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Thai Culture: The Foundation of School Bullying

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Abstract

The purpose of the study of the Thai cultural foundation of school bullying was to explore correlations between Thai culture and bullying in secondary school. The qualitative research was conducted with 15 samples who were parent, teachers, school principals and academics. The quantitative research was carried out with 400 students in secondary school. The research found that all aspects of school bullying had positive correlations (verbal bullying, social bullying, physical bullying, and cyberbullying). If one aspect increased, another correlative aspect also increased. According to the above results, all types of bullying were related to traditional bullying and cyberbullying. Bullying behaviors of students in Thailand were partly caused by the Thai cultural foundation, namely, it lacked awareness that bullying was only considered greeting and joking. Therefore, it was necessary to provide knowledge to students at this age so that they would acknowledge bullying behaviors and possible impacts of bullying and create a school's safety culture, and establish a center for especially receiving a report of bullying in school. This center shall be responsible for providing knowledge and prevention and helping to unravel if bullying occurs in school.

Keywords: child and youth, violence, bullying, school, Thailand

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Introduction

The school bullying problem has existed for a long time. Victims of school bullying suffer from fear and anxiety in their daily life. Negative emotions caused by bullying and violence affect children's self-esteem and minds. The worst case is that bullying experiences may affect adult life because being repeatedly victimized usually leaves marks in certain ways (Aaltonen et al., 2014). Bullying does not happen only in Thailand but to children and youth all over the world. For instance, in the United States, there is a report that one-fifth of students (20.2%) are frequently bullied. About 41% of students who are reported of being bullied in schools, state that bullying happens frequently (National Center for Educational Statistics, 2019). For students aged 12-18, the prevalence rate reported that 35% cases were of traditional bullying involvement, and 15% of cyberbullying involvement (Modecki et al., 2014).

When it comes to bullying in Thailand, the statistics of bullying among students is ranked second in the world. About 600,000 students are reported of being bullied which is considered 40% (Yuvabadhana Foundation, 2019). According to the survey, school bullying includes physical and mental violence of classmates and 13% of students are depressed by this incident. Nowadays, bullying is not only in physical and verbal patterns as in the past (Institute of Child and Adolescent Mental Health, 2018; Ministry of Education Thailand, 2020). It is bullying in the era where technology plays a big role in human life and becomes another additional factor. Consequently, bullying does not happen only in schools, but also in the cyber world or various platforms such as websites, Facebook, Twitter, Instagram, and so on. Hence, when the culture in society affects behaviors as they are culturally-rooted, secondary school students, who are at the age of physical, emotional, and social changes, they possibly exhibit deviant behaviors by being either offenders or even victims. For this reason, school bullying easily occurs in Thailand. Children and youth who are victims of bullying feel insecure when they are in school. They may also face the problem of lack of sociability in school. Additionally, they do not get assistance or receive inappropriate assistance when they are bullied, resulting in violent or chronic bullying.

For bullying in Thai society, there are different perspectives and patterns of bullying. Some deem it normal that it is just a funny joke among groups. This is consistent with Surat (2018) that before bullying occurs, it is like to begin from being offended and teasing each other. If it does not intend to hurt another party, it is not considered bullying. If considering the perspective of cultural reflection, Thai society is different from western society in which bullying is considered another pattern of social relationship, that is, a joke rather than harming. Moreover, it is even considered showing love in a group of friends (Samoh, 2013).

Another interesting perspective regarding bullying in Thai society is the fact that the Thai society has myths that are related to patriarchal culture. According to the study of Samutachak and Sataruchi (2015), male adolescents are more likely to express conflicts physically than female adolescents. This is because male and female roles and expressions are cultivated differently according to traditional values in which girls are taught to be well-mannered, polite, and hold their emotions and words (Chaiwat, 2018). This is consistent with the research of Sakarinkhul and Wacharasindhu (2011), females are more bullied than males and its patterns include vulgar words and mocking. Physical abuse is more common in males. Almost all

patterns of bullying have sexual or gender connotations that emphasize norms of strong masculinity and gentle femininity.

MacDonald and Swart (2004), however, stated that bullying was not limited to males or females but it is a complicated phenomenon that blends with many values and norms of cultures of preferring the exercise of power. In Thai society and culture, it often happens to LGBTQ+ people. Even though they are more accepted nowadays, most people deem LGBTQ+ people unusual. Eventually, this leads to bullying. It is not also a trend that bullying is related to sexuality. In fact, gossiping in Thailand is also a source of bullying existing for a long time, namely. It is deemed as a normal and harmless act. However, Cross and Peisner (2009) state that gossip is verbal abuse since it can cause embarrassment and bad effects.

There is a dearth of research on bullying on cultural grounds or whether there is any relationship between cultural factors and bullying behavior. Most of the current studies on bullying in Thailand focus only on cyberbullying. The current study aimed at studying the relationship between Thai culture and bullying behaviors among junior high school students and finding prevention guidelines for children of this age.

Literature Review

- *Concepts related to culture*

Culture refers to what is customized by humans, mutually practiced in society, passed on from generation to generation, and changes constantly to suit the time (Kaewtes, 2015). Culture, consequently, influences thoughts and also shapes human behaviors. However, culture does not have only good sides, especially in Thai society, where violent dimensions have been found for a long time (Eawsriwong, 2006). The nature of Thai society is patron society with respect in the order of seniority along with patriarchal attitude. Therefore, culture is used as a tool for achieving desired goals; for example, violence is used to suppress bad people until it becomes justified. Additionally, violent culture is reflected through beliefs, values, traditions and becomes familiar and accepted by people in society for a long such as adults educating children, hitting, reprimanding, using violence to make obedience, and physical abuse. These are considered rights violations, exploitation, and direct use of violence. These matters become normal as cultural violence and influences children living in a society. Children soon become familiar with such type of violence and absorb and imitate violence unknowingly through technology and scientific gadgets. They imitate and emulate violent scenes which are visible in their actions. Children thus possibly get used to such violence and resort to bullying in long term.

Such a type of cultural violence is also depicted in the research of Kaewtes (2015), who collected opinion of students of Junior High School in Bangkok about cultural violence with respect to online media. The cultural results affecting violence among students are interestingly summarized that the culture affects violence in society in terms of the seniority system. A younger person needs to respect an older person along with being cultivated for a sense of love in one's own institution. When they are compared or shameful, they will fight against each other. Moreover, regarding classification in school, a comparison of students who are good and bad at school that this is teachers' behaviors generates dissatisfaction or frustration among students and it leads to sarcasm, conflicts, and other problems.

For concepts of cultural violence, culture is a tradition that is passed on from generation to generation and changes constantly to fit that time. Thai culture is a good long-lasting culture. However, various forms of violence appear in this culture. For example, in the seniority system, an older person can use both physical and verbal violence against a younger person. Additionally, hitting and scolding are commonly accepted in the Thai society if it is based on upbringing. Furthermore, violence influenced by the technological advancement and globalization is found through television and social media. These influences the violent behaviors of students in school. In school, cultural violence occurs through a seniority system or comparative words and bullying. This can be said that Thai culture in the dimension of violence becomes normal in society and maybe normal if it occurs in school. Therefore, school is not a safe place for everyone.

- *Concepts of bullying*

The study of bullying behaviors among secondary school students may start from understanding the definition of bullying. Student bullying usually affects the behavior of a person who bullies others and a person who is bullied. It is also the beginning of students' anxiety and behaviors such as socialization problems and other problems affecting the long-term quality of life and state of mind. Moreover, bullying among children makes children who are bullied suffer pain. This behavior of the senior in the criminological field is called bullying (Thai PBS, 2018). Bullying can occur both physically and verbally and also mentally affecting those who are bullied for long term. Most common bullying includes mocking and sarcasm among elementary school students during the transition to junior high school.

In Thailand, the mental health situation surveyed by the World Health Organization 2017 reported that 30% of Thai students were bullied by friends; 21% of Thai students experienced bullying (being either a person who bullies or a person who is bullied, or both). 60% of this group had at least one mental disorder. For students in three southern border provinces, 15% of students were victims of bullying and cyberbullying. The violence of bullying decreased when students entered high school. Bullying was most commonly found with most violence among elementary school students during the transition to junior high school.

There are various approaches for studying types of bullying. The first approach may divide behaviors of bullying into 3 types, including physical bullying, verbal bullying and social bullying. The significant causes of bullying among youth include children's personal deficiencies, family conditions, personal needs, and inefficient teaching in school. Furthermore, there are 2 types of bullying categorized according to observable behaviors, including face-to-face bullying or direct bullying is physical and verbal abuse that can be observable and manageable such as kicking, punching, mocking, sarcasm, intimidating, and so on; and cover bullying or indirect bullying as social or relationship bullying and cyberbullying such as spreading rumors, gossiping, not accepting a person to join a group, betraying, posting or commenting, sharing personal information, picture, or video via social media. These acts threaten and embarrass or annoy others. Adults are hard to deal with this type of bullying. Those who are bullied are extremely affected (Panyawong, 2019).

Furthermore, Bhat et al. (2017) conducted a research on online bully among high school students in India. The researchers found that it can divide roles into 4 types, including initiating online bullying, secondary online bullying, bystander, or target of online bullying. Involvement in online bullying is likely to increase during elementary school. In addition, the secondary online bully is the highest role during Grade 8-12. Male students are more involved in all 4 roles than female students. When testing the relations of these 4 roles, all of them were significantly related.

Moreover, Surat (2018) studied cyber bullying in socio-cultural dimension among Thai youths. The research observed 3 stages of cyberbullying: first, the pre-stage of cyberbullying which includes conflicts and teasing by friends and the beginning of bullying (perceived of being gossiped, insulted, mocked, exposed of a secret, and slandered). The second stage is of confrontation and trying to confront social conditions, including online media abuse, and a situation of entering paranoia or the fear of being persecuted always. It is more violent than the actual cyberbullying. The victim may be involved in being evasive, resulting in a worse situation. The victim in this stage may adapt to the situation even though bullying has not ended. The perpetrator may have stopped bullying but the bullying stage may come back again. The third stage, the post stage of bullying, is the stage to find out how to cope up with the problem and manage self-care. This is the stage when the victim thinks that it is the end of the situation but the fear to encounter the situation again still looms. Other challenges are self-adaptation, healing, and reliance along with family and friends. Furthermore, self-efficacy, self-worth, love and belonging, encouragement, and safety are also important.

Therefore, this study divided types of bullying according to observable behaviors, including face-to-face bullying or direct bullying and social or relationship bullying and cyberbullying, or according to behavioral characteristics. All three types of bullying were related to the behaviors of both the perpetrator and the victim.

- *Creation of the school's safety culture*

School's safety culture refers to expressions and attitudes showing emphasis on everyone's safety in school with tangible policies and priority of school safety (Institute of Child and Adolescent Mental Health, 2018). Models of creating the school's safety culture are divided into three levels as follows;

- 1) At school level: The school policies must understand the environments and contexts of diversity in school. Policies must be determined to cover all personnel to build responsibility for safety culture. Furthermore, the school environment should be adjusted by reducing areas of bullying, improving risk areas, and stopping the chance for bullying in blind spots. This is due to the fact that bullying can occur all the time. The school administration including the teachers need to create an atmosphere to ensure safety for students so that they will not be afraid to speak up when they are bullied. All sectors in school work holistically by focusing on safety culture. There should also be a follow-up assessment for further development.
- 2) At parents' level: After creating school's safety culture and reducing or preventing bullying, the school must inform parents about models employed in school through meetings or application of monitoring policies through risk monitoring work or

guidance work to clarify to parents and raise awareness of the school's safety culture that needs to start with domestic environments and to reduce possible stress.

- 3) At student/ personal level: Despite the safety at school and parents' levels, positive activities should be planned at each student's level such as providing spaces for expressing themselves, promoting mental strengths when being bullied, positively reinforcing when doing good deeds, or providing activities reducing the entry of risk areas such as blind spots where cannot be handled by teachers and personnel, and raising awareness or understanding and being not afraid to talk when being bullied. MacDonald and Swart (2004) stated that the school is necessary to proactively cope with bullying in order to create a safe school, safe and healthy learning environment. Moreover, it is necessary to exhibit caring and unity of people that is the beginning to eliminate bullying culture and to create a safe environment.

Therefore, the creation of the school's safety culture should be an integrative system in which all people of all sectors are involved. Effective and sustainable creation of the school's safety culture can be possible if school bullying can be reduced or prevented first. The source of school bullying is deeply rooted and related to culture and environment. If a school needs to be a safe place, it is necessary to provide clear policies or guidelines and receive cooperation from teachers, parents, students, and communities.

- *Roles of teachers and schools in solving the problem of bullying*

In foreign countries, there are designs and approaches to solve the problem of school bullying where teachers and schools play a significant role in the practice. For example, in Finland, the "Kiva Program" is applied in schools for anti-bullying through a 20-hour program lesson. Its contents are divided into bullying prevention, care for children in case-by-case and monitoring changes, and school acceptance. The results appear that school bullying all over the country decrease and students' stress and depression problems are reduced. Furthermore, Norway decides to apply the bullying prevention plan "Olweus" which covers cooperation among teachers, parents, and communities along with teacher training, issuance of school rules, and student meetings. Parents are also constantly cooperative in solving the problem.

According to such information, the roles of teachers, schools, parents, and communities are inseparable. Teachers are responsible for observing, assessing, monitoring, establishing good norms for being a role model of not bullying in school, and coordinating with family and community regarding guidelines for solving the problem of bullying. Roles of teachers and school are important for driving the problem of school bullying to be solved sustainably and effectively.

In addition, Wee et al. (2022) conducted a research on bullying among younger children. The research recommends providing knowledge of bullying to children, and enhancing perspective about bullying which effectively enhances bullying prevention. Consequently, teachers or educational officials need to understand that there are various methods to make children witness and experience bullying behaviors in order to be appropriate programs or guidelines for preventing bullying among children. Additionally, Riffle and Demaray (2022) conducted research on the

participation of teachers and classmates in a bullying situation in which assistance from teachers and classmates is related to bullying and victimization

From the above literature review, apparently, Thai culture is likely to include power abuse, senior respect, and verbal teasing. Those who are bullied cannot argue although they are not satisfied. This is because if they argue, they will be regarded as an aggressive person with bad manners. Power abuse in Thai culture is similar to bullying behavior in which the perpetrator is more likely to abuse their power than to bully, oppress, and abuse others. Most of the studies of culture and bullying in Thailand are likely to solely study cyberbullying. The study on issue of abusing power is rare. However, it is not only one type of bullying gaining attention, but all types of bullying may relate to each other, whether it be verbal bullying, social bullying, physical bullying, traditional bullying, and cyberbullying which is a new type of bullying. Therefore, this study focuses on bullying in all these four aspects.

Methodology

- *Research design*

A mixed research methodology was used in this study. The data was collected by using both quantitative and qualitative methods. The quantitative method included a questionnaire while the qualitative data was collected through semi-structured interviews. The qualitative data was collected by using individual interviews from the selected teachers of secondary schools from all over the country. The quantitative data was collected online by sending questionnaires through the Faculty of Humanities and Social Sciences to agencies selected to collect administer the tool at secondary schools and secondary education service areas.

- *Sampling and research procedure*

The sample selection for the quantitative phase involved selection of 400 junior high school students (Mathayom 1 - Mathayom 3) by using the Taro Yamane sampling method at 95 % level of confidence and 5% level of error. The junior high school student population in Thailand is 1,847,846 (Equitable Education Fund [EEF], 2021). The sample of 400 students belonged to the 25 target school which participated in Student Act to Stop Bullying in Schools and on Social Media Projects conducted by Office of the Basic Education Commission (OBEC) and Raks Thai Foundation.

The sample selection for the qualitative phase was done through purposive sampling method. The criteria of selecting the sample were (1) Psychologists in schools in the educational service area who must have at least 2 years' experience in working in the field of bullying behaviors of students; (2) Executives in schools/educational service area who must have at least 5 years' experience in working in the field of bullying behaviors of students. (3) Academics who specialize in and study and research bullying field for at least 5 years. In selecting the research participants, where there was more than one participant with same qualification, additional questions of the specifications about their work was included, namely, whether they had directly worked or provided policies of student bullying or directly participated in working or providing policies of student bullying. Preference was given to those who had worked in this field and had provided policies were selected respectively. A total of 15 participants were selected for this phase.

- *Research instruments*

The questionnaires used for data collection was examined for confidence level by Cronbach's alpha coefficient analysis, which was more than 0.7. Later on, interviews and questionnaires were used to collect data accordingly. There were two parts of the questionnaire: the first part included personal information; the second part was divided into four aspects, including physical bullying, verbal bullying, social bullying, and cyberbullying. For the validation purpose of the research questionnaire, a reliability test was conducted of the items to identify similar characteristics of samples and then analyze the test's reliability by using Cronbach's alpha coefficient. The questioner's reliability value was 0.901. Lastly, the validation of the tool was examined by finding the index of congruence. This method was to find the number of items by using the IOC formula. This was performed by a panel of three specialists.

For the qualitative part, a semi-structured interview was used as a tool to collect data. The interview tool was submitted to an expert committee to validate and recommend and revise and ensure accuracy according to subject matter desired to study. The interview tool was divided into 2 parts: the first part included personal information; the second part included bullying issues, including bullying situations among junior high school students, types of bullying, factors and causes of bullying, and guidelines to prevent bullying among junior high school students.

- *Data Analysis*

The data collected through questionnaire was analyzed by computer programs. Statistics used in data analysis included descriptive statistics, including frequency, standard deviation, and percentage. The qualitative data was analyzed from interviews by classifying data in a single direction so as to achieve the purpose by using descriptive method and linking findings to research results that would be presented in texts, charts, and figures. The data were concluded to correspond to the research purpose.

The researcher had applied for permission to collect data for the research from the research ethics committee of the Faculty of Social Science, Mahidol University after the research proposal had been completely revised. This research study also complied with the risk prevention policies stringently, by clarifying and receiving consent before collecting the data. The data herein would be maintained for only one year when all raw data files, audio recording files, questionnaires and all relevant documents would be deleted.

Results

The results of quantitative research reveal that in the correlation of bullying in each aspect, physical bullying, verbal bullying, social bullying and cyberbullying correlate in all aspects. This positive correlation means that each variation has a direct variation. In other words, if the quantity of any variables increases, other correlated variables increase accordingly, or if it decreases, correlated variables also decrease. Each variable has correlation sizes as shown in Table 1.

Table 1 Correlation among variables of bullying.

Correlations	Physical	Verbal	Social	Cyber
Physical	1			
Verbal	0.695**	1		
Social	0.588**	0.617**	1	
Cyber	0.706**	0.643**	0.661**	1

** . Correlation is significant at the 0.01 level (2-tailed).

According to Table 1, the correlation size between physical bullying and verbal bullying is 0.695; physical bullying and social bullying is 0.588; physical bullying and cyberbullying is 0.706; verbal bullying and social bullying is 0.617; verbal bullying and cyberbullying is 0.643, all of which are at moderate levels. The correlation size between social bullying and cyberbullying is 0.661, which is also at a moderate level. Considering the table of mean and standard deviation in each aspect, verbal bullying has the highest mean value as shown in Table 2;

Table 2 Descriptive Statistics (Mean and Standard Deviation) in Each Aspect

N	Mean	SD.
Physical	400	1.2890
Verbal	400	1.4560
Social	400	1.3220
Cyber	400	1.2320

According to Table 2, verbal bullying has the highest mean value at 1.46, followed by social bullying at 1.45, physical bullying at 1.29, and cyberbullying at 1.23 respectively. This shows verbal bullying is the most common in this research.

The results of qualitative research also reveal that bullying behaviors can start from pre-school age but children do not know this is bullying. They see it as a joke such as making fun of parents' names, calling friends with animal names to represent their appearances such as a pig, elephant, black and fatty. Everyone laughs, even teachers or parents. Even though these bullied children are frustrated and uncomfortable, they are unable to overcome this problem. This is because some parents or teachers do not pay enough attention to this problem. They rather deem it as a joke among children. As key informants stated expressions like; "Fatty, a cute piggy;" "Teacher has been called like this before. It is a joke. It is not a big deal;" "It is just a joke. Is it important to tell your parents? What will you be able to deal with next?" "Big like an elephant. Don't play with us" and so on.

Especially, during the COVID-19 pandemic, while students and teachers were engaged in online classes and cyber platforms, sometimes, teachers themselves used offensive language, complained or made fun of children. They did not consider that their offensive language would affect children but they only deemed that it was their teaching. They might do it for fun with the only purpose to entertain their students. For verbalization which is deemed as a joke by others, some children who are mentally vulnerable or have problems of socialization with peers may be affected or feel uncomfortable with teachers' words. Others may deem it as a joke but these

children feel alienated from their peers. As previously mentioned, apparently, even teachers themselves make children feel mentally unstable when they are at school. This is because teachers have no idea of the situation between these children and their friends. In addition, due to teachers' unequal treatment towards students, when students are in trouble or bullied, teachers' reactions towards the problem are important to students' decision-making as well such as to help students to deal with their problems without being biased. Moreover, if teachers treat students equally, this will build trust in students when they need help from being bullied or other problems.

Thai school characteristic is likely that good schools tend to be concentrated only in big cities such as provincial schools or district schools. Some children need to travel across provinces to schools that are believed to be of higher quality than neighbor schools. Consequently, in famous schools, students many times outnumber teachers. Therefore, if it is a big school with thousands of children, the number of teachers is inadequate for taking care of children thoroughly. Accordingly, teachers are unable to perceive which students in any room have problems with bullying. Sometimes, teachers bully students themselves. Furthermore, famous schools tend to have a number of students from diverse families and societies, especially in Bangkok which is the capital of Thailand with high inequality in society. Since students are from families with different classes and statuses, they obviously differ from each other. This also easily causes bullying. Because parents need to work outside due to economic issues in households, they have no time to take care of their children.

Moreover, in some families, especially public schools, most parents often work outside. Some families have no time to talk to each other due to their personal duties. When students face certain problems, they have no opportunity to talk to their parents. Especially, in Thai culture, children are usually taught to be patient with problems without being listened to or supported for such problems. Bullying in secondary school is mostly verbal bullying, followed by cyberbullying. In school, bullying is likely to be in form of verbalization through making fun of others causing bad feelings. Besides, calling each other's parents' names is deemed as bullying because, in Thai culture, parents are important with a belief that parents are respectful and should not be made fun of. However, when students want to bully each other, their parents' names are made fun to cause embarrassment. Likewise, making fun of appearances is also bullying. This is due to the fact that Thai culture pays attention to appearance that is to greet another's with commenting on appearance with the intention to show caring. However, sometimes, those who are greeted may feel uncomfortable such as greeting by saying "are you gaining weight?" "You look quite tanned" "Are you too skinny?", and so on. According to such greeting others with commenting their appearances in cultural society, these students absorb these cultures and values as well. Therefore, this leads to verbal bullying such as fat like a pig, skinny like a skewer, acne on the face or lunar surface, and so on.

Bullying does not only end in school, but due to easy access to technology nowadays, all students can also access social media easily. Mostly, they have platform social media for communication or various purposes. However, because other students also use social media, they can communicate with each other in spite of not being in school. Besides, this includes sarcastic threads and posts about other friends or friends' affairs that may or may not be what is continued from school. Parents in

some families also have no time to strict the use of social media of these children. As a consequence, bullying on social media can be a way to cause bullying continued from school. Due to the current situation of online learning, cyberbullying possibly is likely to increase.

Apparently, bullying behaviors are perceptible during a child's lifetime. In the perspective of a person who bullies others, bullying is likely to be a joke, making fun or mocking which is not serious until it develops to apparent bullying, whether it be sarcasm, body shaming, making fun of parents' names to cause others embarrassment and pain. Moreover, social bullying is committed by keeping other friends from interacting with another friend. This is consistent with Thai culture, including gossip, favoritism, repression, compromise in every situation. This is because most Thai people believe that being patient with problems will strengthen children. These beliefs and cultures of confrontational speaking, gossiping, and making fun have existed for a long time in Thai society in which people in society usually consider these acts as not a big deal or to cause much trouble. Because in the past, people in society did not accept how such beliefs and cultures which were considered normal in society seriously affected a person. However, currently, most people can access information extensively and more accept how bullying problems affect people in society. Besides, due to the presentation of negative effects of school bullying in various news, society is more aware of the effects of bullying which is not only in school but also in overall society. Behaviors that have existed for a long time in society gradually change in a positive way.

Discussion

According to the results of quantitative, it reveals that verbal bullying in school has the highest average. This is consistent with the study of Chaiwat (2018) that verbal bullying is the most common in school such as mocking parents' names and using bad words. Considering the results of quantitative research on correlations of all 4 aspects, each aspect has a positive correlation. In other words, if one aspect increases, other correlative aspects will also increase. This indicates that all kinds of bullying, both traditional bullying and cyberbullying, are correlated. Namely, if any bullying occurs, other kinds of bullying will also occur. For example, if verbal bullying occurs in school, this will be correlated to physical bullying or cyberbullying, and so on. This is consistent with Shin et al. (2016) that bullied children are bullied in the manner of traditional bullying and cyberbullying. Moreover, Bhat et al. (2017) also stated that online bullying is likely to occur constantly and is commonly found in students in Grade 8-12.

From reviewing previous research, they are consistent with the results of this quantitative research. However, most of the research tends to focus on cyberbullying because it is a new form of bullying and interesting. Since lives of people nowadays are driven by technology which is easier to access, bullying develops from face-to-face bullying or direct bullying to covert bullying or indirect bullying and cyberbullying such as exposing rumors, gossiping, rejecting someone to join in a group, betraying, posting or commenting through online social media. These bullies are to embarrass or annoy other people. These bullies are difficult to manage and have a huge impact on those who are bullied (Panyawong, 2019). This study is to

amplify all types of bullying in order to test correlations among them. This is interesting that each bullying correlates with the other. These results will be guidelines to comprehensively prevent bullying.

According to the results of qualitative research, bullying in Thailand has apparently existed for a long time. Social and cultural structures have become behavior of people in society. Bullying in Thailand in previous times is deemed normal that is only a joke. As a consequence, victims need to face this issue alone because, in society, bullying does not gain much attention until it becomes normal. Chaiwat (2018) on Thai culture and cyberbullying is that communication in Thai culture has the fluidity of meaning. Sometimes, people give a compliment but their intonation and gesture do not mean a compliment. The problem of bullying in Thailand is complicated more than in the West. This is because, in another aspect, bullying reflects the intimacy of interpersonal relationships; for example, the more serious we can bully someone, the more we are close to each other. In another aspect, bullying also reflects the ability to offend or force others by using personal superior power. Therefore, Thai society is likely not to feel that making fun of or bullying each other is wrong when it comes to a practical joke. On the other hand, it will be wrong if it is considered a big deal. Then, this means that because the source of the problem is not solved, it is unable to solve the evolved problem.

This is different from western culture in which people speak how they think without semantic complexity in their speaking. Besides, Thai culture focuses on seniority that sometimes, violent culture is often reflected from beliefs, values, and traditions carried on from generation to generation until people in society are used to it. As a result, these become normal in Thai society, including upraising from adults to children, hitting, scolding, and using violence over children to bring them under domination. This cultural violence influences children from living in a society with violence in the culture and technology in globalization. Consequently, children become familiar with and absorb and imitate violence unknowingly. Violence is conveyed through projection technology that is more visible reflection. Children possibly become those who use such violence themselves. This is consistent with Surat (2018) on Cyber Bullying in Socio-Cultural Dimension: Case Study of Generation Z among Thai Youths. Before cyberbullying occurs, it begins from being offended and teasing each other. Then, these lead to cyberbullying by exercising the power to intimidate. Since Thai culture greatly emphasizes seniority, those who are inferior or younger are afraid to fight against the senior or protect themselves from being bullied.

Additionally, MacDonald and Swart's study (2004) stated that some unique cultures of elementary schools influence bullying by noting the values, norms, beliefs, and attitudes of members. These constantly affect bullying. Exercising the power of some groups of students also affects bullying in school. Violence influenced by the technological advancement in globalization is found through television and social media. These influence the violent behaviors of students in school. In school, cultural violence occurs through a seniority system or comparative words and bullying. This can be said that Thai culture in the dimension of violence becomes normal in society and maybe normal if it occurs in school. Apparently, the results of both quantitative and qualitative research are consistent with previous studies in Thailand and foreign countries. As previously mentioned, in Thailand, bullying is not considered important

or does not cause any impact. This is because Thai society is unable to separate certain cultures and bullying due to uniqueness and similarity. Certain cultures of Thai people differ from western cultures or other cultures such as greeting with words by mentioning body shape or skin that is specific. In order to reduce and prevent bullying, it is important to look back on the foundation of Thai culture and consider how to apply any methods to reduce the problem of bullying, especially in the age where bullying occurs quite a lot. Likewise in school, bullying is inconsiderable. When bullying occurs, those who are bullied are often punished. However, there is no way to make the perpetrator feel sympathetic or understand the victims' feelings (Gongsanoh, 2018).

The problem of bullying among students in school can be solved by promoting safe spaces, guidelines for preventing and rehabilitating students' behaviors and promoting the understanding of teachers. Besides, the executive shall not ignore the problem by determining significant policy against the aforesaid problem. This is considered a challenge to the education system of Thai society. This is because bullying is regarded as the use of the school as the source of cultivating bullying culture (Chaiwat, 2018), which begins from the pre-school level. Children consequently enjoy making fun of diversity along with teachers who join in such making fun of. Therefore, children of all ages are cultivated for such culture from generation to generation, ranging from childhood to growing up. Bullying always happens and becomes more violent, especially in junior high school students who are likely to have aggressive behaviors.

The school's safety culture must be created effectively and sustainably that the school is capable to prevent bullying problems or effectively deal with bullying. This is considered the sustainable creation of the school's safety culture. Because bullying is not only about a person who bullies and a person who is bullied, but also peers, teachers, parents, and communities. Therefore, safety must be systemically developed. This is consistent with Wee et al. (2022) on bullying among children that providing and creating knowledge of bullying and creating perspectives and understanding are important to effectively enhance the prevention of bullying. Therefore, teachers or educational officials need to understand that there are various methods to make children witness and experience bullying behaviors in order to be appropriate programs or guidelines for preventing bullying among children. Moreover, Riffle and Demaray (2022) on the participation of teachers and classmates in a bullying situation in which assistance from teachers and classmates is related to bullying and victimization. Also, Shin et al. (2016) on traditional bullying and cyberbullying exhibited school intervention that when children enter adolescence, if they are educated, they will be protected from being bullied or having bullying behaviors against others in the future.

Therefore, creating spaces or safety culture in school is expressions and attitudes showing emphasis on everyone's safety in school with tangible policies and priority of school safety (Institute of Child and Adolescent Mental Health, 2018). The school must pay attention to the environment to provide a safe space and culture. All sectors in school must perform a single guideline. At the policy level, the executive must pay attention to the problem of school bullying in all dimensions in both prompt prevention and solution along with tangible penalties against those who have

bullying behaviors. For parents, they must cooperate with the school to create understanding and raise awareness of creating safety at school and home. For students, when there are safe spaces and cultures at school and home, students should be mentally strengthened by school and home when they are bullied along with awareness to make them feel sympathetic to others. Moreover, the creation of the school's safety culture should be an integrative system in which all people of all sectors are involved. Effective and sustainable creation of the school's safety culture can be possible if school bullying can be reduced or prevented first. The source of school bullying is deeply rooted and related to culture and environment. If a school needs to be a safe place, it is necessary to provide clear policies or guidelines and receive cooperation from teachers, parents, students, and communities.

The roles of teachers, schools, parents, and communities are inseparable. Teachers are responsible for observing, assessing, monitoring, establishing good norms for being a role model of not bullying in school. Also, guidelines for preventing bullying in Thailand should establish a specific agency for the operation in the same direction. Apparent operational procedures and frameworks will help to access the problem and to solve the problem of bullying among children more promptly. In the beginning, it is necessary to focus on an assistance system, enhancing knowledge and understanding, and cultivating or having programs in order to make students acknowledge the causes and effects of bullying. It is not only a joke for those who bully others but sometimes, victims are mentally affected for a long time and unable to be healed. In addition, guidelines to solve the problem of bullying should be transferred to family and community. Teachers and schools play an important role to drive the problem of bullying in school to be solved.

Conclusion and Limitations

The research studies the relation between Thai culture and bully in school. The study was mixed methodology. The result show that verbal bullying account to high number. This is consistent with a qualitative study that reveal the cultural relevance of the society of student life such as gossip or greeting others with a physical appearance. Verbal bullying can cause bullying in schools that leading to other forms such as cyber bullying, social, and physical bullying. Approaching quantitative samples during the COVID-19 situation is difficult and delayed despite online data collection. Additionally, since the data are not collected to the intended target amount, a new sampling is required to acquire complete samples. In addition, since the study on culture and bullying in Thailand is quite rare, or the study focuses on only one aspect that is different from western culture, there are quite a small number of studies that cover all issues to be applied in reference. Recommendations for further research is to study samples of other ages, such as high school students and comparatively study the prevention guidelines or patterns in Thailand and foreign countries.

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