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Verbal Abuse among Students in Ubon Ratchathani Province, Thailand

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Abstract

This study aimed to investigate verbal abuse of the students in Ubon Ratchathani Province. The results indicated that the verbal abuse of the students consisted of three aspects: words, intonation, and contents. Based on an overview, verbal abuse behavior was at a low level with the mean at 0.90. When the three aspects were investigated, words were at the highest level with a mean of 1.05, followed with intonation and contents with the mean at 0.96 and 0.78, respectively. Verbal abuse of the students with the highest level of the mean combined with speaking loudly, reacting with aggressive intonation immediately when someone speaks with aggressive intonation to them and arguing immediately when they think other people speak incorrectly. Causal factors affecting verbal abuse were using verbal abuse usage in families, exposure of verbal abuse from media, using verbal abuse among peers and attitudes toward verbal abuse. Each factor was related to each other and had a causal relationship.

Keywords: Violence, Aggressive, Verbal Abuse, Student, Ubon Ratchathani, Thailand.

Introduction

Nowadays, Aggressive behaviors of teenagers such as quarrelling, physical abuse, verbal abuse, bullying and other inappropriate behaviors often are common news in various media. The study of grade 6 students with bullying behaviors revealed that bullying behaviors were of more verbal than physical ones at the statistical significance 0.001 (Heem & Chongrak, 2012). The aggressive behaviors of teenagers were increasing (Pantuworn, 2003) because they were undergoing change in body, attitudes and social lives, transforming themselves from childhood to adulthood. It was an important transition in life. It is the period when they are entering the reproductive age while they are not yet fully emotionally developed. Teenagers are thus sensitive, susceptible to change and being confused with their own identity (Gustin, 1967, cited in Chaiyasu 2004) Teenagers experience adjustment, conflicts, and mental problems, which lead to their aggressive behaviors, and thus they are more prone to inappropriate behaviors. As a consequence, the problems of aggressive behaviors of teenagers are very crucial, especially verbal abuse such as harsh criticism, obscene language, making fun of other people's faults.

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It was found that aggressive abusive behaviors of teenagers were: blaming other people, quarreling, disturbing and disrupting classroom, lying and holding grudges, defying, being rude and disrespectful to adults (Thiphthara, 1978, pp. 99-100, cited in Chiyachean 2009). In addition, teenagers often express through verbal communication, sarcasm, cynicism, obscene language when they feel angry or pissed off. (ABAC POLL, 2006). Such verbal abuse hurts other people's feelings (Stets, 1990). This kind of verbal abuse is often found in communication which can hurt other people's feelings. This is in agreement with Buss (1971) who states that abusive language that is intended to defame other's people can damage other people's mental health. The effect can be as severe as or even more damaging than physical abuse. Psychiatric research has showed that verbal abuse can lead to other kinds of aggressive behaviors (Stets, 1990; Straus, 1974; Walker, 1979). Verbal abuse could occur into two types: quarreling and bullying in school. The first form of verbal abuse is obvious and will result in punishment while the second type of bullying is often overlooked by teachers and parents. This is because they consider the bullying behaviors are normal among kids (Pokpong & Musikphan, 2010). Verbal abuse can harm physical and mental health of other people. If it is not stopped or prevented, it will cause negative affect on the students' learning performance and other behaviors that might affect learning and teaching in school. This will inevitably lead to long-term problems in society such as alcohol and drug abuse, and other crimes (Pokpong & Musikphan, 2010).

Based on the review of documents and research studies, it is found that various factors cause aggressive language abuse by kids and teens. If nothing is done to prevent such behaviors, it will influence children and teens to become adults who will use aggressive language abuse as normal part of their lives. However, there has been no research study done on aggressive language abuse by children and teens in the Ubon Ratchathani Province, Thailand. The present research attempts to investigate language behaviors and aggressive language abuse committed by students in Ubon Ratchathani Province, Thailand. It is hoped that the study results would provide guidelines for prevention and correction measures so as to reduce aggressive language abuse.

Objectives of Research

1. To find out the violence levels of verbal abuse by the students in Ubon Ratchathani, Thailand.
2. To study factors influencing the students in Ubon Ratchathani, Thailand to use verbal abuse.

Research Methods

The present study used mixed methodology research: both qualitative and quantitative research. The data, thus, were collected by using the quantitative method, observation and interviewing teachers.

Quantitative Research

The subjects used in this research were grade 1-6 students in Secondary School Education Region 29. The participants in the study were Grade 7-12 students in Secondary School Education Region 29 and taken from the sampled group of 1,110 students. The sample size was determined by Yamane's formula with the margin of error at 0.03. Following is the sample selection with a Multi-Stage Random Sampling according

to the proportion of schools and grade levels, in 25 districts, as divided by the regional segments. The schools under investigation in this study were then randomly drawn from the list provided by Secondary Education Office Service Area 29: 24 schools from each district were obtained. To ensure anonymity and to increase response validity, we did not obtain any participant's identifying information. Consent was obtained from the appropriate legal guardian prior to participation.

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

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

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

The attitude towards verbal aggression contains nine queries:

'Ultimately True' means the respondents' view that the factors mentioned most corresponds to the reality in the 5 point rating. 'Mostly True' means the respondents view that the factors mentioned likely correspond to the reality in the 4 point rating. 'Moderately True' means the respondents view that the factors mentioned are of moderate reality in the 3 point rating. 'Barely True' means the respondents view that the factors mentioned almost likely correspond to the reality in the 2 point rating. 'Almost Untrue' means the respondents view that the factors mentioned least correspond to the reality in the 1 point rating.

The value interpretation criteria

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

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

'Highest' refers to most frequency of experience in violent verbal abuse (on a daily basis) in the 4 point rating. 'High' refers to much frequency of experience in violent verbal abuse (on a weekly basis) in the 3 point rating. 'Moderate' refers to experience in violent verbal abuse of a medium level (on a monthly basis) in the 2 point rating. 'Low' refers to experience in violent verbal abuse of a little content (on a three-month basis) in the 1 point rating. 'None' refers to no experience in violent verbal abuse in the 0 point rating.

The value interpretation criteria

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

Experiencing verbal aggression through television and the internet include 21 queries: 'More than 3 times' means the respondents experience verbal aggression more than three times in the past one week, rated as 2 points. '1-2 times' means the respondents experience verbal aggression once or twice in the past one week, rated as 1 point. 'Never' means the respondents experience no verbal aggression in the past one week, rated as 0 point.

The value interpretation criteria

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

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

'Highest' means the respondents find themselves having verbal aggression on a daily basis, rated as 4 points. 'High' means the respondents find themselves having verbal aggression on a weekly basis, rated as 3 points. 'Moderate' means the respondents find themselves having verbal aggression on a monthly basis, rated as 2 points. 'Low' means the respondents find themselves having verbal aggression on a three-month basis, rated as 1 point. 'None' means the respondents find themselves having no verbal aggression, rated as 0 point.

The value interpretation criteria

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

The improved 100 sets of questionnaire were then used in the tryout with a different set of sample of high school students in Ubon Ratchathani, and the alpha value for reliability was .95. The data were collected from the samples in Ubon Ratchathani Province between August – September 2015.

Qualitative Research

The data collection methods were as follows:

1. Non-participant observation was carried out to examine the school environments in which the behaviors of subjects were observed for the quantitative research.
2. Informal interviewing was also used.

The subjects consisted of 12 secondary school teachers in Education Region 29 of Ubon Ratchathani Province. They were selected from teachers who were responsible for students' conducts or those teachers who used to be in charge of the students' conducts or disciplines. The semi-structured interview was used to collect data. The interview questions were motivated by the exposure from quantitative research. This interview was done in order to confirm the quantitative data regarding the levels and forms of verbal abuse by the students.

Mixed research methods were employed using explanatory design. There were two phases of research procedures. First, quantitative data were collected, the results of which guided the selection of questions and informants. The qualitative data were used to confirm the quantitative data and to discuss research results.

Results

The samples size of 1,110 subjects were 791 females (70.4%) and 329 males (29.6%). 547 participants (49.3%) finished primary school, 563 participants (50.7%) finished high school. 839 subjects (75.6%) stayed with their parents; 4% stayed with their lovers. 45.3 % of the subjects watched television less than one hour per day, 29.5% 1-2 hours per day. The average time of internet use was more than 3 hours a day for 43.3 % of the subjects and 23.9% spent less than 1-2 hours per day.

1. Levels of Verbal abuse by Students in Ubon Ratchathani Province.

From table 1, verbal abuse by the students in Ubon Ratchathani can be classified into three types: words, intonation, and contents. The overall of verbal abuse was at a low level ($\bar{x}=0.90$, S.D = .68). The highest mean score is the words ($\bar{x}=1.05$, S.D. = .64). When looked at each item, each receives a low mean score. The item that receives the highest mean score ($\bar{x}=1.67$, S.D. = 1.34) is speak loudly. Next is using bad intonation with the person who first uses bad intonation with them. ($\bar{x}=1.49$, S.D. = 1.34) Disputing immediately at the person if they disagree with them receives the third highest mean score ($\bar{x}=1.43$, S.D. = 1.28)

2. Factors Leading to Verbal abuse by Students in Ubon Ratchathani Province

Factors that lead to verbal abuse (X5) were verbal abuse in family (X1), exposure to bad language in media (X2), abusive language among friends (X3), and attitudes towards verbal abuse (X4). These factors are inter-related and have causal relationship as shown in the following table.

Table 1. The mean and standard deviation of verbal abuse of the students in Ubon Ratchathani

Behavior	\bar{x}	S.D.	Meaning
Language			
1. Cursing other people.	1.12	1.07	little
3. Using abusive language when arguing with other people.	1.28	1.15	little
4. Using disrespectful language with senior people.	.40	.79	none
5. Use aggressive words in all daily life situations.	1.23	1.20	little
6. Use verbal abuse to release frustrating emotion.	1.38	1.17	little
Total	1.05	.64	little
Intonation			
1. Dispute and quarrel.	1.41	1.11	little
3. Speak loudly.	1.67	1.34	some
8. Use a tone to let other people know you are being upset.	1.13	1.18	little
12. Snapping by using the bad intonation to the speakers immediately when the speakers speak with the bad intonation.	1.49	1.34	little
Total	.97	.78	little
Content			
1. Challenge and defy.	1.29	1.15	little
3. Threaten someone that you are going to hurt him.	.45	.82	none
4. Using power over other people to get their money or their property.	.19	.61	none
5. Threatening other people that the speakers would ruin their property	.22	.64	none
6. Speaking without respecting disrespectfully to parents.	.37	.77	none
10. Speaking ironically.	1.34	1.17	little
11. Speaking to provoke their friends fighting to each other.	.49	.86	none
16. Disputing immediately when other people speak incorrectly.	1.43	1.28	little
19. Gossip about people you do not like.	1.31	1.17	little
Total	.78	.761	little
Level of Overall Verbal abuse	.90	.68	little

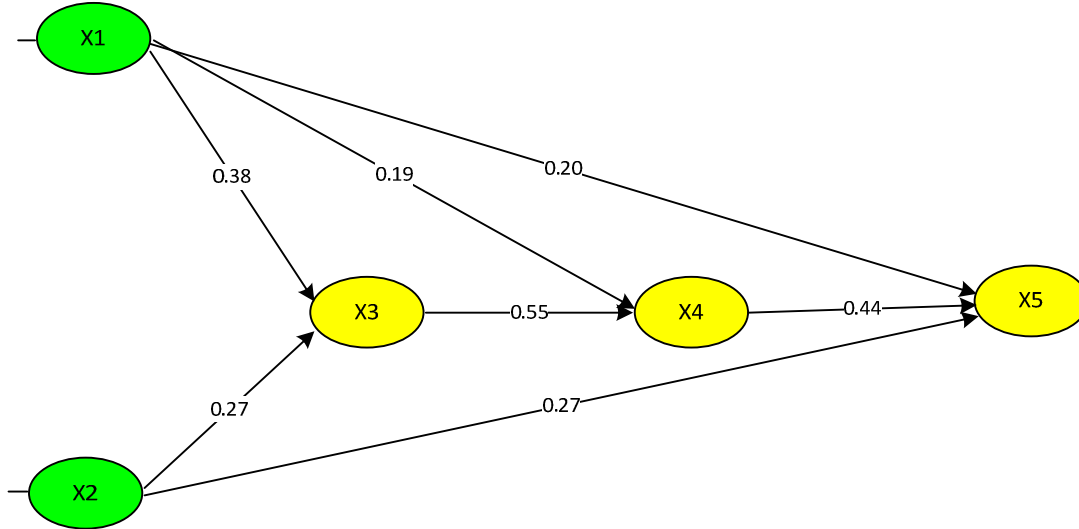
Table 2. Pearson Correlation between factors

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

** Statistical significance at .01

Table 2 shows that each factor is correlated with another factor at the statistical significance at .01. The causal relationship is shown in chart 1 below:

Figure 1: Causal Relationship among factors leading to verbal abuse



The above causal relationships are shown in the following regression analysis:

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

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

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

Table 3. Correlation coefficient of factors leading to verbal abuse by the students in Ubon Ratchathani

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

** Statistical significance at .01

Table 3 shows correlation coefficient for each pair of independent variables at statistical significance at .01. The abusive language in family shows a direct cause of verbal abuse among friends, the attitudes towards verbal abuse and aggressive verbal language in general at statistical significance at 0.1 with the correlation coefficient at .38, .19 and .21, respectively. Exposure to verbal abuse in media has a direct causal relationship to verbal abuse among friends and verbal abuse in general at the statistical significance at .01 with the correlation coefficient at .27 for both. Verbal abuse among friends is a direct cause of attitude towards verbal abuse at statistical significance at 0.1 with correlation coefficient at

.55. Attitudes towards verbal abuse have a direct causal effect on verbal abuse at statistical significance at .01 with correlation coefficient at .44.

Table 4. Correlation Coefficient: Direct and Indirect causes of factors leading to verbal abuse by the students in Ubon Ratchathani

Causal Factors	Correlation Coefficient	Direct Cause	Indirect Cause		Total
			X4	X3, X4	
Verbal violence in family (X1)	.46**	.20**	.084	-	.28
Exposure to verbal abuse in media (X2)	.43**	.27**	-	.06	.33
Verbal violence among friends (X3)	.66**	-	.24	-	.24
Attitudes towards verbal violence (X4)	.59**	.44**	-	-	.44

** Statistical significance at .01

Table 4 reveals that verbal abuse in families, exposure to verbal violence in media and attitudes towards verbal abuse are direct causes of behaviors leading to verbal violence at statistical significance at .01. The attitude towards verbal violence has the highest correlation coefficient at .44. The second highest correlation is the exposure to verbal violence in media and verbal violence in family with correlation coefficient at .27 and .20 respectively. Regarding the indirect causes, verbal violence in family is an indirect cause of verbal violence in general via the attitude toward verbal violence with correlation coefficient at .08. Exposure to verbal violence in media has an indirect causal influence on verbal violence via verbal violence among friends and attitude towards verbal violence in general with the correlation coefficient at .06. Verbal violence among friends, on the other hand, is an indirect cause of verbal violence in general with correlation coefficient at .242.

Discussion

According to the quantitative data, the results indicated that overall the students in Ubon Ratchathani used verbal abuse in low level. However, with in the low level, the highest mean was the word usage. For example, using aggressive words to release the speakers' emotion when the speakers are not satisfied with the listeners, and speaking aggressively when arguing to other people. These results are relevant to the results received from the teachers' interview. They showed that the students in Ubon Ratchathani had patterns of verbal abuse in speaking with impolite words, using aggressive words to speak among friends such as Gu (I) or Meung (you), and teasing by calling friends' parents' names that is used among close friends. Some teachers thought words the students used to speak in speaking and teasing as mentioned in the previous time were not aggressive, but some of them believed that they were not aggressive because the students used them in everyday life. This was because, in the present, using aggressive words for young people showed that they were close friends and the close relationship could be developed the relationship among friends to be more firmly (Cameron, 1997; Hewitt, 1997; Kuiper, 1998; Pilkington, 1998, cited in Sangkeaw, 2011). These behaviors were usually found in the groups of the male students more than the female students.

Besides using "aggressive or swear words" to release their emotion when the speakers were not satisfied, the students agreed that these behaviors were acceptable as seen in the

questions asking for attitudes towards verbal abuse. The attitudes towards verbal abuse combined with “using verbal aggressive words to release emotion when the speakers were not satisfied is acceptable for you.” The similar results were also found in many researches in the case that “people speaking with aggressive words to release emotion” could be used to communicate their feeling better than speaking with regular words to explain. Moreover, the swear words were used in the same duty to blame or insult things that were caused the speakers feeling unsatisfied. The swear words helps express the speakers feeling clearer than polite or regular words (McEnery, 2005; Jay et al., 2006; cited in Sangkeaw, 2011). In addition, the study found that the students behaved violently when someone spoke badly to them first as seen that the samples gave bad reflection immediately when someone spoke to them with bad intonation and disputed suddenly when they thought the speakers did not speak correctly.

These behaviors were relevant to Aggressive Cues Theory according to the concepts of Berkowitz (1973). Berkowitz (1973) stated that aggression occurred from frustration, but the aggression snapping was more or less depending on the relationship of intra personalities and situations/events provoking. If the person feels less frustration, but the events provoke the person to have more feeling about the frustration, the person will act more aggressively. In contrast, if the person feels more frustration, but the events provoke the person to have less feeling about the frustration, the person will act normally. Bosch (2007) viewed verbal aggression as weapons used to hurt other people by countering. The countering refers to the actions that make other people feel deteriorated in thinking, feeling, perceiving, and experiencing. The actions will be the response to all or thoughts or the verbal abuse when the speakers have abusive anger. The abusive anger is the way to express verbal abuse when people get angry, so it leads to physical violence (Bosch, 2007). According to the interview of the teachers, the results indicated that the patterns of the interaction were different between gender. The male students spoke directly while the female students spoke indirectly. However, the female students liked to release their feelings through the social media and had the interaction among friends via the social media. This behavior led to conflicts later on.

According to the study, the results points out that the verbal abuse was in the low level. The data from the interview can be used to explain that the students reported that they had verbal abuse in the low level because they were used to that behavior. They knew that the local people had specific local intonation. Therefore, the students understood that when they spoke with the intonation like this, it meant that they did not have verbal abuse behavior. However, if people from other areas heard when they talked, they might think that the intonation of the local people was aggressive. For example, swear and interjection words are used specifically for Esan people. In the Esan people attitudes, the swearing and interjection words were not considered as impolite or aggressive words. Moreover, in the present, social media are in various forms. The students use social media not only to communicate directly, but also to do other things continually more than three hours per day. The time the students spend with social media has been increasing from one hour per day up to three hours per day (Ketwongsa, 2016). Therefore, the results showed that verbal abuse was used in regular situations the low level while it appeared that the students used online verbal abuse more than regular situations (Samutachak & Sadtraruji, 2016).

Factors influencing the students to have more verbal abuse were verbal abuse usage in families, exposing verbal abuse through media, and attitudes towards verbal abuse usage. All those factors affected directly verbal abuse usage with the statistical significance at .01. The factor in the highest level was attitudes towards verbal abuse usage, followed with exposing verbal abuse through media, and verbal abuse usage in families. Particularly, verbal abuse usage in families influenced directly to verbal abuse usage among peers, attitudes towards verbal abuse usage, and verbal abuse usage with the statistical significance at .01. According to the teachers' interview, most of the students who had verbal abuse clearly learned to behave aggressively from their families. This was because the students saw how their family members communicate to each other or the houses' environment. Besides, the results revealed that the students who lived with other people who were not their parents had verbal abuse in overall higher than the students who lived with their parents with the statistical significance at .05. This was because this group of the students lived with their relatives such as grandmothers or grandfathers, so they had behavior problems in the higher level than the students who lived with their parents. These results were related to the study of Vinadda (2003). Vinadda (2003) stated that when the elderly people raised the children, the ways they did always led to problems. This was because there were gaps between ages. The causes of the problems might come from the elderly or the children, especially in the society that had been changing so quickly.

The problems might affect grandmothers and grandfathers who have stress and they might try to release the stress by speaking ironically and bullying physically intentionally or unintentionally. In this case, the item of verbal abuse usage in families was that the family members used their power to force each other ($\bar{x}=1.86$, S.D.=1.59). It was the item that the students found the most frequency usage. The second frequency usage was that when some of the family members made mistakes, the other family members repeated the mistakes and ridiculed them to make them feel embarrassed ($\bar{x}=1.01$, S.D.=1.10). The events occurring affected the students' minds. If they happened more often and continued for a long time, the students would acquire, imitate, and develop the situations to be basic emotion. Then, they would reflect the emotion in the forms of denying doing what the adults wanted them to do. Some of them showed the aggressive behavior. This behavior was relevant to Bandura's (1976) theory. In addition, the study of Cherler et al. (2007) found that 59.7% of children and youth had experience on verbal abuse usage in families especially when their parents fought each other by using violent words. In conclusion, the more the children learn how to use verbal abuse from their parents, the more the children have the verbal abuse behavior (Chokprajakchat, et al., 2014; Vissing, Straus, Gelles, & Harrop, 1991).

Conclusion and Recommendations

The study results indicated that verbal abuse instances in families was influenced directly by verbal abuse among peers, attitudes towards verbal abuse, and verbal abuse being used by the students. These results can be explained in that families are the first institution where the students will be taught to have attitudes and behavior. Based on Social Learning Theory, verbal abuse usage is caused from socialization. The children who saw the aggressive behavior of parents was likely to imitate such behavior and to use the learned examples in school, such as a parody, gossip, and this occurs as often as two times greater than those who did not see such behavior before (Dauvergne & Johnson, 2001) Therefore, parents should use words, statements, contents, and intonation that are

appropriate in teaching their children, and they should communicate to each family member by using well-mannered words while talking to each other. Also, they should not teach their children by using emotion (Gottman, 1998). This is because all of the factors can lead to conflicts and misunderstandings.

According to the research results, being exposed to verbal abuse through the media directly influenced the verbal abuse usage of the students. This kind of verbal abuse usage is defined as a direct factor that affects the frequency of verbal abuse usage among students. Being exposed to verbal abuse usage through the media was at a very high level of influences, and was followed by attitudes towards verbal abuse. Further, being exposed to verbal abuse usage through the media also directly affected verbal abuse usage among peers and the verbal abuse usage of the students. The results indicated that the group of the students who used the internet more than three hours per day would have higher instances of verbal abuse usage overall more than the group of the students who used the internet less than three hours per day. Presently, the internet is a medium that the students can access easily through the computers and mobile phones; therefore, parents should know and monitor what the students can access on the internet that is not appropriate for them. There are two ways to strike a balance between parenting and the freedom of students as follows.

- Parents should give some advice to their children when selecting the television program to watch or accessing through the internet website. All of the media they choose to watch or access should be legal activities, be involved with morality, and not be dangerous to society by modeling verbal abuse.
- Parents should teach their children to have good values and attitudes in living with other human beings, especially when communicating through the internet. The children should use polite words and respect to each other. They should communicate with each other through the internet the same as when communicating face-to-face.

The government should have modern methods to limit internet content and restrict ways to access the internet that are not suitable for children and youth. This is important because there are many ways to present or broadcast. The faster the children can get through the media, the harder it is for parents to control access to media that includes abusive content and inappropriate language. Therefore, the government should take responsibility to control violence in media and inappropriate word usage by enacting the following regulations:

- a. Develop detection programs to censor verbal abuse content that leads to violent behavior, such as using provocative and hostile language. For example, the government should install automatic censor filtering systems, regulate the rules, and/or set up standards of broadcasting media by the authorities of the organizations that are stakeholders, such as the Internet Engineering Task Force, IETF or the Internet Corporation for Assigned Names and Numbers, ICANN (Chulalongkorn University, 2013). Further, regulations to restrict violence should not infringe on the rights both of freedom of opinion and expression.
- b. Control the media content, other organizations, and mass media. They should also check, control, and regulate each other. Lastly, consumers should be supported mainly to control the broadcasting of abusive media (Suksangan, 2014)

- c. Improve the ethics and responsibility of mass media and producers who produce all kinds of media. Moreover, the creative media should be improved as well (Suksangan, 2014). Communicating with polite language should be driven to happen. Word choice in language plays an important role in the communications and conversations among teenagers. This needs to be implemented in order to replace the impolite language that causes unwanted behavior. Therefore, the impolite language needs disappear or be reduced at least by applying sociological concepts to solve the problems of verbal abuse. The sociological concepts are about creating new values by adhering to the reference group among the teenagers in Ubon Ratchathani. After that, the new values should also be expanded to other provinces in the Northeast part of Thailand.

The study results showed that verbal abuse usage among the students was at the highest frequency was in speaking loudly, snapping badly when someone spoke with bad intonation, and creating a dispute immediately when someone speaks incorrectly. All of the verbal abuse usages of the students occur more often when they are provoked. According to the results from the survey, this frequency reflects aspects of the social values among teenagers in Ubon Ratchathani province stem from both interaction with and in reacting to each other with forms of retaliation according to Hammurabi's Code, being "an eye for an eye, and a tooth for a tooth". A simple example of this is if someone does something bad to you, you will response by doing something bad in kind and measure. Behaving in this way, the teenagers see such negative interactions as fair and reasonable. However, behaving like this can easily escalate to violence. For example, if someone speaks or uses verbal abuse when he gets angry, called abusive anger, another responds by using verbal abuse immediately, believing that the other person is wrong. This may incite physical abuse (Bosch, 2007; Ministry of social development and human security, 2013).

In addition, using verbal abuse may lead to a defamation case under the Legal Code. Therefore, families, schools, communities, and societies should take actions in teaching the teenagers the correct values and optimistic attitudes about not using verbal abuse usage when communicating with other people, especially if an individual believes that others have done something inappropriate. Moreover, teenagers should be taught methods in how to calm themselves down. For example, the teenagers should be taught how to stop responding immediately when getting angry (Gupta, Singh, Bhatt, & Gupta, 2015; Hunnicutt, & Rhodes, 2015). They should practice meditation and/or meditate along with exhibiting "mercy virtues." Methods for schools and communities to be used to prevent and solve verbal abuse by developing minds should divide the programs into different levels and durations depending on the levels of the verbal abuse usage of each person, i.e., those with the hottest tempers should learn to focus more because they are in need of stronger self-control.

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