Cyberbullying among Children and Youth in Thailand: Measures to Combat It

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Abstract

Thai youths are being confronted with cyberbullying, which becomes more prevalent online. This may turn into a major and reoccurring problem that is difficult to get resolved. As a consequence, the objective of this research is to better understand the issue of cyberbullying among Thai children and to develop regulatory measures to protect young people from cyberbullying, with an emphasis on integrating collaboration throughout the five-stage of the research and development approach. The study encompassed the participation of elementary and secondary school students from four schools, along with their families, educators from the same schools, experts, and a group of stakeholders from educational institutions, law enforcement departments, and relevant government and civil society organizations. The study's five stages included a total of 96 participants. The findings revealed that cyberbullying among children and young people is widespread and takes many different forms. The circumstances related to cyberbullying arise from a youth's lack of understanding of the consequences of bullying, as well as their familial background and social environment. The measures developed to protect youth from cyberbullying included regulatory measures for schools (developing teachers, encouraging students, gaining access to the family, surveillance, and caring) and legal measures (modernizing the law, promoting legal literacy, and protecting youth). The emphasis should be on all levels, including policy and operational. While expanding the study's findings, it should be implemented in a way that integrates with usual responsibilities and operates network-connectedly in order to consistently and sustainably prevent and resolve problems.

Keywords: Cyberbullying, Measures, Online harassment, Online safety, Integrating cooperation

Introduction

Nowadays, online technology is highly significant in daily life, particularly the use of the internet, which is becoming more accessible and requires more time spent exploring the online world each day. Cyberbullying is a form of online threat that can present itself in a variety of ways. According to Strom & Strom (2005), cyberbullying is the intentional harming of people using digital technology in order to cause them hurt, threaten them, or make them feel hopeless. According to UNICEF (2021), cyberbullying may occur on social networks. It is behavior intended to frighten, anger, or humiliate the target. Cyberbullying, as previously defined, focuses on the use of digital technology to hurt or eliminate a target. What is fascinating and worrisome about cyberbullying is that a perpetrator may not be detectable or visible and therefore be able to commit acts of violence against anyone at any time; also, the victim may react in the same way, switching from victim to perpetrator. Because of this, cyberbullying can be easily committed and has profound consequences.

In Thailand, cyberbullying is categorized into eight distinct types, which are as follows: 1) Exclusion occurs when a person is removed from an online group, such as by being sacked, banned, or unfriended from a Line or Facebook group. 2) Cyberstalking is the activity of stalking someone on the Internet, such as through sending emails, messages, pictures, videos, or tagging victims in unwanted posts. 3) Gossip in the form of publishing or sending comments that damage others' reputations, terminate a relationship, or weaken the confidence of the victim. 4) Outing and trickery are practices that include exposing other people's personal information in public places or disseminating misleading data in order to harm or profit others. 5) Sexual harassment interferes with the dignity and privacy of the perpetrator, such as via two-pronged speech, criticism of appearance, or online dressing. 6) Impersonation is a means to mislead people or damage a person's reputation. 7) Cyber threats are violations of others' rights committed via aggressive behavior, such as sharing insults and slanderous comments. It involves taking a negative or strongly opposed position against something. 8) Flaming Is engaged in combat by posting messages that provoke hatred. (Daopradab, 2017)

Regarding cyberbullying among youth, a study examining cyberbullying channels on social media platforms among Thai youth found that Facebook was the most frequently used platform for cyberbullying, followed by Line, Instagram, and Twitter (Inthanon, 2020). In this research, the researcher addressed both online bullying by other people and online bullying by young people against one another. The actions taken were determined to be both intentional and unintentional. Bullying is caused by a lack of attention or awareness, such as when a parent publishes an amusing image of their kid because they think it's charming. Perhaps a teacher gently posts a photo of a kid struggling with a book, but children may be used to making jokes or posting to one another, which might make them feel embarrassed. Concerning bullying behavior that intends to have an effect, such as posting or addressing comments using crude language, emphasizing feelings of inferiority, humiliating, denouncing, or making false pretenses of something that might tarnish, etc. As for the cyberbullying that children or young people commit against one another, it may be the result of conflicts or disputes offline that carry forward into the online world. Because each side has its own group, the conflict could grow more serious as a result (Tudkua & Sabaiying, 2017). In addition, if it spreads widely, there can be unanticipated consequences from something as simple as being teased, which might tragically lead to a child committing suicide.

Further, in a study on cyberbullying among junior high school students in Thailand (Prachachart online, 2018), The study revealed that approximately one-third of Thai children had encountered instances of online bullying, either as victims or perpetrators. According to the survey results, a significant proportion of the participants, namely 34.6%, reported engaging in bullying behavior towards others, while 37.8% reported being victims of bullying. Additionally, 39% of the respondents agreed with their involvement in the bullying incident, which led to continuing the cycle of cyberbullying behavior. Regarding the consequences of cyberbullying, several effects have been identified. A study revealed that 2.2% of individuals refrained from attending school due to bullying. Additionally, 6.6% of participants reported that their families failed to comprehend what was happening and instead intensified the issue by blaming or aggravating them. A further 8.3% experienced a breakdown in their friendships as a result of misunderstandings arising from the bullying. A significant number of participants, 9%, reported experiencing sleep disturbances. Furthermore, 18.6% expressed a desire for revenge, while 23.1% reported experiencing negative emotions such as depression, anxiety, or stress. Finally, 32.1% of participants reported feelings of anger. Furthermore, according to data from the National Institute for Child and Family Development at Mahidol University in 2019, 28% of Thai children thought cyberbullying was normal, 39% felt that it was enjoyable, and 59% were engaged in cyberbullying. It makes sense that cyberbullying behaviors arise from a lack of understanding of the effects of online interpersonal interaction, a lack of media literacy, impetuousness, as well as the basic nature of online communication that allows the hiding of one's real identity. This encourages acts of bullying (Yuwakoson, 2023).

Theoretically Predicting Cyberbullying

The phenomenon of cyberbullying has been examined through the lenses of several fields of study. Barlett's study in 2017 has contributed to the understanding of cyberbullying theory and the possibilities for prevention (Barlett, 2017). Many theories from the fields of social science, psychology, and communication have provided empirical evidence supporting being able to predict cyberbullying perpetration. There are notable theories that may effectively explain the occurrence of cyberbullying among young people in Thailand. One such theory is the General Strain Theory, which has been crucial in expanding its applicability to embrace various types of criminal and delinquent behavior. Merton (1938) stated that the gap between aspirations and expectations caused stress or frustration, which eventually drove individuals to participate in crime as a means of achieving their objective. This theory is in line with the findings of Patchin & Hinduja (2011), who looked at the connection between school-age children's levels of stress and their propensity to engage in bullying behaviors. The findings showed a significant association between the levels of stress, anger, and frustration among students and their tendency to participate in both traditional bullying and cyberbullying.

The Routine Activity Theory states that crime occurs when there is 1) a probable perpetrator, 2) a suitable victim, and 3) a lack of a competent guardian (Cohen & Felson, 1979). According to this notion with reference to cyberbullying among Thai youths (Amaraphiban, 2016), cyberbullying may occur because 1) the perpetrator decides to act after determining if cyberbullying is easily committed and difficult to detect. 2) The behaviors of today's youth leave them subject to cyberbullying. They have been causing victimization since they may be online friends or strangers. 3) Youths may simply obtain it online and adopt it until it becomes routine, without parental restrictions. Such situations may result in anger, a negative mood, and hostility, according to the General Aggression Model (GAM) (Kowalski et al., 2014), a useful and comprehensive theoretical framework that combines both person and environmental components. The GAM suggests gender, personality factors, psychological states, technology use, and situational factors like provocation and perceived opportunity to respond violently. This notion is in line with the findings of Chantana

Papattha and Napaporn Phuphet's study (Papatthe & Phuphet, 2019). This paper is a data analysis and synthesis of studies on cyberbullying among Thai youths conducted between 2011 and 2018. According to the findings, there are six reasons for cyberbullying: 1) the anonymity of cyberspace; 2) a starting point from the real world; 3) a spoilt youngster; 4) freedom in technology; 5) the temptation to get someone back; pranks; and 6) not thinking about consequences. Based on the research findings, character traits, psychological factors, the use of technology, and situational aspects all influence Thai youth's cyberbullying behavior.

According to the Social Information Processing Theory (SIP), a social problem-solving deficit is what causes aggression. Aggressive children were inclined to attribute hostile behavior to insecure circumstances and had difficulty processing social information (Dodge & Crick, 1990; as cited in Espelage et al., 2013). A recent study suggests that proactive and reactive aggressors' social cognitive processes may overlap more than previously expected. Bullies may also have interpretative problems since reactive aggression has been connected to both bullying and victimization (Schwartz et al., 1998; as cited in Espelage et al., 2013). The Social-Ecological Model considers the complex interactions that take place between individuals, relationships, communities, and social factors. It helps us comprehend the diversity of circumstances that put individuals at risk of getting into or committing violence. Significant data supports the application of the social-ecological model in Guo and colleagues' work (Guo et al., 2021). The study focused on the social-ecological aspects related to various cyberbullying roles. The findings linked cyberbullying roles to individual, family, peer, and school-related factors. Cyberbully and cyberbully victims each have distinct predictors. The findings show that role-specific cyberbullying interventions should include both common and distinctive aspects.

Previous Research Studies

According to international research studies, the majority of studies attempt to find patterns and factors that influence cyberbullying and offer strategies for addressing and resolving cyberbullying incidents. Research that focuses on prevention and solving issues through education as the basis and emphasizes the collaboration of family networks provides significant findings. Su and colleagues examined the role of families and schools in preventing cyberbullying in their study (Su et al., 2021). The focus is placed on the administration of student care and mentoring systems. This study involved a collaborative effort between educational institutions and families. In addition, Gabrielli and others (Gabrielli et al., 2021) conducted a study that examined the strategies employed by educational institutions to reduce the incidence of cyberbullying among adolescents. The development of programs and guidelines aimed at preventing and resolving issues is a crucial aspect of promoting mental wellbeing. These initiatives may involve strategies such as improving cognitive resilience, improving coping skills, and encouraging a high quality of life.

A large number of research studies conducted in Thailand pertain to exploratory inquiries into the patterns, causes, and effects of cyberbullying. Some articles discuss the incorporation of guidelines for addressing and preventing situations of bullying, along with reviews of legal measures intended for reducing and solving such problems. The studies done by Amornthip Amaraphiban (Amaraphiban, 2016) on the causal relationship between cyberbullying and bullying behavior among young people in educational settings, as well as those done by Oranong Dechamanee and colleagues (Dechamanee et al., 2020), provide evidence of this. Thanyakorn Tutkua and others have looked at the prevention methods for cyberbullying behavior among secondary school students (Tutkua et al., 2019). A program focused on preventing cyberbullying behavior has been developed, which involves the promotion of cognitive skills, analytical thinking, and awareness. Regarding research on Thai legislation, Methinee Suwanakij (Suwanakij, 2017) conducted a study on the legal measures in place to protect young people from online social network bullying. Moreover, Duangden Naksiharat (Naksiharat, 2018) conducted a comparative analysis of the laws and regulations governing

cyberbullying prevention and control in the United States and Thailand. The study also examined the attitudes and legal challenges associated with addressing cyberbullying in Thailand. Compared to the laws of other countries like Canada, the United States, and the United States.

Following a review of both local and foreign studies, as well as a review of relevant theories. The conditions that contribute to cyberbullying have been identified, including directions for preventing and solving issues that need a network of collaboration and improving the legislation to support the effort. As a consequence, the researcher is compelled to seek an answer to the research problem. What is the present situation regarding cyberbullying among Thai children and youth? What conditions contribute to cyberbullying? What are the limitations in dealing with it? What measures should be put in place to ensure the protection of Thai youth?.

Methodology

The main objectives of this research include: 1) studying the prevalence of cyberbullying among Thai youths, including an in-depth examination of existing prevention and resolution strategies as well as the enforcement of relevant laws; and 2) promoting collaboration in order to develop mechanisms for monitoring the safety of Thai young people with regard to cyberbullying. The methodology and findings of the study will provide insights into addressing practical challenges and developing products that may be effectively used and expanded via a collaborative network, ensuring harmonious functioning.

Research design and Participants

The research employed the Research and Development (R&D) approach. Purposive sampling was employed to locate 96 participants throughout the five stages. The following are the research approaches and participants at each stage:

Stage 1 (R1): Research and Data Collection comprises the analysis and synthesis of pertinent information pertinent to the study's objectives. This is the classification of research approaches:

1) Documentary research involves the analysis and synthesis of legal and law enforcement evidence relating to cyberbullying in Thailand and other countries. The unit of analysis consists of documents and research studies on cyberbullying among youth. and information on the websites of international officials on cyberbullying law and enforcement in five countries: the United States, the United Kingdom, Australia, Singapore, and China. The research instrument used a guideline for documentary analysis.

2) In-depth interview to find out about the problems of cyberbullying among youths, the factors that cause cyberbullying, the need to prevent and address cyberbullying, and existing strategies or practices for combating the problem. A semi-structured interview guideline was used as the research instrument. The participants in the study are a group of key informants totaling 33 persons, with the following inclusion criteria:

2.1) Children and youths who have experienced cyberbullying at least once from four schools in Bangkok and its surrounding or neighboring regions, two of which are primary schools and two of which are secondary schools, these are 4 students each school, for a total of 16 students.

2.2) A group consisting of 3 parents of students who had at least one encounter with cyberbullying.

2.3) Expert groups and stakeholders: a total of 14 persons with expertise in online media or work experience related to children and youth for at least one year, which included representatives from the Office of the Basic Education Commission (OBEC), the Cyber Crime Investigation Bureau (CCIB), the Technology Crime Suppression Division (TCSD), the Child

Online Protection Action Thailand (COPAT), the Digital Economy Promotion Agency (DEPA), the Media Fund, civil society organizations with work experience or research on the use of online media by children and youth, child and adolescent psychiatrists, and psychologists.

3) Focus group discussion to collect data on cyberbullying situations, relevant conditional factors, the need to prevent and deal with cyberbullying, and current strategies or practices. The question guideline for the focus group was employed as a research instrument. Participants in the focus group discussion included the following: It is a group of teachers from educational institutions in the study area, including instructors, guidance teachers, and administrative teachers of students, who have had encounters with cyberbullying. They were elementary school teachers from two schools along with secondary school teachers from two schools, for a total of four schools and 20 individuals.

Stage 2 (D1): Initial Product Development is a step toward developing regulatory measures for preventing and dealing with cyberbullying among children and young people. Using six workshops operated by the research team in collaboration with law enforcement experts, experts from both elementary and secondary institutions, experts from the Office of Educational Service Area, and professionals from the Queen Sirikit National Institute of Child Health, a total of 9 people participated

Stage 3 (R2): Design Validation/Product Trial is a step in which the draft of regulatory measures for preventing and dealing with cyberbullying among children and young people, divided into 1) regulatory measures for schools and 2) legal measures, is examined and assessed for effectiveness. The school regulation measures were put in place at one of the example schools. The effectiveness of the regulatory measures was examined via focus group discussions. The focus group consisted of five people: teachers, supervisors in the educational region where the school was located, and an expert from the Office of the Basic Education Commission (OBEC). Participants in the examination of the legal measures included five people: law enforcement officers, a representative from Child Online Protection Action (COPAT), a psychiatrist from the Queen Sirikit National Institute of Child Health, and a representative from the Thai Media Fund. This stage had a total of 10 people participating.

Stage 4 (D2): Product revisions serve as a step toward enhancing the effectiveness of regulatory measures, which are divided into regulatory measures for schools and legal measures, with the emphasis on improving the measures so that they are suitable and can be used as a model, as well as evaluating the systems and mechanisms for implementing measures. The study team engaged in a partnership with a panel of experts consisting of professionals from the fields of psychology, sociology, and law enforcement. This group of experts included a total of 8 people. The collaboration used a workshop-based approach, which was conducted on three separate occasions.

Stage 5: **Dissemination and Implementation** refers to the dissemination process that will encourage the extensive implementation of regulatory measures to prevent and address cyberbullying among youths. The study employed seminar and dialogue techniques, and the participants were professionals from various sectors and agencies responsible for implementing the measures with at least one year of professional experience or involvement in the field of cyberbullying policy or expertise. Collaboration has been emphasized throughout research and development, a total of 16 individuals.

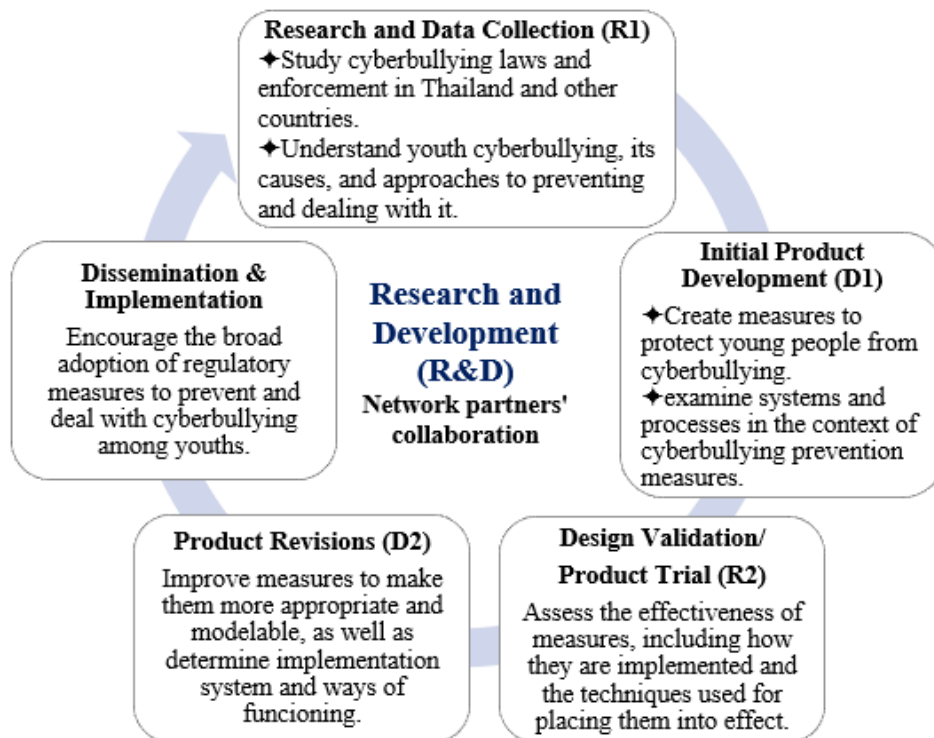A summary of the research process is shown in Figure 1.

Figure 1 The research and development process (Researcher, 2023)

Data Analysis and Creditability

For data analysis, qualitative content analysis was employed. The following processes comprise the analytical process: 1) data preparation; 2) defining the unit or theme of analysis by classifying the content into themes; 3) developing categories and a coding scheme; 4) pre-testing the coding scheme on a sample; In order to ensure consistency, 5) coding all the text by applying the coding process to the data, 6) assessing the consistency of the coding employed after coding the whole data, 7) drawing inferences on the basis of coding or themes by exploring the properties and dimensions, identifying the relationship, and uncovering patterns in order to present the analysis, 8) Presentation of results that were supported by secondary data and quotes from the developed code.

The process of verifying the credibility of data comprises an internal audit that examines the appropriateness of the analytical technique and adherence to established procedures, as well as presenting evidence that supports the findings. The method for carrying out an external audit using Triangulation involves employing various data collection sources and methods, such as in-depth interviews, focus group discussions, and documentary analysis. Furthermore, many theories have emerged for an interpretation of the phenomenon, and the investigation involves the participation of multiple researchers.

Research Ethics

The present study has been granted research ethics approval by the Human Research Ethics Committee of the Faculty of Social Sciences, Police Cadet Academy. Before starting data collection, the researcher clarifies the preliminary information in the research study with the research participants. It must be shown in the participant information sheet, including requiring the research participant to express his or her intention to participate in the research by signing an informed consent form. In addition, the researchers maintained respect for informants by not adding anything to the memorandum or transcript that was not the informant's statement.

Results

The present problems associated with cyberbullying among Thai youths
In the current situation of cyberbullying among children and youth, it was found that there are still widespread problems and many variations, including mocking posts that use text or images to point out the inferiority or alienation of others, posting messages back and forth between parties who have previously had dissatisfaction or quarrels, making jokes about the other's parents, or posting messages criticizing teachers.

"I grew up being non-congenital, and you will find words from childhood friends, both online and in real life, criticizing gender." (students)

"There was a lot of rudeness and bullying. It started with only two individuals, and soon their mutual acquaintances got involved." (teacher)

In terms of the characteristics of those who participate in cyberbullying, it may begin with a quarrel between two parties. Cyberbullying is believed to become more prevalent as more people engage, typically involving acquaintances from the same social group. Group leaders have a forceful personality, and their capacity to exercise influence over other members of the group may lead to the group engaging in bullying behavior. In terms of victim characteristics, a considerable majority of them display inferiority or alienation tendencies, which are often insulted by others who know them. The mockery thrown at those who identify as the third gender is especially striking.

"The group's leader is a mischievous kid who has friends who support him in his teasing." (teacher)

The ways of coping employed by victims of cyberbullying are diverse and multifaceted. The majority of young people choose to stay passive, not responding, while a minority decides to fight. Certain groups of children, on the other hand, utilize verbal exchanges to seek advice or express their frustrations, and some children prefer to communicate their concerns about being bullied to the bullying child.

"If I am being bullied, I have assured him that this abuse cannot be imposed on anyone else. To be insulted in such a way is quite annoying, and I don't recognize anybody enjoying it." (student)

The main factors that cause cyberbullying among youths The study has revealed that there are four factors that cause cyberbullying. These factors are as follows: *(1) The cognitive understanding of bullying among young individuals* is inadequate, particularly in relation to the use of online platforms and social media. This lack of knowledge and misunderstanding can result in ignorance about the consequences of bullying behavior. *(2) The role of family upbringing and surroundings in cyberbullying* can be seen when parents allow unsupervised or unguided access to online media for young people or when the perpetrator of cyberbullying was raised in a dysfunctional family setting. As a result, people regularly use various kinds of expression to draw the attention of both their peers and the outside world. A troubled upbringing may encourage children to model violent behavior and to believe that physical force may be used to resolve conflicts. *(3) Technology and social media* are factors that make cyberbullying more severe and widespread because it is readily duplicated and circulated. In addition, people might simply engage in bullying. (4) *In terms of current laws and regulations,* it was discovered that Thailand does not have legislation explicitly addressing the issue of cyberbullying, and there are limitations in applying existing laws to various forms of cyberbullying.

"This is due to the lack of digital media literacy, which includes things like not realizing that our actions leave digital footprints or that whatever we publish online could and will be sent to others." (representative of the media fund)

"Perhaps he grew up in a bullied household. When he was in a setting where violence was being used to solve problems, he remembered that if he employed violence, the problem would be solved." (teacher)

Cyberbullying legislation and its enforcement in Thailand and abroad

Findings based on a documentary analysis of legal and law enforcement issues associated to cyberbullying are as follows:

1. The examination of Thai laws related to cyberbullying revealed the lack of legislation that addresses cyberbullying. Currently, similar laws have been implemented; however, there remain limitations on the widespread embrace of various facets of cyberbullying. Consequently, attempts have been made to enhance the laws to encompass diverse expressions of bullying, although the additional provisions are inadequate in addressing every case of cyberbullying. Moreover, the absence of a precise definition of cyberbullying can be noticed in existing laws or proposed bills. The absence of definitive legislation leads to numerous limitations on the enforcement of cyberbullying.

2. The findings of a comparative analysis of the laws and enforcement of cyberbullying laws across six nations, including Thailand, the United States, the United Kingdom, Australia, Singapore, and China, revealed that Thailand, the United States, and the United Kingdom share similarities in that each of their federal governments has yet to establish explicit laws pertaining to cyberbullying. Similarly, difficulties arise when attempting to implement the remaining legislation to combat cases of cyberbullying. The issue of bullying, including cyberbullying, is governed by state laws in the United States, with a particular emphasis on cyberbullying among young people. The educational institutions of each state are responsible for monitoring and carrying out measures to handle and deal with such issues. Additionally, it can be noticed that the United Kingdom has a greater number of laws pertaining to the issue of bullying in comparison to Thailand. Several entities prioritize safeguarding children on online platforms. China, Singapore, and Australia exhibit a strong emphasis on the issue of cyberbullying. Singapore employs legislation to address both online and offline bullying, while Australia has enacted dedicated legislation pertaining to the issue of cyberbullying. In the context of China, while there is no distinct legislation pertaining to cyberbullying, the remaining laws serve to safeguard individuals from such forms of bullying. The provisions incorporated in the agreement aim to safeguard children and youth from online bullying, with a clear emphasis on the protection of victims of bullying across all three countries. The Chinese government places significant emphasis on the implementation of stringent legal measures to hold consumers accountable, as well as those who are responsible for watching over and controlling the online activities of children. China's legislation mandates that various sectors carry responsibility for preventing problems, which is an interesting aspect of the country. In Singapore, it is prioritized to immediately address complaints and protect the safety of those impacted. Australia maintains a rigorous system of oversight and governance, featuring a diverse array of regulatory agencies responsible for addressing instances of online abuse and regulating online services.

3. Factors influencing law enforcement effectiveness: The results highlight the following key issues for law enforcement: (1) Based on each country's problem circumstances, it was found that countries with an increasing number of cyberbullying problems enhanced their awareness of the necessity for law enforcement. (2) Government policy leads to more rigorous enforcement of the law. (3) Legislation that lacks a clear definition of cyberbullying, making it difficult to interpret for law enforcement, including the imposition of penalties that may lead to

disagreements between the need to recognize the offense and the consideration of the rights of those who are bullied. (4) Raising awareness of the dangers of cyberbullying among people who are unaware of the consequences of cyberbullying; as a consequence, there were no complaints from the persecuted side, which might result in a more severe and ongoing problem. (5) Collaboration between online media providers or platform suppliers (6) Collaboration among educational institutions in the prevention and resolution of issues (7) The complexities of cyberbullying tactics make it difficult to enforce the law. Documentary analysis on this topic is in line with in-depth interviews of key informants, as stated below:

"Almost all of the work we do on bullying is done in a way that clearly violates the law, such as attaching pornographic images to bullying posts; this will be discovered very frequently. In terms of publishing parodies, maybe it is not an offense, so people did not notify the police." (Representative of the Royal Thai Police)

Collaboration to develop cyberbullying safety regulatory measures for children and youth

1. Cooperation network recommendations for monitoring youth cyberbullying, The outcome is based on suggestions provided by key informants from educational institutions, law enforcement agencies, associated agencies, and civil society. These recommendations ought to be employed in the formulation of regulatory measures aimed at overseeing the safety of young people against cyberbullying. There were three crucial issues, as follows: *(1) Promoting educational institutions' responsibility in combating and preventing cyberbullying* by focusing on the proper understanding of teachers, students, and families, as well as the development of educational institutions' systems and mechanisms to support problem prevention and resolution. *(2) Encourage the spread of knowledge as well as legal measures to prevent and combat cyberbullying.* Educating teachers, students, and parents about cyberbullying and improving cyberbullying legislation should be done proactively. *(3) Establish a collaborative network to prevent and resolve cyberbullying issues.* Due to the ease and speed with which online platforms can be accessed, cyberbullying is becoming more prevalent. To prevent and solve this issue, network partners from the educational, law enforcement, government, and private sectors, including civil society and people, should work together.

"School policies must be explicit. It must be a top concern not to accept bullying or any form of violence. Creating a culture of safety in schools is one approach. (representative of the Department of Mental Health)

"Encourage students and teachers to understand media literacy as well as becoming actual digital citizens. This will reduce the issue of cyberbullying" (representative of OBEC).

"I would like relevant agencies to educate us about the law. The realm of online law involves both teachers and students, as well as parents." (School Representative)

2. The development of safety monitoring measures with regard to cyberbullying among youths, The researchers co-developed the measures to monitor the safety of Thai young people against cyberbullying with network partners participating in research at distinct stages of research and development. It is the product of a synthesis of cyberbullying issues, existing operations for preventing and addressing problems, and law enforcement circumstances, as well as recommendations for the development of measures from those who participated in the study. The proposed measures have been tried at educational institutions, and stakeholders have assessed their effectiveness. Finally, there have been measures developed that are comprehensive and possible to implement and expand. The regulatory measures developed by this study include the following main issues: firstly, the promotion of the roles and mechanisms of educational institutions in preventing and resolving cyberbullying problems; secondly, the promotion of knowledge and legal measures to prevent and respond to cyberbullying problems; and thirdly, the development of

cooperation networks to collaboratively prevent and resolve cyberbullying problems. The research team and partners from various sectors who took part in the study collaboratively developed the measures for monitoring cyberbullying safety among children and youth. In addition, In order to ensure comprehensive safety monitoring and maximize positive consequences for children and young people, The measures have been divided into two distinct categories: (1) Regulatory measures for educational institutions and (2) Legal measures to monitor cyberbullying safety among young people. Each category comprises sub-measures. Incorporating the operational approach of both measures for achieving pragmatic consequences. Figure 2 illustrates the relevance of collaborating in a network and provides a brief overview of the measures derived from the research study.
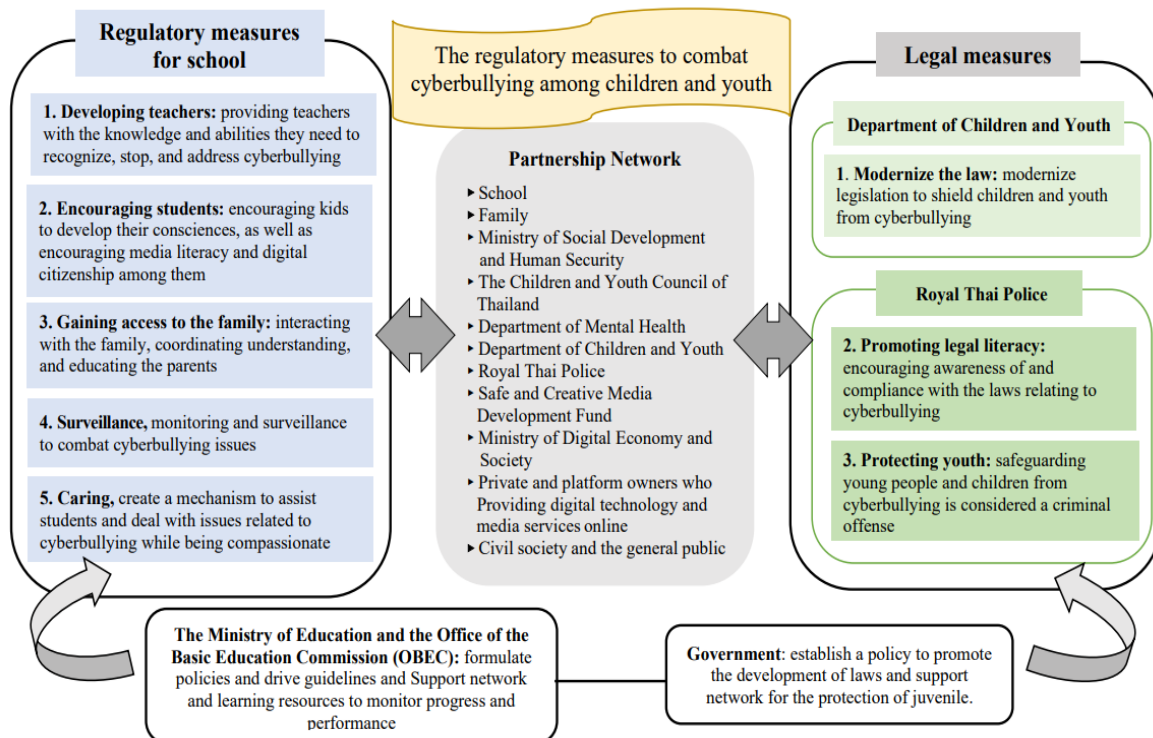

Figure 2 An overview of the measures utilized to combat cyberbullying among Thai youth (Researcher, 2023)

As illustrated in Figure 2, the regulatory measures for educational institutions encompass five practical guidelines, namely: developing teachers; encouraging students; gaining access to the family; surveillance; and caring. The legal measures discussed in this paper have resulted in researchers and participants from various networks to deem it essential to take action, despite acknowledging the inadequacy of Thailand's existing legislation in effectively addressing the growing issue of cyberbullying. The study additionally revealed a lack of awareness and understanding regarding the matter among people, that includes students, teachers, and parents. This involves to the essential significance of closely monitoring cases of bullying, which is deemed illegal, and promptly offers support to young people who encounter these acts of bullying. Moreover, for the successful implementation of both measures, it is essential to establish a clearly defined policy that not only supports but also enhances the operational mechanism at the practical level. The proposed mechanism should be structured as a collaborative network consisting of various partners. To enhance the collaborative potential of this network, it is essential to develop a well-defined strategy.

Discussions

The present problems associated with cyberbullying among Thai youths

This study revealed various aspects of cyberbullying among Thai youths. The phenomenon described has a similarity to worldwide bullying tendencies (UNICEF, 2021; Securly, 2018). These patterns encompass a variety of actions, such as the distribution of mocking content or Fabricated data on online communities with the intention of publicly humiliating individuals, engaging in impersonation, and sending messages that are physically, mentally, or threateningly abusive. The occurrence of patterns of cyberbullying is commonly observed in typical situations. Additionally, the present study discovered various factors that are associated with cyberbullying among Thai children and young people. These factors encompass a lack of knowledge and understanding of cyberbullying, the influence of familial upbringing and environmental factors on cyberbullying actions, the impact of technology and social media platforms, as well as the existing laws and regulations. These various factors associated with cyberbullying behavior discovered in the research findings can be explained by *the Routine Activity Theory* (Cohen & Felson, 1979), which states that because of their youth, young people who frequently use online platforms exhibit consistent patterns of behavior because they display a deficiency in control and awareness of their surroundings. The inadequacy of protection and supervision from an individual's family or guardians is a significant leading factor. As a consequence, children are vulnerable to being subjected to acts of bullying. In addition, the research findings are consistent with the findings of a study by Nattharat Samo (Samo et al., 2014), which came to the conclusion that the anonymity of online spaces contributes to the ease and convenience of bullying as a cause of cyberbullying. The legal aspect is consistent with Suwanakij's study (Suwanakij, 2017), which showed that there are limitations to the application of pertinent laws. The absence of specific laws leads to a lack of legal control over cyberbullying. The primary purpose of the law is not to serve as a simple way of preventing and addressing incidents of cyberbullying. Furthermore, there are a greater number of interconnections among the various factors that contribute to the occurrence of cyberbullying as opposed to isolated factors that singularly give rise to it. It is imperative to take into account and establish connections between various factors in order to effectively prevent and resolve issues.

Cyberbullying legislation and its enforcement in Thailand and abroad

According to a study of cyberbullying legislation in Thailand and other countries, Thailand lacks a law that addresses this issue directly. There are limitations in applying existing laws to various forms of cyberbullying as compared to other nations that prioritize law enforcement to penalize perpetrators, particularly while it concerns juvenile victim protection. Based on these findings and explanations, it is crucial that the approach for reducing and resolving cyberbullying concerns begin with the development of a comprehensive policy that offers a clear framework for preventing and addressing these challenges. It is also suggested that the legal framework be expanded to include a broader spectrum of cyberbullying instances. Laws that restrict law enforcement officers' activities limit their options. Thus, the prevention and resolution of problems in young people involves collaboration across multiple connected networks, especially educational institutions. This is due to the fact that some possibilities and areas are easily accessible to children and youth. This notion is consistent with the findings of Gabrielli et al. (2021) study, which focuses on school-based strategies for decreasing cyberbullying among adolescents. According to the study findings, preventative and remedial efforts should begin with a comprehensive analysis of the cyberbullying situation in order to build an accurate plan of action focused on preventing potential issues. Furthermore, the study

emphasizes the need to work with parental networks to successfully address cyberbullying problems. Policies and networks are recognized as critical measures at the educational level. Attempts are being made in this regard to improve law enforcement and promote cyberbullying prevention among youths around the country. Educational institutions are a significant mechanism for collaborating with relevant networks and law enforcement organizations to prevent and deal with broad problems. Furthermore, in dealing with the issue of cyberbullying, legal measures must be precise as well as straightforward.

Collaboration to develop cyberbullying safety regulatory measures for children and youth

The recommendations provided by cooperation networks in this study. There were the crucial issues, including promoting educational institutions' responsibility in combating and preventing cyberbullying, encourage the spread of knowledge as well as legal measures by educating teachers, students, and parents, and establish a collaborative network to prevent and resolve cyberbullying issues. All of the suggestions made for dealing with cyberbullying are in line with a study by Methinee Suwanakij (Suwanakij, 2017), which examined recommendations for preventing and dealing with cyberbullying issues in educational institutions, as well as educational institutions' responsibilities and approaches. There are requirements for increasing awareness of cyberbullying among young people, including recommending that schools take actions to prevent and deal with this issue seriously. Communicating with students and teachers, as well as their parents and a network of cooperation, necessitates educational institutions coordinating with social media service providers to ask for cooperation in the management of inappropriate deletion of information and coordinate the referral of those with mental health problems from bullying to specialized services. This approach emphasizes educational institutions as a critical mechanism. The emphasis is on developing a network of collaboration based on the duties and expertise of each department. Because present Thai legislation does not support all forms of cyberbullying, the focus is on establishing clear regulations and rules for educational institutions, including being cognizant of the gathering of bullying evidence for investigation (Suwanakij, 2017). The establishment of a collaborative network with law enforcement agencies could help educational institution workers comprehend the law and formulate explicit rules and regulations, including guidelines for safeguarding children against cyberbullying, which is recognized as a form of offense.

This study focuses on proposing regulatory measures to protect children and youth from cyberbullying. There are two distinct kinds of measures: regulatory measures for educational institutions and legal measures to oversee cyberbullying safety among young people. The regulatory measures for educational institutions include five practical guidelines: developing teachers; encouraging students; gaining access to the family; surveillance; and caring. The developed guidelines are in line with *the Social-Ecological Model theory*, which considers the influence of complex interactions between individuals, relationships, communities, and social factors that lead to cyberbullying (Gou et al., 2021). As a result, the issue must be addressed from all angles to eliminate the various factors that are at the root of bullying behavior. An outstanding illustration of this concept in practice is a study by Swearer and colleagues (Swearer et al., 2006) aimed at developing "a social-ecological model for bullying prevention and intervention in early adolescence" for preventing cyberbullying behavior and to prevent young people from being victims of cyberbullying. The program at hand encourages a wide range of roles. The parties involved are as follows: 1) Community: work with law enforcement, religious leaders, and community leaders to eliminate bullying and victimization. 2) Individual: support bullied and traumatized children with both internal and external concerns. 3) Parent: include family members in the intervention. 4) School: evaluate and address bullying with school personnel. Protect oneself

against workplace bullying. 5) Siblings: foster positive sibling relationships. 6) Peer: Clear up the notion that peer bullying is acceptable.

The legal measures mentioned in this study emphasized the crucial need of monitoring bullying, which is illegal, and providing immediate support to young people who are bullied. It also is consistent with Metinee Suwanakij's (Suwanakij, 2017) study, which proposes the implementation of legal strategies in the United States. The aforementioned comprises educational regulations defined in the State Education Codes and penalties imposed by law. Each approach has distinct advantages and disadvantages. This study suggested that Thailand should consider implementing both options. Educational institutions are encouraged to prioritize the implementation of precise measures for the purpose of monitoring cases of cyberbullying, including those that are considered illegal. Additionally, it is recommended that efforts be made to enhance the awareness and comprehension of relevant legal matters among students as well as teachers. Legal proceedings related to criminal laws can be a subject of controversy with respect to taking legal action against children and young people who engage in acts of bullying, owing to their relative lack of maturity. Hence, it is necessary to further consider improving Thai laws to align with the country's particular context.

In order to effectively implement both measures, it is critical to establish a well-defined policy that supports and strengthens the operational mechanism at the practical level. This mechanism should take the form of a network of partners, requiring a deliberate strategy to improve the network's capacity to collaborate. The aforementioned references to the study of Thipwimol Sangsuwan (Sangsuwan, 2018), which indicate that the establishment of a network was effectively accomplished. The amount of collaboration and the quality of relationships developed among the relevant parties are both important in achieving the specified goals and objectives within a specific work process. The establishment of a strong network enhances the possibility of successfully resolving policy advocacy challenges and strengthening negotiation as a bargaining chip. It is critical to have a continual development and learning process. The present study elucidates the beneficial outcome of the collaborative network in measure implementation. The collaborative approach to integrating multiple sectors has been shown to produce greater synergy in preventing and minimizing the impacts of cyberbullying among young people than enabling one agency or each unit to function alone.

Conclusion and suggestions

Thailand currently lacks specialized laws addressing the problem of cyberbullying. The research of children and adolescents in educational settings reveals that there are still limits when it comes to dealing with the problem of bullying, which is a serious threat to the well-being of children and young people. Cyberbullying, both intentional and unintentional, continues to be an issue. For victimization by peers among youths as well as victimization by adults against young people, educational institutions serve as crucial mechanisms. It has the ability to act as a connection between families, organizations, and various sectors, enhancing interaction and collaboration. To address preventative and problem-solving efforts, it is critical to seek the construction of legislative measures that permit comprehensive safety oversight at the same time. As a result of this research study, cyberbullying safety measures for children and young people were established, including measures for educational institutions and legal measures.

The implementation of measures in all dimensions is emphasized in the overall picture of educational institutions. This involves the cultivation of teachers' accurate knowledge and comprehension, thereby enabling the transfer of acknowledged comprehension to students and parents. In accordance with the requirements for students, the same significance must be given to

fostering mindfulness and advancing media literacy and digital citizenship. It is imperative for parents to prioritize the enhancement of their parental knowledge and collaboration with educational institutions in the monitoring and provision of care for their children and young people. Furthermore, it is important to enhance the systems and mechanisms of educational operations to oversee occurrences and provide support to students. The effective management of operations necessitates collaboration among the various networks and all parties involved, contingent upon the corresponding duties and expertise of each agency. The focus of established legal measures lies in utilizing legal mechanisms to safeguard the well-being of children and young people rather than turning to punishments. Enhancing legal regulations and disseminating legal awareness among the general public and law enforcement personnel can reinforce the efficacy of educational institutions' mechanisms, thereby enhancing their capacity to prevent and resolve issues concerning the safety of children and young people all over the country.

In order to successfully apply research results to policy, governments must develop policies that promote the adoption of study-derived measures. Advocating for legislative changes focused on reducing gaps and legal limits is especially important. Furthermore, emphasis should be placed on encouraging coordination among the appropriate authorities in order to properly implement the imposed measures. The policy-level authorities in charge of implementing measures at educational institutions are the Ministry of Education and the Office of the Basic Education Commission. It is critical to properly consider the system and processes for implementing the measures at educational institutions, with a particular focus on developing a systematic follow-up. The policy is successfully promoted to educational service areas and educational institutions to achieve broad acceptance, supporting coordinated efforts and efficient operations. Educational institutions, especially in the context of education, serve as the principal engine for executing the policies. Executives should participate in frequent interactions to build understanding among workers. This may be accomplished by including relevant data as well as developing essential knowledge and skills in the curriculum and lesson plan. Additionally, executives should provide monitoring, follow-up, and assistance inside educational institutions' student care and promotion systems. In addition to collaborating organizations, it is essential that help or support be offered in accordance with the organization's function and expertise so that educational institutions do not operate in isolation. Considering that we have discovered that some perpetrators of cyberbullying are children and young people who are still immature, it is critical that any revisions to the current law pertaining to this issue be subject to careful examination and compliance with established legal measures. The prioritization of preventive measures over repressive ones is crucial for safeguarding the well-being of children and young individuals. Furthermore, while measures derived from the study findings are validated for their effectiveness and practicability via the process of research and development, those who are mainly responsible for the measures must maintain ongoing and consistent collaboration with network agencies and communicate to promote comprehension regarding the implementation of the stated measures in order to achieve sustainable benefits. It is possible that there will be opportunities for engagement in the form of a forum wherein individuals can exchange knowledge and insights regarding implementation as well as the consequences of all the measures. The present study is going to focus on the integration of various agencies, encompassing educational agencies, other governmental agencies, and civil society. However, it may not have garnered widespread attention among people in general. Hence, it is critical for the government to promote various approaches to communicating with the public by seeking the involvement of mass media to extensively campaign against cyberbullying and serve all segments of the population in Thailand.

New knowledge and the effects on society and communities

The new knowledge gained from this study serves as the "core idea" for developing measures to protect children from cyberbullying. Adopting "a comprehensive approach" to the prevention and resolution of cyberbullying among youths is crucial. The primary purpose of the educational institution is to enhance information transmission and foster a secure and safe environment free from bullying. This involves employing legal measures to protect the well-being of children and young people. Figure 3 illustrates the new knowledge gained from this study.
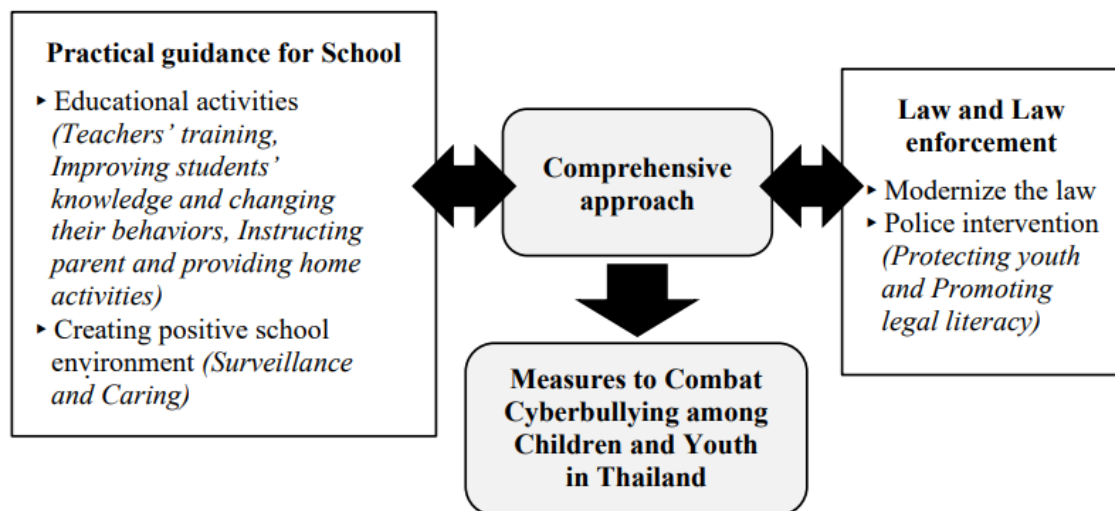
Practical guidance for School
▸ Educational activities *(Teachers' training, Improving students' knowledge and changing their behaviors, Instructing parent and providing home activities)*
▸ Creating positive school environment *(Surveillance and Caring)*

Comprehensive approach

Law and Law enforcement
▸ Modernize the law
▸ Police intervention *(Protecting youth and Promoting legal literacy)*

Measures to Combat Cyberbullying among Children and Youth in Thailand

Figure 3 The theoretical implications for developing measures to combat cyberbullying among children and youth in Thailand (Researcher, 2023)

The notion of a "comprehensive approach" has resulted in the establishment of "Measures to Combat Cyberbullying Among Children and Youth in Thailand," a set of guidelines for educational institutions and law enforcement organizations that has yet to be clearly established. There is an especially pressing need to improve laws that encourage effective management and resolution of cyberbullying occurrences, including guidelines for the development of relevant cooperation networks, in order to set a mechanism to drive the implementation of the measures seriously. Moreover, the current study is a crucial aspect of research and development (R&D) continuity. Collaboration is being practiced between researchers and participants from various sectors in order to contribute to the development of measures that emphasize the well-being of Thai youth. This involves encouraging appropriate behavior while using online media. The research discovered two interesting positive outcomes: higher awareness among cooperation network partners about the dangers of cyberbullying among youths and the establishment of response guidelines that match the agency's varied duties and responsibilities. The Ministry of Education is in charge of developing policies and putting them into action to provide a secure online environment for young people across different educational institutions.

Acknowledgments

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