

> I liked to take several photos of him and then chose the ones that looked terrible the most to be posted. (Por, personal communication, November 25, 2018).

4) Use the photos that embarrass others as a profile picture on their social media

One informant used his friend's leaked picture or funny photo to be the profile picture on his Facebook since the other party used to do it on him so he wanted to strike back. "My friend posted a leaked photo of me just for fun and set

it to be his profile on his Facebook. He did it to me first, so I did it back." (Por, personal communication, November 25, 2018)

5) Post, send or share criticism on others' sexuality, sexual taste, race, figures, appearance, complexion color, etc.

Some informants used to post, send, or share sarcastic criticism on other' faces or skin color on Facebook or group chats. Victims could be friends, someone they liked or did not know. They did it for amusement or for punishing those who rejected them and made them disappointed. By doing so, victims were cyberbullied by other people additionally. "I called a man I used to like as E-Dam (black people) in the group chats or posted it on Facebook. Other friends saw it, so they also called him like me." (Por, personal communication, November 25, 2018) "When I slid Facebook and saw someone with dark skin or a deformed face, I would share it. I think they are ugly, so I want others to see them. It's fun." (Jane, personal communication, November 8, 2018)

6) Name-calling or ranking others in the cyber world

An informant used to have name-calling to tease his friend's figure on Facebook by comparing him with the fat or big-sized cartoon character or animal, so the one who was teased was discontented and injured the informant.

> I used to have name-calling for my friend on Facebook. I called him Fatty, Garfield or mammoth. Once, he was very angry and pushed me so heavily that I fell and fainted, full of injuries. After that, he came to apologize to me, but I still tease him. (Game, personal communication, November 10, 2018)

7) Condemn others' behaviors in the cyber world.

Some informants used to post statements to condemn their friends' and unknown people's behaviors in the group chat room. The causes mostly came from their previous conflicts or being cheated by the other party in online games. "I posted in the group of the marching band that I saw him drop a clarinet. The reason was I wanted to report to my teacher in the case that the band must use it for the competition, but my friend thought that I hated him." (Tor, personal communication, November 17, 2018) "Someone used to hire me to pump rank, but he

did not pay me, so I posted to blame him. He burst out why I did so because many people condemned him about this." (Pete, personal communication, October 21, 2018)

5.2.2.4 Excluding Others Out of the Group (Exclusion)

From the interview, most informants used to be in the group chatrooms in which people gossiped with others or excluded some friends out of the group.

1) Create or be in a gossip group and excluding others out of the group by deleting or blocking

Some informants used to create a group chat room or joined in gossips against other friends or the involved party with whom they had problems. Some of them perceived that gossips were normal. Besides, they also gossiped about their teachers. Remarkably, the informant and friends studied in the field of laws, but they had collective cyberbullying behaviors.

> I created a Facebook group for gossips. I disliked one friend so he was often talked about more than others. I often gossiped him that he was boastful and coward. When he saw it, he reviled me. I replied that gossips were very normal for me. (Game, personal communication, November 10, 2018)

> My friends drew me into a gossip group against someone who used to quarrel with me and my friends. Sometimes, we sent texts or images they posted to revile us in the group. (Fang, personal communication, November 17, 2018)

> In the Line group, some students displayed no respect to our teacher, but their chats reached the teacher, so we were punished severely since it was the law classroom. Therefore, now in the Line group, we called her the Mighty Jarinya. In the case that our chat unintentionally reached her, she would feel satisfied. (Bam, personal communication, September 10, 2018)

5.2.2.5 Deception and Dissemination of Others' Personal Information and Secrets (Trickery and Doxing)

From the interview, some informants used to deceive, apply personal data or secrets of others to disseminate or publish in the following ways:

1) Deceive others to disclose their data or secrets and disseminate in the cyber world

Some informants deceived unknown users to send photos of their bodies or sexual organs by claiming that they would get paid. However, they did not do as agreed but blocked them instead. Such behaviors were often supported by some friends who were capable of using some editing programs to edit or modify photos to make fake photos to deceive others.

> It's very easy to turn me on since I have been lustful since childhood. I wanted to see women's sexual organ how it looks like so I asked my friend to edit a photo showing money in my hand and sent to those deceived girls. My condition was I would tell them what kind of posture I wanted them to do, such as to show two fingers between their legs to make sure that the photos were real. Once the girls sent their photos to me, I blocked them without payment and forwarded those photos to my friends. (Game, personal communication, November 10, 2018)

2) Apply others' personal information or secrets to disseminate in the cyber world.

Some informants applied personal data or secrets of their friends to share in the chat room, both one-on-one chat or group chats. They could be for gossips or fun. "My friend consulted some problems with me and asked me not to tell anyone, but I secretly chatted about her problems to others." (Bam, personal communication, September 10, 2018) "My friend sent a message to me that she went to shit, but had no tissue to wash, so she used the water in the flush toilet. I captured her message and sent to the group on Facebook for others to read. She felt very embarrassed." (Jane, personal communication, November 8, 2018).

5.2.2.6 Creation of Fake User Accounts and theft of Digital Identity and Claim Falsely for Others' Identity (Masquerading, Catfishing, and Fraping)

From the interview, the informants used to create fake accounts, stole digital identity, or claim to be others for communicating with others, as follows:

1) Use fake emails or social media account for communicating with others

Some informants used fake emails or social media accounts for contacting strangers to create relationships or for cheating on online-game trading, including following the movement of the other party. “I used Bee Talk with the other person’s image and name to talk with others. When I got bored, I deleted it and created a new one.” (Jane, personal communication, November 8, 2018).

> I applied more than 20 emails for cheating in online games trading. When it was successful, I would transfer or moved games items to another ID before the cheated person would notify the system administrator. I had to keep changing my email tied with game ID. (Game, personal communication, November 10, 2018)

> Sometimes, they hid the posts that were used to revile me, so I added as friends of almost 1,000 users on the fake Facebook to make it look like a real Facebook, and to avoid those bullies to be suspicious of me. I added but I never followed. I would follow only those who bullied me. I wanted to know what they posted as accepted as they added me as friends, I could see everything. (Bam, personal communication, September 10, 2018)

2) Apply others’ information or images to create fake social media accounts.

More than half of the informants applied unknown people’s information and image to create fake user accounts to establish relationships with the opposite sex or the same sex as they were not confident of themselves. Typically, they would choose the images of good-looking persons on the websites to be their profile pictures. Some informants edited or modified the original photos so that the actual persons would not know, then they used them to deceive others further. “I used a lady boy’s or trans-gender’s photo as a profile picture in my reserved Facebook and some elder schoolmates chatted with me and asked me to be his girlfriends.” (Por, personal communication, November 25, 2018)

> I used a photo of a net idol as my profile because I have a lot of pimples, dark skin, buckteeth, and gummy smile. I thus chose the pictures of a

person with natural look without water marks. At that time, 4-5 men wanted to chat with me. They did not know that I'm not real, but a faker. I dared not to tell the truth as I was afraid that they would not talk with me again. (Jane, personal communication, November 8, 2018).

I looked for photos of good-looking men from Google and asked my friend to edit them, i.e., changing to a round face, hair color, etc., and presented to others as a rich man used as a profile picture on foreign websites, teasing and confessing love to 20-30 women. After a while, I asked them to see their breasts and sexual organs. (Game, personal communication, November 10, 2018)

I created a fake Facebook account to look for those who bullied me. I searched some photos in the Google and chose the one at the bottom. Then, I searched who she was, and continued to track her. She should be a southern student. I did not know her, nor did she know me. When she posted an image, I would capture only partially because someone might recognize her. I uploaded a sea view or posted that I would go to the sea. Sometimes tended to check-in to make it real. In fact, I was still at Lak Si (Bangkok). (Bam, personal communication, September 10, 2018)

3) Secretly use others' communication devices, emails, or social media accounts without permission to post status or bullying content under the owner's user name.

Some informants secretly used their friend's mobile phone or social media account without permission to post a bullying status or send messages to others to cause some misunderstanding. Besides, someone remembered their friend's password to check how the other party gossiped about them. "Sometimes, I used my friend's ID to post some sexual stories to make others misunderstand or post a status as two men seeing each other." (Game, personal communication, November 10, 2018) "I often used my friend's mobile phone to send messages to the one she likes or strangers and told them that she liked and missed them, asked where they were, etc. I just randomly picked up some men." (Por, personal communication, November 25, 2018) "I secretly read the chats of my friend who was a spy for another group from

the telephone she left behind. I sat near her, so I saw her password. I wanted to see how she reported about my being cyberbullied to tell those who bullied me." (Bam, personal communication, September 10, 2018)

5.2.2.7 Threatening and Harassment (Cyber Harassment)

From the interview, some informants threatened others to do as they wished or do sex harassment in two ways, as follows:

1) Menace to disclose others' personal information or secrets in the cyber world

One informant threatened that he would disclose his friend' personal pictures to force him to do as he wished.

> I always like to threaten my close friend. He's so thin and weak. I always treat him as a slave. If he does not do what I order him to do, I will threaten him that I will reveal his leaked pictures on Facebook, i.e., when he took off his clothes to show his breasts, when he put on only an underwear, etc. Sometimes, he rejected to do, but I kept posting his pictures until he complied with what I requested him to do. (Por, personal communication, November 25, 2018)

2) Post and send sexual texts, images, or video clips without permission or for conversing about sex

Some informants chat about sex issues with an opposite-sex, i.e., asking about the size of their sexual organs or asking to have sex with her.

> I think to talk about sex is normal for men and women. I used to ask my friend if her breasts were big or talked about sex issues with her. However, some girls are point collectors, I thus asked them if they wanted to have sex with me. (Game, personal communication, November 10, 2018)

5.2.2.8 Cyberstalking

From the interview, some informants liked to pry on others' behavior in the cyber world for a long time, including threatening to injure others.

1) Follow and pry on others' behavior in the cyber world, including posting or sending a message for agitating or threatening others repeatedly.

Some informants followed their ex-girlfriends' behaviors on social media consistently and irritated them by sending messages or expressing opinions and feelings.

> I looked into my ex-girlfriend's every day to see how she was, if she had a new boyfriend, where she studied or worked. When she posted about her new boyfriend, I commented that she should take more time to learn about him, or just said 'wow'. (Game, personal communication, November 10, 2018)

> When I broke up with my boyfriend, I stalked him on Facebook and texted him almost every day for a year. (Por, personal communication, November 25, 2018)

2) Send, or post texts to intimidate others to injure them or damage their properties (Intimidation)

Some informants threatened their friends to do what they wished. If their friends rejected to comply, they posted the images their friends did not want to be published on Facebook or injured them until victims felt regret and complied with them.

> When my friend rejected to do as told, I was very angry so I hurt him by throat-seizing, dragged him, slapped on his face, and posted his picture until he cried and complied to do what he was ordered to do. Then, I deleted the picture. (Por, personal communication, November 25, 2018)

5.2.2.9 Cyberbullying by a Group of People (Dogpiling)

From the interview, some informants and their friends used to cyberbully others collectively. Mostly, they persuaded their friends to join in cyberbullying.

1) Ask the third person or bystanders to help to cyberbully the involved party in the cyber world

Some informants tagged social media accounts of the opponent and friends to let them know their dissatisfaction since the informants used to be tagged by them as well, so they asked their friends to help to cyberbully their

opponents as a group. “My friend posted to revile others, but tagged me and my friends on Facebook. She texted in group Line and asked us to help to revile her opponents and tagged those she wanted to condemn because they had done a lot to her.” (Fang, personal communication, November 17, 2018)

5.2.3 Patterns of Being Cyberbullied

From the interview, all eight informants used to be cyberbullied. 7 of 8 strokes back, while one of them did not. The patterns found in the interview are classified into 10 groups or categories with 27 sub-categories, as follows:

5.2.3.1 Being Reviled by Violent or Vulgar Language (Flaming), Composed of 5 Patterns or Categories, as follows:

1) Being reviled on a mobile phone.

The informants were reviled by their friends, friends of a friend, and the girlfriend of a friend via mobile phone. The causes were the opponent was not contented because the informant was close to the man she liked, or the opponent’s friends dislike the informant personally. “She and her friends texted to slander me as a flirting and bad girl. They kept reviling me like that all through the year. Sometimes, they called to revile me.” (Fang, personal communication, November 17, 2018) “Her friends do not like me and keep persuading her to break up with me. When I call her, they will always make noises to me.” (Tor, personal communication, September 13, 2018).

2) Revilement texts were received and posted with violent and vulgar language

Some informants received rude words texted or posted by their friends or unknown people. Cyberbullies were both individuals or groups. Mostly, the informants and their opponents used to have some conflicts or some dissatisfaction. Besides, the informants’ opinion expressed in the third person was paid attention to by society. “She reviled me with vulgar words and then her friends sent more comments with vulgar words that they did not want to associate with me.” (Bam, personal communication, September 10, 2018)

I posted to comment one of the thirteen boys (13 Mu Pa Academy or Wild Boars Academy). Several people commented that I was stupid. I was

jealous of him because he could play football well or I am not so good looking as he. Asshole!. (Game, personal communication, November 10, 2018)

3) Reviled with vulgar words via microphone or chatrooms in online games were received (Griefing)

From the interview, some informants were reviled by their opponent or unknown people via microphone or in the online game room. Two main causes were previous conflicts and irritation, etc. “My friend invited me to play games, but the friend I used to quarrel with also played in the games. When I got more kill deaths (k/d), he envied me so he transmitted on microphone that I was a loser and chick, so we counter-attacked.” (Tor, personal communication, September 13, 2018). “I played online games and someone else also played with me. He cursed me rudely ‘son of a bitch,’ so I typed annoyingly that I could be sold very well.” (Por, personal communication, November 25, 2018)

4) Being reviled with vulgar words and hashtags in the cyber world.

One of the informants said that he was posted with vulgar words by his friend who used to have conflicts with him and his friend also hashtagged him further on Facebook.

I used to do a project with friends. One of them who disliked me asked me to buy something for him, but I did not read. I saw his message quite late at night so I told him that I will buy for him later. After that, I saw his post on Facebook. He said I was so lustful that I did not pay attention to our work, and he also hashtagged #WhyYouAreSuchAperson!. (Por, personal communication, November 25, 2018).

5) Victims’ family members were reviled with vulgar words.

From the interview, some informants found revilements to their family posted by their opponents. “I posted that I had dinner with my family. My opponent brought up my mom by posting that I’m a whore, and so is my mom.” (Bam, personal communication, September 10, 2018) “I used to quarrel with my friend about the boy she liked. She reviled me face-to-face and also posted on

Facebook. Sometimes, she cursed my parents to die." (Fang, personal communication, November 17, 2018)

5.2.3.2 Being Incited or Agitated (Trolling)

From the interview, some informants were agitated or irritated by cyberbullies, as follows:

1) Message was repeatedly posted or sent for being agitated

The opponent of some informants posted some irritating opinions aimed to arouse the informants' strike-back for some purposes.

> He posted that I tried to be good to show off. Sometimes, he satire that I was much more self-confident, then he re-sent another statement saying that he sent to the wrong person. Actually, he wanted to agitate me, to stimulate me to strike back. He typed like a well-mannered man, and captured parts of our chats to be posted to make me look like a bad man who started the conflict. (Tor, personal communication, November 17, 2018)

> She sent message to rebuke me and wanted me to revile her back to capture only my revilement to let others see, to make me look like a wrongdoer, while she was weak and vulnerable. (Fang, personal communication, November 17, 2018)

5.2.3.3 Untrue Information Being Disseminated, and Being Preys of Hatred and Embarrassment (Denigration or Dissing)

From the interview, some informants were slandered, hated, ashamed, and criticized in the cyber world in six ways:

1) Untrue information, gossips, charges against victims were disseminated in the cyber world

Some informants were slandered by their opponents in many ways, i.e., being accused of being thieves, chats being edited to display a willingness to have sex with a boyfriend, etc. All of the untrue statements and images were published or disseminated to cause some misunderstandings and gossips. Besides, some were accused of seeing someone of the same sex as the bully did not want one

she liked to see others. Causes were mainly previous conflicts with the opponents, mutual dislike, love conflicts, etc.

> He accused me on a Facebook group of the classroom that he saw me in the room, when our teacher's belonging was lost. Actually, I did not enter the room. In the group, there were some who gave no comments, some pressed wow, and some came to ask me. (Tor, personal communication, November 17, 2018)
>
> One of my friend captured a part of statements I sent to her earlier, but she asked another friend to edit the photo and modify the statement to a new statement that my boyfriend asked to make love with me and I accepted. The photo was transmitted to several group chats, in the classroom and out of the classroom, so many people misunderstood me. (Bam, personal communication, September 10, 2018)
>
> A friend liked my friend, but my friend liked the other, so she did not want my friend to fulfill. Thus, she shot several photos when I was with this (male) friend and posted that I was a gay and a boyfriend of this man. She also tagged others who had chances to forward her message to be more widespread. Therefore, when the girl my friend likes and others saw it, they believed. Because of that post, my friend and that girl did not see each other. (Game, personal communication, November 10, 2018)

2) Victims' photos, video clips, and voices were taken and recorded secretly to be disseminated to make them ashamed

Mostly, the informants whose photos were secretly taken and disseminated to make them ashamed were often caused by amusement. "I was secretly taken a photo when I was careless, i.e., in a dress-changing room, or while I was sleeping and then the pictures were posted in a group." (Jane, personal communication, November 8, 2018) "My friends liked to take my leaked pictures and posted them on my birthday, or orientation, and then texted me some bullying messages." (Game, personal communication, November 10, 2018)

3) Victims' images were received, shared, or posted to make them embarrassed or laughed at by others

Some informants' friends and opponents posted the image to make them embarrassed by their leaked picture or pictures comparing the informants with the other people in the photos, etc. Causes were for fun and because of their reciprocal dislike.

> There's someone creating an Instagram ID of our classroom and posting all friends' ugly pictures. I then sent a message asking who he or she was, but no reply was received, only a password with a note that in the case that I wanted to post others' ugly photos. Thus, everybody has such a password. If anyone is careless, He or she will be taken by a hidden camera and is posted then. It's fun like we can keep those photos as our memory. (Fang, personal communication, November 17, 2018)

> She called me a whore and posted it with other photos of prostitutes and tagged our friends in the group with comments if someone looked familiar. (Bam, personal communication, September 10, 2018)

4) Shameful photos were used as profile pictures on social media

An informant's friend posted photos that the informant did not intend to take or edited his picture from a computer program or application as a profile picture on Facebook to make him ashamed.

> My friend took my leaked photo to set as his profile picture on Facebook to let others laugh at me, and I was so ashamed. Sometimes, he edited my picture by posting it over a mermaid whose tail was tied around by a black garbage bag and entitled the photo a burned-tail mermaid. (Por, personal communication, November 25, 2018)

5) Sexuality, sexual taste, race, figures, appearances, or complexion color, etc. were sent, shared, and criticized.

Informants' friends or opponents posted some sarcastic statements to tease the informants' physical condition, i.e., teeth, complexion color, figure, and sexuality to let others know and imitate their behaviors. "I was mocked on a fake Facebook about my figure and teeth and then others also teased and called me

“buckteeth.” (Dao, personal communication, October 29, 2018). “My friends liked to call me a purple gentleman or a flat-head man. Then, others called me too.” (Tor, personal communication, November 17, 2018) “When I posted my new profile picture, my friends commented ridiculously that I looked black and the photo did not look like me. (Game, personal communication, November 10, 2018)

6) Name-calling or ranking was given to you in the cyber world (Name-calling)

Some informants have received name-calling from friends so other friends and users also called them by that name. Mostly, name-calling was based on victims’ physical appearance or was created by comparing victims with some kinds of animals, which made them inconfident and dissatisfied.

> I have lots of gums or a gummy smile so my friends like to tease me gummy. They always posted it that way without calling my nick name or real name. Once I had my gums operated, they still tease me that way. I used to tell them that I don’t like them to call me that name and sometimes I reacted. (Jane, personal communication, November 8, 2018).

> My friends had several names-callings for me in the chatroom of our class, i.e. Fatty, Sea Cow, or Heavier than a Buffalo, so friends of other classes called me Hippo or Wild Bull. (Fang, personal communication, November 17, 2018)

5.2.3.4 Being Excluded Out of the Group (Exclusion)

From the interview, some informants were excluded from their group, deleted or blocked, including being victims of a created gossip group. The causes were the bullies’ dissatisfaction, or bullies’ needs to obstruct victims to participate in the group, etc.

1) Being created to be in a gossip group and were excluded out of the group by being deleted or blocked

> I secretly knew that they created a gossip group against me. The frequently-heard topics were my boastfulness and stupidity. I used to borrow a friend’s phone by telling him that I wanted to play a game, and then I turned it

on to see what the group gossiped about me. (Game, personal communication, November 10, 2018)

My opponents and friends created a group to gossip me about men and my studying. I knew because some friends who used to be with them disclosed to me by capturing such messages to let me see what they reviled me. (Fang, personal communication, November 17, 2018)

I was gossip in a group on Facebook about my mom being called to school because I was cyberbullied by others. I was excluded twice out of the group. When I asked my friends to add me in, I was excluded immediately. (Dao, personal communication, October 29, 2018)

5.2.3.5 Being Deceived and Personal Information was Disseminated (Trickery and Doxing)

From the interview, some informants were deceived by friends and unknown people who published their personal information or secrets in the following three ways:

1) Being deceived to disclose personal data or secrets to be disseminated in the cyber world

Some informants were deceived by unknown persons to disclose their personal information, i.e., age, school, address, etc. The main purpose was related to sexual issues. Some of them were deceived by their cousins who asked them to send their photos to create a fake social account until the real owner of the account was suspended. “Someone I didn’t know but was Facebook friend sent a message asking how old I was, where I studied, and where I lived. After a while, he asked to talk about sex.” (Por, personal communication, November 25, 2018).

I was banned from using Facebook because I had two accounts, one is mine and the other my cousin used by using my picture. Earlier, he asked me to send my photo online. He lied that he would use it to make a Polaroid photo for me. When I was banned, I asked my friend to search my account, but two accounts were found. My Facebook was banned, but the other created account by my cousin was not. (Tor, personal communication, November 17, 2018)

2) Personal information or secrets were disseminated in the cyber world

Some informants were cyberbullied by their friends and opponents who used their personal information, chats, or pictures to publish for reviling or insulting them. The causes came from the trust or previous disputes.

> My friend asked to see my chats. At that time, I did not know that she was a spy for the other group. I trusted her so I disclosed to her. Then, I found that whatever I showed her, I would be reviled by that subject immediately on the next day. (Bam, personal communication, September 10, 2018)
>
> She captured my chats with her and sent my photo to condemn me publicly. Her friends saw and all insulted me. They also gathered together to see my face at school. (Fang, personal communication, November 17, 2018)

3) Being deceived, cheat, and your properties were lost in the cyber world

Some informants were deceived by unknown people or cheated in online games or social media, i.e., to buy online game IDs, to pay for the goods claimed to be given for free, etc.

> I posted to sell online game ID, but was cheated. Someone asked to give the password first, but when it was given, he changed my ID to a new one without paying me. When I asked from him, he said I was foolish to give him the ID. (Por, personal communication, November 25, 2018)
>
> I was cheated from buying online game ID. After money transfer, he gave me an ID with a password, but I could not access it. When I tried to ask him, he blocked me. I experienced another cheating. There was a live advertising offering to give a video game player for free by sending our name and address on Line. When I sent it, the page answered that I was a lucky guy. However, when I got such a thing, it turned to be a COD (cash on delivery) parcel. I had to pay for it and the page was also closed. It hurt me a lot. (Game, personal communication, November 10, 2018)

5.2.3.6 Being Deceived by Fake User Account, Stolen and Claimed Digital Identity (Masquerading, Catfishing, and Fraping)

From the interview, some informants were cyberbullied by his friends and other users with fake social media accounts by stealing their digital identity, taking their place, or claiming to be the user owner, and stealing their accounts, as follows:

1) Fake emails or social media accounts were created by others for communicating with victims.

Some informants were contacted by users with fake social media accounts in several ways, i.e., posting or sending revilement, making an appointment to meet face-to-face and then injuring them, booking some goods in online shops without payment, which lost their time and sales opportunities. Moreover, the informant's friends created a fake user account to be themselves used for cyberbullying the informant and friends, aimed to create a situation that he or she was also a victim.

> There's a fake Facebook sending a message that if I wanted to get my notebook back, I had to meet her at the toilet. When I got there, I found an unknown classmate. She torn and threw my notebook away. Then, I knew that she created a fake Facebook to irritate and steal my stuff. The other two friends of the one who created the fake Facebook also created a fake Facebook to be theirs and sent threatening message to me and my friends, pretending to make it like they were also the victims. (Dao, personal communication, October 29, 2018).

> Someone used fake Facebook to book the goods I sold without transferring money to me. When I asked for money, she did not reply, so I knew I was cheated. Many people cheated by this way. (Fang, personal communication, November 17, 2018)

2) Information or images were used to create fake social accounts

Persons with ill-will used the informants' information and pictures to create fake social media accounts to revile others or express improper

opinions. The main purpose was to cause misunderstandings to others. Someone's ID was forged. Besides, one informant's online product information and pictures were used to create a fake page to deceive other buyers who transferred their money to the bank account of those people. Therefore, several people were cheated, while the informant's online shop was defamed.

> My Facebook was counterfeited by using my name and profile picture, and such fake Facebook was also used to send messages to revile me and friends, both in my classroom and others. Some friends asked if I did it. I denied, but others misunderstood me. It really affected me. (Dao, personal communication, October 29, 2018).
>
> My Facebook was forged 3-4 times by using my names mixed with other names and my profile picture. The first time, it was used to send comments to many groups claiming that I did not accept my guilt, but tried to ramble, so some more people came to revile me. In the second and third time, someone counterfeited my Facebook to defame King Rama 9 and 10. Recently, someone tried to forge my Facebook again, but no harmful statement was posted. (Pete, personal communication, October 21, 2018)
>
> Someone secretly used my name and pictures of my products to deceive others that it was a new branch of my online shop and asked buyers to transfer to a new bank account. Some buyers asked me why they did not receive my goods and captured their orders to show me. There were more than 10 buyers who were deceived with the total amount of almost 10,000 baht. (Fang, personal communication, November 17, 2018)

3) Communication devices, emails, or social media accounts were used without permission

Some informants secretly used communication devices or social media accounts without permission from their friends to use them to communicate to others with ill intentions under others' names or accounts. "My friend who collaborated with my opponent secretly took my phone to apply for an email to create fake Facebook to send ill-will message so that all accuses would fall onto me." (Dao, personal communication, October 29, 2018). "I was deceived by my friend who

spied for my opponent to sneakily look at my phone. When I knew, I was scared and have not trusted her up to now without committing any wrongdoing yet." (Bam, personal communication, September 10, 2018) "My friend liked to take my phone to have a look and add some new friends I did not know. Besides, she told them my name, place of studying, and also talked to them or sent stickers." (Fang, personal communication, November 17, 2018)

4) Social media accounts were stolen

Some informants did not pay attention to privacy settings and told their passwords to others so their social media accounts were hacked very often. Cyberbullies intended to steal other users' accounts to slander others and cause some misunderstanding, so the informants had to create new accounts.

> I was hacked very often. Firstly, they changed my password and profile picture, and post about sex issues. Thus, I captured the picture and posted that it was fake. For the second time, I was hacked again and told the group that it was fake Facebook, but the hacker replied that it was the real one. I got terrified. For the third time, I could not access my Facebook. The one I'm using is the fourth one. (Jane, personal communication, November 8, 2018).

5.2.3.7 Being Threatened or Harassed (Cyber Harassment)

Some informants were threatened by friends, opponents, and unknown people to do what they wished and also for sexual harassment in two ways, as follows:

1) Being menaced to disclose personal information or secrets in the cyber world

Some informants were threatened by their friends to disclose their personal information or stories. The cause was to have the informants do as they wanted or the cyberbullies did not want the informants to get close to the person the cyberbullies liked. "My close friend threatened me that she would post my leaked video clip into our group and other groups. However, if I followed what she wanted, she would not post it, so I had to comply with her threat." (Por, personal communication, November 25, 2018) "My friend who knew that I'm a bisexual threatened me that If I would not stay away from the boy she liked, she would post to

let others know. I was afraid she would do as threatened because Thai society does not accept it." (Game, personal communication, November 10, 2018)

2) Sexual texts, images, or video clips were received and conversation on sex issues was asked.

Some informants were asked to join a group who had sex video clips and converse with unknown people via chatroom who later asked the informants to show their sexual organs or buy sex services.

> My friend asked me to join in a group having sex video clips. I did not know that our administrative teacher was also in the group. My friend used a fake ID, but I used my actual ID so I was called to attend a behavioral modification camp. (Tor, personal communication, September 13, 2018)

> A friend in the Facebook I did not know sent a message asking about my age, school, home address, etc. After talking with him for 3 days, he asked to look at my sexual organ and buy a sex service. (Por, personal communication, November 25, 2018)

5.2.3.8 Being Followed, Pried, and Threatened Severely and Violently (Cyberstalking)

Some informants were pried, harassed, and threatened for injuries or property in two ways, as follows:

1) Behaviors were followed and watched in the cyber world, and a message was repeatedly posted or sent for agitation.

Some informants were stalked by their opponents and users with fake social media accounts. They were reviled, agitated, and threatened repeatedly. Although the informants unfriended them or blocked their communication channels, the cyberbullies still created a new account or borrowed the third person's account to bully them again.

> I was reviled and commented by fake Facebook. I and my siblings pressed a report to the administration, so the bully still created a new Facebook and kept reviling. When I blocked it, they sent through other friends in my classroom and asked to forward to me. They also agitated me very often

in the posts that I opened as public. Comments were sent to me all the time. (Dao, personal communication, October 29, 2018).

Someone added me on Facebook and chatted to me. At first, I replied to him, but later I was suspicious if he was actually my opponent as the language used looked very familiar. I tried to access the information and found that he was my opponent's friend. I got shocked so I blocked it. (Jane, personal communication, November 8, 2018).

I knew someone older. When we got more familiar, we started to video call or text to each other all day until his girlfriend texted to revile me. She cried and asked me to stop seeing her boyfriend. She also sent a message asking to accept her as friends and called me every day until I could not stand it. (Por, personal communication, November 25, 2018).

2) Texts were received and posted for intimation or injury, including threatening to damage properties (Intimidation)

Some informants were sent and posted with threatening statements by their opponents and unknown people to injure, dispute, or steal their properties. "Someone created fake Facebook to add to be my friend but I did not accept it. He then sent me a threatening message that if I was still seeing this boyfriend, He will send someone to steal my stuff or do something else." (Bam, personal communication, September 10, 2018)

He posted and tagged my friend that he had not been hit yet so he never learned it. Then, his friend commented that he should be injured badly, or ambushed. Sometimes, he sent a message challenging me to meet him somewhere, and insulted me why I did not show up and he would wait to beat me. (Tor, personal communication, November 17, 2018)

A person who took my name on her fake Facebook often sent me threatening texts that she would steal my belongings and my friends' belongings. I told our teacher, so she installed a CCTV camera in our classroom. After that, she sent message again to challenge me that despite the camera, she could still threaten me. When I moved to a new school, she still

sent threatening message that she would stab me. (Dao, personal communication, October 29, 2018)

5.2.3.9 Being Cyberbullied by a Group of People (Dogpiling)

Besides, being cyberbullied by each friend, or opponent, victims also were cyberbullied by friends of the bully and unknown social media users as a group, in two ways, as follows:

1) Being cyberbullied by the assistance of the third party

Some informants were cyberbullied by the third person or party, who mostly were the bully's friends, in various ways, i.e., sending revilement, sending reports to social media administrators until they could not use their account. Sometimes, their opponents secretly took photos of the informants and posted a short video clip (Instagram Story) with challenging statements to invite the opponent's friends to join in posting such a video clip on their social media account. Thus, the content was forwarded widely, while such a video clip disappeared automatically in 24 hours.

She could not beat me because I typed fast. Thus, she had the other four friends to help her. . .One shop told customers that if anyone took photos of its post and received the highest number of likes, he or she would get free lunch from his food shop. I and my friends thus competed to increase our likes. I got more than my opponent so she envied me and asked her friends to help pressing spams on my Facebook. (Tor, personal communication, November 17, 2018)

My friend sang a song loudly and our teacher told him that he was the noise pollution. I thus told our teacher if I was allowed to write the name of the noise pollution, I would write his name. Then, he yelled and told our teacher that if the teacher allowed him to write the name of social pollution, he would write a name as well. Then, he took my photo while I was talking with our teacher and posted it on his IG that I played with the wrong guy. His friends then also posted in their IG stories and typed +1. (Por, personal communication, November 25, 2018)

2) Being reviled by lots of social media users in the cyber world.

Some informants were posted with rude words by several social media users, caused by the third party's dissatisfaction with the informants' action.

> I persuaded my page followers to post to revile the person who condemned the singer, and someone sent her posts to the school page. She was then punished and became hot news. After that, someone posted to scold me that I took people to revile her. I got a hundred of vulgar comments. (Pete, personal communication, October 21, 2018)

5.2.3.10 Being Agitated to Express Discontentment and Video Clips Were Secretly Shot (Cyber-Baiting)

An informant was irritated to lose her control and then her anger was secretly taken in the form of a video clip, as follows:

1) A video clip showing discontentment was secretly shot

An informant was irritated by her opponent to cause a dispute and then the informant's opponent asked her friend to secretly take a video clip. Later, partial content was disseminated to let others perceive to create some misunderstandings.

> She asked her friend to shoot a video clip over her shoulder when she reviled me and I reviled back. After that, she had her sound absorbed and remained only some of her words, which were not rude. Therefore, there were only my revilements, which gave a feeling that I was the one who initiated the dispute and reviled her without her counter-attack. Then, she also posted that clip on Facebook and tagged my account and my friends' account so friends of other rooms looked down on me. (Fang, personal communication, November 17, 2018)

5.2.4 The Connection between Cyberbullying and Bullying in the Real World

From the interview, it was found that cyberbullying was associated with bullying in the real world. Mostly, it would start from conflicts with opponents in the

real world first, then it continued in the cyber world. The informants identified that they bullied or were bullied physically, i.e., hitting with opponents, being pushed, or hit by some objects. Also, they bullied and were bullied verbally, i.e., revilement, challenges, threatening words, etc., including social bullying by exclusion or being paid no attention. There was a strong connection between bullying in the real and cyber world in one case, in which an informant had to learn self-defense methods and carry some devices for recording sound or image as evidence, especially in the case where some physical injuries occurred.

> She reviled me both face-to-face and on Facebook. When we were at a camp, she reviled me and my friends. My friend slapped her first before we had a fight. If I was alone, she would walk straight towards to revile, or her friend would push me. Friends of other rooms also misunderstood me, and stared at me or gossiped to let me overhear it. (Fang, personal communication, November 17, 2018)

> I was not protested by only a single group, but by the whole class. They all knew me, but I did not know some of them. My story was told and forwarded continually and a hundred of people added on my Facebook. Some of them condemned us, some intensified it, and some insulted that they wanted to see what I could do after being protested like this. (Bam, personal communication, September 10, 2018)

> In the camp, a person threw a water bottle towards me and it hit my mouth. I think that the one who did this should know my opponent who sent me a threatening statement, waited for me and threatened me with a knife in front of school. Therefore, my family asked me to learn some self-defense lessons and carry a watch that can record and take a photo. (Dao, personal communication, October 29, 2018).

5.2.5 Impacts of Cyberbullying and Being Cyberbullied

From the interview, it was found that the informants who were cyberbullies often got social impacts, i.e., being loathed or excluded from the group, while the cyberbullying victims got more impacts in all dimensions: physical, psychological, or

mental, social, and academic impacts, etc. Psychological impacts were the most severe impacts as half of the victims used to have an idea of committing suicide.

5.2.5.1 The Impacts of Cyberbullying

Most of the cyberbullies got social impacts, i.e., being disliked and dissatisfied by friends and unknown people on social media, being condemned severely, etc., until the cyberbullies had to modify their behaviors and decrease their opinion expression in the cyber world. “After the case, I was cooler and thought more before posting. I seldom post in my page but let the admin to handle the rest. Now, I’d rather be a consultant because of lots of experiences.” (Pete, personal communication, October 21, 2018)

> When I posted to accuse my friend of being a thief and my friends and others knew later that it was not true, they all hated me increasingly. I have to gradually adjust myself. I apologized my friend and consulted with the page admin if he could delete my previous accuse against him. (Game, personal communication, November 10, 2018)

5.2.5.2 The Impacts of Being Cyberbullied

From the interview, it was found that the cyberbullying victims were affected in many ways: physical impacts, i.e., sleeping problems, weight loss; psychological impacts, i.e., no trust of others, stress, fear of being injured, depression, and desire to commit suicide; academic and social impacts, i.e., being misunderstood by friends and others, exclusion, being punished by the school or quitting from school; family impacts, i.e., emotionally disturbed and easily irritated with family members, and the effect on the digital use, i.e., decreased use of mobile phone or social media as they did not want to acknowledge about their being cyberbullied.

> I dared not to eat out until I lost my weight. I was very stressed and stayed mostly in my room crying. Every time, the bullies approached me, I was so scared, my heartbeat was irregular, my hands shook, and my tears dropped. My friends did not want to talk with me nor go out with me. I think none could help me. If I died, problems would end. At that time, I used a mobile phone without being connected to the internet. I hardly used it, nor

dared to read what posts said about me. (Jane, personal communication, November 8, 2018)

What happened turned to be that I did not know anyone, but they knew me. I felt uncomfortable so I did not come down to have my meals. I lost my weight heavily, and I got gastritis. I thus wanted to kill myself and I took drugs to school every day. Sometimes, when I was very angry and my sister came to play with me, I was very angry and exploded my emotion to her. Sometimes, my parents asked about my studies, I was very pissed off. Now, I cannot sleep because I think of what has happened in the past frequently. (Bam, personal communication, September 10, 2018)

I was stressed when I was objected. I kept wondering if I was so bad. I became speechless, acted with a low profile, separated from others, felt isolated, and could not find reasons for being alive. (Por, personal communication, November 25, 2018).

I was so tensed, and trusted none, either my friends or teachers. I felt very sad and did not want to do anything. I felt very discouraged so I picked up a knife and wanted to kill myself to be away from all of these problems for years until my elder brother encouraged me. My family voted to have me leave school and learn at home instead. Another friend of mine was also cyberbullied and she quit school as well. (Dao, personal communication, October 29, 2018).

5.2.6 Consultation on Cyberbullying and Being Cyberbullied

To solve cyberbullying and being cyberbullied problems, the informants chose several ways, i.e., no consultation with anyone, consulting with friends, unknown people in the cyber world, family or relatives, teachers, etc., as follows:

5.2.6.1 Consulting with Friends or Unknown People in the Cyber World

From the interview, the informants had problems of relationship with their parents. Mostly, they would not consult with their parents since they did not want their family to know what had happened, so they consulted with friends, or searching for solutions on the websites to ask advice from unknown users.

When I was condemned severely on Facebook I did not tell my dad because I would feel uncomfortable if he knew. I will not tell my mom surely; otherwise, she would kick my mouth. I told my friends or other administrators rather. (Pete, personal communication, October 21, 2018)

I consulted none. If I have problems, I will search from Google or inquire in the pantip website from which I can get advice from people around the world who do not know me. (Game, personal communication, November 10, 2018)

5.2.6.2 Consulting with Family Members or Relatives

Some informants with a good relationship with their family consulted problems with their mother or siblings. Mothers were often advised to be patient and had no strike back. Some families chose to charge bullies by law. Only in one case, the victim's mother and relatives suggested using violence to strike back his opponent. "I used to consult with my mother. She asked me to be patient and did nothing. She said I might face more than this when I go to work. If I did nothing to them, the problem should be ended." (Fang, personal communication, November 17, 2018) "I told my siblings. They suggested me to notify the police and report to Technology Crime Suppression Division. Now, they asked me to stop accepting any friends and messages." (Dao, personal communication, October 29, 2018).

My mother noticed it as she is a friend on my Facebook. She said why I kept quarreling. I should fight with my opponent to end the problem. I told it to my aunt's son. He said he disliked my opponent either. He disliked him since the first day when they met each other. (Tor, personal communication, November 17, 2018)

5.2.6.3 Consulting with Teachers

Some informants consulted their cyberbullying with the deputy director of school, their class teacher, or teachers with whom they are intimate. Each teacher had different ways of helping, i.e., suggesting to change to a new classroom, installing a CCTV camera in the classroom, asking their classmates to accompany the victims, etc. All of these methods were both workable and could not work. Besides, there were

cases in which teachers gave no importance to cyberbullying and perceived it beyond a school's control or involvement. "I told my problem to my teacher who is close to me. She proposed that she should ask someone to help me move to a new classroom, but I did not want to do it because it might get worse." (Bam, personal communication, September 10, 2018)

> At my old school, my teacher helped to install a CCTV camera in the classroom. At this new school, my teacher had me accompany with other diligent students, but they did not want to stay with me. When I was left alone, she said I acted suspiciously, and probably I created the story by myself. Another teacher seized my phone and took it for investigation. Once my family showed evidence to my teacher who did not believe me, while another teacher asked me to identify the bully. When I pointed to the bully and she said she did not do it, my teacher said if I had no enough evidence, I should not slander her. I felt very upset. (Dao, personal communication, October 29, 2018)

> I talked to the Deputy Director of school about what happened. He said it's nonsense and it was not associated with the school. (Pete, personal communication, October 21, 2018)

5.2.7 The Duration of Cyberbullying from the Starting to the Termination Period

From the interview, In the case of cyberbullying among unknown people most of the incidents took place and ended within a day or a week as a consequence of being deleted from the page or being friends or followers, blocked from communication or pressed for being reported. "Each cyberbullying lasted differently, i.e., the page admin banned me from the group or I was pressed to Facebook report, so I could not use my Facebook. (Game, personal communication, November 10, 2018) "Mostly, it lasted less than a week, but sometimes after it was ended, other page admin or other users dug it out occasionally." (Pete, personal communication, October 21, 2018)

In the case of cyberbullying among friends, it often lasted more than one year, but mostly it could be ended in several ways. For example, all involved parties talked

to one another to create a better understanding, the problem was terminated after both sides graduated. Besides, there were two informants whose problems were not solved. One informant solved the problem by quitting school, and the other informant was tolerant of the problem since she almost graduated from school. “After being objected, I tried not to be noisy, and talk less so some friends noticed that I changed so they came to talk to me and consoled me not to think too much as they were afraid that I would get depressive disorders.” (Por, personal communication, November 25, 2018) “I was cyberbullied since I was at Grade 7 to 9, and just could clear the problem before graduation.” (Bam, personal communication, September 10, 2018) “I have been cyberbullied since grade 6 up to now. My parent voted that I should quit school, but I wanted to continue my studying, so I did not do it.” (Dao, personal communication, October 29, 2018) “I tried to be patient since I had a fight with her twice already. If it had the third time, then I would be expelled from school.” (Fang, personal communication, November 17, 2018)

5.2.8 Opinions of the Experts on Cyberbullying and Being Cyberbullied of Thai Youths

From the interview with the experts on the Thai youth’s cyberbullying and being cyberbullied behaviors, they expressed the following opinions:

5.2.8.1 Digital Literacy of Thai Youth

From the interview with the experts on knowledge, behaviors, and skills of using communication devices and digital technology of Thai youth, it was found that at present Thai youth use communication devices and social media increasingly, but have a low level of technology and digital literacy; thus, they are very careless of using them, i.e., providing their personal information, no security setting, accepting strangers as friends, etc. Such a lack of knowledge and skills leads Thai youth to have risky behaviors. Therefore, when they face cyberbullying situations, they cannot cope with the problem, such as having security settings by themselves, reporting to system administrators, and asking help from concerned agencies or people.

> People often give their personal information carelessly. Few children know about how to have security setting, delete violated pictures and video clips, or ask for assistance. They must know the nature of media or the

internet, both advantages and disadvantages of the internet, and the risks of having both decent and bad people who can persuade, deceive, or take advantages from children. However, some children do not know what to do. (Srida Tanta-Athipanich, personal communication, January 18, 2019)

5.2.8.2 The Experts' Opinions on the Situation of Cyberbullying and Being Cyberbullied

From the interview with the experts on the situation of cyberbullying and being cyberbullied by Thai youths, it was found that most Thai youths were both cyberbullies and cyberbullying victims. The patterns found the most are posting or sending reviling statements with vulgar language, gossips, secretly taking or editing photos, modifying photos and publishing them to cause shame, teasing victims' figures or faces, secretly using others' communication devices and social media accounts, etc. From the point of view of the experts, patterns of cyberbullying with severity are the application of others' personal information or secret to be published or disseminated, the creation of an anti-page, and exclusion. The social media that Thai youths often use are Facebook and Line, and most of the involved parties are friends or ex-boyfriends, or ex-girlfriends.

From the experiences of the experts, traditional bullying, i.e., physical, verbal, and social is associated with cyberbullying. Mostly, the involved parties had previous disputes or conflicts in the real world. Then, the conflicts expand into the cyber world; thus, the boundary of bullying has been much more expanded. Both bullies and victims often got several domains of impact, especially psychological impacts, such as pressure, stress, anxiety, shame, unstable mind, low self-esteem and self-pride, depression, and self-injury. The social impacts are bad relationships with others, being excluded from the group, isolation, no desire to go to school, etc. and the combined physical impact of the victims is their headache or stomachache. Moreover, the experts add that children who bully others tend to use increased or continual violence, while children who are victims may become bullies. Both groups tend to use drugs.

The bullying patterns mostly found are to post to revile friends, post their friends' story in the group Line, agitate friends on Facebook, and post

vulgar statements on behalf of others. Children who get problems offline tend to extend their problems online. Both verbal and physical bullying do not disappear, but they come by new platforms used for attacking each other. Bullies and friends may have poor relationships. When people know that they like to bully others, they might get some pressure and use increased and continual violence, while victims will be stressed, do not want to go to school because of being banned. Some of them may feel insecure and lonely. (Thawatchai Phachuen, personal communication, January 18, 2019).

From the survey, it was found that half of the children used to be cyberbullied, and most of them were both cyberbullies and cyberbullying victims. Mostly, cyberbullying took place via Facebook and Line in the form of editing photos to tease victims' physical appearances and economic status. The most violent cyberbullying is to disclose personal information, create an anti-page, and exclude from the group. Most of them had problems with friends or ex-boyfriends or girlfriends. After editing technology came, they liked to edit others' photos to make fun or some of them had previous conflicts so they used media to harm or strike back. The victims would be ashamed, depressed, and did not want to go to school. Their learning performances dropped. If they were excluded from the society, they might feel bad against themselves. (Srida Tanta-Athipanich, personal communication, January 18, 2019)

The often-found cyberbullying is the use of violent and insulting words, the tease of physical appearance, name-calling, and exclusion. Mostly, victims are also bullied in the real world as well. The society often stigmatizes the bully as wrongdoers and deserve punishment. Once they are condemned and insulted by society, they will be anxious, depressed, and might use drugs or turn to sexual risk behaviors. On the other hand, the victims will lose their self-esteem and self-pride, get depression, anxiety, and hurt themselves or commit suicide. Their physical symptoms are headache, stomachache, low academic performance, drug-use, or becoming bullies. (Benjaporn Tuntasood, personal communication, January 23, 2019)

From the analysis of cyberbullying and being cyberbullied behaviors gained from the interview with the informants and experts, it was found that Thai youths used digital media increasingly, but knew little about digital literacy. Almost all informants accepted that they were addicted to using social media, but very careless in using it, i.e., accepting unknown persons like friends, telling their password to others, etc., which were causes being cyberbullied, i.e., others used their communication devices and social media accounts without permission, used their personal information to create fake user accounts, invited them to talk about sex, etc.

Regarding cyberbullying and being cyberbullied behaviors, it was found that most Thai youths used to be both cyberbullies and cyberbullying victims. The patterns of cyberbullying and being cyberbullied the informants experienced and experts found from their work were found to be common. They were posting, sending, sharing, or receiving reviling statements with vulgar language, secretly taking photos or editing and modifying photos to be published or disseminated, creating gossip groups, excluding from the group, teasing physical appearance, creating an anti-page, etc. Besides, from the study, it was also found that there were new or additional patterns of cyberbullying and being cyberbullied because of the evolution of communication devices and digital technology, i.e., hashtags to revile victims, creating fake social media accounts or page to imitate those of the victims. Besides forging others' user account, the bullies deceived to be themselves to create a situation that they were also victims. The edited or modified statements or chats were also disseminated to make the third party misunderstand victims, sound absorption of the bullies during the dispute with the victims to let others see or hear only the victims' revilement to cause misunderstanding of the victims as planned by the bullies who wanted to create a situation that the victims were bullying the bullies, which contrasted with what happened.

It was found that Facebook and Line were social media used mostly for cyberbullying. The opponents of most children were their friends or ex-girlfriends or ex-boyfriends. Besides cyberbullying by friends or ex-boyfriends or ex-girlfriends, mothers, teachers, celebrities, and unknown people in the cyber world were also cyberbullied.

Both informants and experts agreed that cyberbullying was connected with bullying in the real world, which led to physical injuries, use of violent words, and exclusion. Besides, both cyberbullies and cyberbullying victims got physical impacts, i.e., sleeping problems, no appetite; psychological impacts were stress, anxiety, shame, depression, and desire to commit suicide, etc. Moreover, social and academic impacts discouraged children to go to school and caused children to isolate from others and their academic performance was less satisfactory.

While cyberbullying caused problems, some children did not consult with anyone. Some parts of them consulted with friends, family, teachers, or unknown users. Regarding the duration of cyberbullying, if the involved party was someone they did not know, cyberbullying took approximately one week. However, if the involved party was friends, problems may maintain and take more than one year. The problems were ended by having both parties adjust their understanding, the resignation from school or both parties graduated. On the other hand, in some cases, problems remained.

5.3 Media, Psychological, and Social Factors Affecting Cyberbullying of Thai Youths

From the findings on the factors affecting cyberbullying of Thai youths, it was found that there were three main factors: media, psychological, and social factors, as follows:

5.3.1 The Informants' Opinion on the Effect of Media Factors on Cyberbullying

Media factors found to affect cyberbullying were 1) the influence of mass media, 2) the influence of stars, singers, and net idols, 3) the influence of page administrators, 4) the influence of digital users, and 5) the influence of online games.

5.3.1.1 The Influence of Mass Media on Cyberbullying

It was found that news presentation of social current issues using persuasive appeals influenced informants towards cyberbullying, i.e., sharing content or rumors that had not been investigated yet, tagging a friend's social media account

name to share his/her opinions, or criticize people in the news, the uncreative presentation of media page leading followers with different opinions to a dispute, etc. Moreover, some news presented too many details, which enabled some informants to imitate their ways or methods. The details are as follows:

> On Facebook, I often found leaked news or clips of celebrities. I liked to share and tag to my friends for gossips. Media can induce common feeling easily. When it is forwarded, it can build up your emotion like you are also in the story. (Bam, personal communication, September 10, 2018)
>
> Sometimes, reporters or page admin tended to have headlines or content that cause misunderstanding, such as the news about the breaking up of some actress and their new relationship with another actors, which made audience understand that an actress introduced them to know each other. It is an untrue story, but people have already posted to revile them. (Jane, personal communication, November 8, 2018)
>
> Media has great influence. For instance, a media page posted that a singer was filmed on the cover, but it looked like AV. Thus, people who disliked this singer shared their posts reviling that she's on the porn cover, while her fanclubs reviled those posted on the media back. (Pete, personal communication, October 21, 2018)
>
> I wanted to see what a woman's sexual organ looks like. When I got the news that a famous singer was posted by fake social media accounts to deceive other users that they could see the woman's sexual organ, so I tried to search the photo of a handsome man from Google and asked my friend to edit to deceive women to see if it would work. Once it was successful, then I continued doing it. Another case was when I saw some cheating techniques from the news, I followed them. I think others would do the same. (Game, personal communication, November 10, 2018)

5.3.1.2 The Influence of Stars, Singers, and Net Idols on Cyberbullying

From the findings, when social media users expressed their improper opinions or cyberbullying behaviors against the artists whom the informants liked, the informants then used violent words to revile or strike back. They perceived that it was

the way to defend their beloved artists; although, they might fall to be victims consequently. Besides, some informants perceived that stars, singers, and net idols influence people in society; thus, if they perform improper behaviors, they may induce people who liked them to follow or imitate their behaviors.

> Artists or net idols should lead people in social media to imitate their behaviors easily since they are perceived as a prototype of the society. Once they perform anything, people might think that it's possible for them to do like them as well. (Game, personal communication, November 10, 2018)

> Some page administrators liked to slander the artist that I liked. She created some stories against the artists of my group or label, but I don't want to discourage them, so I expressed my opinions back. (Bam, personal communication, September 10, 2018)

> Stars and artists affected both my cyberbullying and being cyberbullied. I got a hundred of negative comments, both fanclubs and non-fanclubs. There was a group of fanclubs of one band reviled me because I made their fanclubs look bad. Sometimes, some singers were in the news, being posted, criticized, and reviled. Then, both sides had a quarrel. (Pete, personal communication, October 21, 2018)

5.3.1.3 The Influence of Page Administrators on Cyberbullying

From the findings, some informants were persuaded by a page administrator to earn additional income by taking leaked photos or video clips of friends or unknown people by any means to make page followers or other users interested. Moreover, an informant of this study was also a page administrator with several thousand followers. Therefore, when any cyberbullying occurred that called attention to many followers, the informant posted with agitating content so many page followers cyberbullied others like him.

> I secretly took photos of others for sales to the page. The page administrator also recommended that I could take a video clip as well. For instance, he suggested that I put lime juice or vinegar into water and let others drink. Then, I could take a photo or video clip to him. After that, he would

invent a statement to be posted by himself. Normally, he did not censor the face of the victims. (Game, personal communication, November 10, 2018).

In the chat group, there are senior and new administrators. When there's some dramas, we have to agree what we're going to do. Will we post it? If posted, we have to do it fully. Everybody must follow. If not, we have to consider if the reason is soundable. When there's a case in which people reviled a singer. Several pages talked in the group first before posting by personal Facebook to revile her, but she did not care about it. Thus, we decided to post this story on our own page. I'm an administrator, so when I pissed off, and posted it on my page, it aroused others' emotion and caused a serial forwarding to many others. Like my page, I have about 7,000 followers. When my followers revile that singer, I did not forbid them to do it. (Pete, personal communication, October 21, 2018)

5.3.1.4 The Influence of Digital Users on Cyberbullying

From the findings, the informants were influenced by the opinions of users on websites and social media, which induced them to participate in cyberbullying since other users' opinions accorded with theirs. Besides, some informants used the ideas gained from others' ideas to deceive others in the cyber world. "I saw some lives condemning the monarchical institution, which dissatisfied many people so many agitations occurred. I also joined them like lynching." (Fang, personal communication, November 17, 2018)

When people posted to revile children who got stuck in the cave. I read it to see what they reviled. After reading it, I agreed with them so I posted like others. Another case was when I deceived some girls on websites, and they wanted to meet me. I got some ideas or lying techniques from the internet. I posted and asked if I wanted to lie, what should I do? Then I got many people's advice, i.e., telling them that I was in the other country, I was working and not available right now, and I was available, I would call to them and send them my location. Thus, I followed what they adviced. (Game, personal communication, November 10, 2018)

5.3.1.5 The Influence of Online Games on Cyberbullying

From the findings, the informants who played online games tended to cyberbully others more than other informants who did not. They liked to cyberbullying others by revilement, agitation, and slanders in chatrooms or through a microphone. Moreover, they deceived others to buy IDs or pieces of stuff in online games, etc. “When others reviled against one another, I like to read them. I also used to quarrel with those who condemned me through microphone. We had some conflicts earlier.” (Tor, personal communication, November 17, 2018)

> I quarreled with other online game players very often. I told someone to focus on his play, then he cursed me and told that it’s his matter, and his ID. . . Sometimes, I saw some news on cheating, I followed it, but now I do not deceive anyone in the games. I truly understand the feeling of those who are deceived or cheated as I had been the victims 2-3 times. (Game, personal communication, November 10, 2018)

5.3.2 The Informants’ Opinions on the Effect of Psychological Factors on Cyberbullying

From the findings, the psychological factors affecting cyberbullying found in the study were 1) the attitude of the informants towards cyberbullying, and 2) their motivation, i.e., fun, anger, revenge, self-defense, needs to get attention from others, etc.

5.3.2.1 The Informants’ Attitude Towards Cyberbullying

Most informants perceived cyberbullying, i.e., revilement, gossips, posts of leaked or funny pictures in the group, etc. as normal. Furthermore, they perceived that quarrels in the cyber world take place all the time. Some problems may get attention from a lot of people so they tended to be expanded or forwarded via media for certain benefits. Besides, expressing different opinions may cause people who do not know one another to have conflicts and lead to cyberbullying. “I think to post leaked pictures on my friends’ birthday, gossips, or counter-attacks are a normal issue.” (Game, personal communication, November 10, 2018)

> Cyberbullying is common. Thai people like to dramatize everything all the time. When something happens, there will be someone coming out to

apologize. Then, a new story happens. Perhaps these stories can get people's attention. (Pete, personal communication, October 21, 2018)

5.3.2.2 The Informants' Motivation Towards Cyberbullying

Several kinds of psychological motivations were found in the study, i.e., fun, needs to get others' attention, anger, emotional release, self-defense, and the idea that someone deserves being punished. Sometimes, these motivations were caused by the informants' dissatisfaction with their opponents or because of being cyberbullied previously. Furthermore, cyberbullying was caused by the belief that self-defense in the cyber world, by searching who cyberbullies are, is difficult. Therefore, some informants chose to use digital media to deceive or create an anti-page against others. "I used fake photos as my profile pictures as I'm not confident of myself so I used others' photos. For secretly taking photos of others, I think it's fun to tease my friends." (Jane, personal communication, November 8, 2018). "At that time, I was quite hot-tempered. She made me angry so I had to strike back. At first, I thought I would warn her first, but she did not listen nor care about my warning, so I reviled her more violently." (Pete, personal communication, October 21, 2018) "I didn't' like the way he posted to display that he was a decent person but made only me look bad. It's not fair, so I stroke back to defend myself. He deserved being punished." (Tor, personal communication, November 17, 2018) "I created an anti-page against him because I loathed him. I felt mighty when he did not know that it's me who did that." (Por, personal communication, November 25, 2018) "I feel good when I can deceive others or secretly take others' photos, especially when I'm not caught. I can see sexual organs with my friends. I get no harm, but get money and good things to play with. It encourages me to do it further." (Game, personal communication, November 10, 2018)

5.3.3 The Informants' Opinions on the Effect of Social Factors on Cyberbullying

From the findings, the social factors affecting cyberbullying found in the study were 1) being persuaded or irritated by friends, 2) needs of sociability and group

pressure, 3) need to gain attention from others, and 4) indirect effect of the family, as follows:

5.3.3.1 The Influence of Friends and Group Members on Cyberbullying

From the findings, the informants were persuaded by friends or group members to cyberbullying others in various ways, i.e., reviling opponents, gossiping others in the chatrooms, secretly taking pictures or video clips of friends and unknown people, and publishing or dissemination, editing, or modifying photos to deceive others, etc. Most causes were dissatisfaction with the other party, teasing in the group, fun, financial needs, etc. “When I consulted with friends, some persuaded me to revile or slap her.” (Fang, personal communication, November 17, 2018)

> My friends often told me about the person she disliked, and lately I saw him in the same way as my friends told me, namely poor academic performance, having connections, enabling to make friends poor, etc. Sometimes, I secretly took his photo and sent to my friends for gossips. (Bam, personal communication, September 10, 2018)
>
> When I was posted and reviled by others, my friends joined to comment or revile them. When my friends took my photos with hidden camera and posted, I imitated them, but others may view that it’s too much. (Por, personal communication, November 25, 2018)
>
> My friends persuaded me to secretly take photos or video clips of others and I would be paid, while I persuaded my friends to edit photos or video clips to deceive others and they could see secret photos. (Game, personal communication, November 10, 2018)

5.3.3.2 The Influence of Needs of Sociability or Group Pressure on Cyberbullying

From the findings, the informants thought that cyberbullying could make them get along with friends or others since it reflected harmony and support. On the other hand, some people cyberbullied others because of the pressure of the group that forced them to follow the group leaders or friends so that they could stay in the group or for academic benefits. “My friend asked me to post and revile her opponent.

She used to help me so I had to help her. The other party also called her friends to revile us as well." (Fang, personal communication, November 17, 2018)

> Friends also have some influence. One time, my friend who was a page administrator captured the post that others reviled a singer and showed it to me. After that, I reviled them. For others who used to revile me, sometimes they did to get along with their group. If they reviled me and their group was satisfied, then they would do. (Pete, personal communication, October 21, 2018)
>
> She's a leader so others complied with her. Some friends may disagree, but had to comply with her. For example, some friends helped her to edit pictures to frame me because they could get a good grade when they worked in a group. If not, they may be excluded from the group. (Bam, personal communication, September 10, 2018)
>
> My friends help her to revile me. She said all her friends would follow her because she's the biggest of the class. She also asked the elder and younger school mates to hate me and stay away from me. Anyone who talked to me would be her adversary. (Jane, personal communication, November 8, 2018)

5.3.3.3 The Influence of Needs to Gain Attention from Others or Society on Cyberbullying

From the findings, some informants had cyberbullying behaviors because they needed their opponent or others to pay attention to them. They had an attitude that to have conflicts with others made them look cool. "I created an anti-page against the person I liked because of jealousy and I wanted to call his attention why he (the one I liked) did not like me." (Por, personal communication, November 25, 2018) "The other party might like to see that he's cool because he could get others in trouble. People like to perceive that it is cool when they are trouble makers." (Tor, personal communication, November 17, 2018)

5.3.3.4 The Influence of Family on Cyberbullying

From the findings, the informants perceived that family or relatives could influence them indirectly towards cyberbullying since some of them believed

their cousin's ideas about the opponent or towards the problem. Moreover, in one case, the family recommended dating websites to the informant, which the informant used as a channel to deceive others by asking them to send their confidential photos to him, and then he forwarded it to his friends in the group.

> I told the problem to my aunt's son. He said he disliked my opponent either. He saw him one day and he knew right away that he disliked him. I and my friend did not have good relationships according to the science of fortune telling as my aunt is a fortune teller. She told me that someone hated me, but pretended to be friendly. I believed her because what she said was all correct. (Tor, personal communication, November 17, 2018)

> My step-father told me that he could find a girlfriend from this website, but he did not know that I used it for deceiving girls to show their sexual organs. He asked me if I had tried to do it, or if I got a girlfriend yet. I said yes, a lot, and all of them are beautiful. (Game, personal communication, November 10, 2018)

5.3.4 The Experts' Opinions on the Influence of Media, Psychological, and Social Factors on Cyberbullying of Thai Youths

From the interviews with the experts on the influence of media, psychological, and social factors, the findings were as follows:

5.3.4.1 The Influence of Media Factors on Cyberbullying of Thai Youths

From the findings, media factors found to influence the cyberbullying behaviors of Thai youths were the content presentation of mass media, i.e., the headlines that directed the feelings of the audience, the exceeding presentation of personal information of people in the news or content that had not been verified yet, etc. The experts view that the dysfunction or malfunctions of mass media can make children absorb the methods with their misunderstanding that they can do such behaviors and lead to cyberbullying in various forms, i.e., publishing others' personal information or secrets without permission, reviling people in the news on social media, forwarding or sharing untrue content that defames others. Besides the direct influence of mass media, children who bully others might get influence from other

users' opinions on social media as well. For instance, they perceive a lot of people express their negative opinions that they agree with, they then want to participate in cyberbullying others, i.e., revilements, gossips, sharing of content. Furthermore, children who play online games tend to have aggressive behaviors, quarrel with other online players, or use online games for deception or exploitation.

> Media might play a part, if media presents cyberbullying behaviors without further explanation that it is cyberbullying. Some children may think that they can behave such a way since they see others use vulgar words so they follow. (Thawatchai Phachuen, personal communication, January 18, 2019)
>
> Sometimes, media dug the stories of people in the news and the audience reviled them collectively; therefore, children with no media literacy will not know if the content is true or not. If it's untrue and more people revile people in the news, it means they make cyberbullying wider. People who cyberbully others see people who have the same attitude or behaviors will cyberbully increasingly. Now, it will be more violent as it is not one-to-one cyberbullying anymore. Some fewer people encourage the victims than cyberbullies who keep reviling, sharing, tagging until the majority of people believe and then more cyberbullying will be the result. . .Net idols who cast games with impolite language will be a model for children. Therefore, children may have conflicts in games, gambling, or losing benefits and strike back by cyberbullying. (Srida Tanta-Athipanich, personal communication, January 18, 2019)
>
> Sometimes, media is like an influencer, i.e, if it uses violent and stigmatized content in its headline or presents unverified information or information that people in the news are not willing to disclose, it will make the audience, especially children, understand that all these things are normal to disclose other secrets via media. Media thus functions as a stimulator to call all these opinions since it can create good currents. Consequently, popular posts that people like to click likes and shares tend to be violent. Thus, children may absorb the idea and feel that aggressive expression is a common thing without any control, so shooting in the games and then revilement in real

life can occur easily. (Benjaporn Tuntasood, personal communication, January 23, 2019)

5.3.4.2 The Influence of Psychological Factors on Cyberbullying of Thai Youths

From the findings of the interviews on psychological factors on cyberbullying of Thai youths, they reflected that Thai youths' cyberbullying behaviors were caused by children's attitude that the use of violent words with friends and teasing among friends is not cyberbullying. Thus, bullies do not concern about the feeling of bullying victims. Generally, psychological motivations that led children to cyberbully others were their fun, jealousy, needs to exert power over others, needs to gain attention or acceptance of others, needs to revenge, or previous experience of being bullied before turning to be bullies by themselves.

Some children who used to be victims turn to be bullies against others who do not bully them, but are weaker persons. The same child can be both a bully and a victim. Some of them bully others unintentionally or because they are so intimate that they are careless of their words nor think of the feeling of others. Some children prefer posting to revile others online because they can get high numbers of likes or views. (Thawatchai Phachuen, personal communication, January 18, 2019)

Some children cyberbully others because they want to exert their power over others or to press others to be inferior, some do for fun or jealousy because the other party is smarter, more beautiful or handsome, is loved or praised by others more than them. Besides, some do because of needs to revenge. Some become enemies as either true or untrue stories were revealed, reviled, or slandered, which make them ashamed. (Srida Tanta-Athipanich, personal communication, January 18, 2019)

Children who like to bully others because sometimes they want to get attention or do anything that can make others feel bad. It is the expression of having power or their superiority that they are smarter, more capable, etc., but deeply they just need to be accepted. (Benjaporn Tuntasood, personal communication, January 23, 2019)

5.3.4.3 The Influence of Social Factors on Cyberbullying of Thai Youths

The social factors influencing Thai youths' cyberbullying found from the interviews with the experts were the influence of friends and people in the group. Children who bully others tend to be in the group with friends who use improper words, are familiar with bullying, or use violence of people in the group, so they imitate those behaviors. From the experts' opinions, cyberbullying by a group or collectively is more violent than interpersonal cyberbullying since it is done by several people and causes more impacts. Besides, family is another social factor that causes Thai youths to have cyberbullying behaviors, i.e., no attention or teaching life skills to their children, too intimate to their children so they cannot control them, or raise them by a disciplinary or authoritarian parenting style so children dare not to consult with them. Moreover, children might be in a family in which parents like to use their power, violence, or oppression too frequently that children feel oppressed and then would like to exert their power by cyberbullying.

> Children who are reviled with violent words almost every day, but people in the group perceive it as normal, they then will follow because none forbids them to do… Nurturance or parenting style affects children's cyberbullying behaviors. Most parents tend to have either authoritarian/ disciplinarian or extremely indulgent parenting style so they cannot control their children. Besides, some children were brought up in a family where parents teach 'don't bring trouble into the house.' Thus, when they get problems, they dare not to tell their problems or needs, or even manage their relationships. (Thawatchai Phachuen, personal communication, January 18, 2019)

> Children who bully others have an attitude that bullying is a common matter, not a serious problem, and can happen regularly. Their friends in the group also have the same attitude so bullying towards one another happens normally. Typically, bullies may have no intimacy with their parents nor being neglected in the family. Their parents may not teach them about the concept of empathy. (Benjaporn Tuntasood, personal communication, January 23, 2019)

> Cyberbullying by a group is more violent because the problem is not only an individual's personal problem, but becomes social cyberbullying. People who witness cyberbullying have the same attitude so they expand cyberbullying to be wider. Some children may grow up in a family in which they are the biggest person in the family. They see cyberbullying as something amusing. Otherwise, they may always be bullied at home without any power. Once they have a chance, they bully or blackmail others to negotiate for increasing their power. (Srida Tanta-Athipanich, personal communication, January 18, 2019)

From the analysis of the interviews with both informants or Thai youths and experts on media, psychological, and social factors on cyberbullying of Thai youths, it was found that their opinions are congruent. Both agreed that the news presentation with violent or leading content and content that violates others' rights by mass media or page administrators influences children to bully people in the news, i.e., posting to revile, gossip, forward, or share the content. Besides, they agree that personal media, i.e., artists, singers, net idols, or page administrators influence Thai youths' cyberbullying. Some informants specified that they posted to revile or strike back users who expressed improper opinions towards their favorite artists. Besides, some of them were recommended by page administrators to violate others' rights by secretly taking their photos or video clips to earn more income. Moreover, the experts viewed that sometimes an improper expression of celebrities in the cyber world might make children imitate their behaviors. Both also agreed that sometimes when children perceived the content of other social media users that accorded with their opinion, it could influence their cyberbullying. For the influence of online games, both agreed that online games influenced children's cyberbullying, i.e., conflicts with other game players, or the use of online games as a channel for deceiving others.

The psychological factors found to influence cyberbullying were children's attitudes that cyberbullying is a normal issue as it is teasing among friends or people in a group. Thus, children do not concern about the feeling of victims. Regarding motivations leading to cyberbullying, both experts and informants agreed that they did

it because of fun, anger, revenge, needs to strike back, needs to have power over others or to be accepted by others, etc.

The social factors influencing cyberbullying identified by both experts and informants were the imitation of friends' behaviors, friends' agitation, group pressure, needs for sociability, and gaining others' attention. Besides, family conditions and problems influence children's cyberbullying, i.e., poor relationships between children and parents, familiarity with violence in the family, no nurturance or teaching on empathy, etc.

5.4 Opinions of Informants and Experts on the Roles of Digital Media on Cyberbullying

From the interviews with the informants and experts on the roles of digital media on cyberbullying, based on the questionnaire of the quantitative research, the roles of digital media were grouped into three main roles: 1) The roles of digital media that facilitate cyberbullying, 2) the roles of digital media as a communication medium of cyberbullying, and 3) the roles of digital media that create values of using vulgar language and violent expression in the cyber world. Each main role consists of sub-roles, with details as follows:

Opinions of the Informants

5.4.1 The Roles of Digital Media that Facilitate Cyberbullying

This role of digital media covers three main topics: 1) the use of digital media in concealing users' identity in cyberbullying others, 2) convenience in using digital media for cyberbullying others, and 3) the ease of using digital media for cyberbullying others. The details of the interview are as follows:

The informants perceived that digital media have more roles in facilitating cyberbullying. Victims may not know who the bully is since he/she can use fake information to create a user account or steal others' digital identities for use. One of the informants selling a page on Facebook stated that the counterfeit of one's identity to be someone to whom the society gives attention with improper communication methods can induce a lot of people, who do not verify the true identity nor

information, to follow such fake user accounts or pages. They will add to be friends, follow, collectively revile, share, and post the received untrue message. The counterfeiters then use such accounts or pages to sell, which is a way to increase their income.

Besides, due to the convenience and ease of use of digital media, cyberbullies used it for searching others' pictures to create fake user accounts, using applications for editing or modifying pictures to deceive others, etc. Digital media also facilitates cyberbullying to occur all time at all places since bullies only have communication devices connected to the internet; even though, both parties do not know each other. If one party wants to cyberbully others, he/she can harm the other party by instantly posting or texting the message or pictures.

> Someone forges Facebook to revile others just for fun or because of benefits involved, i.e., to counterfeit to be someone in the news and post some message to stimulate others to revile back or press follow increasingly. When the news current drops or when there are a lot of followers, such fake Facebook will be sold. The counterfeit gains money, and the victims were reviled for free. Thus, it is very easy to earn money or to catch the current to make one's page popular with more followers. This is why cyberbullying takes place all the time. You just have a smartphone in hand. Once you get any drama or anything, you can cyberbully right away everywhere. (Pete, personal communication, October 21, 2018)
>
> We can revile as wished. Victims may not know who we are. The parties may never meet each other so we dared to reveal our feeling. To revile someone online is easier and we can type anywhere and anytime. If we want to use anyone's picture, we just search from Google and edit it to deceive others. (Game, personal communication, November 10, 2018)
>
> The person who edited my chats, he was very good at using photoshop and get top scores of computer. Now, on mobile phone, there are photoshop, light room, etc. which make cyberbullying easier. Besides, there's none to warn you like in the real world. Like my chats that were edited, if you don't notice it thoroughly, it looks very real. All these media become a channel for harming others easily. (Bam, personal communication, September 10, 2018)

5.4.2 The Roles of Digital Media as a Communication Medium of Cyberbullying

This role of digital media covers four aspects: 1) communication through digital media causes misunderstanding or conflicts that lead to cyberbullying, 2) violence of cyberbullying content and the dissemination or the perception of cyberbullying by a large number of people, 3) Digital media helps to perceive the others' feeling and opinions towards cyberbullying that happens to the bullies and victims, and 4) digital media connects cyberbullying with the bullying in the real world, with details as follows:

The informants viewed that communication through digital media connects with cyberbullying in many ways, i.e, communication via messages or texts may cause receivers to misunderstand senders' intent, the editing or modification of pictures, the counterfeit of social media accounts may also cause some misunderstandings. Moreover, the expression of different opinions of unknown users may cause quarrels in the cyber world. Most informants viewed that the widespread of cyberbullying perceived by lots of people will be violent than the bullying content as the cyberbullying can expand to bullying in the real world, both verbal and social bullying. However, the informants expressed that the perception of others' feelings and opinions towards the cyberbullying that happen to the perceiver is advantageous in the way that the perceiver can get useful advice and know that some friends care about and want to encourage him/her, and the perceiver also acknowledge how the other party thinks or feels about him/her. On the other hand, the disadvantages are "being misunderstood, irritated, and saddened by others' cyberbullying with violent words."

> People who want only fun or want to gossip me may view the picture and believe that it's true without noticing the seams on the picture. I'm not ok to have lots of people perceive it. Some people do not use any rationale or think of nothing so they keep sharing it. I think 80% might believe in the slanders and 10% of them take severe actions by comments or clicking likes. . . At school, they condemned me or during the weekends, they posted and reviled me or gossiped me. The good thing is my friend chatted to me and let me release my feeling, including advising what I should do. The bad things

are people who knew this gang, they clicked likes or expressed their opinions to hurt me. If I'm not strong enough, I should have died long ago. (Bam, personal communication, September 10, 2018)

I posted to express my opinions towards one of the children who got stuck in the cave. Then, someone I did not know chatted me and reviled me so I stroke back. . .People who saw the post collectively reviled me, which was more violent since I was agitated severely. The application notified for warning very often until I felt very annoyed, and could not sleep. It helped me to know about the real self of the bullies or others' opinions. (Game, personal communication, November 10, 2018)

When there's someone forge my Facebook to revile the monarchical institution and others shared or forwarded it widely. People at school looked at me heavily. Some unknown people reviled me. It was even more violent, and I did not know how to cope with it. The advantage was someone advised me to report to the police so I nofified a policeman and recorded in the police's daily report. Criticism by someone with good will is beneficial for me because I can improve myself, but the disadvantage is those vulgar comments that made me upset. (Pete, personal communication, October 21, 2018)

5.4.3 The Roles of Digital Media that Creates the Value of Using Vulgar Language and Violent Expression in the Cyber World

From the interview, most informants perceived that the use of vulgar language and violent expression in the cyber world is a way for releasing or freeing a person's emotion to make that person feel better. Besides, it makes others perceive and understand what he/she thinks or is at that moment. Besides, the informants viewed quarreling in the cyber world also has good points in the way that both parties do not have to confront each other face-to-face, so the harm is only by verbal messages. Besides, digital media encourages users to speak out or express themselves, which will be more than they will do in the real world. "Digital media makes people dare to speak or express. It is a kind of release like the way I posted to revile my mom." (Pete, personal communication, October 21, 2018) "It gives more comfort since in the cyber world we can display ourselves. We can type what we think as much as we

need." (Game, personal communication, November 10, 2018) "Revilements mean a kind of healing. It's good that none injures each other physically. In the real world, if we revile face-to-face, we may be hit and injured." (Tor, personal communication, November 17, 2018) "To revile someone through posting may help to cool down our emotion because we have already released it to let others know how we feel and make them understand us." (Fang, personal communication, November 17, 2018)

Opinions of the Experts

5.4.4 The Roles of Digital Media on Cyberbullying

From the interview, the experts viewed that digital media plays a role in cyberbullying as children can use it to conceal their identity, which is different from the traditional bullying in which both sides have to confront face-to-face. Besides, now Thai youths can access this kind of media easily and use the internet increasingly. Consequently, cyberbully is very easy to do and can happen all the time, i.e., revilements, teasing, taking pictures or video clips for cyberbullying others. Moreover, digital media facilitates cyberbullying to be widespread easily. Cyberbullies just send, share, or tag to social media users to know the content or to join in cyberbullying others. Furthermore, the experts noted that cyberbullying can last long as someone may record it or keep it as evidence, which can be disseminated later or repeatedly. Cyberbullying is thus difficult to control while causing quite severe impacts.

> From the survey, the number of children and youths using the internet is increasing every year. Once children can access digital media easily and increasingly, they have a medium for cyberbullying others. Especially, the internet is very convenient and rapid, unlike the traditional face-to-face bullying. Bullies can conceal themselves so sometimes children use fake profiles to cyberbully their friends. Once they think of anything, they just type and send out. It is just that simple. Besides, it can happen widely everywhere and every time with quite large impact. (Benjaporn Tuntasood, personal communication, January 23, 2019)
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> To cyberbully others, there are many more channels to choose. Due to the property of social media, after posting, the posts can be saved, reposted, or

> disseminated wider until it is difficult to delete them all. One single post can last longer and we can't know who has kept that information in hand. (Thawatchai Phachuen, personal communication, January 18, 2019)
>
> Cyberbullies might conceal themselves behind the keyboard to create the fake Facebook as they thought that none could find them. Some people had many fake accounts to deceive women. Cyberbullying now can be recorded in statements, pictures, or video to verify what cyberbullies use to harm victims. Technology facilitates the ease for repeated cyberbullying with cheap cost. Now, we can see a lot of copies; posts; instant messaging; setting time for sending, tagging, or sharing, without limits of how far they can go and how long they can last. Thus, the impacts are very high and might last until one dies or up to their children's generation. (Srida Tanta-Athipanich, personal communication, January 18, 2019)

From the analysis of the roles of digital media on cyberbullying, it can be concluded that both informants and experts agreed that digital media plays a role in facilitating cyberbullying as it helps cyberbullies to conceal their identity so cyberbullying can be done in various forms, i.e., revilements, counterfeit of user accounts, deception, etc. Besides, to use digital media for cyberbullying is easy to do, i.e., posting or sending revilements without facing the opponent or both parties unnecessarily have to know each other, using applications for editing or modifying images to cyberbully others, secretly recording the voice, pictures, or video clips for dissemination, teasing, or threatening. Besides, digital media enables cyberbullying to occur due to its convenience and rapid until it incurs the value of using vulgar language or violent expression. In terms of the roles of digital media in communication, digital media can cause some misunderstandings and conflicts. Besides, it helps to cyberbully widespread without spatial limits and induces a lot of social media users to participate in jointly expressing their feelings or opinions towards both cyberbullies and victims creatively and negatively, causing some impacts and might lead to bullying in the real world.

5.5 Opinions of the Informants and Experts on the Preventive and Corrective Guidelines towards Cyberbullying

From the interview with the informants who are Thai youths and experts, the following guidelines for preventing and solving cyberbullying are as follows:

Opinions of the Informants

5.5.1 Preventive and Corrective Guidelines Towards Cyberbullying from Opinions of the Informants

Several guidelines for preventing and solving cyberbullying were offered, i.e., provision of digital knowledge and skills; surveillance of parents on children's communication devices and social media usage behaviors; parents' consultation and problem-solving for their children, both cyberbullies and victims; activity organization for providing knowledge about how to use digital media securely, assistance and advice for troubled students, the punishment of students who cyberbully others, strict computer law, and Act enforcement, etc. Besides, page administrators, the involvement of the internet or website or application service providers, mass media, and concerned agencies, etc. with details as follows:

5.5.1.1 Methods for Coping with Digital Users who are Cyberbullies, Victims, and Bystanders

The informants perceived that cyberbullying is a serious problem since victims are psychologically and mentally affected. Besides, victims may become isolated and dare not to confront people in society. The informants suggested that if digital users are cyberbullies and they know that they initiate the conflict, they should apologize to the other party to reduce the severity of the problem. In the case of cyberbullying victims, many suggestions were offered, i.e., collecting evidence without counter-attack, asking assistance from others, communicating with the other party face-to-face to let both parties know about each party's thoughts and feeling, including some signs that might help to create more understandings. If digital users are bystanders, they can do in the following two ways: 1) they should investigate the incident, but should not interfere with the problem, and let both parties solve their

problems to avoid making the conflict worse, and 2) they should encourage and recommend victims.

> I think it's a problem because it makes victims sad, depressed, and want to kill themselves. Victims should talk with the party to end the problem and it should be face-to-face communication to ensure what the other party tries to convey. Their friends should not get involved, but let them solve the problem by themselves to avoid expanding the problem. (Fang, personal communication, November 17, 2018)

> If they are wrong, they should not delete their posts. When they find some revilements posted back to them, just pass them without response, but give an apology. For victims, they should stay still, then the problem will be ended. If anyone uses fake Facebook to revile them, just send a report or block it. . . I think they should talk face-to-face. If they want to do online, they can have a video-call to see if the other party is sincere to talk. For bystanders, they might just ask without helps, but let bullies and victims decide by themselves. (Pete, personal communication, October 21, 2018)

> Cyberbullying is a problem because victims might be defamed, ashamed, and dare not to confront others nor go out to meet people. For victims, they should keep evidence as much as they can without a strike back. For bystanders, if they cannot help to solve the problem, they should console victims. (Jane, personal communication, November 8, 2018).

5.5.1.2 Digital Knowledge and Skills for Preventing and Solving Cyberbullying

According to the informants, digital users should have digital knowledge and skills to prevent themselves from being victims and should be able to solve problems in proper ways, i.e., cautious security setting of communication devices, applications, and user accounts, adding only acquaintances as friends, etc. Moreover, they should not spend too much time using digital media and think thoroughly before posting any content. Moreover, for online commerce, they should check information of the other party by reading some criticisms, inquire people who used to buy from the shop or ask the seller to identify his/her identity. "Digital users

must set their password to protect personal information, add only people they know as friends, not accept anyone without information, and click spam for any malice." (Por, personal communication, November 25, 2018)

> Digital users should not use the internet or chat with others too much. If they want to buy anything online, they should read reviews or send messages to ask people who used to order from that shop to see if it really sent the goods to them. (Fang, personal communication, November 17, 2018)
>
> If anyone asks to take sexual pictures, don't accept. They should ask details of the other party thoroughly. To avoid being cheated, they should check the credit of the other party or ask the seller to send a picture of products. If they do not order something but it is sent to them with cash on delivery, don't accept it but ask the delivery man to return to the sender. (Game, personal communication, November 10, 2018)

5.5.1.3 Parents' Participation in Preventing and Solving Cyberbullying

Parents were perceived to play a role in helping to prevent and solve cyberbullying, i.e, parents should have digital knowledge and literacy, observe and monitor their children's overuse of communication devices or the internet. Moreover, parents should make their children trust and want to consult with parents when they have problems. In the case that their children are wrong, parents should teach or warn them not to use emotion. On the other hand, if their children are victims, parents may consider if their children should change school or not.

> Parents should not let their kids play the internet since childhood. When their children get problems, parents should ask how the incident occurs and encourage them to tell the truth, but they also should ask people surrounding their children as well to help solve the problem without being emotional. (Fang, personal communication, November 17, 2018)
>
> Parents must know their children's behaviors. If their children look stressed, they must have a hint of what is wrong with their children. They should ask or give them advice since children often think that parents cannot help them. They are also afraid to be scolded or their mother might seize their phone. If they want to scold, it must look like teaching with some

recommendations that can help their children catch up with all deceptions. They must listen to their children and never let them think alone by themselves or let their friends encourage them to do something undesirable. (Tor, personal communication, November 17, 2018)

I think parents should move their children as victims to a new school. (Jane, personal communication, November 8, 2018)

5.5.1.4 The Involvement of Teachers and Schools in Preventing and Correcting Cyberbullying

Most informants viewed that teachers play little role in helping to prevent and solve cyberbullying due to their lack of technological knowledge and skills, their reflectance of the problem, and their attitude that teachers cannot help. In the case that teachers want to help, they should not ask students with problems to talk in front of a teacher, while they should not assign students to work together. What teachers should do is to observe behaviors of both sides, asking for more information from surrounding people, giving advice to both sides, and providing opportunities to let them solve problems by themselves first.

Regarding activity organization for preventing and solving the problems, the informants viewed that schools should organize activities in various aspects, i.e., providing knowledge about how to use online securely, including computer laws and acts, encouraging students' participation via game plays or performance on cyberbullying, organizing a consulting booth, etc.

In terms of punishment, schools should have management measures or punishment against students who cyberbully others, i.e., inquiry or warning, parole, or inviting bullies out of school. Besides, schools should invite parents to meet teachers at school since it may help to stop the bullies' behaviors.

Students do not trust teachers so much; therefore, they have to make them trust that they can really help solve the problems. . . I think there should be a booth providng knowledge about IT or cyber world, such as prevention against online deception, types of harmful or risky websites. (Game, personal communication, November 10, 2018)

Teachers should separate students to be apart and should not let them work together since it may increase more conflicts. For organizing an activity, it should be knowledge provision on correct use of social media, advantages and disadvantages of the use of. . . Regarding punishment, wrongdoers should get a parole. (Jane, personal communication, November 8, 2018).

Teachers ‘d better observe them without calling both parties to talk together. They may advise or call each party to investigate. More time should be given to troubled students. (Tor, personal communication, November 17, 2018)

Do teachers know about technology? At my school, teachers who listen to our problem are only guidance counselors and advisors. When I told my teacher frankly, he told me that it did not involve with school. Children’s quarrels are non-sense. I think schools should teach computer laws and Acts so that students can access increasingly. They might warn what should or should not do. (Pete, personal communication, October 21, 2018)

Schools should organize some activities, i.e, separating between personal consultation zone or game-playing zone, which might make children want to participate more. (Fang, personal communication, November 17, 2018)

I think that schools should use a real incident to play and let audience participate in the play. Then, they will know what they should do under these kinds of circumstances. Besides, schools should warn bullies. If it’s too violent, they will get a parole. (Por, personal communication, November 25, 2018).

Schools should pay more attention to cyberbullying victims. Bullies should be suspended or their parents are called to warn their children. Once, I told a cyberbullying incident to our administration teacher that my friend used fake Facebook and sent message to meet me. She also stole my notebook. During that time, my friend was called very often. Our teachers invited her parents to warn. She thus was looked down by the older schoolmates badly so she closed her fake Facebook and stopped cyberbullying me. (Dao, personal communication, October 29, 2018).

5.5.1.5 The Establishment of a Consulting Agency on Cyberbullying

From the interview, most informants perceived that having a consulting agency on cyberbullying is a good thing. An internal or external agency should be established since some students may not live with their parents and need to get some advice or consult about their problems. However, this kind of service should emphasize privacy to make the service receiver feel safe and trust. “I want a consulting agency to be established at each school or maybe at a headquarter center. Some students may not live with their parents, but need someone to consult with.” (Fang, personal communication, November 17, 2018) “If a consulting agency is a closed room with only little voice leaking out but without seeing each party’s face, I think I dare to tell him/her my story and have him/her advise me.” (Bam, personal communication, September 10, 2018)

5.5.1.6 The Participation of Other Involved People or Agencies in Preventing and Solving Cyberbullying

Other persons or agencies perceived as being able to prevent and correcting cyberbullying are page administrators, website or application service providers, mass media, and concerned government agencies, with details as follows:

1) The roles of page administrators and website or application service providers in preventing and correcting cyberbullying

The informants perceived that page administrators and website or application service providers can prevent and solve cyberbullying. Page administrators should play a role in managing problems, i.e, inviting involved persons who have quarrels to chat in a group to end the problem, blocking cyberbullies or excluding them to join a group or follow the page, etc. Besides, social media service providers should have the policy to require users to identify their identity to prevent forging their identity, including having coping measures against fake social media accounts. “If someone gives bad comments, or comes to raise the page, I will block or their fanclubs migh warn one another.” (Pete, personal communication, October 21, 2018)

> I and two of my friends used to be an admin page. When members quarrelled I would create a group and ask those with problems of each side to explain their reasons. If problems could not be ended, I would choose the most

rational member to stay in the group and block the other. If both caused trouble, I would block both parties. (Game, personal communication, November 10, 2018)

I think fake Facebook should be managed and before any new Facebook will be created, it should require every one to identify their real identity before using. (Dao, personal communication, October 29, 2018).

2) The roles of mass media in preventing and solving cyberbullying

From the interview, the informants perceived that mass media can help to prevent and solve cyberbullying in many ways, i.e., mass media should be cautious in presenting news and drama that can stimulate problems, including verifying information before being presented. Headlines or content should be presented without leading to avoid the audience's misunderstanding, which can lead to cyberbullying. Violence should not be presented in a drama as children may imitate the action of the drama's characters. Besides, mass media should present news on risks of digital media use, what should be done when being cyberbullied, problems in the cyber world, caused by cyberbullying in the youth to make people in society aware of the problems and participate in prevention and problem-solving.

Sometimes, the presentation of news stimulates people who have different opinions to have conflicts or disputes, while dramas often present the quarrel scenes. I think it might make children remember and imitate their behaviors. (Fang, personal communication, November 17, 2018)

When I knew from the news that this application is harmful as there were many psychopaths using it, I quit using it. Sometimes, I imitated from the news by using my phone to record someone's voice so that I have an evidence to charge her. (Jane, personal communication, November 8, 2018).

Mass media makes my story widespread. A lot of people knew about it and helped me. Someone sent some comments to encourage me or shared and forwarded my story further on Facebook. (Dao, personal communication, October 29, 2018).

3) The roles of government agencies in preventing and solving cyberbullying

From the interview, the informants perceived that government agencies should organize a campaign activity, i.e., providing knowledge on cyberbullying laws and preventive approaches against cyberbullying since some people may not know that such acts violate the laws and it is possible that still lots of people do not know about this. “At first, I don’t know that doing so violates the laws. However, when there’s a lecture on computer laws and acts, I think they help to restrain the problems partially.” (Dao, personal communication, October 29, 2018). “Government agencies should organize a campaign to provide knowledge about what is wrong and teach them how to protect themselves. Now, there are very few activities like this.” (Pete, personal communication, October 21, 2018)

5.5.1.7 The Punishment Against Cyberbullies According to Concerned Computer Laws and Acts

The informants viewed that although computer laws and acts related to cyberbullying are available, they have not been enforced efficiently as a lot of cyberbullying has still been witnessed. Mostly, police officers just record charges in the daily report, while the follow-up of the cases is very slow and delayed. Thus, it is recommended that such computer laws and acts be enforced strictly and seriously. Moreover, police officers should accelerate cyberbullying cases more rapidly. “Nowadays, we still capture others’ chats and share, but the government cannot do anything. Laws do not cover it. They are just written beautifully, but non-functional.” (Bam, personal communication, September 10, 2018)

> It is already specified in the punishment that the act of cyberbullying will be fined or imprisioned, or both, but the laws are not enforced. Charges are just recorded in the police’s daily report. It can’t help; although, cyberbullying is a problem. (Pete, personal communication, October 21, 2018)
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> I think police officers should work harder, pay more attention, and follow the cases more quickly. (Dao, personal communication, October 29, 2018)

Opinions of the Experts

5.5.2 Preventive and Corrective Guidelines Towards Cyberbullying from Opinions of the Experts

From the interview, according to the experts, the following preventive and corrective guidelines towards cyberbullying of Thai youths were suggested:

5.5.2.1 Methods for Coping with Digital Users who are Cyberbullies, Victims, and Bystanders

The experts perceived that cyberbullying is more violent than traditional bullying, which is physical bullying since digital media allows cyberbullies to hide, while victims cannot know who they are. Moreover, there are a lot of bystanders; thus, victims are seemingly cyberbullied repeatedly. The experts suggested that children should understand that cyberbullying behaviors are not acceptable; on the contrary, such behaviors have to be adjusted and corrected. For cyberbullies, if they know that they are wrongdoers, they should apologize to the victims personally or publicly, while victims should communicate with the other party how they feel. Alternatively, they should not strike back but terminate their relationship by blocking or collect evidence and clicking to report such an account to system administrators. If assistance is required, victims should consult with someone they trust. For bystanders, they should evaluate the circumstances what they should do, i.e., observing and letting both parties solve their problem, helping to tighten their positive relationship, encouraging or advising, etc. The important issue that the experts emphasized is that bystanders must not accept cyberbullies and not participate in such cyberbullying. On the contrary, they might choose to express themselves in the following ways, i.e., warning cyberbullies with rationale, finding someone else to help solve problems, etc. The details of the findings are as follows:

> Children must understand that the exertion of power is not the method accepted by others so they should adjust their behaviors. Victims must not strike back, but should tell the other party how they feel. They might talk to some adults or teachers. If they do not want to acknowledge it, they may block or click to send report to system administrators or leave the system. On the other hand, bystanders are variables that determine if cyberbullying will

end or expand. If they want to help, they must think carefully what they should do. They might tell their teachers or call friends for help or take video clips as evidence. (Thawatchai Phachuen, personal communication, January 18, 2019)

Doers must know the impacts that will occur to them and friends. If victims dare not to talk directly to the bullies that they don't like it, they have to find someone to help, i.e., older schoolmates, parents, or teachers, and must know related techniques, i.e, deleting, blocking, security setting to know who writes, read, or see their pictures. Victims should not put too much personal information on social media. Bystanders must know if the incident or what they perceive is true or not. Sometimes, they'd better stay still. If they want to interfere, just warn the bully to stop cyberbullying others, sharing, or tagging because it is illegal. (Srida Tanta-Athipanich, personal communication, January 18, 2019)

Cyberbullying is more violent because bullies do not reveal themselves and it can be widespread. If bullies know that they are wrong and admit it, they should be admired of their bravery. Then, they should express their sincerity and apologize victims, while deleting cyberbullying posts or posting to display their responsibilities to the public. For victims, no response is a good way, but they should capture the posts as evidence, or communicate with the bully face-to-face or by phone. However, if victims cannot stand, they can block their chats with friends and ask assistance from adults. Bystanders must not accept cyberbullying, and not follow nor imitate it, but have an empathy for victims. They may help, defend, or encourage them. (Benjaporn Tuntasood, personal communication, January 23, 2019)

5.5.2.2 Digital Knowledge and Skills for Preventing and Solving Cyberbullying

From asking the experts about digital knowledge and skills to prevent and solve cyberbullying, the experts suggested that children should emphasize security settings in using communication devices and social media, not disclose too much personal information in the cyber world, be more cautious in communicating

with unknown people and have digital knowledge and skills to cope with cyberbullying. They reinstated that the important thing is that children must have media and information processing literacy, i.e., they should be able to analyze what is the intent of a post, if the information received is true, etc. Besides, they must know how to verify the correctness of information or source of information, including being aware of the consequences of cyberbullying footprints, posts or sharing of improper content, participation in cyberbullying with others, etc. All of these acts may affect the bullies' profile and identity when they will apply to study in a school, or for working in the future.

> If seeing a friend's post, the first thing is to consider if they should believe and analyze what the other posts to see what is the truth, or what is the reason behind this post. (Thawatchai Phachuen, personal communication, January 18, 2019)
>
> Children must know the created media is untrue, and the perceived pictures may be edited. They must be able to analyze if the information is true, from which source it comes, how they can verify it, who is the owner of such content, and if the content is fact or opinion. On the other hand, they must have information processing literacy where they can find needed information and how to use it. The digital literacy must cover all possible risks, laws, copyrights, digital footprint, and our identity in the online world. (Srida Tanta-Athipanich, personal communication, January 18, 2019)
>
> What they have to defend themselves is no posts of personal information, i.e., real names, birth date, address, telephone number, or ID number. They must not tell their password to anybody and know how to have security setting, including knowing the consequences of posting something, i.e, digital footprint, which will become their records or profile that will affect their application to school or for a job. Thus, they should avoid cyberbullying, not share, or be interested in these kinds of conduct. (Benjaporn Tuntasood, personal communication, January 23, 2019)

5.5.2.3 Parents' Participation in Preventing And Solving Cyberbullying

Regarding the participation of parents in preventing and solving cyberbullying, the experts suggested that parents must know about technology, digital literacy, and problems related to cyberbullying to teach their children when they face cyberbullying. Moreover, parents should bring up their children to have self-confidence, self-pride and empathy for others. Most of all, they should be a good model and may teach their children through examples in the news or social phenomena that happened in the real world to exchange opinions with their children. Furthermore, the experts recommended that parents display their love, attention, and create good relationships with them to make them trust. If their children tell them their cyberbullying incident, they must not scold them because it might make them dare not to tell anything or consult any problem with their parents anymore. "Parents must have media literacy, especially media used by their children. They should not prohibit them coercively, but make them feel that they can rely on their parents, not the first ones who hurt them." (Thawatchai Phachuen, personal communication, January 18, 2019)

> Parents must have good relations with their children. They must give love, attention, and time for them, including being a good exemplar. They should display their empathy for others to cultivate their children gradually through news narration or sharing of real phenomena that happens to talk with them to see how they think and feel. Parents should catch up with what is cyberbullying, how to prevent, solve, and cope with it. They should remind their children of telling the cyberbullying they face, i.e., who cyberbullies them or who they cyberbully, etc., to make them feel that it is the topic they can talk to their parents. Typically, children often think that they do not want their parents to get stressed or scold them severely. If so, they will not tell their parents anymore. (Benjaporn Tuntasood, personal communication, January 23, 2019).

> Parents must tell their children first, before giving any mobile phone or the internet to them, that it is a channel that they will meet a lot of people and there will be several risks and harms they have to be aware of. Some guidelines should be given, i.e., do not disclose too much personal information

on the internet, as it may be misused, edited, and counterfeited. Especially, it can be widespread very rapidly. It is something they have to be cautious of. Besides, some guidelines for coping with cyberbullying should be given, i.e., what they should do if being cyberbullied, how to have security or privacy setting or to block. Parents should raise their children to have self-confidence. However, if they are cyberbullied and feel inconfident, parents should help them to feel that they have an identity, and are a valuable person. If they want to commit suicide, parents should be very attentive and take them to see a psychiatrist. (Srida Tanta-Athipanich, personal communication, January 18, 2019)

5.5.2.4 The Involvement of Teachers and Schools in Preventing and Correcting Cyberbullying

Concerning the involvement of teachers and schools in preventing and solving cyberbullying, one of the experts claimed that from his experience in working with children, teachers could not make students confident that they could help them solve cyberbullying or the coping methods of teachers were ineffective since when teachers knew about students' conflicts, they tended to solve it by punishment, which from the experts' perspectives, it is the reproduction of violence. Instead, teachers and school administrators must give more importance to preventive and corrective approaches. Teachers must teach their students to know and understand individual differences and respect for such differences, including others' rights. No acceptance of cyberbullying should be cultivated through the lessons, training, or activities. The important thing is to make students feel that their teachers are dependable.

For activity organizations, the experts suggested that schools should teach or provide knowledge on the secure use of digital media, cyberbullying, and coping methods. Teachers should insert such knowledge in various subjects, home-room activities, or orientation. Besides, the teaching may be in the form of game plays or performance to let students participate in the activities.

Regarding punishment, schools should have some measures or punishment against cyberbullying, i.e., cutting down a student's marks, giving parole, inviting parents to meet their teacher, etc. The main issue emphasized by the experts

is that the punishment should not be violent or makes students devalue themselves. On the other hand, teachers, parents, and all concerned should collaboratively analyze the cause of cyberbullying so that they can modify children's behaviors properly.

> School directors or executive must emphasize the policy that makes students see the impact of bullying, while teachers must be perceived by students as supporters or shelters for them. Schools must teach what bullying is, its methods, and solutions. A program or curriculum of self-defense from cyberbullying may be inserted in the home-room, guidance activity, or life-skill activities. Schools must have secure climate. I disagreed with punishment. Instead, we'd better find the cause why students do so and try to find ways to modify their behaviors. If any punishment is necessary, it must not devalue students' self-concept. (Thawatchai Phachuen, personal communication, January 18, 2019)
>
> Schools must teach students to respect others' privacy. They should be cultivated to judge or evaluate none. They should not post, reveal, or revile others. Bullies' behaviors must be corrected by finding the causes of behaviors, i.e., for fun, etc. Then, they should be taught to know if they do it for fun or jealousy, they should feel about it and apologize the victim; otherwise, they will be punished, i.e., no approaching to the victim, cutting down a student's marks, or if it's very severe, it will be illegal. Teachers must collect evidence and send to the police and collaborate in every way to help modify their behaviors. (Srida Tanta-Athipanich, personal communication, January 18, 2019)
>
> Teachers should tell students that our society does not accept cyberbullying. If anyone gets into trouble, teachers are ready to help him/her. Activities should be organized to implant an empathy in children's conscience. Role plays may be used to reflect perspectives of both a bully and a victim and discussed how students feel. Punishment may be possible only for finding the cause. Teachers may talk to students' parents, and students with problems may be encouraged to meet a psychiatrist. No severe punishment should be used. It's better to get collaboration from surrounding people to help a bully towards

improvement and developing themselves to do something good for others. (Benjaporn Tuntasood, personal communication, January 23, 2019)

5.5.2.5 The Establishment of a Consulting Agency on Cyberbullying

For the establishment of a consulting agency on cyberbullying, the experts perceived that students who have problems dare not to consult problems with their parents or teachers. Thus, this kind of agency may help students to access consultation more easily. However, they recommended that it should be online consultation, i.e, online interactive consultation, interpersonal chats, or talking through online chatrooms for service receivers' convenience. "If there is any channel that children can communicate without direct confrontation, I think they should feel more comfortable to speak out, i.e., a school's page, etc." (Benjaporn Tuntasood, personal communication, January 23, 2019)

Some children cannot talk to their friends, parents, or teachers. They may not want to consult anyone or reveal themselves either. An online chatroom may be their alternative that helps children to access to get consultation to find ways out. (Thawatchat Phachuen, personal communication, January 18, 2019)

5.5.2.6 The Participation of Other Involved People or Agencies in Preventing and Solving Cyberbullying

From the point of view of the experts, page administrators, website or application service providers, mass media, and government agencies can help to prevent and correct cyberbullying by having the following roles:

1) The roles of page administrators and website or application service providers in preventing and correcting cyberbullying

Website or internet service providers can prevent or correct cyberbullying by presenting information or knowledge about nature, patterns or forms, and methods for preventing and solving cyberbullying. The notification of concerned policies can help users to know the condition of using each ISP, including its coping methods and assistance for cyberbullying victims, i.e., the suspension of bullies' user accounts, coordination and delivery evidence or submission to concerned

agencies, etc. “To provide fundamental information can help users understand what form is cyberbullying and what is not. It can increase the number of people who know about this.” (Thawatchai Phachuen, personal communication, January 18, 2019).

Website or internet entrepreneurs should protest cyberbullying, i.e., to identify clearly what can do and cannot, provide knowledge and coordinate to submit any violation against the law or computer act to the police, or suspend bullies’ accounts. (Srida Tanta-Athipanich, personal communication, January 18, 2019)

2) The roles of mass media in preventing and solving cyberbullying

From the experts’ perspective, mass media should play some roles, i.e, providing knowledge about cyberbullying, preventive and corrective approaches, warnings of any possible risks, whose content might be generated in the form of news, TV programs, movies, etc. to also stimulate government agencies to see its importance and to have people in society know, understand, and are aware of problems. Moreover, the government should have supporting measures by creating motivation for the concerned agencies who prosecute to solve the problems, i.e., to get some tax deduction, etc.

Media may present what cyberbullying is to let general people know widely. Movies or video clips with the content sexual diversity may be produced to make viewers aware that they are normal issues, not deviation so that they will understand others better. (Thawatchai Phachuen, personal communication, January 18, 2019)

Media must give knowledge to parents, schools, or present that the country should have some policies and Council of Media Ethics. News should present how cyberbullying causes problems, which must be highlighted more than simply knowledge provision. For instance, it should illustrate the impacts and propose solutions that if certain problems occur, what viewers should do. There should be more programs on media literacy, warning of risks and harms, and the prevention of cyberbullying. By doing so, the government should motivate the producers by some incentives, i.e., tax deduction, extension of a

> license or permit. The National Broadcasting and Telecommunication Commission or NBTC should promote creative TV programs to give knowledge or encourage private sectors to produce good programs, movies, or series. If children see the possible impacts that might occur, it may help to prevent cyberbullying. (Srida Tanta-Athipanich, personal communication, January 18, 2019)

3) The roles of government agencies in preventing and solving cyberbullying

Government agencies should play a role in providing knowledge or preparing some handbooks on the use of digital media and the internet, computer laws or acts relating to cyberbullying, etc. A specific agency for supervising cyberbullying especially should be established, which covers the detection and coping of violent content or content violating others' rights, assistance support for victims, i.e., submitting the case of the next tentative victim to a consulting agency. One expert recommended that government agencies should have a role in promoting parents to get training about how to raise their children in the digital era. Besides, they should deliver practical guidelines on how to cope with cyberbullying for schools. On the other hand, the government sector should have policies to deduct tax or parents or service providers who participate in preventing and correcting cyberbullying.

> The government should issue polices, while government agencies should publicize some useful knowledge, i.e., when parents should buy mobile phones for their children, or allow their children to use the internet. I saw a brochure of Thai Health Promotion Foundation, but it is not inclusive yet, and is exposed to only few people. (Benjaporn Tuntasood, personal communication, January 23, 2019)

> The government should be responsible for giving knowledge and creating awareness. There should be a new agency who is authorized for connecting some related tasks of the Ministry of Education with the Ministry of Public Health. This agency is responsible for both prevention and remedy. It should be equipped with software or filtering information devices to detecting violating or cyberbullying content. Besides, there will be an official

helping to take victims to a consultant or hospital. The government should have a policy of tax deduction for parents and service providers who collaborate in cyberbullying prevention and correction. Moreover, the government must have a policy of promoting parents to take care of their children with some law enforcement, i.e., declaring that parents must pass a program of nurturing children during the digital era, etc. Besides, there should be Ministrial regulations supervising what they must do in the cyberbullying circumstances, i.e., collecting evidence, charges, or bringing to the police or court. (Srida Tanta-Athipanich, personal communication, January 18, 2019)

5.5.2.7 The Punishment Against Cyberbullies According to Concerned Computer Laws and Acts

From the point of view of the experts, the existing computer laws and acts can help to prevent or solve cyberbullying partially only as now the prosecution on this problem is very rare. The experts suggested that what is more important than laws is how to make people have a conscience of using digital media creatively. “I don’t’ believe that to make people scared will change their behaviors. Laws do not guarantee that the sued persons will change their behaviors.” (Thawatchai Phachuen, personal communication, January 18, 2019).

I think for serious crimes, i.e, hacking or forging Facebook, that cause severe damage, i.e., sending malice information, editing pictures to slander others or defame others, these children should be punished by criminal penalties. Don’t view them as kids or their behaviors are just a tease. Some sections in the Computer Act may help to reduce cyberbullying, such as Section 14: if any bullying causes shame or humiliate others may be considered as defamation and will be punished by crimimal laws. (Srida Tanta-Athipanich, personal communication, January 18, 2019)

Laws are just a factor that helps to organize a society, but not all. The most important thing is people’s conscience despite no law. If they do not want to hurt or harm anyone, none will be harmed or bullied. (Benjaporn Tuntasood, January 23, 2019).

From the analysis of the findings from the interviews with both informants who were Thai youths and experts, both groups agreed that the prevention and correction of cyberbullying can be done in many ways, i.e., users should have digital knowledge and skills (such as having security or privacy setting for using communication devices and social media, no acceptance of unknown people as friends, etc.). For cyberbullies, it was recommended they should apologize to victims and delete cyberbullying posts. The victims were recommended to cope with the problems by clicking to report bullies' user accounts to page or system administrators, block their communication, execute no strike back, and collect evidence of misbehaviors. For bystanders, they should give advice or encourage victims, coordinate both parties for creating better relationships, consult with adults or trusted people, etc.

For parents, they should participate in various ways, i.e., observing their children's behaviors and monitoring their use of digital media, warning or advising them when they have problems, etc. Both informants and experts agreed that parents must make their children trust and feel comfortable to talk with.

On the other hand, schools' administrators and teachers should give importance to cyberbullying. Teachers must have knowledge and understanding about cyberbullying and make their students feel that they can help them solve problems. For activities, schools may organize a lecture to provide knowledge on the secure use of digital media, laws and related computer acts, and organize performance to let students have role plays as the involved parties in the cyberbullying, including using games to let them participate. Regarding punishment, both informants and experts agreed that schools should have measures to cope with cyberbullies, i.e., inviting their parents to acknowledge their children's malpractices, reducing their marks, or giving a parole. The experts focused on finding the cause of cyberbullying behaviors more than using punishment to correct or modify cyberbullies' behaviors.

From the point of view of both groups, they perceived the establishment of a consulting agency on cyberbullying is a good idea since there will be someone listening to children's problems and children may get some beneficial advice.

Moreover, both groups agreed that concerned agencies or individuals can help to prevent and solve cyberbullying. For instance, page administrators, internet service

providers, and website or application service providers can play a role in handling problems, i.e. to verify the identity of users or suspend cyberbullies' accounts, assisting victims, etc. For mass media, information on cyberbullying should be presented, including preventive and corrective guidelines, latent risks of using digital media, in the form of news, films, TV programs, etc. Furthermore, mass media should be cautious in presenting violent content that might lead to cyberbullying. Both groups agreed that the government sectors should mobilize some campaigns to give knowledge on cyberbullying, and stimulate to enforce computer laws and acts that are available to prosecute wrongdoers in parallel to the creation of conscience to use digital media creatively.

CHAPTER 6

SUMMARY, DISCUSSION, AND RECOMMENDATION

The research entitled, “Roles of Digital Media, Factors Affecting Cyberbullying Behaviors Among Thai Youths, and Preventive and Corrective Approaches,” is aimed to study the characteristics of Thai youths prone to be risky for bullying and being bullied, cyberbullying behaviors of Thai youths, media, psychological, and social factors influencing cyberbullying of Thai youths, the perception and opinions of Thai youths and experts on the roles of digital media on cyberbullying, and the preventive and corrective guidelines to cope with cyberbullying among Thai youths.

The study is mixed-method research of both quantitative and qualitative research. For the quantitative research, the samples were 400 students studying at the secondary education schools and vocational colleges in Bangkok and Chiang Mai by quota sampling of 200 samples in each province, and data was collected by survey questionnaire. For the qualitative research, interviews were conducted with 8 Thai youths who had experienced being cyberbullies or cyberbullying victims in Bangkok and Chiang Mai, and three experts who had knowledge and experiences in the field of cyberbullying. The instrument used for the study was certified for the research ethics by the Research Committee of the Graduate School of Communication Arts and Management Innovation, National Institute of Development Administration. Pseudonyms or alias were used to replace the real names of the samples or key informants to protect their privacy. Quantitative findings were analyzed by Statistical Package for the Social Sciences (SPSS) and research hypotheses were tested by Pearson Correlation and Multiple Regression, while the qualitative findings were analyzed by analytic induction to explain and present the research findings in descriptive analysis. The findings are summarized and discussed with recommendations, as follows:

6.1 Research Summary

From the research entitled, “Roles of Digital Media, Factors Affecting Cyberbullying Behaviors among Thai Youths, and Preventive and Corrective Approaches” the demographic attributes of 400 samples who were Thai youths with experiences in cyberbullying others, cyberbullying victims and never experienced cyberbullying, but witnessed the cyberbullying incidents were as follows:

Most of the samples were studying at the government academic institutions at the upper secondary education or vocational college. 3 of the 4 lived with parents in a family with great care, and a low level of using vulgar language or physical violence. The overall psychological aspects were at a moderate level. The samples were satisfied with themselves at a high level, while self-confidence, internal locus control, grievance, and self-esteem were at a moderate level. More than half of the samples used to have experiences in hitting or punching others and almost half of them used to be hit or punched by others. The other findings responding to each research objective are summarized and presented as follows:

6.1.1 B: Background of Risk Youths

The findings from the quantitative research illustrated that 263 samples had direct experience in cyberbullying were compared with the findings from the qualitative research, collected with 8 samples or key informants and 3 experts. It was found that some parts of the findings were different. In the quantitative research, most samples lived with their parents in an attentive family, with a low level of the use of vulgar language and physical violence, while the overall psychological aspects (i.e., self-confidence, internal locus control, grievance, and self-esteem) were at the moderate level.

On the other hand, from the qualitative research, it was found that Thai youths who were risky to be cyberbullies or being cyberbullied were often brought up in a family with either authoritarian/ disciplinarian or uninvolved parenting style with no attention and poor relationships between parents and children. When children had problems, they tended not to consult with their parents. Besides, within the family, violence was often used, i.e., rude words, etc., and occasional physical injuries or

property damage. The psychological aspects of the children who bullied others were high self-confidence, high leadership, no understanding of individual differences, violation of others' rights, being hot-tempered, and no empathy. On the contrary, the characteristics of cyberbullying victims were low self-confidence, introversion, and low sociable, and gained no supports from surrounding people. Both groups used to bullied others or were bullied in the real world: physical, verbal, and social. 7 of 8 used to hit or be hit since they were at the elementary and lower secondary education, caused by their dissatisfaction, teases, love, and the connection between bullying in the real world and cyberbullying, etc.

6.1.2 U: Use of Digital Media for Cyberbullying

From the quantitative research findings, the samples used communication devices and digital technology as a whole at the moderate level, while having knowledge and skills in using communication devices and digital technology, including the security setting to limit people who can access to post in their social media account at a high level. The acceptance of unknown people as friends, the disclosure of personal information in the cyber world, and knowledge about the anti-bullying and report of online misuse center on Facebook was at a moderate level, while the revealing of passwords for using communication devices and social media accounts was at a low level.

For the qualitative research findings, almost all key informants started to use Facebook when they were younger than 13 years old. They used their mobile phone and social media almost all day without caution, i.e., identifying their personal information in the cyber world, setting their social media account as public, adding or accepting unknown people as friends, and disclosing their passwords to their close friends; although, Thai youths were found to use digital media increasingly, their digital literacy and skills for coping with cyberbullying were at a low level.

Most samples in both quantitative and qualitative research used to cyberbully others and were cyberbullied by others. From the quantitative and qualitative research, 10 main patterns with 30 sub-patterns of cyberbullying were found, as follows:

1) Revilements with violent or vulgar language (Flaming):

(1) Revilements on mobile phone

(2) Posting, sending and sharing statements with violent and vulgar language

(3) Posting, sending and sharing video clips with violent and vulgar language

(4) Reviling, revealing, and challenging others via live stream

(5) Posting, sending or reviling via a microphone or in a chatroom of online game (griefing)

(6) Using hashtags to revile in the cyber world

(7) Reviling intimates of victims online

2) Irritation or agitation (Trolling)

(1) Posting, sending and sharing opinions to irritate or agitate others.

3) Publishing or disseminating untrue information or creating hatred, and causing shame (Denigration or Dissing):

(1) Disseminating untrue information or slanders in the cyber world

(2) Secretly taking pictures, video clips, or recording voices of others for dissemination

(3) Posting, sending or sharing pictures making others ashamed or look ridiculous.

(4) Using others' embarrassing pictures to shame others or using them as profile picture in their social media.

(5) Posting, sending, or sharing criticisms on others' sexuality, sexual taste, race, physical appearance, face, complexion color, etc.

(6) Name-calling or ranking in the cyber world.

(7) Condemning behaviors in the cyber world

4) Excluding out of the group (Exclusion):

(1) Creating a chatgroup in the gossip group and blocking, deleting, or excluding others from the group.

5) Deceiving and disseminating others' personal information or secrets (Trickery and Doxing)

(1) Deceiving others to disclose their personal information or secrets in the cyber world.

(2) Using others' personal information or secrets to disseminate in the cyber world.

(3) Deceiving and cheating others' money or property in the cyber world.

6) Using fake accounts to communicate, steal others' digital identity, and claiming to be others' identity (Masquerading, Catfishing, and Fraping)

(1) Using fake emails or social media accounts to communicate with others.

(2) Using others' information and pictures to create fake social media accounts.

(3) Secretly using others' communication devices, emails, and social media accounts without permission.

(4) Stealing others' social media accounts.

7) Threatening or harassment (Cyber Harassment)

(1) Threatening to disclose personal information or secrets in the cyber world.

(2) Posting and sending statements, pictures, or video clips related to sex without permission or using for conversing about sex.

8) Stalking, threatening, and harassing severely and violently (Cyberstalking)

(1) Following and watching others' behaviors, and posting, or sending statements for repeated irritation and harassment.

(2) Sending and posting threatening statements towards physical injuries or property damage (Intimidation)

9) Cyberbullying as a group or collectively (Dogpiling)

(1) Cyberbullying with the assistance of the third person against the opponent in the cyber world.

(2) Being reviled by a large number of social media users in the cyber world.

10) Being irritated to get angry and being shot with video clips secretly. (Cyber-Baiting)

(1) Being irritated to get angry and being shot with video clips secretly.

The patterns of cyberbullying most samples used to have experienced at a high level were: 1) Following and watching others' behaviors, and posting, or sending statements for repeated irritation and harassment, 2) posting, sending, or sharing pictures making others ashamed or look ridiculous, 3) posting, sending, and sharing statements with violent and vulgar language, 4) name-calling or ranking in the cyber world, 5) secretly taking pictures, video clips, or recording voices of others for dissemination, and 6) sending and posting threatening statements towards physical injuries or property damage.

Moreover, some additional patterns of cyberbullying were found, namely the samples and key informants had new patterns of cyberbullying influenced by the evolution of communication technology, by applying the properties of digital media or social media, such as posting bullying stories (Instagram stories, which would disappear in 24 hours, tagging victims social media accounts directly or the third person's account to participate in cyberbullying, putting hashtags to revile victims, creating fake accounts and pages with victims' names, profile pictures, product pictures, reviling victims' parents or girlfriend/boyfriend to make the other party discontented and terminate the relationship, deceiving buyers to transfer product cost to the counterfeiter, which damaged page store, and forging one's user account to make others understand that he/she was also a victim. Besides, a bully also turned down the volume in a video clip and let others hear only the victim's voice to misunderstand that the bully was cyberbullied unilaterally, or a cyberbully edited or modified pictures and chats and published to make others misunderstand the victim, etc.

The communication channel used in cyberbullying the most was social media, especially Facebook, Facebook Messenger, and Line. The involved party was friends the most, followed by unknown persons, girlfriend/boyfriend or ex-girlfriend/ex-

boyfriend, family members or relatives, teachers, the older and the younger schoolmates, etc. The causes of cyberbullying were mutual dislikes, friendship problems, conflicts, love, academic issues, and others, such as amusement, differences in ideas, etc. Most samples cyberbullied others and were cyberbullied by both disclosing and concealing themselves. The duration of the cyberbullying took less than one week up to three years, but in some cases, it was endless. Persons the samples consulted the most when facing problems were friends, following by none, family, relatives, teachers, unknown persons in the cyber world, etc. The impacts of cyberbullying and being cyberbullied found the most were psychological impacts, i.e., boredom, stress, anger, fear, shame, depression, desire to commit suicide, etc. Others were physical impacts, i.e., sleeping problems, headache, stomachache, decreased appetite, and weight loss while social impacts and educational impacts caused the samples to exclude from the group and society, or the denial of friends to let them join the group or activities. Besides, victims were misunderstood and their behaviors were monitored. They gained poor academic performance, were punished, or quit school, etc. The reasons for ending the problems were diverse, i.e., both parties communicated for better understanding, bullies apologized to victims, victims decided to quit school, they let problems end by themselves, problems were terminated after graduation, etc.

6.1.3 L: Logic of Cyberbullying or Factors Influencing Cyberbullying

From the quantitative research, media, psychological, and social factors influence cyberbullying at a moderate level, psychological factors influence the most, followed by media and social factors.

In the group of media factors, the overall influenced on cyberbullying was a moderate level. When classifying into each individual sub-factor of media factors, it was found that the sub-factors influenced cyberbullying the most, sorted in order by mean, were 1) the influence of online games, 2) opinions of people in social media, 3) influence of artists, stars, net idols, and page administrators, 4) the exposure to TV series or movies with violent content, and 5) news presentation of mass media.

In the group of psychological factors, the overall influenced on cyberbullying was at a moderate level. There were 5 sub-factors found at a moderate level, sorted in

order by mean, as follows: 1) self-defense, 2) the exertion of equal power, 3) a release of grievance, 4) attitude towards gossips, revilements, or cyberbullying as normal, and 5) revenge. One sub-factor found at a low level was the need to avoid confrontation with the involved party or opponents.

In the group of social factors, the overall influenced on cyberbullying was at a moderate level. There were 3 sub-factors found at a moderate level, sorted in order by mean, as follows: 1) Friends, 2) opinions of people in society, and 3) group pressure. Two sub-factors found at a low level were 1) needs for sociability, and 2) needs to gain others' attention.

From the test of the hypothesis, it is found that all three factors have a positive relationship with the level of cyberbullying behaviors at a statistical significance level of .01 and .05. From the multiple regression analysis, revenge, the influence of stars, artists, net idols, and page administrators, including the release of grievance has a relationship with the level of cyberbullying behaviors at a statistical significance level of .05. Besides, all these three sub-factors can explain the variation of cyberbullying behaviors of the samples 12.9%.

From the qualitative research, media factors that influenced cyberbullying were the identification of details of online deception causing imitation, the influence of news presentation with leading statements of opinions or feelings, no verification of facts of the news, violation of others' rights by disclosing their personal information, i.e., real names, social media accounts, etc. so children can post their revilements, gossips and share the content. Moreover, personal media, such as stars, singers, net idols, or page administrators influence cyberbullying, i.e., reviling others of different ideas or those who expressed improper opinions towards their favorite artists, imitating improper behaviors of celebrities, encouragement from page administrators, compliance with other users in collective cyberbullying, and the influence of online games, i.e., violence, conflicts between players, or deceiving or cheating others from in-game trades, revealing passwords, or stuff in the games, etc.

Psychological factors found to influence cyberbullying were caused by previous cyberbullying and the attitude that cyberbullying is normal. Many kinds of motivation caused cyberbullying, i.e., amusement, anger, revenge, self-defense, needs

of exerting power over others, needs of getting others' attention and acceptance, a release of grievances, etc.

On the other hand, social factors were caused by the imitation of friends' behaviors, persuasion by friends to participate in cyberbullying, group pressure, and needs of sociability or needs to get others' attention. Family and relatives were also other factors, caused by inattentive nurturance in the family, poor relationship between children and family, no teaching from parents on empathy and the respect of others' rights, the usage of violence and vulgar language in the family, and the support of using violence to solve problems. Besides, some parents were careless of their children's use of digital media while some recommended their children to know dating websites, which encouraged children to create fake social media accounts to deceive others through the disclosure of their personal information and confidential pictures in the cyber world.

6.1.4 L: Link of Digital Media Roles to Cyberbullying

From the quantitative research, the samples perceived that digital media played a role in cyberbullying of Thai youths at a high level and six roles are perceived at a high level, sorted in order by mean, as follows: 1) connecting cyberbullying with bullying in the real world, 2) facilitating cyberbullying to occur easily, by simply sending and posting content, 3) facilitating cyberbullying to occur any time and any place, 4) causing misunderstandings and leading to increased quarrels, 5) making cyberbullying widespread and perceived by lots of people, which is more violent than the bullying content, and 6) helping both cyberbullies and victims acknowledge others' feeling and opinions from cyberbullying happing to themselves.

Two roles of digital media perceived by the samples at a moderate level, sorted in order by mean, are 1) making the use of vulgar language in cyberbullying as normal, and 2) helping those who conceal themselves dare to express their discontentment against others. The findings on the roles of digital media were grouped into 3 main roles, sorted in order by mean, as follows: 1) the roles in facilitating cyberbullying, 2) the roles in being a communication channel for cyberbullying, and 3) the roles in incurring values of using vulgar language and violent expression.

From the qualitative research, the ease and convenience of digital media were perceived to facilitate 24-hour cyberbullying and both parties did not necessarily know each other. Cyberbullies could search others' information and pictures to create fake user accounts so cyberbullying could be done in many ways, i.e., editing and modifying pictures for deception, modifying pictures and chats to disseminate to cause misunderstanding, secretly recording voices, and taking photos or video clips of others for teasing, slanders, or threatening. Moreover, it encouraged persons who used digital media to conceal themselves to express their discontentment or cyberbullying increasingly, i.e., using fake social media accounts to post, send or share revilements, forging social media accounts or pages to disguise, slander, or deceive others.

Both youth samples and experts agreed that digital media can communicate in the form of letters, pictures or images, video clips, etc., which can cause misunderstanding, i.e., edited or modified pictures and video clips, etc. It makes cyberbullying widespread via sending, posting, sharing, or tagging others' social media to commonly perceive or respond. Wide dissemination thus makes cyberbullying is more violent than the cyberbullying content itself due to its borderless limit and the difficulty in controlling people's perception. Both cyberbullies and victims can know others' feelings and opinions, both positive and negative. Positively, bullies can review or modify their behaviors, while victims receive recommendations and encouragement. For the disadvantages, both parties are reviled, gossiped, criticized, etc. so they receive several impacts. Furthermore, digital media also leads cyberbullying to bullying in the real world, i.e., physical injuries, violent words, and exclusion. At the same time, it created the value of using vulgar language and violent behaviors and make it a common thing for releasing one's thoughts and feelings.

6.1.5 Y: Youth Cyberbullying Prevention and Solution

From the findings of the opinions on preventive and corrective guidelines for cyberbullying, the samples who were cyberbullies, victims, and bystanders perceived the overall guidelines at a high level. Seven guidelines perceived by the samples at a high level, sorted in order by mean, are 1) the development of websites or applications for coping with cyberbullying. 2) the termination of communication with cyberbullies,

3) the collection of evidence to report to system administrators and for legal prosecution, 4) the issuance of specific laws on cyberbullying and strict enforcement, 5) the organization of campaigns to prevent and solve cyberbullying through a variety of media, 6) knowledge provision by experts or experienced people in the form of lecture or discussion with teachers and students, and 7) the establishment of a consulting agency on cyberbullying, both in and outside school. The guidelines perceived at a moderate level are three guidelines, as follows: 1) the consultation between parents of both parties and school, 2) the parents' monitoring of their children's activities in the cyber world, and 3) the issuance of punishment by school related to cyberbullying.

For the qualitative research, both samples and experts suggested that there should be various guidelines for preventing and solving cyberbullying, i.e., digital users should have media literacy, information-processing literacy, and digital literacy, including skills in using digital media, i.e., the protection of personal information, security setting, no acceptance of unknown persons as friends, the verification of received information, methods for coping with cyberbullying, etc. It was recommended that cyberbullies should apologize to victims either face-to-face or in the cyber world, including deleting improper content. Victims should communicate with the other party face-to-face to end the problem without strike back but should collect evidence to report to system administrators or prosecute legally. Victims may block communication channels with cyberbullies. Bystanders should not involve in cyberbullying incidents, but consider alternatives for solving problems, i.e, expressing their disagreement with cyberbullies' behavior, helping to coordinate both parties for a better relationship, advising or encouraging victims, etc.

On the part of the family, parents should create a good relationship with their children and make them feel that they can count on their parents. Parents should teach children to have self-confidence and self-esteem, understand individual differences, and have empathy. On the other hand, parents must have the knowledge and digital literacy to teach their children to secure the use of media, including observing their media usage behaviors. In the case that their children are cyberbullied, parents should pay attention by asking, teaching, advising, or encouraging their children to solve

problems together rather than reviling them, seizing their communication devices, or prohibiting using the internet.

For the roles of the school, executives and teachers must give importance to cyberbullying problems. Teachers must know technology and can create students' confidence and trust in their teachers, while a school may organize some activities, i.e., a lecture on cyberbullying, usage of digital media securely, related computer laws and acts; the game plays or performances of role plays as those involved in cyberbullying to help them think and have skills in preventing and solving problems; a consultation service for students, etc. Regarding punishment, schools should have measures for coping with cyberbullies, i.e., inviting parents to acknowledge and participate in modifying children's behaviors, cutting scores, giving parole, etc.

System administrators and social media service providers should have some policies, i.e., the verification of users' identity, the suspension of cyberbullying accounts, the management of content leading to conflicts, the assistance for victims, etc. Mass media should have roles in presenting information, i.e., patterns of cyberbullying or being cyberbullied, impacts, prevention and remedy, concerned laws and computer acts, etc. to enhance people's awereness and participation in prevention and correction of cyberbullying. Besides, mass media must be responsible, verify information before presenting to the public, avoid leading public's opinions or feelings, and avoid violating others' rights. On the other hand, government agencies should impose policies and practical guidelines for academic institutions to participate in solving cyberbullying, providing knowledge, requiring parents to take courses in the bringing up of children in the digital era, issuing measures of the tax deduction for participating parents and agencies, enforcing computer laws and acts strictly, and establishing an agency to be responsible for cyberbullying problems, including providing consultation to offer additional alternatives for those who want to use services.

Concerning the opinions on legal prosecution and Computer Acts, both samples and experts agreed that such measures may help to solve problems partially as now the prosecution against wrongdoers is very few, delayed, and not seen concretely. Mostly, the police will record in their daily report. Moreover, the content

in the laws and Computer Acts has not covered patterns of cyberbullying and being cyberbullied entirely.

From the findings responding to five research objectives, a model called “BULLY Model” was constructed, comprising 1) B: Background of risk youths, 2) U: Use of digital media for cyberbullying, 3) L: Logic of cyberbullying, 4) L: Link of digital media role to cyberbullying, and 5) Y: Youth cyberbullying prevention and solution, as illustrated in Figure 6.1, and Figure 6.2-6.7 summarize the findings of each research objective.

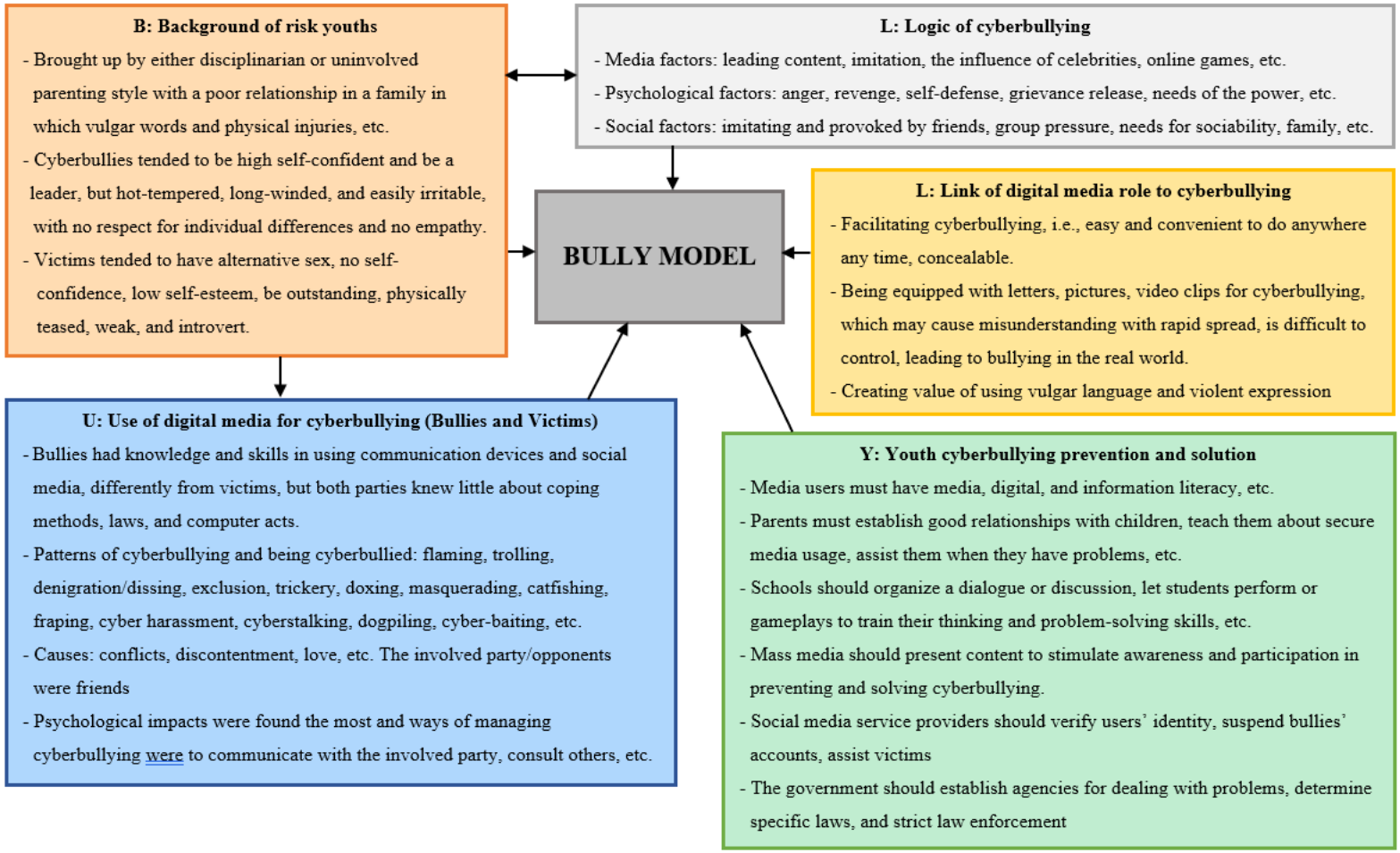

Figure 6.1 BULLY Model

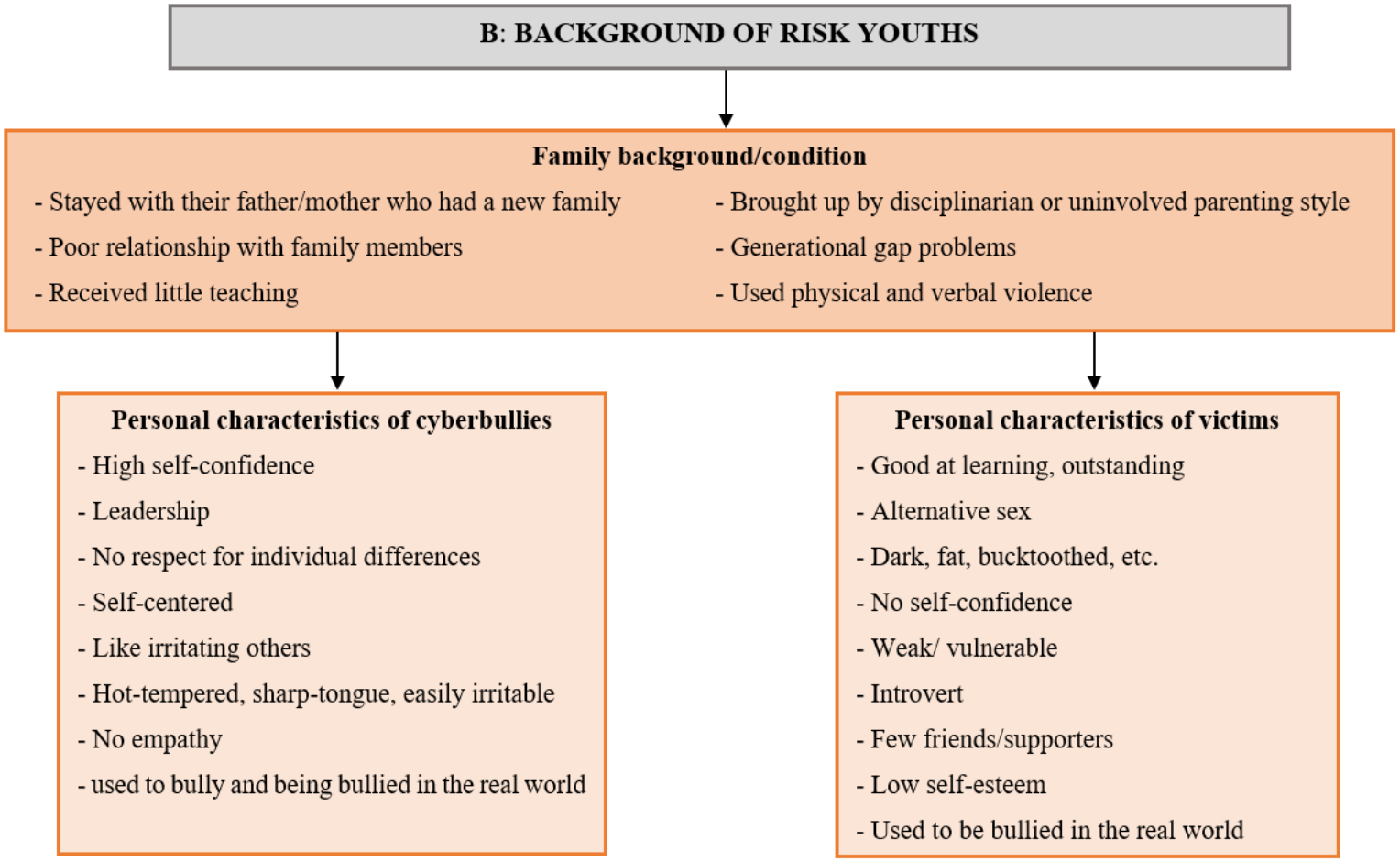

Figure 6.2 B: Background of Risk Youths

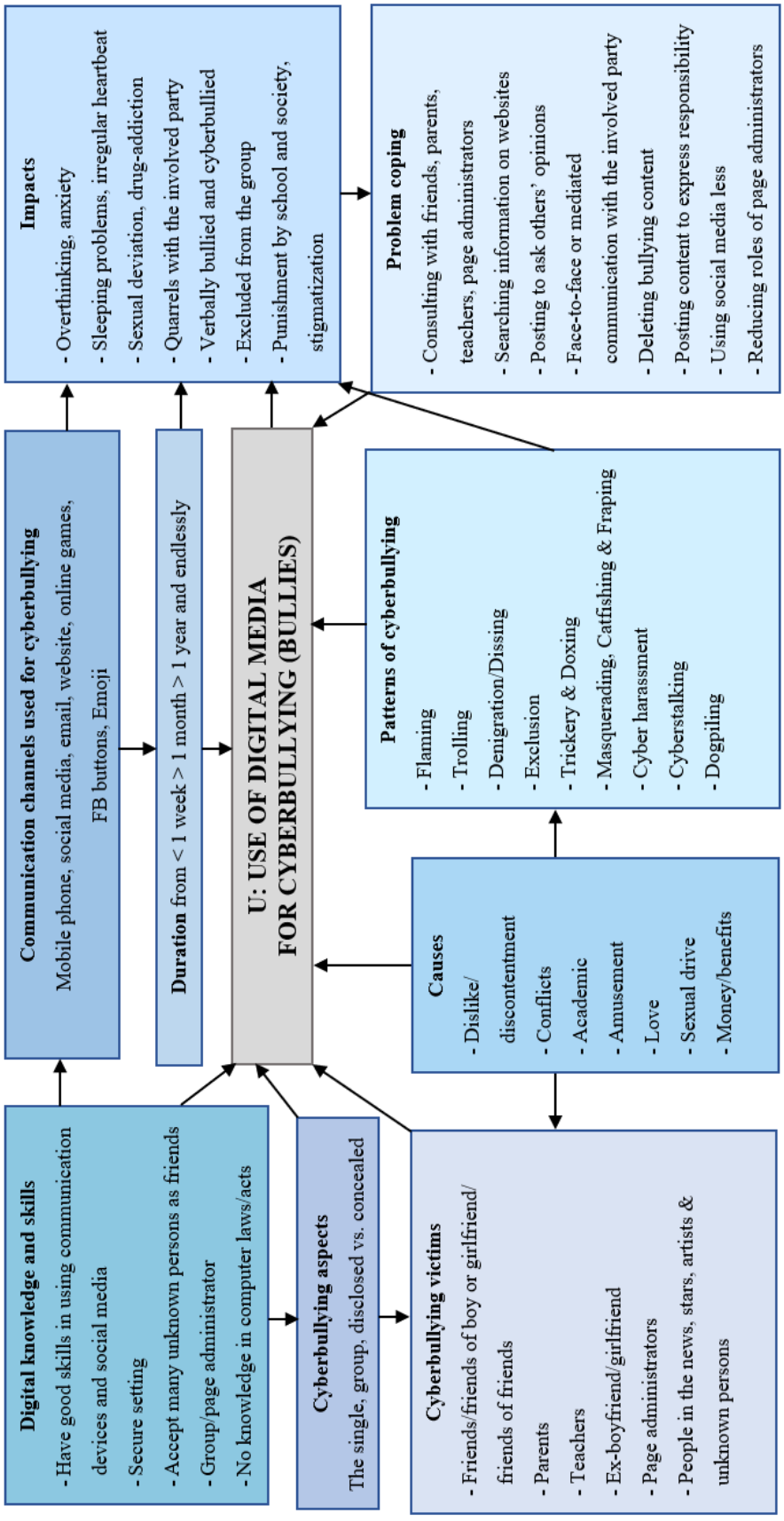

Figure 6.3 U: Use of Digital Media for Cyberbullying (Bullies)

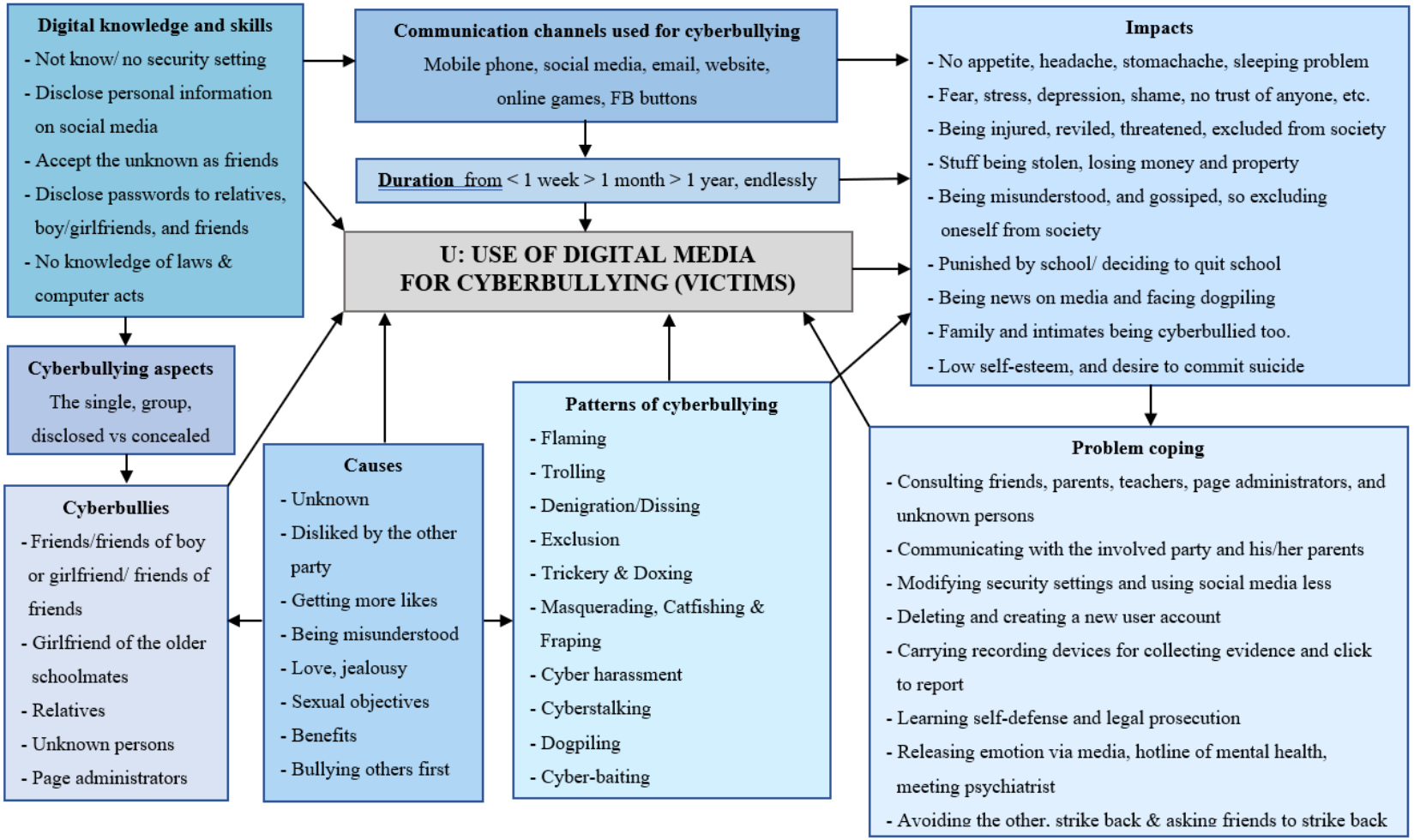

Figure 6.4 U: Use of Digital Media for Cyberbullying (Victims)

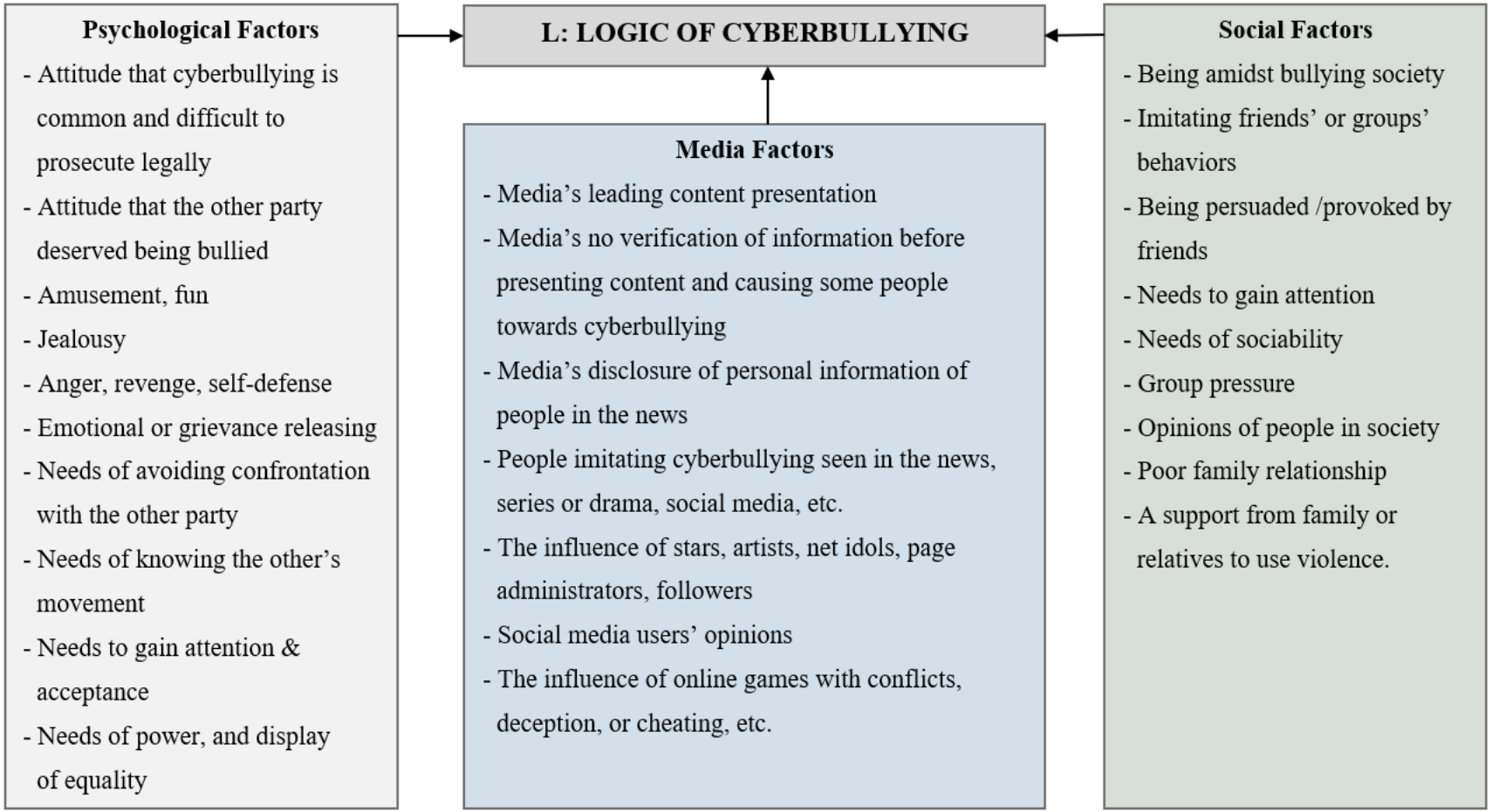

Figure 6.5 L: Logic of Cyberbullying

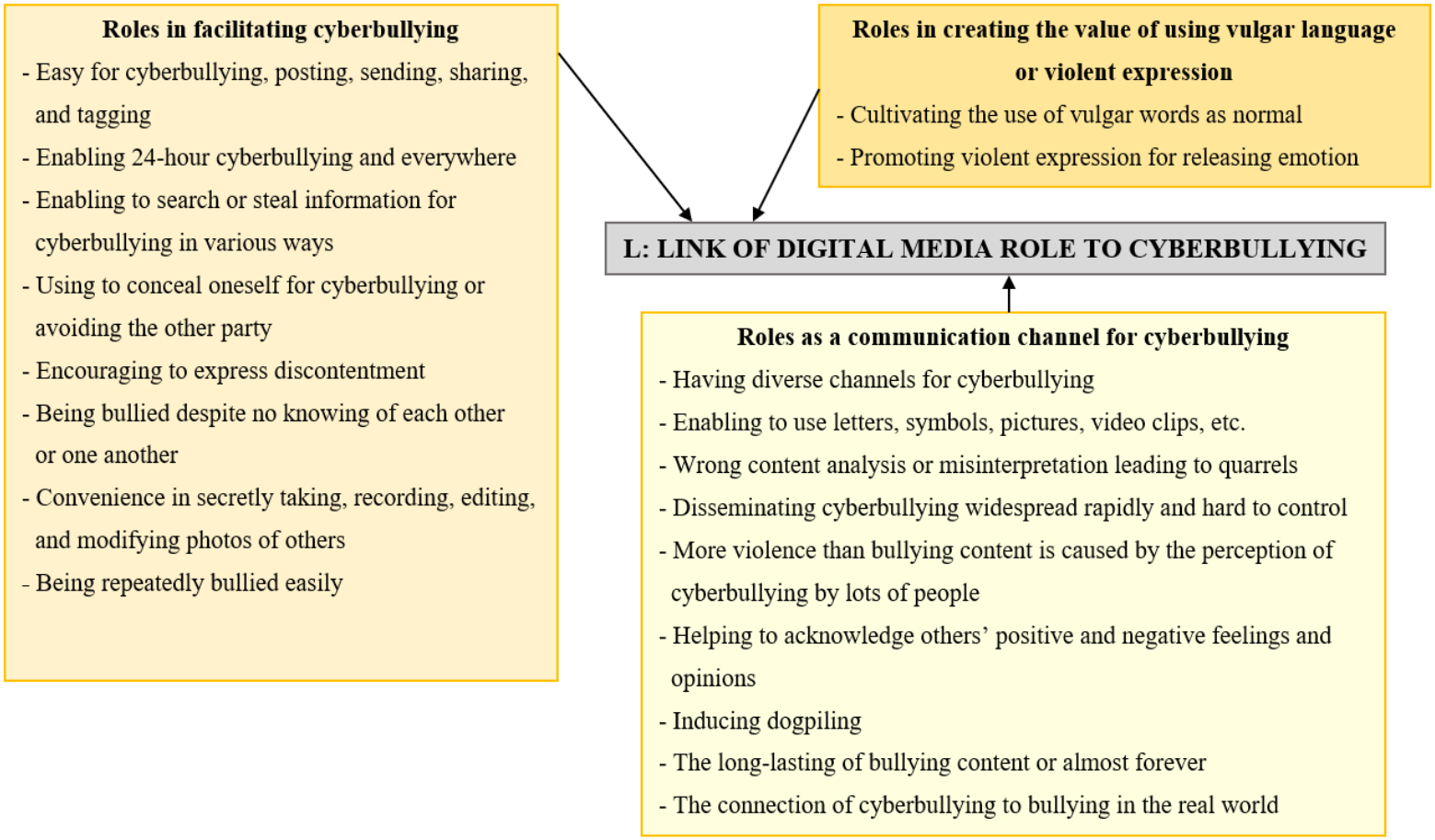

Figure 6.6 L: Link of Digital Media Role to Cyberbullying

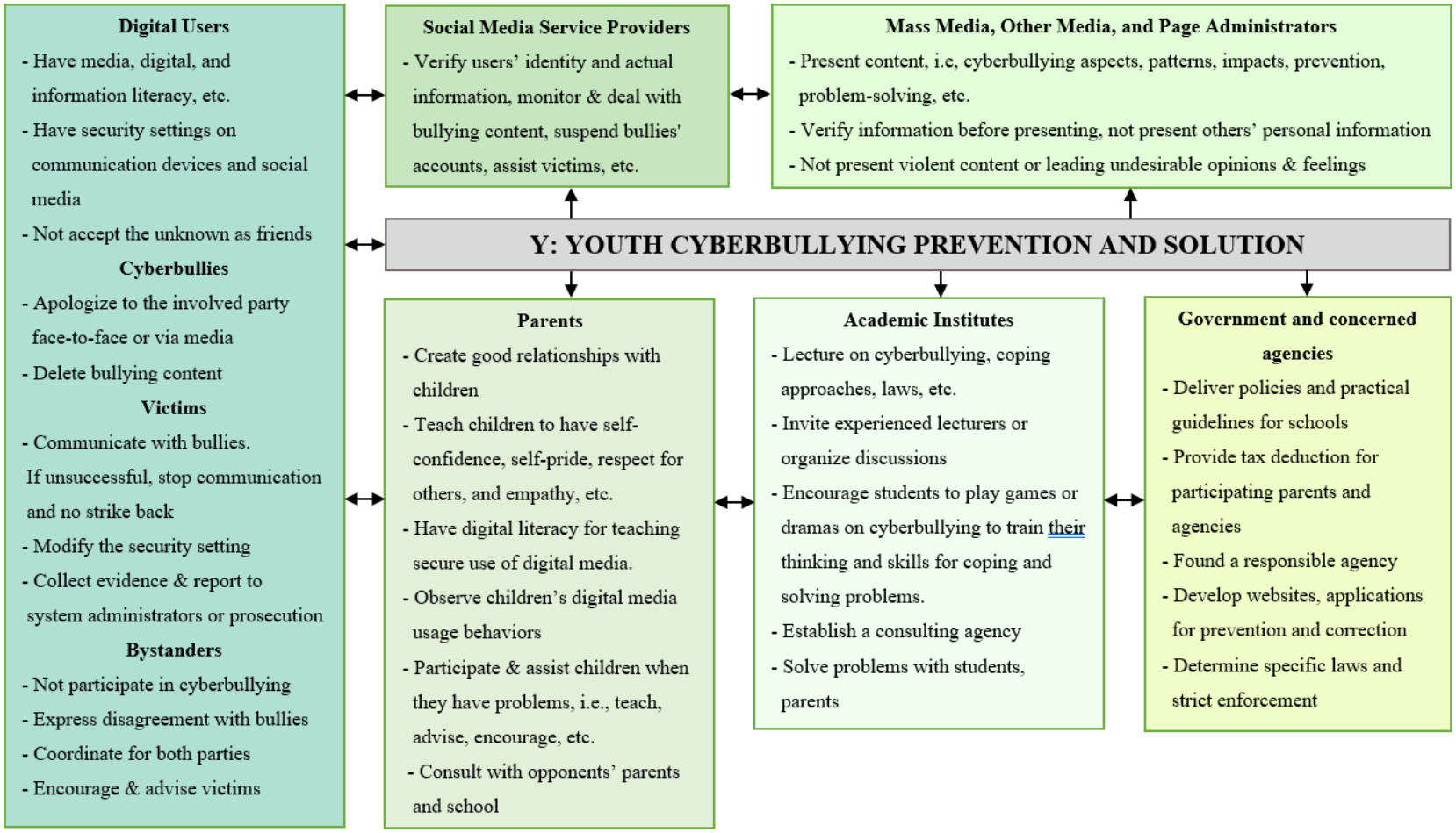

Figure 6.7 Youth Cyberbullying Prevention and Solution

6.2 Discussion

6.2.1 Characteristics of Thai Youths Risky to be Cyberbullies and Victims

6.2.1.1 Children Brought up by a Disciplinarian or Uninvolved Parenting Style and Having Poor Family Relationships Tend to be Both Cyberbullies and Victims

From the research, it was found that characteristics of Thai youths with a high risk of cyberbullying others or being cyberbullied are related to authoritarian or disciplinarian parenting styles. They were pressed by their parents. On the other hand, children brought up by uninvolved parenting style are also found to have an association with uninvolved parenting style. Both parenting styles also play a role in causing the poor relationship between children and parents, which affects children's personalities and psychological aspects. Children prone to cyberbully others want to be leaders, lack empathy and do not understand individual differences, etc. On the other hand, cyberbullying victims tend to have some physical attributes that look ridiculous for others and thus are often teased. Consequently, they have no self-confidence, and low self-esteem, with little support from people surrounding them. Once when they have some pressure or contradicts with others, they get some grievances that cannot be revealed to anyone. Thus, they choose to express themselves by cyberbullying others.

As identified by several key informants that when they had some grievances, i.e., having conflicts with their parents or being pressed by parents, or having cyberbullying or being cyberbullied, none listened to them nor gave them advice. Thus, they chose to post to reveal their feelings or asking opinions from unknown users, etc. Such notion accords with the concept of characteristics of children with cyberbullying or being cyberbullied behaviors (Greenbaum,1988; Byrne, 1994; Marano, 1995; Olweus, 1995, as cited in Kasetchai Laeheem, 2013, pp. 13-14; Varaporn Tragoolsarid, 2000; Lakkana Sariwat, 2002; Benjaporn Tuntasood, 2019, p. 18), who specify that cyberbullies tend to be raised in a family with authoritarian parenting style. Parents often are dissatisfied with their children and blame them or children may not receive good attention from their parents; therefore,

they develop aggressive behaviors, like to control others, quarrel with others, respect no rules and regulations, have no empathy, and have an attitude of using violence to solve problems. On the other hand, children who tend to be cyberbullying victims may have some inferiority, low social skills, few friends, and are vulnerable and introverted without striking back.

Moreover, according to the concept of the relationship between mental or psychological condition and bullying behaviors, (Kanlaya Wannakul & Apinjana Sakuntanakalap, 2001, p. 91; Lakkana Sariwat, 2002) state that when people have a grievance, they may express aggressive behaviors, which may be caused by children's lack of self-confidence, family surroundings, or society, including a lack of love, warmth, and low self-esteem, which is congruent with the findings of several studies, (i.e., Ruthaychonnee Sittichai & Tanyakorn Tudkuea, 2018, p. 94; Pongkamon Surat, 2018, p. 151) which found that causes of children's cyberbullying came from their family's parenting style and nurturance, especially authoritarian or uninvolved. Children who did not get attention from family, or there was no communication in the family, might feel lonely, have no warmth, have low self-pride, and grievances from many problems.

6.2.1.2 Experience of Violence Absorbs Children to Learn, Develop Attitudes, and Use Violence in Solving Problems

From the study, both cyberbullies and victims were quite familiar with the use of violence, i.e., vulgar words were used regularly in their families, experiences of being physically injured, which is supported by Social Learning Theory is learning is a social process of life inducing attitudinal and behavioral changes (Orawan Pilunowad, 2011, p. 70). Besides, people can have indirect learning through some representatives from their observation (Peera Jirasophon, 2014, p. 92). Therefore, the youth samples who are brought up in a family using violence for a long time or in a group in which friends exert aggressive behaviors will make children learn to have an attitude that violence is normal and use violence in solving problems, which accord with several studies, (i.e., Smith et al., 2008, p. 380; Monks et al., 2016, p. 43; Ruthaychonnee Sittichai & Tanyakorn Tudkuea, 2018, p. 94), which found that samples, who used to cyberbully others or be cyberbullied, also used to bully or be bullied in the real world. It was because they had violence experience in family, got

violence influence from friends, or imitated behaviors of surrounding people who used violence enabled children to have attitude and behaviors of using violence with others.

6.2.2 Thai Youths' Cyberbullying and Being Cyberbullied Behaviors

6.2.2.1 Children who are Victims are Cyberbullied because of their Lack of Digital Knowledge and Skills

From the study, half of the key youth informants were not cautious of their use of communication devices and digital technologies, which led to being cyberbullied. Most key youth informants specified that they started to use Facebook in elementary education, but having low knowledge about security settings and coping methods in the case of cyberbullying. Some of them admitted that they used Facebook because they wanted to gain attention from others so they opened their user accounts as public and accepted a lot of unknown persons as friends, leading to being cyberbullied in many forms; for example, user accounts were counterfeited, Facebook was hacked, victims faced sexual harassment, etc. The findings were congruent with the concept of risks and negative impacts of digital media proposed (Hatch, 2011, p. 18; World Economic Forum, 2016, p. 34) states that the use of digital media enables children to be at stake. Some children may not protect their personal information well enough or were not cautious in communicating with strangers; thus, these children often confronted privacy violations or harassment. Besides, many studies also found that cyberbullying and being cyberbullied were associated with media literacy, computer skills, and information accessibility, including their long use of the internet, revealing passwords of mobile phones, and their careless lending to friends. Especially, communication with unknown people increased more risks in the cyber world. (Smith et al., 2008, p. 381; Monks et al., 2016, pp. 42-43; Pongkamon Surat, 2018, p. 159; Anyamanee Lanak et al., 2020, pp. 254-255)

6.2.2.2 Cyberstalking, Denigration, and Flaming, etc. were the Patterns of Cyberbullying and being Cyberbullied found the most in Thai Youths

From the study, it was found that the patterns of cyberbullying and being cyberbullied most samples and key youth informants had experienced the most

were 1) cyberstalking, 2) denigration or dissing 3) flaming, 4) name-calling and ranking, and 5) harassment, which accord with several studies (Smith et al., 2008, p. 379; Stacey, 2009, p. 127; Monks et al., 2016, p. 42; Matos et al., 2018, pp. 130-131; Cyberbullying Research Center, 2019; Tanyakorn Tudkuea & Malee Sabaiying, 2017, pp. 225-226; Pongkamon Surat, 2018, p. 150; Saranon Inthanon & Palinee Sermsinsiri, 2018, p. 1400; Oranong Dejmanee et al., 2020, p. 994; Anyamanee Lanak et al., 2020, p. 252; COPAT, Department of Children and Youth, and Internet Foundation for Thai Development, 2020). These studies found that the patterns mostly found in the cyberbullying of youths were threatening, harassment, denigration, flaming, revilements, name-calling, teasing, and ranking.

6.2.2.3 The Evolution of Communication Technology induces New Patterns of Cyberbullying and Being Cyberbullied

The samples and key youth informants who used to cyberbully or be cyberbullied faced new patterns as a consequence of communication technological and digital media development, i.e, editing or modifying chats, pictures, and video clips and disseminate to make victims be misunderstood or use to deceive others. One of the key informants narrated that her friend used computer program to modify her chats that her boyfriend asked her to have sex and she accepted. Her friend sent the captured chat to other chatrooms so others misunderstood her so she was very ashamed. The other example was one key youth informant stated that he created a fake user account, i.e., identifying to be a well-established businessman by using the picture of the other person with good looking in a luxurious house, and also the picture of a lot of money edited from Google to establish relationships with others. Such cyberbullying is congruent with the concept of characteristics of digital media (Suler, 2005; Logan, 2010; Darin Sawadisevee as cited in Kanjana Kaewthep & Nikhom Chaikhunpol, 2013), which specifies properties of digital media that connect with cyberbullying, i.e, a convergence of several kinds of media in one device for diverse uses, two-way communication between known and unknown people at all places and all time, the flexibility of digital media in presenting personal identities, i.e., the ability to create a hypothetical or ideal identity that users need to be or others want them to be, the use of digital media in concealing oneself for deceiving others, etc.

Moreover, the findings accord with Technological Determinism Theory of McLuhan and Holmes (Kanjana Kaewthep & Somsuk Hinwiman, 2008, p. 122; Kanjana Kaewthep & Nikhom Chaikhunpol, 2013, p. 107), who states that communication channels are the most important as they connect the relationship between senders and receivers. When something changes in media, all elements: message, communicators, and society, will change too. Information and communication technology enables people to expand the scope of experience and perceive things rapidly or simultaneously. Digital media can change perception, starting from an individual or identity level. Due to the nature of digital media, namely anonymity, and mediated communication, users can modify content, etc. The study found that the counterfeit of digital identity or the modification of chats made people misunderstood and deceived without geographic-boundary limit.

6.2.2.4 Victims of Cyberbullying have Higher Status only in the Real World

From the study, the samples and some key youth informants cyberbullied the involved parties with higher status, i.e, parents, teachers, older schoolmates, etc. One key informant said that when he had conflicts with his mother, he posted to revile his mother on Facebook. Another key informant narrated that in the group Line, friends often had name-calling for their teachers or criticized their teachers' homework without respect. Such findings accord with the concept of characteristics of digital media (Suler, 2005), which specifies that in the cyber world, most users have an equal chance and status. Thus, sometimes, they used digital media to express their emotion or improper behaviors towards others. The findings of this study indicate that digital media makes superiority or seniority meaningless in the cyber world.

6.2.2.5 The Roles of Families and Academic Institutes as a Consultant are Replaced by Online Friends and Communities

Friends were found to the persons the samples and key youth informants asked for a consultation about cyberbullying the most, followed by none. Only a part of them consulted their family members, teachers, and unknown persons in the cyber world, etc. The findings of this study are similar to some previous studies, which found that the samples coped with the problems in the cyberbullying situation

by themselves, without telling anyone. Some of them consulted my friends, but not their parents nor teachers since they were afraid that they would be scolded, or prohibited from using their communication devices. Besides, they thought that adults could not solve their problems or might make them worse. (Smith et al., 2008, p. 382; Stacey, 2009, p.123; Li, 2010, p. 380; Matos et al., 2018, p. 123; Nattarat Samoh et al., 2014, p. 359; Ruthaychonnee Sittichai & Tanyakorn Tudkuea, 2018, p. 94; Tanyakorn Tudkuea & Malee Sabaiying, 2017, pp. 228-229; COPAT, Department of Children and Youth, and Internet Foundation for Thai Development, 2020). Thus, it can be explained by the Functionalism Theory of Merton (Kanjana Kaewthep, 2014, pp. 38-39) that the reason why the samples or key youth informants did not consult their problems with parents or teachers is that some families and academic institutes are non-functional in teaching, training, and monitoring their children's behaviors fully; thus, they do not know that their children are cyberbullies or cyberbullying victims. From the study, when they got problems, they would ask the opinions of some known and unknown persons in the cyber world or search for information from the internet. Thus, it indicates that cyber communities, not family or academic institutes, are performing alternative functions.

6.2.2.6 Cyberbullying Victims got Physical, Psychological, Social, and Learning Impacts

From the study, the samples and youth informants stated that they were affected physically, psychologically, socially, and educationally, i.e., weight loss, trembling heart, stress, no trust of others, shame, desire to commit suicide, being excluded from the activities, quitting school, etc. Several key informants told that when they were cyberbullied, which was known widely by lots of people. Consequently, they were misunderstood and excluded from the group so they dared not to go anywhere, had sleeping problems, were frightened, shaking, and sometimes tears poured when finding the bully. Many of them felt bad about themselves and wanted to kill themselves. The aforementioned statements are congruent with the concept of cyberbullying impacts and the concept of observing warning signs of the cyberbullying victims. (Hinduja and Patchin, 2018a, 2020a, p. 2; Dovi, 2020; Saranon Inthanon, 2020, pp. 10-11; Benjaporn Tuntasood, 2019), which specifies that victims often got psychological impacts, i.e., anxiety, fear, sadness, low self-esteem, desire to

commit suicide, etc. Moreover, children may have physical sickness, i.e, headache, stomachache, etc. Besides, it makes children avoid going to school, exclude themselves from the group or society. Typically, cyberbullying victims can be noticed from their eating habits, changes in their sleeping, mood swings, being nervous or shaking when using communication devices, etc. The findings accord with many studies that found that cyberbullying yields impacts on psychological condition, personality, health, social interaction, learning capabilities, etc. (Nattarat Samoh et al., 2014, pp. 357-358; Tanyakorn Tudkuea & Malee Sabaiying, 2017, pp. 227-228; Saranon Inthanon & Palinee Sermsinsiri, 2018, pp. 1400-1401; Oranong Dejmanee et al., 2020, pp. 996-997; Monks et al., 2016, p. 44; World Economic Forum, 2016, p. 34)

6.2.2.7 Cyberbullies Improve their Behaviors after having a lot of Social Media Users Disagree with their Cyberbullying Behaviors

The study found that the youth informants who cyberbullied others by posting revilements, slanders, or applying others' personal information to disseminate, while asking others to join in cyberbullying received impacts from their actions, i.e., friends, page followers, page administrators, and a lot of users posted revilements, and expressed their disagreement or aversion in real life so cyberbullies have to review and modify their behaviors, i.e, posting to apologize, deleting content, thinking before posting, etc. It is possible because after the cyberbullies acknowledge responses of a lot of social media users who express their disagreement and cannot accept such behaviors, the cyberbullies thus have pressure or have reviewed that they have done wrong and should change their behaviors, as Bandura (1971, as cited in Orawan Pilunowad, 2011, p. 69) states in his Social Learning Theory that people learn from the consequences of their actions from their direct experience. Thus, ineffective behaviors are abandoned.

6.2.3 Media, Psychological, and Social Factors Influencing Cyberbullying of Thai Youths

6.2.3.1 Media Presenting Content with Leading Opinions and Feelings can Induce Children's Cyberbullying

From the study, media factors, i.e., mass media, a media page, and an entertaining page, affected cyberbullying behaviors of the samples and youth informants, such as presenting news without verifying facts, disclosing personal information of people in the news, presenting content that leads opinions and feelings. Accordingly, some informants did not think, analyze, or verify sources of information, but go along with such information until they develop cyberbullying behaviors, i.e., posting revilements, gossips, sharing of content, disclosure of other's personal information, etc. Many key informants specified that when they saw a news headline with content that the actress changed a new boyfriend or when there was a leaked video clip of some celebrities, they were often persuaded by what the media presented, so they clicked to share content or tag their friends' social media account names to join the criticism. Sometimes, they knew later that people in the news did not do as presented by the media, but they had already been misunderstood and cyberbullied by a lot of people already. The findings accord with the concept of communication patterns via digital media that create negative impacts of Warat Karuchit (2015, pp. 29-30), which explains that the presentation of content with improper language, violation of others' rights, creating hatred, causing misunderstanding, and decreasing one's self-value, including communication patterns that cause any dissatisfaction to lead to cyberbullying. Such a concept also supports the concept of media and information literacy of Johnson (2015, as cited in Child and Youth Media Institute, 2017). The findings reflected that the samples and some parts of youth informants lacked knowledge in media and information literacy, i.e, searching or inquiry skills, verification of the correctness of information and facts, empathy, and no harming of others.

6.2.3.2 Children Imitated Cyberbullying Patterns from News Presentations of Media

From the findings, some mass media presented news on cyberbullying in so many details that the youth informants learned, memorized, and imitated such

behaviors from the presentation. One youth informant told that he saw the news that pictures of a male singer were used to create a fake social media account to deceive women by asking them to send their porn photos. He wondered if it would work so he searched for a photo of a good-looking man from Google and asked his friend to edit it. After that, he posted such a photo to deceive girls on dating websites and found that it worked so he continually did so. Moreover, some informants saw the news on deception or cheating in the cyber world so they used such methods to cheat other online game players. Such findings accord with the Social Learning Theory of Bandura (1971, as cited in Orawan Pilunowad, 2011, pp. 69-70), which states that learning is a social process bringing about attitude and behavior. People learn from the consequences of their actions or observe others' behaviors, and then follow them. Therefore, the findings indicated that some informants learned cyberbullying methods from their mass media exposure.

Based on the Functional Theory (Kanjana Kaewthep, 2014) to explain the roles of mass media on cyberbullying of Thai youths, sometimes mass media can be dysfunctional from the functions they should perform, i.e., verification of information before presenting, respect of rights of people in the news, etc. Sometimes, mass media presents news in detail exceedingly, such as how to deceive or cheat others online, etc. Although mass media is performing its manifest function to receivers, its presentation is short of prudence, leading to unexpected consequences or its latent function.

6.2.3.3 Artists, Page Administrators, etc. Influence Children's Cyberbullying

Personal media, i.e, stars, singers, net idols, page administrators, and other social media users are one of the media factors influencing cyberbullying of the samples and youth informants, i.e, imitation of improper behaviors, quarrels with those expressing negative opinions towards their favorite artists or those with different opinions, inciting other page followers to join in cyberbullying, etc. One youth informant admitted that he and many page administrators were discontented with some social media users who posted to revile a singer of the band they liked, so the group of page administrators posted it on their page. The informant was one of those page administrators, with approximately 7,000 followers, who posted the

account name and photo of that user and asked his page followers to join in cyberbullying that user. The finding accords with the concept and studies on motivation or causes of cyberbullying (Varjas et al., 2010, p. 271; Notar et al., 2013, pp. 3-4; Gordon, 2017), which found that group pressure or influence from group opinions and behaviors, including the belief that the other party is an adversary or malignant to them causes cyberbullying.

Because of the influence of the content presented by mass media, page administrators, or websites, etc. that leads receivers' opinions or feelings, the samples and some youth informants used digital media to release their emotions or argued with people with different opinions, including inviting other users to join in cyberbullying, after the exposure of the media's content. Such phenomenon can be explained by the Uses and Gratification Theory of Katz, Gurevitch, and Haas (1973, as cited in Kanjana Kaewthep & Nikhom Chaikhunpol, 2013, pp. 161-162; Peera Jirasophon, 2014, pp. 86-87; Wittaya Damrongkiattisak, 2019), which states that people need to use media to gratify their needs of information, releasing emotion, entertainment, including social needs to create a relationship with others. It also corresponds to the concept of characteristics of digital media (Suler, 2005; Logan, 2010, as cited in Kanjana Kaewthep & Nikhom Chaikhunpol, 2013), which specifies that due to characteristics of digital media, namely easy to access; portable conveniently; being equipped with letters, symbols, sound, pictures, video clips; a two-way communication, acknowledge the other party's feelings and opinions instantly and able to be used everywhere and every time, some people use digital media to express their severe feelings and opinions towards people in the news or other users with different opinions from theirs. Such property facilitates the increase of cyberbullying.

6.2.3.4 Revenge, Needs for Power, Grievance Release, etc. are Motivations for Cyberbullying

From the findings, psychological factors, i.e., attitude that cyberbullying is common, revenge, self-defense, needs to display power, etc. influenced cyberbullying. The evidence was some informants stated that they posted to revile the other party because of their discontentment or some informants invited others to join in cyberbullying to display their superiority. On the other hand, cyberbullying victims

who stroke back, gave their rationale that they cyberbullied to take back or to defend themselves. Besides, they felt that it was not fair to be those who were cyberbullied solely. The influence of such psychological factors is supported by the concept and previous studies on motivation or causes of cyberbullying (NCPC, n.d.a; Smith et al., 2008, p. 380; Varjas et al., 2010, pp. 270-271; Li, 2010, p. 381; Notar et al., 2013, p. 3; Monks et al., 2016, p. 43; Gordon, 2017; Gualdo et al., 2018, p. 33), which found that cyberbullies might have some motivations, i.e., attitude of accepting cyberbullying, anger, revenge, self-defense, needs of the power, social-status showoff, the belief that victims deserve to be bullied, etc.

Needs for releasing grievances was found to be another psychological factor that led the samples and key informants to use digital media to post some revilements against their opponent to release their emotion, pressure, or grievances, including to display a superior power in the virtual world, which they could not have or express in the real world. According to the Uses and Gratification Theory of McQuail, Blumler, and Brown (1972, as cited in Peera Jirasophon, 2013, p. 86), one factor that motivates people to use media is the needs to escape from stress or problems or to relieve their emotion. From the study, the samples and key informants made negative uses of digital media for cyberbullying to respond to their needs and motivations.

6.2.3.5 Social Circumstances in which Violence is used make Children have Imitation Behaviors

From the findings, social factors leading the samples and youth informants to cyberbully others were the imitation of friends' or other social media users' behaviors, the irritation of friends, group pressure, and the influence of the opinions of people in society, etc. Several informants revealed that their friends liked to secretly take photos of them when they were careless, and post the photos to make them ashamed. Therefore, they cyberbullied them back. Moreover, when they were reviled, their friends also helped them to revile the other party back. Likewise, when their friends were reviled, they also helped their friends to revile back. Such findings are congruent with the concept and previous studies on motivations and causes of cyberbullying (Gordon, 2017; NCPC, n.d.a; Monks et al., 2016, p. 43; Ruthaychonnee Sittichai & Tanyakorn Tudkuea, 2018, p. 94; Pongkamon Surat,

2018), which found that bullies might have motivations from the acceptance of cyberbullying in the group, or support and pressure from friends or society, which encouraged children to bully others to gain acceptance from the group or be able to get along with the group. Moreover, it accords with the Social Learning Theory of Bandura (1971, as cited in Kanjana Kaewthep, 2009, p. 170), which states that people learn from observing others' behaviors. Therefore, to live amidst such an environment, the samples and key informants absorbed both methods and attitudes towards cyberbullying from such a model.

Several samples and key informants used to be in the chatrooms in which there was a lot of revilement, gossips, and slander against others, including tagging friends' social media and also being tagged by other friends to join in cyberbullying. The informants perceived such actions as a display of love, and harmony to make them get along with others in the group. According to the Uses and Gratification Theory of McQuail, Blumler, and Brown (1972, as cited in Peera Jirasophon, 2014, p. 86; Wittaya Damrongkiattisak, 2019), which specifies the users are active in seeking for media to respond to their needs and satisfaction. People use media because they want to create or connect their relationships with others via their expression of feelings and ideas. However, the findings of this study, reflect that the samples and key informants used digital media negatively to connect their friendship by joining in cyberbullying others.

6.2.3.6 Family Plays a Part in Influencing Children's Cyberbullying

From the study, the family or relatives are another social factors influencing the informants' cyberbullying. Cyberbullying was found to occur because parents did not teach their children to have empathy or respect for others, but supported them to use violence in solving problems and suggested some information sources that put their children have a risk of digital media. One informant stated that his mother noticed that he quarreled with his friend on Facebook so she recommended him using physical coercion to end the problem. Another informant reported that his step-father shared the experience of finding girls from dating websites and suggested him using it; thus, he created a fake user account and could deceive several girls. From the Functional Theory (Somsuk Hinwiman, 2014, p. 29), social institutes or mechanisms, i.e, family, academic institutes, etc. function by interconnections. If

these social institutes perform their functional roles, the overall society will direct in a positive direction. On the contrary, if they perform dysfunctional or malfunction, society will fail. The findings of this study reflect that family institutions did not perform their roles in nurturing and teaching their children towards proper behaviors in living with others in society. Sometimes, they even perform dysfunctionally, i.e., advising their children to use violence to end the problem or using dating websites to create fake accounts and deceive others.

6.2.4 Roles of Digital Media in Cyberbullying

6.2.4.1 The Roles of Digital Media in Facilitating Cyberbullying

From the point of view of the samples, and key informants of both Thai youth and experts, digital media facilitates cyberbullying enormously because of its convenience and ease to be used anywhere at any time. Besides, digital media is used for searching and stealing others' information to create fake social media accounts for cyberbullying in various forms. Especially, there are various types of computer programs or applications for use. Such opinions accord with the concept of characteristics of digital media related to cyberbullying (Suler, 2005; Logan, 2010, as cited in Kanjana Kaewthep & Nikhom Chaikhunpol, 2013), which states that the properties of digital media are easy to access, rapid, conveniently portable, being able to use any time and anywhere, being equipped with texts, symbols, images, video clips, sound, etc. Therefore, communicators who are distant from each other can communicate with each other easily. However, despite some advantages, digital media may also yield negative impacts and lead digital users to cyberbully others more easily.

The research findings are congruent with Technological Determinism Theory, proposed by Holmes (2005, as cited in Kanjana Kaewthep & Nikhom Chaikhunpol, 2013, p. 107) who states that digital media leads to the transformation of an individual's identity, due to its anonymity, mediated communication, modifiable content, etc., which affect people's perception and are supported by the concept of the risks and negative impacts of digital media (Hatch, 2011, p. 18; World Economic Forum, 2016, p. 34), including the concept of communication via digital media that creates negative impacts (Warat Karuchit, 2015, pp. 29-30), which state that the use

of digital media tends to lead to some risks, i.e., violation or harassment, sexual seduction, cyberbullying, the stealing of others' information and pictures to cause some misunderstanding, etc. Moreover, according to the concept of roles of digital media in creating negative learning and social values (Thitinan B. Common, 2013), i.e., calling to pay more attention to oneself improperly, using digital media for deceiving or threatening others, creating hatred towards other people, etc.

From the findings of this study, the nature of digital media was anonymity, ease, and convenience, which facilitated cyberbullying. Such findings accord with several studies (Smith et al., 2007, p. 380; Monks et al., 2016, p. 43; Nattarat Samoh et al., 2014, pp. 356-357; Ruthaychonnee Sittichai & Tanyakorn Tudkuea, 2017, p. 92; Pongkamon Surat, 2018), which found that cyberbullying was caused by the anonymity of the media, the capacity of concealing oneself, the avoidance of confrontation with the other party, technological capacity in facilitating cyberbullies to use the internet and digital media for typing statements to hurt victims easily and conveniently anywhere at any time.

6.2.4.2 The Use of Digital Media Incurs the Value of Using Vulgar Language for Cyberbullying others

The samples and youth informants agreed that digital media plays a role in making the use of impolite language is common. Besides, it can cause misunderstanding and conflicts, which lead to cyberbullying. It might be because to communicate by digital media, only concise messages, without any concern about grammatical correctness, are sent. Especially, since communicators cannot see facial expressions, gestures, or other nonverbal cues in the communication through digital media, so it is easy to make each party misunderstand the intent of senders and be misinterpreted by receivers. From the concept of the roles of digital media in people's learning and creation of negative social values (Thitinan B. Common, 2013, pp. 135-136) and the concept of communication patterns through digital media that creates negative impacts (Warat Karuchit, 2015, p. 33), digital media encourages users to use or post short statements with incorrect grammar and creates values of releasing one's emotion by using insulting language, leading to quarrels in the cyber world.

6.2.4.3 The Dissemination or Publishing of Cyberbullying Incidents is more Violent than Bullying Content

From the findings, digital media played a role in making cyberbullying to be more widespread and acknowledged by a lot of people, which causes more violence than the content of cyberbullying itself. Besides, it was difficult to control cyberbullying. Besides, both cyberbullies and cyberbullying victims could acknowledge others' feelings and opinions, both positive and negative, including all occurring impacts. One informant stated that by posting the story of her being cyberbullied on a website, she gained a lot of attention from other people, which clicked to follow, encourage, and help her to revile the cyberbully back. At the same time, some users posted and reviled the victim that she made up the story. Besides, another user stated that her friend edited her chats and sent edited photos on social media to make others in school misunderstand her. A lot of people sent and shared this photo widely. People who saw it clicked likes and expressed their opinions against the victim, which hurt the victim's feelings. Some asked to be friends because they wanted to follow the incident. Such an incident had affected her for many years.

The findings support the concept of the difference between traditional bullying and cyberbullying (Dooley et al., 2009, p. 184; Smith, 2012, as cited in Slonje et al., 2013, p. 29; Wattanavadee Sriwattanapongse & Phimphaka Taninpong, 2015a, p. 9), which specifies that cyberbullying is often acknowledged widely by many people until it becomes instant word-of-mouth with no space limit, can be viewed repeatedly, but hard to delete or control its content. On the other hand, bystanders can display their feelings, opinions, and participation in cyberbullying. It accords with the concept of Technological Determinism Theory of McLuhan (Kanjana Kaewthep, 2009, pp. 109-110), which states that information and communication technology can expand human experiences. Electronic media enables a lot of people to know things instantly or rapidly. The flow of information to other users has no time and space limit. Media is message and media form is more important than the content. Therefore, digital media can create impacts on people and society. Moreover, from many previous studies on cyberbullying, cyberbullying was acknowledged by many people, and its content may be on the internet forever. The escape from being cyberbullied is hard, while victims may

obtain severe and long-lasting impacts. (Smith et al., 2007, p. 381; Monks et al., 2016, p. 44).

6.2.5 Preventive and Corrective Guidelines against Cyberbullying

6.2.5.1 Users must know about Media, Digital, and Information Literacy

From the findings, the samples, youth informants, and experts viewed that one way to prevent and solve cyberbullying is that users must have knowledge in media, digital, and information literacy, self-identity management, related laws, etc., which accord with the concepts of preventive guidelines against cyberbullying for digital users (Hinduja & Patchin, 2018c), which state that users should have security and privacy setting, limit people who can access user accounts, not tell others passwords, think before posting content, and not accept cyberbullying behaviors. They also accord with the concept of Johnson (Child and Youth Media Institute, 2017), which states that digital users must know about media and information literacy, i.e., online security and privacy protection, identity in the online world, skills for searching, verification of correctness and facts of received information, empathy, etc. All of these skills support the concept of essential digital skills for children (Park, 2016b), which proposes that children should have the ability in creating and managing identity and understanding digital footprint, be more cautious in protecting personal information and cyber security, have analytical thinking skills and ability to control themselves in using social media. The findings accord with several studies (i.e., Pongkamon Surat, 2018, p. 160; Saranon Inthanon & Palinee Sermsinsiri, 2018, p. 1401; Oranong Dejmanee et al., 2020, p. 998), which found that digital users must be aware of cyber security, protect their password and personal information, think before posting any content, respect others' rights, etc.

6.2.5.2 Knowledge and Skills in Managing Cyberbullying are Necessary

From the findings, Thai youths should have knowledge and skills in coping with cyberbullying. Cyberbullies should apologize to their opponent directly or through online media. In the case that they are reviled by others because of any incident that they are wrongdoers, they should not counter-attack to end the problem.

Many informants as cyberbullies expressed their opinions that if they are wrong, they should apologize to reduce the number of people who will post to revile them. The mentioned opinions are supported by the ways for parents to cope when their children cyberbully others proposed by Benjaporn Tuntassood (2019, p. 138), who states that when their children are wrong, they should learn their responsibility by expressing their guilt and apologizing the other party.

For cyberbullying victims, the samples, youth informants, and experts agreed that no counter-attack, termination of a friendship, and blocking communication channels of the bullies are very effective ways to correct the problem. Victims should collect evidence and ask for assistance from someone they trust. On the other hand, bystanders must not participate in cyberbullying but should consider alternatives for assisting victims. One informant who used to be cyberbullied revealed that victims should not strike back bullies, but should collect evidence as much as they can. In the case that someone is posting any revilement, they should click to report or block user accounts. Bystanders may ask or help to solve problems or console victims. The findings accord with the concept of coping methods of cyberbullying, (NCPC, n.d.c; Saranon Inthanon, 2020, p. 16), which recommends that if being cyberbullied, victims should not strike back, block communication with bullies, not delete content used as evidence, but should collect information and report to system administrators or consult with parents, teachers, etc.

The research findings accord with the concept of prevention against cyberbullying for digital users (Hinduja & Patchin, 2018c; 2020a, p. 9; NCPC, n.d.c), which suggests that bystanders must not be a part of cyberbullying, but they should warn their friends that it is not a right thing. When they know someone is being cyberbullied, they should tell adults. The notions accord with several studies (Smith et al., 2008, pp. 381-382; Monks et al., 2016, p. 44; Gualdo et al., 2018; Matos et al., 2018, p. 131; Pongkamon Surat, 2018; Oranong Dejmanee et al., 2020, p. 998), which found that blocking, no counter-attack, the collection of evidence to identify cyberbullies, a report of cyberbullying incidents, a consultation with some trusted people, were good strategies in coping with problems. Bystanders should play a part in managing problems, i.e, warning users who post content defaming others.

6.2.5.3 Parents must create a Good Relationship with their Children and have Digital Literacy

From the study, the samples, youth informants, and experts agreed that parents should create a good relationship with their children, teach them to have self-confidence and self-esteem, empathy, and knowledge in digital literacy so that they can teach their children how to use digital media safely. Besides, they should monitor their children's online activities and observe warning signs from their behaviors. In the case that children have problems, parents should ask, analyze causes, and advise, including participating in helping to solve problems rather than scolding or punishing them severely. Many informants recommended that parents must pay attention to and observe their children's behaviors, i.e., when they have stressful facial expressions, it indicates that they may get into trouble. In the case that their children are cyberbullied, they should ask their children to tell what happens and inquire about their children's intimates additionally before giving any advice. Most of all, parents should not scold, use emotion, or prohibit their children from using communication devices since it may make their children dare not to consult with them again.

The findings are supported by the concept of the observation on warning signs of cyberbullies and victims, and the concept of prevention of cyberbullying for parents, (Hinduja & Patchin, 2018a, 2020a, p. 5; NCPC, n.d.b; Dovi, 2020; Benjaporn Tuntasood, 2019; Thai Health Promotion Foundation, 2020, p. 22), which suggests that parents should provide knowledge to their children about how to interact in the cyber world properly, and how to respect others. Furthermore, parents should monitor their children's activities and observe some unusual signs, i.e., children who bully others tend to use communication devices for a long time or use violence. Children who are cyberbullied look uneasy, sad, etc. In the case that children have problems, parents should make their children confident that they can deal with problems rationally. Moreover, it accords with several studies (Pongkamon Surat, 2018, p. 160; Anyamanee Lanak et al., 2020, p. 259), which found that parents should create bonds to make their children feel that they have someone to rely on. Besides, parents should have good communication methods and take care of their children's use of the internet.

6.2.5.4 Academic Institutes, Executives, and Teachers must give Importance to Cyberbullying

The youth informants and experts suggested that teachers and executives of academic institutes must understand the problems of cyberbullying and can advise cyberbullying victims and ensure them that teachers can help to solve their problems. Schools may prepare programs and organize activities, i.e., lectures for providing knowledge, participation through game plays, or performance plays on cyberbullying to train students' thinking, defense, and problem-solving skills. This accords with the concept of the prevention against cyberbullying in school, (Hinduja & Patchin, 2018b.; NCPC, n.d.e), which suggests that schools should have anti-bullying policies of all forms and notify their students, including providing knowledge to school personnel and students about cyber-security, patterns of cyberbullying, and impacts. They should teach them to have social skills, emotion management, and conflict resolutions, etc.

The findings are congruent with several studies (Li, 2010, pp. 384-385; Gualdo et al., 2018; Saranon Inthanon & Palinee Sermsinsiri, 2018, p. 1404; Oranong Dejmanee et al., 2020, p. 998; Anyamanee Lanak et al., 2020, p. 259), which found that schools should have clear policies, have anti-cyberbullying programs inserted in studying or activities, emphasize students to understand the impacts, train negotiation, and self-defense skills, the establishment of a good relationship between teachers and students, etc.

The samples, youth informants, and experts suggested that schools should establish a consulting agency, both in and outside school, including online channels. It accords with the concept of the prevention against cyberbullying (NCPC, n.d.e), which recommends that schools should provide a place for students to tell about their problems and get a consultation, including developing and supporting networks for taking care of mental health, which accords with many studies (Stacey, 2009, p. 115; Li, 2010, p. 384; Oranong Dejmanee et al., 2020, p. 998), which found that schools should have a supporting system by organizing a group of friends or a consulting agency for victims, including communication channels for students to report their problems or to give their suggestions to school without identifying their names through website, and textbox, etc.

6.2.5.5 Mass Media and Page Administrators should Present Content that makes People in Society aware of Cyberbullying

From the findings, mass media plays a part in preventing and solving problems by presenting information, i.e., risks of digital media, forms of cyberbullying and being cyberbullied, preventive guidelines, coping methods, the understanding of individuals' rights, and individual differences. From the study, one of the informants expressed that mass media and page administrators helped to make people interested in her case, encourage her, and share what happened to let people be acknowledged and aware of the problems. Another information reported that when she knew from the news that one user used an application to deceive to have sexual relations and make several girls be his prey. From such news, it caused fear to her as she also used such an application to chat with some unknown men; thus, she stopped using that application. News presentation also provided knowledge for her on how to keep evidence against cyberbullying. According to the Functional Theory of Lasswell (Kanjana Kaewthep, 2014, p. 41), mass media plays a role in the surveillance and monitoring social incidents and phenomena and report to let the public know to help people in society to be well-prepared and react to such incidents properly. Thus, mass media should guide people in society to understand and be harmonized, including having the awareness to collaboratively prevent and solve cyberbullying in society.

This notion is also supported by the concept of social learning via media representation of Bandura (Kanjana Kaewthep, 2009, p. 175; Orawan Pilunowad, 2011, p. 69), which states that people can learn from observation of others' beheaviors. When people are exposed to media and witness their idols to be punished due to their acts, it helps to reduce their motivation to imitate such idols' behaviors since they perceive that they are being punished as well.

6.3 Research Recommendations

From the research "Roles of Digital Media, Factors Affecting Cyberbullying Behaviors among Thai Youths, and Preventive and Corrective Approaches," the researcher proposed a model called "C-SMART OR Cyber Smart Model," as the framework for prevention and solving against cyberbullying. The model comprises 1)

C: Communication and Collaboration, 2) S: Safety, 3) M: Media, 4) A: Acknowledgement, 5) R: Regulations, and 6. T) Teaching and training, as illustrated in Figure 6.8.

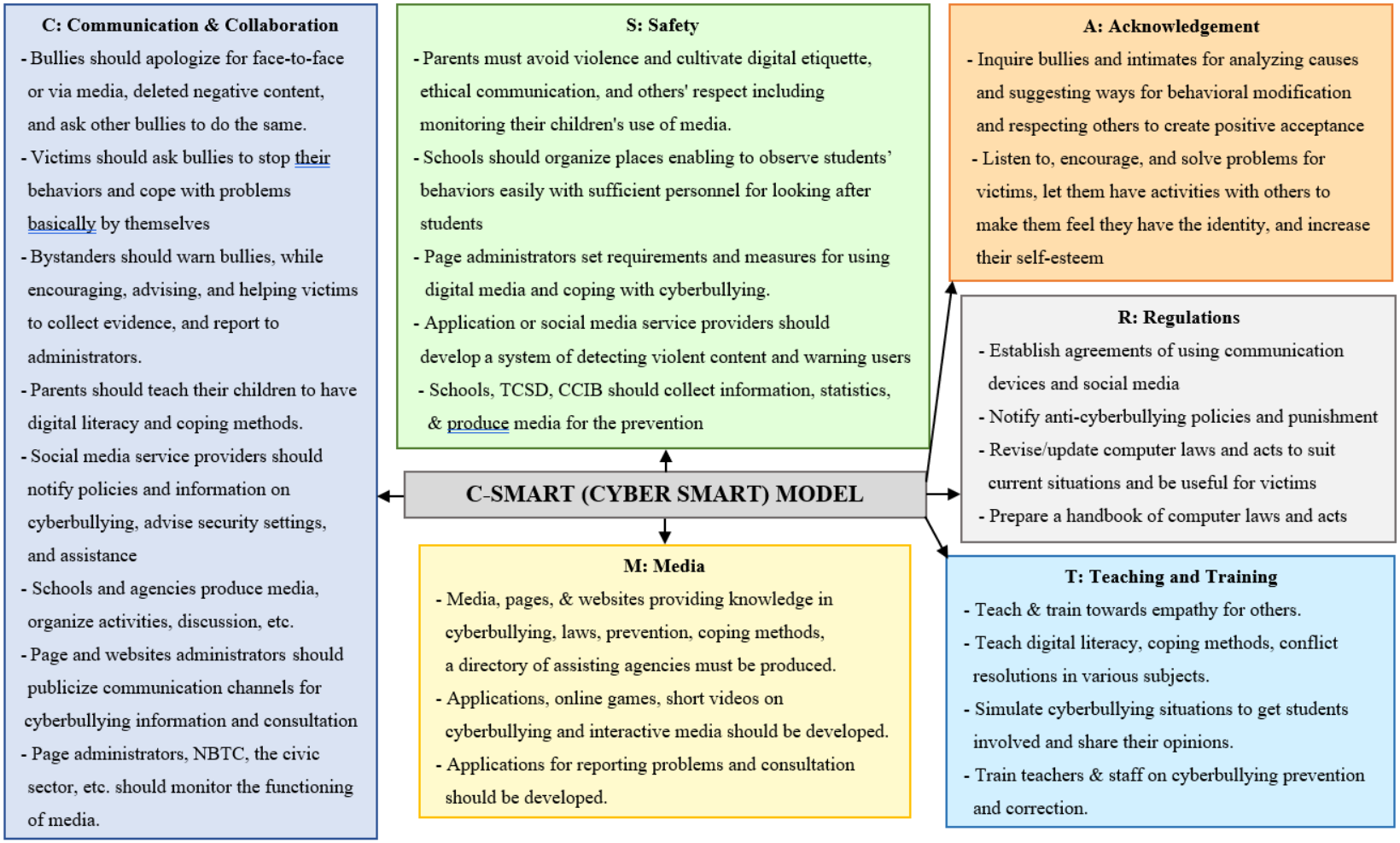

Figure 6.8 C-SMART or Cyber Smart Model

6.3.1 C: Communication & Collaboration

Recommendations on communication methods and the creation of collaboration among agencies and concerned people for preventing and correcting cyberbullying are as follows:

6.3.1.1 Communication of Cyberbullies

When digital users cyberbully others and know that they behave misconducts and want to solve problems, from the study, the effective way is to express their sincerity and apology for victims, either face-to-face or via media. By doing so, it can help both to witness mutual interactions, i.e., eye contact, facial expression, gesture, etc. to reveal their feelings and reasons, which helps to make them understand each other more. Although an apology may not be able to make victims forgive bullies or feel better immediately, victims feel much relieved and have no worry that they will be bullied again and have avoidance. Therefore, victims will start to be themselves and dare to socialize with less anxiety about how other people will perceive them, revile, or punish them. Accordingly, bullies should post their apology and delete content that they bullied the victims in the cyberworld, including asking those who used to cyberbully victims to do the same way.

6.3.1.2 Communication of Cyberbullying Victims

From the study, many youth informants dared not to reveal their feeling to cyberbullies; thus, it caused them to surrender to the situation, especially if they did not know how to cope with the problems, i.e., have security and privacy setting on social media, block users or cyberbullying statements, etc. Some victims posted and revealed their feeling on social media so when bullies saw such content, they wanted to bully victims even more. Accordingly, the researcher perceives that sometimes silence may not help to stop bullies' behaviors, but even increase the bullying in both the cyber world and the real world. Thus, victims should invent what should be a communicative message to explain how they think, feel, and want the bullies to do. However, before communicating to the other party, they may consult their friends, family, or someone they trust about how to approach the bullies, communicate, and ask for support. Besides, victims should study how to handle the problems fundamentally, i.e., blocking communication channels with the bullies; hiding posts of bullying content; recording screens or voices, etc. as evidence for reporting or

prosecution; limiting people to be added as friends, deleting tags or have a security setting from being hacked or tagged by others, clicking to report to service providers to ask them to delete such cyberbullying content, etc.

6.3.1.3 Communication of Bystanders

From the findings, many informants who used to be cyberbullying victims narrated that when friends or intimates acknowledged what happened, they tended to have some reactions, i.e., helping the bullies to cyberbully victims, provoking or helping victims to strike back, departing from victims to avoid getting problems, etc. However, bystanders were found to play no role in supporting or assisting either bullies or victims properly. On the other hand, the experts viewed that bystanders can end the problem by using effective communication with concerned parties. Thus, the researcher recommends that if bystanders acknowledge any cyberbullying incident, they should evaluate the situation first and consider what they should communicate to each concerned party. For instance, bystanders can communicate to bullies that they disagree with cyberbullying behaviors; however, they must concern about which message appeal or strategies should be used to convey their good intention, especially their intent of avoiding any impacts on both bullies and victims. A rationale should be explained in parallel to negative consequences that might occur, i.e., physical and academic impacts of both parties, digital footprint, sociability problems, the difficulty of control the content and perception of other social media users, punishment and prosecution, etc. However, bystanders should not blame bullies severely and should not blame them both in the real or cyber world in front of a lot of people since it can embarrass or provoke bullies. Thus, communication should be done through personal channels, i.e., face-to-face, telephone, text boxes, chatrooms, etc., including in proper timing. They also have to consider if they communicate, if and how problems will occur to both victims and themselves. In some cases, bystanders may find other supporters to assist them, i.e, using group support, etc. Moreover, bystanders should assist victims in several ways, i.e., encouragement, consultation, collection of cyberbullying evidence, clicking to report to administrators, etc. Most of all, bystanders must not be a part of cyberbullying in all forms.

6.3.1.4 To Prepare Children's Readiness for using Digital Media by Parents

From the findings, the samples and some youth informants had no or little knowledge about how to set security and privacy system of social media, including risky behaviors of digital media usage, i.e., telling passwords to let others know, adding unknown people to be friends, opening Facebook as public, etc. Consequently, many informants were cyberbullied, i.e., their user accounts were used without permission, their digital identity was stolen, etc. When being cyberbullied, some informants did nothing because they did not know how to cope with them. Therefore, the researcher recommends that parents prepare their children to use digital media properly since they have not started using it, including providing knowledge about characteristics of communication devices, applications, and social media, and how to have security and privacy setting. Children should be taught to use passcodes or passwords that are difficult to anticipate, not tell passwords to others, and not use the same passwords as others, have many security settings, verify information of people asking to be friends if they do exist, have a specific setting for only some friends to access their posts, etc. Children should also be taught to know digital literacy and risks, i.e., deceiving victims to disclose their personal information, sexual seduction, and harassment, etc. Therefore, parents should teach their children to know how to cope with problems, i.e., blocking communication with bullies, denying sending photos, video clips, streaming live, or appointing with unknown people, how to click to report their problems, etc.

6.3.1.5 The Notification of Policies and Cyberbullying Information by Social Media Service Providers

From the study, the samples received information about Cyberbullying and Misuse Prevention and Reporting Hub of Facebook at a moderate level. A group of informants had no or a low level of knowledge in privacy and security settings on social media and cyberbullying coping skills. Therefore, the researcher suggests that social media service providers should develop guidance or navigation systems, i.e., having arrows for navigating to the menu bar for suggesting usage methods for beginners, to set their security and privacy, including having a sidebar directing to cyberbullying policies especially. When users click on those menus, they should

present content about aspects or patterns of cyberbullying and being cyberbullied that are reported frequently, advice on how to coping problems by themselves, how to ask assistance from system administrators, etc. The presented content may be in the attractive forms of infographics, video clips, etc. Moreover, service providers should install automatic information guidelines for regular users and present such information from time to time to let beginners and regular users understanding and comply with their guidelines to reduce problems.

6.3.1.6 The Establishment of Collaboration in Media Production and Consultation Service on Cyberbullying by Academic Institutes and Concerned Agencies

From the study, the samples and parts of the informants agreed that cyberbullying was normal so they had cyberbullying behaviors, i.e, gossips, fraping, denigration, etc., without concern about possible impacts. On the other hand, the experts suggested that media should be produced to give knowledge on cyberbullying and preventive and corrective guidelines in various forms so that children and people in society will have knowledge, understanding, and awareness of the problems. Moreover, the samples and youth informants expressed their needs to have consulting service on cyberbullying. Thus, the researcher proposes that the Faculty of Communication or the field of communication, multi-media, computer, technology, etc., may assign students to do a project or produce media related to cyberbullying. Faculties can submit a letter to get a collaboration from concerned agencies in the area, i.e, guidance or advising department in the academic institute, mental health service in hospitals, etc. to surveillance actual situations and jointly generate content in various forms, i.e., handbooks, short movies, documentary programs, infographics, animation, webpage, websites, etc. to publicize to the target groups, who can be children, parents, teachers, etc., i.e, media production for teaching communication skills for resolving conflicts and cyberbullying. Content may present how to handle situations, or consider which sentences are proper or improper. Some examples of news or incidents on which students or parents asked for advice may be used to produce content for publicity.

At the same time, the departments teaching communication, technology, psychology, etc., mental health service agencies in hospitals, schools, and

communities may collaboratively organize some activities, i.e., discussion for sharing opinions among students, teachers, parents, psychiatrists, etc. The content on cyberbullying produced by students of the department should be publicized, including consulting booths for children, parents, teachers, etc. should be organized.

Accordingly, the researcher views that academic institutes should provide a consultation channel that students can access; for instance, a psychiatrist may be invited to give service in school weekly, a collaboration is requested to an academic institute in the field of psychology to send an intern medical student to participate in a program as they are almost in the same age as students and gain no benefits from the participation. Thus, students may dare to reveal their feeling to these interns. Therefore, an academic institute should organize a place for consultation through either face-to-face or mediated channels, including online channels, i.e., having a menu bar for appeals or getting a consultation on the institutes' websites or pages. Other channels should also be publicized to let students be informed, i.e., mental health hotlines, etc.

6.3.1.7 Public Relations through a Well-Known Communication Channel that Provides Service on Cyberbullying Issues

During these past years up to the present, some mobile phone network services agencies have collaborated with NGOs to organize projects or activities for preventing and correcting cyberbullying, i.e., the development of communication channels or media production for providing information, the QA service on cyberbullying, etc. However, from the study, it was found that most samples and key informants did not know about these communication channels so they never used them. Accordingly, the researcher suggested these agencies increase their publicity to help them to access the service increasingly, i.e., PR boards or posters with QR Code to access service channels, collaboration with mobile phone network service providers to send and link how to access the service to the target's phone numbers and ask page and websites administrators who can access the target groups to help to publicize the projects or activities.

6.3.1.8 Monitoring the Functioning of Mass Media, Group or Page Administrators, and People

From the study, mass media and page administrators were factors that the samples and youth informants who used to cyberbully others, i.e., posting irritating content or unverified content, disseminating others' personal information, presenting details of how to deceive or cheat others in the cyber world, which enabled children to imitate, etc. The researcher thus suggested that people working in the area of media and group or page administrators should monitor their functioning regularly: the presentation of content based on codes of ethics, the verification of truth, neutrality, social responsibility, a respect of others' rights, no presentation of conflicting content or the content defaming others, leading to cyberbullying. Media professionals and group or page administrators should establish a system to let followers participate in reporting the content prone to cyberbullying through communication media under their supervision.

Moreover, people should also participate in monitoring the work of mass media and service providers, reporting improper content and the violation of rights and liberty that causes damage to others by appealing through communication channels of the National Broadcasting and Telecommunications Commission (NBTC) or the agency that produces such content directly. They should send information or evidence to group or page administrators for consideration to help to manage uncreative content or users with cyberbullying behaviors.

6.3.2 S: Safety

The researcher views that family, academic institutes, social media, and website service providers should play a part in controlling the circumstance and children's secure use of digital media to help prevent and correct cyberbullying, as follows:

6.3.2.1 Family Security

From the findings, the families of Thai youths prone to cyberbully or be cyberbullied tended to use vulgar language, have physical injury, or destroy things maliciously. Living in such an environment caused children to have an attitude towards and use violence to solve problems. Besides, almost all informants admitted

that they were addicted to using a mobile phone and social media badly, while their parents mostly did not know that they used to cyberbully or be cyberbullied. Therefore, the researcher suggests that parents should not use violence in any form to avoid their children getting used to or imitating to use violence. Moreover, parents should cultivate their children to understand and respect individuals' differences. They should have digital etiquette and communicate with others like in the real world. Parents should place a computer at the center of the house so that they can observe their children's behaviors and assist them when facing problems. When there is a news presentation or reports on cyberbullying, parents should persuade their children to talk about the cause of cyberbullying, exchange opinions to establish good relations within the family. On the other hand, they can acknowledge their children's opinions, while being able to train them to have thinking systems and management skills when they and others face problems.

6.3.2.2 The Security of Academic Institutes

From the findings, both cyberbullies and victims often used to be friends in the same group, classmates, older or younger schoolmates with previous conflicts. Problems occurring often connected the cyber world with the real world. In the real world, it tended to be physically bullying, i.e., hitting, pushing, slapping, etc. in various places in academic institutes, i.e, corridors, stadiums, canteens, classrooms, toilets, etc.; verbal bullying, i.e., revilement, challenges, threatening, teasing, gossips or slanders, which made victims dare not to meet other people; and social bullying, i.e., obstructing others to be victims' friends, blocking victims from joining in a group or activities, etc. Therefore, the researcher suggests that executives of academic institutes should have policies and give importance to the problems. They should create a supportive environment to make children feel safe, i.e, having enough teachers or staff to look after students, both while studying or doing activities, Places should be arranged to be able to observe students' behaviors, or arranged as a private place with experienced or knowledgeable personnel to provide consultation or to communicate with students not to accept bullying and cyberbullying of all forms. Typically, victims should be taken care of and assisted until the problem is terminated. Moreover, measures for punishing students with those behaviors.

Moreover, academic institutes should let all students reply to a questionnaire on bullying and being bullied in the real and cyber world every semester or year, which may be collected before and after the activities related to cyberbullying to see if and how students of each level have such a problem. Their replies might reflect a tendency of the situation, statistics, differences of patterns of bullying and being bullied in both worlds, severity of problems, related factors, etc., so that the executives, teachers, parents, and even students can collaboratively find ways to prevent and solve possible problems further.

6.3.2.3 Cybersecurity

From the study, page or group administrators influenced the samples and youth informants in cyberbullying others, i.e., disseminating others' personal information, guiding followers towards dogpiling, etc. Therefore, the researcher suggests page or group administrators monitor the security of things surrounding in the cyber world, i.e, the creative management of individuals, the group's, or the page's identity positively, a study on cyberbullying policies of service providers, knowledge in computer or related laws and acts to prevent being sued or charged as administrators, including members and followers, management skills in managing groups and pages, i.e., stipulating some requirements or regulations of using social media by notifying members, i.e. warning aginst any group behaviors or front page without any specific name of a user, sending a notice to each user personally, blocking user accounts that perform improper behaviors or obstructing to express opinions, assisting victims to collect evidence of cyberbullying, etc.

From the findings, the samples, youth informants, and the experts agreed that the development of some systems on websites and applications helped to prevent and correct cyberbullying. Accordingly, the researcher recommends that application or social media service providers should provide knowledge on how to prevent and cope with cyberbullying periodically in an interesting and easy-to-understand format with some examples to illustrate each act of cyberbullying violates policies and standards of online communities required by service providers, and how service providers implement their management and assistance measures. On the other hand, it is recommended that service providers should also develop a system for detecting violent words, pictures, or content, by starting the mother or native language

of the area in which they are providing services to create an inventory of data or improper content. Besides, more channels can be provided for users' participation in adding some words, symbols, pictures, etc. they found for service providers' consideration to collect in an inventory or database. Moreover, a system may be installed to warn users against acts or words considered as cyberbullying to call for their conscience. A system may be set to display any text or symbol to let users know that their act or content is improper or to obstruct such content to be displayed to reduce cyberbullying, and concurrently help to screen for quality and creative online users.

Besides, the researcher views that some related government agencies, such as Technology Crime Suppression Division (TCSD), Cyber Crime Investigation Bureau (CCIB), should compile statistical data and details of cyberbullying appeals or charges, both cyberbullying and being cyberbullied, i.e., patterns or forms, communication channels, etc. to use such collected information for produce media to publicize for prevention and correction in the future.

6.3.3 M: Media

The researcher views that concerned agencies should collaborate in producing media, application, and digital technology for preventing and correcting cyberbullying as follows:

6.3.3.1 Media Production for Preventing and Correcting Cyberbullying

From the findings, Thai youths and experts agreed that mass media should play a role in preventing and solving cyberbullying by providing knowledge, understanding, and awareness of the problems to people in society. The researcher thus further suggests that mass media should present news, documentary programs, or dramas on risks of using digital media, patterns of cyberbullying and being cyberbullied, i.e., the stealing of digital identity, the access to others' user accounts without permission, the editing or modification of pictures to slander or defame others, deception with sexual or financial purposes, etc. Mass media should present how to prevent and cope with such problems, i.e., practical guidelines for cyberbullies, victims, bystanders, parents, and teachers, etc. about how to observe or notice, verify the correctness of the information. Furthermore, mass media should

play a role in providing knowledge on computer and related laws and acts, perpetration or malpractice, examples of cases of cyberbullying and being cyberbullied, ways of collecting evidence, prosecution procedures, legal punishment, a list of concerned or responsible agencies, i.e., mental health hotline, the Internet Foundation for the Development of Thailand, TCSD, CCIB, etc., to let people know how these agencies can provide the service and assistance, communication or contact channels, and available applications for cyberbullying information and consultation.

6.3.3.2 The Development of Applications, Online Games, or Interactive Short Movies for Cyberbullying Prevention and Correction

From the study, the samples expressed their opinions that the development of applications for coping with cyberbullying should be an effective method for the prevention and correction of cyberbullying. Furthermore, the experts added that movies should be produced to present the intended message so that children will understand the impacts caused by cyberbullying and being cyberbullied. From the point of view of the researcher, the Ministry of Digital Economy and Society should collaborate with a variety of agencies, i.e., education, mental health, laws, etc. to develop an application or online game on cyberbullying. Such a format can access and create children's participation easily. In the applications or online games, users may be determined to play certain roles, i.e., bullies, victims, bystanders, parents, teachers, etc. After children or users have seen cyberbullying simulation in various forms, they can choose what should be communication methods or which patterns of management or resolutions should be used. The alternatives may contain both proper and improper, collected from the previous studies, direct experiences of children, and interviews with experts. After they choose options, it should be discussed the consequences of each option to see if each option or method can solve, reduce, or even increase the problems, i.e, being unable to control the widespread of content or posts, impacts on ways of living, health, learning, and legal prosecution based on computer laws and acts, etc. By doing so, users will learn, understand, and be aware of problems. Besides, in the applications or online games, they should facilitate users' expression of opinions as well for further improvement.

Moreover, short movies presenting the same content should be produced and broadcast in academic institutes. In this activity, schools should let students, teachers, and parents answer the questions via application about the movie they have seen, i.e., which method they will choose to solve the problem. The answers will be real-time; thus a guest or a lecturer who can be a psychiatrist, professional communicator, a guru of laws, etc. can extend their knowledge and exchange ideas with all participants about proper and improper methods. In the case that the produced or developed applications, online games, or short movies are found to be effective, the media production agency may add or update some new cyberbullying or being cyberbullied, prevention and correction methods, or any other content that are suitable for social context and changes or advancement of communication technologies in each period.

Besides, the researcher recommends that TCSD or CCIB, should collaborate with the Ministry of Digital Economy and Society, the Ministry of Education, the Department of Mental Health, or any private agencies that have the potential in developing applications for preventing and correcting cyberbullying to be used in academic institutes or for the general public to access the service. They may study applications of others locally or internationally to modify or re-develop. Importantly, the invented applications must have menus for users in various forms, i.e., texts, still pictures, videos, etc. with anonymity concept so that the agencies can be reported increasingly. The developed application may have some additional menus recommended by a psychiatrist, screened volunteers, and legal experts.

6.3.3.3 The Organization of Pages or Websites on Cyberbullying

From the study, the samples viewed that the development of a system on websites for cyberbullying prevention and correction is another effective method, which accords with the opinion of the experts who advised that website service providers should have roles, i.e., presenting knowledge on nature and patterns of cyberbullying, prevention approaches, assistance for victims, etc. Thus, the researcher suggests that there should be a central government agency who is responsible for preparing pages or websites on cyberbullying especially to present content diversely of both domestic and international cyberbullying, i.e., news or incidents, new patterns or emerging patterns of cyberbullying and being cyberbullied, statistics, research

findings, articles, video clips, dramas, or movies related to cyberbullying, examples of prosecutions and cyberbullying laws, recommended agencies for assistance, etc. The page or website administrators should create a climate of sharing opinions among users too.

6.3.4 A: Acknowledgement

The researcher views that one of the preventive and corrective guidelines is that parents and teachers must pay attention to and observe children if they are risky for cyberbullying others or being cyberbullied. They might consider from their digital media usage behaviors, personality, sociability, etc. if they have cyberbullying or being cyberbullied behaviors, parents and teachers should accept the occurring problem and might cope with the problem, as follows:

6.3.4.1 Acknowledgement and Acceptance of Children's Cyberbullying

From the findings, when cyberbullies felt that most people did not accept their behaviors and they want to correct them, they tended not to consult with parents or teachers because they were afraid of being scolded, blamed, or punished severely. The researcher thus recommends that parents should create good relationships with their children. In the case that parents know that their children cyberbully others, parents should ask about what happens from their children and surrounding people, intimates, siblings, teachers, etc. Then, parents should analyze why they perform such behaviors and if parents are a part of the cause or not, i.e., using violent words in the family regularly, pushing them too much, no teaching and supervising how to use digital media securely. If the cause comes from other factors, i.e., they are bullied first, incited by friends, etc., parents should find the cause to fix the problem, but not scold them severely. Parents have to admit that sometimes children can make something wrong. Instead, parents and children should have an opportunity to explain the reasons and reach common understandings. Parents should encourage children to communicate with the victim to express responsibility for their acts, and teach them to be brave to apologize to the other party. Parents may communicate with the parents of the victim to display their responsibility, understand the incident, and collaborate in finding resolutions.

From the study, cyberbullies tended to have high self-confidence and like to exert power. They possess leadership and can persuade others to join in cyberbullying victims. The researcher thus recommends that teachers should observe children's behaviors both in the real and cyber world. In the case that children tended to have risky behaviors, i.e., using violent words or behaviors, being the leader, preferring to control others, etc., teachers should analyze the cause why they have such behaviors, i.e. family nurturance, no teaching nor training, children's needs of gaining attention, etc. to find ways to adjust their attitude and behaviors. For instance, if children need to be accepted, teachers may assign some significant tasks for them to train them to have responsibilities while creating others' acceptance positively. Teachers should support and encourage them with compliments when they do something good. If children bully others because they do not accept individual differences, teachers then explain and find chances to let them do activities with people of diverse demographic variables, etc. Then, children will learn how to work with others with respect and accept their differences increasingly. On the other hand, teachers should communicate with parents to acknowledge and collaborate in changing children's attitudes and behaviors towards cyberbullying.

6.3.4.2 Acknowledgement and Acceptance of Children being Cyberbullied

From the findings, cyberbullying victims often did not consult with parents or teachers because of their fear of being blamed for causing the problem or not striking back. Besides, children were not confident of adults' problem-solving, so they often did not get any workable advice or assistance. The researcher thus recommends that in the case that children are cyberbullied, parents should not use some sentences like "if you did not bully him/her first, then problems should not have occurred," or "it's all right, you have to be patient, because you may face even worse than this when you go to work," etc. Such sentences will make children feel that they are blamed or parents do not understand their problem. Accordingly, parents should say something like they are glad that their children tell about this to them. Parents can express their empathy and make them assured that parents can help them solve the problem until it is ended. Moreover, parents may ask assistance from their friends, i.e., asking their friends to take care, do activities together, etc. Parents can

communicate with the cyberbully's parents to consult on how to correct his/her behaviors. Most of all, if children tend to commit suicide, parents should take them to see a psychiatrist.

For teachers, the ways to assist victims can be considered, i.e., to communicate or ask help from their trusted classmate to take care of victims, to talk with them, and ask them to participate in activities of the class of school to make victims feel that they have an identity and are worthwhile., etc.

6.3.4.3 The Surveillance of Parents and Teachers on Children's Behaviors

From the study, friends played a part in causing cyberbullying, i.e., behavioral imitation, pressure or incitement from friends in the group, etc. The researcher thus recommends that parents should focus on whom their children are associating with, i.e., talking about some information about their close friends. If possible, they might ask their children to invite their friends to join an activity in the family to tighten their relationship. Then, parents can observe their friends' behaviors. Moreover, parents should consistently ask about their children's academic performance, activities, friendship, bullying and being bullied in the real and cyber world, etc. Importantly, parents should listen to their children's opinions, not simply teach them since it is the children who have to be with the real situation. Therefore, there might be some factors or contexts that make children unable to comply with parents' recommendations. In the case that children tell or consult about the problem, parents should attentively listen to them, give them advice, follow up if the problem has been solved yet or if there is anything that they can help so that their children will not feel to face the problem alone.

Teachers should consistently observe students' behaviors to see if they have any risky behaviors. They might consider the students' expression or communication methods. If teachers observe abnormal communication, i.e., quarrels, threatening, or teasing improperly, they should analyze the situation and find ways to communicate to explain reasons to students personally and collectively why they have to alter their behaviors. Otherwise, teachers may observe the incident and give children a period to manage their problems. If the problem has not been resolved and there is a warning sign that it may affect students increasingly, teachers should ask

them personally and examine their personal information first, i.e., personality, habits, etc., before using appropriate communication methods to let students disclose themselves. After that, teachers can advise and ask what they need their teachers to help them. Teachers should follow up continually. If students' approach is unsuccessful, teachers may suggest their way and ask what their students think about it. Most of all, teachers must make students feel secure, assured, and trust that teachers will find ways to solve the problem with no worse impacts.

6.3.5 R: Regulations

The researcher proposes that parents, teachers, academic institutes, and legal agencies should enforce related rules, regulations, and obligations to prevent and correct cyberbullying, i.e., the agreement establishment of children's digital media use, anti-cyberbullying policies, the review of computer and related laws and acts, etc.

6.3.5.1 The Establishment of Agreement in Using Communication Devices and Social Media in the Family

From the study, almost all informants started to use Facebook when they were younger than 13 years old. Half of the children were careless in using digital media, i.e., setting their social media accounts as public, disclosing passwords to others, adding unknown people as friends, etc., which led to cyberbullying. Thus, the researcher proposes parents should agree with their children in using communication devices and social media before using them, i.e., how many hours per day in using them for entertainment purposes, how to have privacy and security setting, and the reasons why parents have to check their setting to prevent all possible risks. Moreover, parents should teach their children to respect others, have digital etiquette, etc. to prevent cyberbullying.

6.3.5.2 Anti-cyberbullying in Academic Institutes

One of the cyberbullying and being cyberbullied found often was name-calling by friends. Besides, several youth informants specified that they were also bullied verbally and behaviorally by their teachers, i.e., to let students introduce themselves with their name called by their friends, and teachers themselves, or use stigmatic words that made their friends tease them, the ignorance after acknowledging students' being cyberbullied, etc. The researcher suggests that executives and teachers

must give importance to these problems. Teachers must be a good model of not bullying students since it may be witnessed and imitated by students. Teachers must teach students to respect individual differences, and others' rights and humanity, including no ignorance, but students should be warned when they cyberbully others.

The researcher views that the punishment of academic institutes, i.e., cutting off behavioral scores, having parole, meeting parents, etc. should be maintained since it may stop or alter cyberbullying behaviors' students prone to cyberbullying as students are afraid that their parents may be called, they may be punished by teachers, friends, older and younger schoolmates, parents will watch them all the time, etc. Moreover, punishment measures will help to organize a frame for children to comply with the regulations, and train them to have proper behaviors in living with others in society. Besides all of these means, executives and teachers may use other approaches, i.e., letting students search for information on punishment based on computer laws or acts related to cyberbullying to align with their cyberbullying behaviors and present it to teachers.

6.3.5.3 The Reveal of Computer Laws and Acts related to Cyberbullying

From the study, youth informants agreed that computer laws and acts related to cyberbullying nowadays may not cover all issues and be ineffective. Some informants who were cyberbullied notified their cyberbullying incidents to the concerned agencies, but no progress was reported nor any punishment was used against the cyberbullies because of some legal limits, i.e., no complete elements of the offense, inaccessibility to social media or mobile phone service providers for information of cyberbullies, etc. Thus, the researcher recommends legal or concerned agencies review the content of the related laws to see if they can fill up some gaps to facilitate charges against cyberbullies by studying foreign laws. Besides, recommendations from the studies in the field of laws and other related disciplines in Thailand should be analyzed, including new forms of cyberbullying and being cyberbullied to draft or amend computer laws and acts to be more complete and suitable for real situations.

6.3.5.4 The Preparation of Handbooks on Computer Laws and Acts related to Cyberbullying

The findings indicated that most samples and informants knew computer laws and acts related to cyberbullying at a very low level. The researcher thus proposes that concerned agencies, i.e., TCSD, CCIB, should generate some handbooks or manuals or media to provide knowledge about what kind of cyberbullying behaviors can be counted as criminal acts, or civil delinquencies, or computer-related crime acts and what are legal punishment or penalties. Some cases that had been charged and judged should be raised to create a more concrete understanding. Moreover, the handbook should cover how to cope with problems and compile evidence for charges, and information for contacting legal assistance service agencies, etc.

6.3.6 T: Teaching and Training

The researcher recommends the following guidelines for teaching or training children or teachers for cyberbullying prevention and correction:

6.3.6.1 Teaching and Training Towards Empathy

From the findings, Thai youth tended to be risky for cyberbullying lacked a sense of empathy, wanted to exert their power, and had no respect for others, etc. The researcher thus suggests that families and academic institutes should teach and train children to have empathy. Parents and teachers must be good models for them. Parents must express their love, attention, and care for their children's feelings, i.e., when children expressed their emotions or displayed any discontentment, parents should use words to calm them down and ask for the cause that discontented them. After acknowledging the problem, parents should display their understanding and readiness to help them solve it. Once children witness the way their parents use or treat them, they may learn to understand others' feeling and respond to the facing situation in the same way as their parents do to them. Besides, parents and teachers may teach children by raising some examples of news or cyberbullying incidents that really happen, i.e., teasing friends' figures, look, skin, etc.; editing others' pictures for slanders, defamation, or embarrassment, etc. to share opinions with children. After that, parents and teachers should explain to children to make them understand about

individual differences, a respect for others, and impacts that may occur to victims. Besides, they may ask children what they feel if such an incident happens to them, how they can help victims, etc. to help them learn and understand others' feelings.

6.3.6.2 Teaching and Training on Cyberbullying in a Group of Children

From the study, both youths and experts agreed that academic institutes should teach students to have knowledge and understanding of cyberbullying. The researcher concurrently agrees that academic institutes should insert such knowledge or organize some activities in a variety of subjects, i.e., in a Thai-language class, communication skills via digital media may be taught to make them understand the impact of using too short, incomplete, or improper words or sentences; conflict-resolution communication, etc. In technology and computer class, risks from the use of digital media, introductory defense and coping methods skills, computer and concerned acts, etc. should be inserted. In Social Studies class, students may be requested to present cyberbullying or being cyberbullied incidents or experiences for discussion and opinion exchanges, delegated to produce campaign media within the institute or simulation activities on patterns and problems of cyberbullying through role-playing as bullies, victims, bystanders, teachers, parents, etc. to train children to have analytical thinking and skills in coping problems when facing such incidents by themselves or to others. All these activities will help teachers also learn about students' ways of thinking, including helping students to share their ideas or using such learned knowledge to communicate with their parents for collaborative prevention and correction.

6.3.6.3 Training on Cyberbullying in a Group of Teachers

Parts of the samples and key informants who used to cyberbully others and were cyberbullied dared not to consult with their teachers because of no confidence in their problem-solving, especially the belief that the problem may become even worse or more violent. The researcher found additionally from the data collection that there were several improper and unsuccessful methods teachers used to solve cyberbullying. For instance, teachers asked both parties to talk to each other in front of a teacher or ask them to reconcile and hug each other when they were not ready to do so; victims were asked to clean the canteen with bullies all through the

semester without a teacher's surveillance, or victims were asked to identify bullies in front of a teacher and friends. These methods are perceived by the researcher as causing victims' a sense of insecurity and anxiety of possible consequences. Moreover, the researcher found communication problems between teachers and victims, such as students had negative feeling against or no trust in their teachers caused by their expressed gestures or ignorance, their claim that victims were also a part of the cause, their blames against victims for telling their parents, etc. Therefore, teachers' communication is very crucial as it will affect the relationship between a student and a teacher, and a teacher and parents in collaborating to solve problems. Thus, the researcher suggests academic institutes should ask collaboration from each Faculty or related fields of study, i.e., communication, psychology, etc. to arrange training for teachers and staff to have knowledge, understanding, and skills in preventing and correcting cyberbullying, knowledge about child psychology and communication in various topics, such as skills of communicating with cyberbullies, cyberbullying victims and parents, management and conflict-resolution communication, technology, digital literacy, etc.

Executives or administrators of academic institutes with different contexts, i.e., schools of all-men, all-women, mixed, vocational, international, etc. should establish collaboration in cyberbullying prevention and correction, i.e., promoting teacher representatives to attend an opinion-exchange activity before the class opening, which may help both executives and teachers gain diverse knowledge, concepts and solving-problem methods, which can be applied in the real situations. In the training activities, some psychiatrists, psychologists, professional communicators, cyberbullying experts, representatives of social media or website service providers, lawyers or officers of TCSD or CCIB, etc. are invited to provide knowledge and exchange their ideas, i.e., how to observe children's cyberbullying and being cyberbullied behaviors, communication skills for solving conflicts, steps of collecting evidence or legal prosecution, etc. Moreover, they may invite representatives of parents and students to participate in such activities as well. After the arranged activities, schools should follow up in the next semester to see if those attendants can apply what they learn and if it is successful, including new information all concerned parties should be informed in common.

6.4 Recommendations for Future Studies

6.4.1 Recommendations for Data Collection

During the data collection procedure, the researcher found that a lot of samples and key youth informants lacked knowledge and understanding about the meaning and patterns of cyberbullying and being cyberbullied, possibly because they were not known widely. Some of them did not know that what they used either directly or indirectly, experience, was considered cyberbullying. The researcher thus suggests for those who are interested to research this issue should inquire about the tentative samples before collecting information, or they may spend a short time explaining the meaning and some examples of cyberbullying and being cyberbullied to enhance more understanding of the samples so that they can respond to the research questions or objectives more correctly.

Besides, cyberbullying and being cyberbullied are social phenomena that may cause impacts on the samples in various ways, i.e, academic performances, sociability, mental state, etc. Accordingly, future researchers should clarify their research objectives and assure respondents of their confidentiality. The samples should be allowed to give more personal information about themselves to make acquaintance and trust, including preparing respondents, with different problems, to have no discomfort or mental disturbances in providing their response to the study. Planning of an interviewing place should be considered to make sure of creating a pleasant climate, i.e, talking informally to respondents about some interesting issues or their favorite activities, etc. before an actual interview will start. After interviewees feel more comfortable, researchers can start asking questions. However, during the interview, if interviewees display any discomfort, researchers must adapt their climate, i.e., to stop interviewing temporarily, sit quietly for a while, or console interviewees, etc. Still, any approach used should be evaluated under a certain circumstance before proceeding to the interview. After the interview, researchers should keep good relations with the samples in the case that they might have to ask for additional information in the future.

In this study, the researcher aimed to collect information from the samples who used to cyberbully and were cyberbullied mainly. However, the other group who

plays also a significant role in ending or making cyberbullying worse or is a bystander. Therefore, future studies may include bystanders to compare the gained information from different perspectives of all three groups: cyberbullies, victims, and bystanders, in terms of experiences, opinions, prevention, and correction, etc. towards more insightful and beneficial information.

Moreover, the researcher recommends collecting data from the samples or informants with different demographic variables, i.e, age, sexuality or alternative sex, level of education, types of academic institutes, different occupations i.e., celebrities, politicians, artists, athletes, net idols, etc. For instance, the samples studying in an international school or foreign students may have a different attitude, personality, social and cultural contexts, etc., which may affect cyberbullying and being cyberbullied differently, or there might be different ways to prevent or cope with cyberbullying at working places.

6.4.2 Recommendations for Research Topics

The researcher found that there have been a few studies on cyberbullying and being cyberbullied in the field of communication, possibly because it is quite a delicate and sensitive issue and difficult for data collection. Therefore, persons who want to study this issue should also review the literature or previous studies of other related fields, i.e., psychology, behavioral science, laws, etc. to acquire new concepts or guidelines for developing their research topics, including applying such knowledge to complement studies in communication to get more complete or well-rounded content.

Nowadays, cyberbullying has a nature that is different from what has been defined by scholars in the past that focuses on actions among children and youths, or imbalanced power between bullies and victims, etc. From data collection of the researcher, not only are the actions between or among children and youths found in cyberbullying, but also between children or youths and adults caused by the ability in children's or youth's using digital media. Moreover, due to the properties of social media and the cyber world, cyberbullying can occur to any user of all ages, statuses, areas, etc. unlimitedly. Accordingly, the research recommends study on perceptions, patterns of cyberbullying on the contexts of social changes and communication

technological advancement. Thus, each pattern of cyberbullying can be topics of the research under the changing environment in the future, i.e., communication interaction on anti-celebrity pages, communication for coping and correcting cyberbullying of page, online, or website administrators, deceptive communication methods, possibly classified by sexual purposes, financial needs, etc., or communication literacy for catching up with deceptions, so that preventive guidelines can be studied for further application.

Moreover, future studies on cyberbullying should emphasize more on communication issues, i.e., communication skills for correcting cyberbullying of all concerned: bullies, victims, bystanders, parents, teachers, page administrators, etc. in the context of both face-to-face situations and the cyber world. Additionally, experimental research or participatory research for media production on cyberbullying in various forms should be conducted by applying the produced media to experiment or use in research and development (R & D), i.e., the creation of applications, online games, or websites on cyberbullying and being cyberbullied, which may be extended, experimented and studied further by other researchers.

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APPENDIX

APPENDIX A

Certificate of The Ethics of Research Related to Human

ที่ ศธ ๐๕๒๖.๑๕/ ๒๔๓

คณะนิเทศศาสตร์และนวัตกรรมการจัดการ
สถาบันบัณฑิตพัฒนบริหารศาสตร์
๑๑๘ ถนนเสรีไทย แขวงคลองจั่น
เขตบางกะปิ กรุงเทพฯ ๑๐๒๔๐

๒๗ สิงหาคม ๒๕๖๑

เรื่อง รับรองผลผ่านการพิจารณาจริยธรรมการวิจัยในคน

เรียน นางสาวนภาวรรณ อาชาเพ็ชร

อ้างถึง แบบคำร้องที่ ๗๕/๒๕๖๑ ลงวันที่ ๘ สิงหาคม ๒๕๖๑

ตามที่ นางสาวนภาวรรณ อาชาเพ็ชร นักศึกษาปริญญาเอก หลักสูตรปรัชญาดุษฎีบัณฑิต (นิเทศศาสตร์และนวัตกรรม) คณะนิเทศศาสตร์และนวัตกรรมการจัดการ สถาบันบัณฑิตพัฒนบริหารศาสตร์ ได้เสนอโครงการวิจัย เรื่อง "บทบาทของสื่อดิจิทัลและปัจจัยที่มีผลต่อพฤติกรรมการรักแก ผ่านโลกไซเบอร์ในกลุ่มเยาวชนไทย แนวทางการป้องกันและแก้ไขปัญหา" เพื่อขอรับการพิจารณาจริยธรรมการวิจัยในคนจากสถาบัน โดยมี ผศ.ดร.วรัชญ์ ครุจิต เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์หลัก นั้น

เนื่องจากสถาบันยังไม่ได้ดำเนินการแต่งตั้งคณะกรรมการพิจารณาจริยธรรมการวิจัยในคน คณะฯ จึงเสนอที่ประชุมคณะกรรมการประจำคณะ (ทำหน้าที่ คณะกรรมการวิจัยประจำคณะ) ครั้งที่ ๘/๒๕๖๑ เมื่อวันที่ ๒๑ สิงหาคม ๒๕๖๑ พิจารณาโครงการวิจัยของ นางสาวนภาวรรณ อาชาเพ็ชร เป็นกรณีพิเศษ ซึ่งมีมติเห็นควรอนุมัติให้ดำเนินการศึกษาวิจัยเรื่องดังกล่าวได้

จึงเรียนมาเพื่อโปรดทราบ

ขอแสดงความนับถือ

(ศาสตราจารย์ ดร.ยุบล เบ็ญจรงค์กิจ)
คณบดีคณะนิเทศศาสตร์และนวัตกรรมการจัดการ

สำนักงานเลขานุการคณะ กลุ่มงานการศึกษา
โทรศัพท์ ๐ ๒๗๒๗ ๓๗๕๘ โทรสาร ๐ ๒๓๗๗ ๗๔๑๔
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APPENDIX B

Questionnaire

No…..…

Questionnaire

"Roles of Digital Media, Factors Affecting Cyberbullying Behaviors Among Thai Youths, and Preventive and Corrective Approaches"

Instruction

This questionnaire is prepared by a doctoral student in the field of Communication Arts and Innovation, National Institute of Development Administration (NIDA), aimed to find guidelines for preventing and solving cyberbullying among Thai youths. The data collected from the questionnaire will be confidential and does not affect you. Please kindly ✓ into O or fill in the provided space.

Part 1: Personal Data of Thai Youths

1. Sex

O 1 Male O 2 Female

2. The province in which you are living

O 1 Bangkok O 2 Chiang Mai O 3 Others (please specify) …..……

3. The school at which you are studying

O 1 A government school

O 2 A private school

O 3 Others (please specify) …..……...…

4. The level of education at which you are studying

O 1 Grade 7

O 2 Grade 8

O 3 Grade 9

O 4 Grade 10 or vocational college (the first year)

O 5 Grade 11 or vocational college (the second year)

O 6 Grade 12 or vocational college (the third year)

O 7 Others (please specify)……..…….

5. The person with whom you are living.

O 1 Stay alone O 2 Stay with father, mother, or parents

O 3 Stay with friends or boyfriend/girlfriend

O 4 Others (please specify) ……

6. To what extent have you been brought up with good care from your family?

O 1 The lowest O 2 Low O 3 Moderate

O 4 High O 5 The highest

7. To what extent did you perceive your family members or your parents quarreled with rude words or use coercion?

O 1 The lowest O 2 Low O 3 Moderate

O 4 High O 5 The highest

8. How often did you ever punch or beat others?

O 1) Never O 2) 1-2 times O 3) 3-4 times

O 4) 5-6 times O 5) More than 6 times

9. How often were you punched or beaten <u>by others</u>?

O 1) Never O 2) 1-2 times O 3) 3-4 times

O 4) 5-6 times O 5) More than 6 times

10. How often do you feel that you are worthless?

O 1 The lowest O 2 Low O 3 Moderate

O 4 High O 5 The highest

11. How much confident are you in yourself?

O 1 The lowest O 2 Low O 3 Moderate

O 4 High O 5 The highest

12. How much are you proud of or satisfied with yourself?

O 1 The lowest O 2 Low O 3 Moderate

O 4 High O 5 The highest

13. How much can you control your success and failure?

O 1 The lowest O 2 Low O 3 Moderate

O 4 High O 5 The highest

14. How often do you need to release your grievance?

O 1 The lowest O 2 Low O 3 Moderate

O 4 High O 5 The highest

Part 2: Cyberbullying and Being Cyberbullied Behaviors

15. At which level do you have knowledge and skills in using communication devices and digital technology?

O 1 The lowest O 2 Low O 3 Moderate

O 4 High O 5 The highest

16. To what extent do you set your password via communication devices and limit access to posts on social media?

O 1 Never O 2 The lowest O 3 Low

O 4 Moderate O 5 High O 6 The highest

17. To what extent do you tell the password of your communication devices and social media to your relatives, friends, boyfriend/girlfriend, etc.?

O 1 Never O 2 The lowest O 3 Low

O 4 Moderate O 5 High O 6 The highest

18. To what extent do you add <u>the unknown</u> into your Facebook, Line, Instagram, etc.?

O 1 Never O 2 The lowest O 3 Low

O 4 Moderate O 5 High O 6 The highest

19. o what extent do you disclose your data, i.e., name and last name, name of the academic institute, ID Line, Instagram, etc. in the cyber world?

O 1 Never O 2 The lowest O 3 Low

O 4 Moderate O 5 High O 6 The highest

20. To what extent do you know about the Bullying Prevention Hub and how to write reports on abusive content on Facebook?

O 1 No O 2 The lowest O 3 Low

O 4 Moderate O 5 High O 6 The highest

Cyberbullying means an intention to bully others by using communication devices, applications, social media, online games, etc. for posting and sending revilement using violent and rude language, agitation, gossips, incrimination, edited or modified images of others, dissemination of personal data, the secret use of others' communication devices and social media. The bully may disclose or conceal himself or herself, and may know or may not know the other party.

21. Have you ever experienced cyberbullying or being cyberbullied?

O 1 Yes

O 2 No, but used to know or witness some incidents. **(if choosing this option, please go on to question no. 75)**

22. Under which status have you ever experienced cyberbullying or being cyberbullied?

O 1 Bully O 2 Victim O 3 Both bully and victim

Please mark ✓ into the column related to your experience of cyberbullying or being cyberbullied <u>in the past year</u>.
In the case that you used to be both a bully and victim, please answer both columns of every item.

Patterns of Cyberbullying	Cyberbullying				Being Cyberbullied			
	Never	1-2 Times	3-5 Times	More Than 5 Times	Never	1-2 Times	3-5 Times	More Than 5 Times
23. Receive, send, share, or post revilement with violent and vulgar language								
24. Receive, send, share, or post rebuking video clips with violent and vulgar language								
25. Revile, condemn, or challenge others via stream live, i.e., Facebook Live								
26. Receive, send, share, or post opinions to rebuke or agitate others								
27. Disseminate untrue information, gossips, charges against others in the cyber world.								
28. Take photos or video clips of others or record others' voices secretly for dissemination								

Patterns of Cyberbullying	Cyberbullying				Being Cyberbullied			
	Never	1-2 Times	3-5 Times	More Than 5 Times	Never	1-2 Times	3-5 Times	More Than 5 Times
to make them ashamed.								
29. Receive, send, share, or post images to embarrass or make jokes about others, i.e., leaked pictures, edited or modified images by applications, etc.								
30. Name-calling or ranking others in the cyber world, i.e., the fattest, the darkest, etc.								
31. Create or be in a gossip group and excluding others out of the group by deleting or blocking, i.e., on Facebook, Line, online games, etc.								
32. Disseminate others' personal information or secrets in the cyber world, i.e., personal stories, chats, voices, images, video clips, etc.								
33. Deceive others to disclose their data or secrets and disseminate them in the cyber world								

Patterns of Cyberbullying	Cyberbullying				Being Cyberbullied			
	Never	1-2 Times	3-5 Times	More Than 5 Times	Never	1-2 Times	3-5 Times	More Than 5 Times
34. Use others' communication devices, emails, or social media accounts without permission or post bullying status or content by using the names of other users								
35. Use fake emails or social media account for communicating with others								
36. Apply others' information or images to create Facebook, Line, Instagram, etc.								
37. Receive, send, share, or post criticism on sexuality, sexual taste, race, figures, appearance, complexion, etc. of others								
38. Receive, send, and post sexual texts, images, or video clips without permission or for conversing about sex								
39. Menace to disclose others' personal								

Patterns of Cyberbullying	Cyberbullying				Being Cyberbullied			
	Never	1-2 Times	3-5 Times	More Than 5 Times	Never	1-2 Times	3-5 Times	More Than 5 Times
information or secrets in the cyber world								
40. Follow and pry on others' behavior in the cyber world, i.e. ex-boyfriend/girlfriend, disliked people, etc., including posting or sending a message for agitating or threatening others repeatedly								
41. Receive, send, or post texts to intimidate others to injure them or damage their properties								

42. Other patterns of cyberbullying you used to experience besides the above-mentioned patterns.

……

……...

43. Communication channels used for cyberbullying (more than one option is applicable)

O 1 Mobile phone O 2 Instant messaging, i.e., Line, FB Messenger

O 3 Chatrooms O 4 Weblogs

O 5 Websites O 6 Social media, i.e., Facebook, Instagram, etc.

O 7 Emails O 8 Online games

O 9 Others (please specify) ……

44. Types of social media used for cyberbullying (more than one option is applicable)

O 1 Facebook O 2 Facebook Messenger O 3 Line

O 4 Twitter O 5 Instagram O 6 Snapchat

O 7 WeChat O 8 YouTube O 9 Bee Talk

O 10 Others (please specify) ……

45. The involved parties (more than one option is applicable)

O 1 Friends

O 2 Boyfriends/girlfriends/ex-boyfriend/ex-girlfriend

O 3 Family or relatives

O 4 Unknown people

O 5 Stars, singers, or celebrities

O 6 People in the news or a hit trend

O 7 Others (please specify) ……

46. Causes of cyberbullying (more than one option is applicable)

O 1 Dislike O 2 Previous quarrels

O 3 Learning/academic issues O 4 Love

O 5 Peer relationship O 6 Others (please specify) ……

47. Aspects of self-disclosure in cyberbullying

O 1 Self-disclosure

O 2 Self-concealment

O 3 Both self-disclosure and concealment

48. The length of time from <u>the beginning to the end</u> of each problem (each time)

O 1 Less than 1 week O 2 Approximately 2-3 weeks

O 3 Approximately 1 month O 4 Others (please specify) …….……

49. The person with whom you consult about cyberbullying (more than one option is applicable)

O 1 None O 2 Friends O 3 Family

O 4 Teachers O 5 Others (please specify) ……..……

50. The impacts you received from cyberbullying (more than one option is applicable)

O 1 No appetite and having sleeping problems

O 2 Boredom, stress, anger, anxiety, fear, shame, etc.

O 3 Perceived negatively by others

O 4 Depression and desire to commit suicide

O 5 Isolation from groups or society

O 6 No going to school, class absence, and worse academic performance

O 7 Decreased interest in surrounding things

O 8 Aggressiveness and the use of violence

O 9 Drinking alcohol

O 10 Others (please specify) ….……

<u>Part</u> 3: Factors influencing cyberbullying (In the case that you are/were victims, please skip to question 67)

Factors Influencing Cyberbullying	The Highest	High	Moderate	Low	The Lowest
<u>Media Factors</u> **51. Presentation of trendy news of mass media**					
52. Exposure to drama or films with violent content					
53. Stars, singers, net idols, and page administrators					
54. Opinions of people in society on social media					
55. Online games					
<u>Psychological Factors</u> **56. The use of communication devices or social media to post gossips, revilement, or ridicule images to retaliate against others as normal**					
57. A display of equal power by sending or posting a counter-attack to the involved parties					
58. A release of discomfort by sending or posting violent and vulgar statements					
59. Self-defense by sending or posting a counter-attack to the involved parties					

Factors Influencing Cyberbullying	The Highest	High	Moderate	Low	The Lowest
60. A revenge or counter-attack against the involved parties					
61. Needs to avoid face-to-face interactions so cyberbullying is an option					
<u>Social Factors</u> **62. Gaining others' attention influences cyberbullying behaviors**					
63. Roles of friends influence cyberbullying behaviors					
64. Group pressure plays a role in influencing cyberbullying					
65. Opinions of people in society influence cyberbullying behaviors					
66. Needs of sociability influence cyberbullying behaviors					

Part 4: Thai Youth's Opinions on the Roles of Digital Media in Cyberbullying

Opinions on the Roles of Digital Media in Cyberbullying	The Highest	High	Moderate	Low	The Lowest
67. The use of digital media or self-concealment enables people to express their discontentment against others					
68. Digital communication causes increased misunderstanding and quarrels					
69. Cyberbullying and being cyberbullied helps to understand others' feelings and opinions					
70. Cyberbullying witnessed by lots of people is more violent than posted content					
71. It is easy to cyberbully others by sending or posting content.					
72. Cyberbullying makes the use of rude language look normal.					
73. Cyberbullying can do all 24 hours and everywhere.					
74. Cyberbullying leads to violence in the real world, i.e., face-to-face revilement, physical attack, exclusion from the group.					

Part 5: Opinions on the Guidelines for Preventing and Correcting Cyberbullying of Thai Youths

Opinions on the Guidelines for Preventing and Correcting Cyberbullying	The Highest	High	Moderate	Low	The Lowest
75. Terminate communication with cyberbullies, i.e., no response, dissociation, blocks, etc.					
76. Compile evidence of cyberbullying for reporting to system administrators and legal prosecution					
77. Ask parents to investigate and monitor their children's activities in the cyber world.					
78. Ask parents to consult cyberbullying problems with the involved party's parents and school.					
79. Provide knowledge by inviting experts or experienced people to give a lecture or discuss problems with students and teachers					
80. Establish an agency for providing consultation on cyberbullying, both inside and outside school.					
81. Have a school issue					

Opinions on the Guidelines for Preventing and Correcting Cyberbullying	The Highest	High	Moderate	Low	The Lowest
punishment against cyberbullying					
82. Encourage the government to issue laws relating to cyberbullying especially and enforce them.					
83. Develop systems of the websites or applications for coping with cyberbullying, i.e., monitoring violent and rude texts, or reporting cyberbullying incidents by keeping the names of reporters confidential					
84. Organize campaigns for preventing and solving cyberbullying through various media, i.e. digital literacy, cyberbullying laws, etc.					

85. Other suggestions for preventing and correcting cyberbullying.

……

……

……

Thank you very much for your kind cooperation in responding to the questionnaire.

APPENDIX C

Interview Guide

Interview Guide

"Roles of Digital Media, Factors Affecting Cyberbullying Behaviors Among Thai Youths, and Preventive and Corrective Approaches"

(Cyberbullies)

Part 1 Personal information of Thai youths who used to cyberbully others.

- Introduction of yourself (using a pseudo-name), age, having or not having a boyfriend/girlfriend
- What are your personality and personal characteristics?
- To whom are you living? Please describe your family condition, family relationship, and nurturance.
- Have you ever experienced any violence in your family? How was it?
- Did you have any personal experience with the use of violence? How was it?
- How much do you have your self-confidence and self-pride?
- To what extent do you think you can control your success or failure? (learning, acceptance from friends, teachers, and parents, etc.) and why?
- How do you release your grievance?

Part 2 Cyberbullying behaviors

- What are communication devices you are using? Averagely, how many hours per day?
- Which websites or applications do you use? And why?
- What is the content to which you are exposed frequently? And why?
- What kind of communication knowledge, skills, and programs can you use?
- How do you manage the user security setting on your communication devices and social media?
- What kinds of cyberbullying did you use to experience?
- Describe the incidents: time, the involved parties, causes, communication devices, websites, or applications used for cyberbullying.

- Describe the content and methods of your cyberbullying (by texts, images, or video clips, etc.)
- Did you disclose or conceal yourself?
- After cyberbullying, did you consult with anyone? What were the received suggestions?
- After cyberbullying how did you feel about yourself? (feeling, attitude, health,

  learning, sociability, punishment, etc.)
- Did you get any other impacts? What were they? (family, the use of digital media, etc.)
- How long did cyberbullying take? How was it ended? Was it connected to the real world and how?

Part 3: Factors influencing cyberbullying of Thai youths

Media Factors

- Could stars, singers, net idols, and page administrators have any influence on your cyberbullying? And how?
- Did the presentation of content, i.e., news, drama, movies, etc. of mass media play a part in influencing your cyberbullying? And how?

Psychological Factors

- What do you think about cyberbullying?
- What motivated or stimulated you to cyberbully others? (revenge, boredom, a display of power, a release of grievance, self-defense, etc.)

Social Factors

- Did surrounding people influence your cyberbullying? (friends, family members, etc.) and how?
- What influenced your cyberbullying: gaining attention from others, sociability, or group pressure? And how?

Part 4 Opinions on the roles of digital media in cyberbullying

- Did digital media encourage you to express yourself in the cyber world more than in the real world? And How? How was digital media connected to cyberbullying? (ease, convenience, self-concealment, etc.)
- How do you think about the emotional release of using vulgar language in the cyber world?
- Did digital communication cause you to have conflicts and violent expressions against others in the cyber world?
- Do you agree with the statement that violent cyberbullying caused by content or roles of digital media can draw a lot of people to perceive it?
- How did others' feelings and comments on your cyberbullying yield any positive or negative impact on you?

Part 5 Opinions on guidelines for preventing and correcting cyberbullying among Thai youths.

- Is cyberbullying a problem? Why?
- When cyberbullying takes place, what should bullies, victims or bystanders do?
- If we need to solve cyberbullying problems, should we solve them in the cyber or real-world? Why?
- Who should involve in solving the problem? And how?
- What kinds of activities should be organized for preventing and correcting cyberbullying? And Why?
- Could knowledge and digital skills help to solve the problem? And how?
- Other preventive and corrective suggestions.

Interview Guide

"Roles of Digital Media, Factors Affecting Cyberbullying Behaviors Among Thai Youths, and Preventive and Corrective Approaches"

(Cyberbullying Victims)

Part 1 Personal information of Thai youths who used to be cyberbullied.

- Introduction of yourself (using a pseudo-name), age, having or not having a boyfriend/girlfriend
- What are your personality and personal characteristics?
- To whom are you living? Please describe your family condition, family relationship, and nurturance.
- Have you ever experienced any violence in your family? How was it?
- Did you have any personal experience with the use of violence? How was it?
- How much do you have your self-confidence and self-pride?
- How do you release your grievance?

Part 2 Cyberbullying behaviors

- What are communication devices you are using? Averagely, how many hours per day?
- Which websites or applications do you use? And why?
- What is the content to which you are exposed frequently? And why?
- What kind of communication knowledge, skills, and programs can you use?
- How do you manage the user security setting on your communication devices and social media?
- Do you know about cyberbullying? What do you think about it?
- Describe the incidents: time, the involved parties, causes, communication devices, websites, or applications by which you used to be bullied.
- Describe the content and methods of being cyberbullied (by texts, images, or video clips, etc.), and the level of severity
- Did the bullies disclose or conceal themselves?

- After being cyberbullied, did you consult with anyone? What were the received suggestions? In the case of consulting none, why did you reject consulting with someone?
- After cyberbullying how did you feel about yourself? (feeling, attitude, health, learning, sociability, punishment, etc.)
- Did you get any other impacts? What were they? (family, the use of digital or new media, etc.)
- How long did cyberbullying take? How was it ended? Was it connected to the real world and how?

Part 3 Opinions on the roles of digital media in cyberbullying

- Did digital media encourage you to express yourself in the cyber world more than in the real world? And How? How was digital media connected to cyberbullying? (ease, convenience, self-concealment, etc.)
- Did digital communication cause you to have conflicts and violent expressions against others in the cyber world?
- Do you agree with the statement that violent cyberbullying caused by content or roles of digital media can draw a lot of people to perceive it?
- How did others' feelings and comments on your cyberbullying yield any positive or negative impact on you?

Part 4 Opinions on guidelines for preventing and correcting cyberbullying among Thai youths.

- When cyberbullying takes place, what should victims or bystanders do?
- If we need to solve cyberbullying problems, should we solve them in the cyber or real-world? Why?
- Can parents and teachers help to solve cyberbullying problems? And how?
- If there is a consultation agency in school or outside school, will you use its service? And why?
- Who should involve in solving the problem? And how?
- What should be the punishment for cyberbullies?

- What kinds of activities should be organized for preventing and correcting cyberbullying? And Why?
- Could knowledge and digital skills help to solve the problem? And how?
- Other preventive and corrective suggestions.

Interview Guide

"Roles of Digital Media, Factors Affecting Cyberbullying Behaviors Among Thai Youths, and Preventive and Corrective Approaches"

(Experts, Scholars, and Professionals)

1. What are the characteristics of children to tend to cyberbully others and be cyberbullied?
2. What are the situations prone to cyberbullying and to be cyberbullied among Thai youths?
3. What are the causes of Thai youths' cyberbullying and being cyberbullied?
4. What are the roles of digital media in cyberbullying?
5. Is there any connection between cyberbullying and traditional bullying? And how?
6. What are the impacts of cyberbullying and being cyberbullied on Thai youths and Thai society?
7. When any cyberbullying occurs, what should the bullies, victims, and bystanders do?
8. Who should participate in preventing and correcting cyberbullying and how?
9. What kinds of activities or methods can help to prevent and solve cyberbullying problems?
10. How can digital literacy help to prevent and solve cyberbullying problems?
11. Should there be any punishment against cyberbullying in school? And how?
12. Can laws and the Computer Act, B.E. 2560, help to prevent and solve cyberbullying problems? And how?

BIOGRAPHY

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