#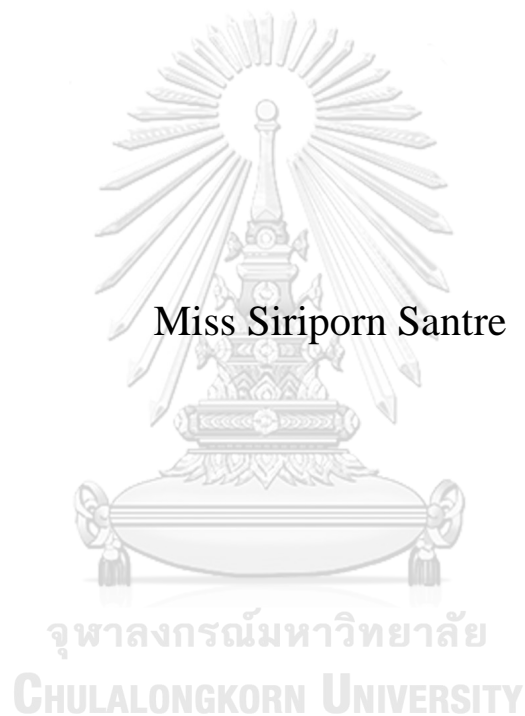 EFFECTIVENESS OF BLENDED LEARNING PROGRAM FOR CYBER SEXUAL HARASSMENT PREVENTION AMONG FEMALE HIGH SCHOOL STUDENTS IN BANGKOK, THAILAND

Miss Siriporn Santre

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

A Dissertation Submitted in Partial Fulfillment of the Requirements
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ประสิทธิผลของโปรแกรมการเรียนรู้แบบผสมผสานเพื่อป้องกันการคุกคามทางเพศบนโลก
ออนไลน์ของนักเรียนหญิง ระดับมัธยมศึกษาตอนปลาย กรุงเทพมหานคร ประเทศไทย

น.ส.ศิริพร แสนตรี

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาสาธารณสุขศาสตรดุษฎีบัณฑิต
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By	Miss Siriporn Santre
Field of Study	Public Health
Thesis Advisor	TEPANATA PUMPAIBOOL, Ph.D.

Accepted by the COLLEGE OF PUBLIC HEALTH SCIENCES, Chulalongkorn University in Partial Fulfillment of the Requirement for the Doctor of Philosophy

.... Dean of the COLLEGE OF PUBLIC HEALTH SCIENCES
(Professor SATHIRAKORN PONGPANICH, Ph.D.)

DISSERTATION COMMITTEE

.... Chairman
(Professor Aimutcha Wattanaburanon, Ed.D)

.... Thesis Advisor
(TEPANATA PUMPAIBOOL, Ph.D.)

.... Examiner
(Professor SURASAK TANEEPANICHSKUL, M.D.)

.... Examiner
(Assistant Professor MONTAKARN CHUEMCHIT, Ph.D.)

.... External Examiner
(Professor RATANA SOMRONGTHONG, Ph.D.)

ศิริพร แสนตรี : ประสิทธิผลของโปรแกรมการเรียนรู้แบบผสมผสานเพื่อป้องกันการคุกคามทางเพศบนโลก
ออนไลน์ของนักเรียนหญิง ระดับมัธยมศึกษาตอนปลาย กรุงเทพมหานคร ประเทศไทย. (
EFFECTIVENESS OF BLENDED LEARNING PROGRAM FOR
CYBER SEXUAL HARASSMENT PREVENTION AMONG FEMALE
HIGH SCHOOL STUDENTS IN BANGKOK, THAILAND) อ.ที่ปรึกษาหลัก :
อ. ดร.เทพนาฏ พุ่มไพบูลย์

การคุกคามทางเพศบนโลกออนไลน์เป็นหนึ่งในปัญหาสาธารณสุขที่กำลังเพิ่มขึ้นในวัยรุ่น การวิจัยนี้มีวัตถุประสงค์
เพื่อศึกษาประสิทธิผลของโปรแกรมการเรียนรู้แบบผสมผสานต่อความรู้ ทัศนคติ ความตั้งใจในการรับมือกับการคุกคามทางเพศ
บนโลกออนไลน์ กลยุทธ์ทางพฤติกรรมในการรับมือ และการคุกคามทางเพศบนโลกออนไลน์ ของนักเรียนหญิงระดับ
มัธยมศึกษาตอนปลาย กรุงเทพมหานคร ประเทศไทย การศึกษาครั้งนี้เป็นการวิจัยกึ่งทดลอง ทำการศึกษาระหว่างเดือน
พฤษภาคม ถึง เดือนตุลาคม 2564 ผู้เข้าร่วมทั้งหมด 112 คน (กลุ่มทดลอง 56 คน และกลุ่มควบคุม 56 คน) กลุ่ม
ทดลองได้รับโปรแกรมการเรียนรู้แบบผสมผสานเป็นระยะเวลา 12 สัปดาห์ ส่วนกลุ่มควบคุมไม่ได้รับโปรแกรม การเรียนรู้
แบบผสมผสานที่ใช้ทฤษฎีพฤติกรรมตามแผนและทฤษฎีการสร้างพลังเป็นการเรียนรู้ทั้งในห้องเรียนและออนไลน์ โดยใน
ห้องเรียนจะเป็นกิจกรรมการมีส่วนร่วมของนักเรียน เช่น การระดมความคิด, การแลกเปลี่ยนเรียนรู้, การเล่นเกมส์ และการตอบ
คำถาม ส่วนระบบออนไลน์มีการใช้กลุ่มเฟซบุ๊ก นักเรียนได้รับการวัดผล 3 ครั้ง คือ ก่อนการทดลอง, หลังการทดลอง 3
เดือน, และระยะติดตามผล 2 เดือน โดยใช้แบบสอบถามแบบตอบด้วยตนเอง วิเคราะห์ข้อมูลโดยใช้สถิติเชิงพรรณนา การ
ทดสอบไคสแควร์ การทดสอบฟิชเชอร์ การทดสอบความแตกต่างระหว่างค่าเฉลี่ยของประชากร 2 กลุ่มที่มีความสัมพันธ์กัน
การทดสอบความแตกต่างระหว่างค่าเฉลี่ยของประชากร 2 กลุ่มที่เป็นอิสระต่อกัน การทดสอบของแมน-วิทนีย์ และการ
ทดสอบความแปรปรวนแบบวัดซ้ำ ผลการวิจัยพบว่า ก่อนการทดลองนักเรียนหญิงทั้งสองกลุ่มมีลักษณะทางสังคมและการใช้
อินเตอร์เน็ตไม่แตกต่างกัน คะแนนเฉลี่ยในกลุ่มทดลองต่อความรู้ ทัศนคติ ความตั้งใจ และกลยุทธ์ทางพฤติกรรมในการรับมือ
หลังการทดลองและระยะติดตามเพิ่มขึ้นจากก่อนการทดลองและกลุ่มควบคุมอย่างมีนัยสำคัญทางสถิติ (p-value < 0.05)
ขณะที่คะแนนเฉลี่ยของการคุกคามทางเพศบนโลกออนไลน์หลังการทดลองและระยะติดตามลดลงจากก่อนการทดลองและกลุ่ม
ควบคุมอย่างมีนัยสำคัญทางสถิติ (p-value < 0.05) การศึกษานี้แสดงถึงประสิทธิผลของโปรแกรมการเรียนรู้แบบ
ผสมผสานต่อนักเรียนหญิงระดับมัธยมศึกษาตอนปลาย นอกจากนี้คะแนนเฉลี่ยยังคงที่ในสัปดาห์ที่ 20 ของระยะติดตาม
โปรแกรมนี้เป็นประโยชน์ต่อผู้ถูกคุกคาม ช่วยเสริมสร้างพลังในตนเอง และลดความถี่ของการเกิดการคุกคามทางเพศบนโลก
ออนไลน์

สาขาวิชา	สาธารณสุขศาสตร์	ลายมือชื่อนิสิต ....
ปีการศึกษา	2564	ลายมือชื่อ อ.ที่ปรึกษาหลัก ....

6274312953 : MAJOR PUBLIC HEALTH

Siriporn Santre : EFFECTIVENESS OF BLENDED LEARNING PROGRAM FOR CYBER SEXUAL HARASSMENT PREVENTION AMONG FEMALE HIGH SCHOOL STUDENTS IN BANGKOK, THAILAND. Advisor: TEPANATA PUMPAIBOOL, Ph.D.

Cyber sexual harassment is increasing to be one of public health problem among youths. This study aimed to evaluate the effectiveness of blended learning program on knowledge, attitudes, intention to cope with cyber sexual harassment, behavioral coping strategies, and cyber sexual harassment among female high school students in Bangkok, Thailand. A quasi-experimental study design was conducted between May 2021 to October 2021. Total 112 students (56 in intervention and 56 in control group) were selected. The intervention group participated in blended learning program for 12 weeks, while the control group did not receive any program. Blended learning program based on theory of planned behavior and theory of empowerment comprises classroom activities, i.e., brainstorming, group discussion, games, and quizzes and online activities in Facebook group. Students were evaluated for three times at baseline, after the intervention (3 months), and the follow-up period (2 months) using self-administered questionnaire. Descriptive statistics, Chi-square test, Fisher's exact test, paired samples t-test, independent sample t-test, Mann-Whitney U test, and repeated-measure ANOVA were used for data analysis. The results showed that sociodemographic characteristics and internet usage of female high school students in both groups at baseline were not different. The mean score of the intervention group on knowledge, attitude, intention, and behavioral coping strategies after intervention, and follow-up were higher than baseline and the control group with statistically significant difference (p-value < 0.05). Whereas the mean score of cyber sexual harassment after the program and follow up were lower than baseline and the control group with statistically significant difference (p-value < 0.05). These findings demonstrated the effectiveness of blended learning program among female high school students. Moreover, the mean score also sustained to week 20 follow-up. This program can be beneficial to survivors, increasing in personal empowerment and a decrease in the frequency of cyber sexual harassment experiences.

Field of Study:	Public Health	Student's Signature
		....
Academic Year:	2021	Advisor's Signature
		....

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CHULALONGKORN UNIVERSITY

CHAPTER I
INTRODUCTION

1.1 Background and Rationale

Cyber harassment is increasing to be one of public health problem among youths (Pereira, Spitzberg, & Matos, 2016). Most adolescents have been brought up in technologies for exploration and interaction (Boyd D., 2014). Nowadays, young people's digital interactions play a key role as they flirt, fall in love, explore their sexuality, and strengthen relationships. Also, it is potential for risky or harmful behaviors to be occurred in online (Mary et al., 2013; Project deSHAME, 2017). High level of information and communication technologies (ICTs) use have been related with greater experience of internet-mediated harassment (Brake D., 2014). This should be done to understand the technology-facilitated sexual harassment and violence due to the online platforms is increasingly used among adolescent group (Henry & Powell, 2015).

Through a review of sexual harassment found that the definition between offline and online sexual harassment are parallel similarities (Barak, 2005). Cyber sexual harassment has no standard definition but can be defined as communications or interactions in term of sex facilitated through the internet or any digital platforms (Deepa & Sanchita, 2018). Sexual harassment has social implications as a form of gender discrimination and aggression (Elizabeth, Alice, & Anita, 2020). Females are more likely to report being objectified or treated differently due to their gender. It has also been observed that females face more sexual harassment in online when compared to males due to the gender issue (Citron, 2014; Van Royen, Vandebosch, & Poels, 2015). In online contexts, the action in physical behaviors hold less obsess, the power between survivors and perpetrators often characterized by anonymity and technological skills (Nicholas & Anita, 2015; Pereira et al., 2016)

For the digital platforms, such as social networking sites (e.g., Facebook, Instagram) and text message, are highly used among adolescents and present new ways in sexual harassment. (Elizabeth et al., 2020; Henry N. & Powell A., 2015).

Moreover, there are growing of cyberbullying or harassment prevalence and the problem has been increasing rapidly together with the amount of internet users (Cantone E. et al., 2015). The popularization of internet and technology, online communication has become a general communication. In Thailand, use of smart phone, internet and social media is increasing (Emwadee K., Naruemon A., Arpaporn P., & Nanthana T., 2017). The most popular social media was Facebook with 98.2%. The students at age lower than 20 years old had the rate of social media using with 92.9% and the average duration of daily internet usage has been estimated 12 hours a day (Ministry of Digital Economy and Society, 2020).

The prevalence of cyber harassment, abuse, and other forms of gendered violence in online have become increasingly prevalent and harmful (Emma, 2020). In Egypt, 79.8% of female students had experienced in cyber sexual harassment at least for one time throughout the past 6 months (Ahmed et al., 2018). Portuguese students also report the high level of victimization from cyber harassment for 69.9% (Pereira et al., 2016). About four in ten Americans have experienced online harassment and 18% have been the target of severe behaviors such as sexual harassment (Maeve, 2017). Croatian female reported that 37.5% of participants had experienced of cyber sexual harassment (Kirstin & Aleksandar, 2020). Among students aged 13-17 years across Denmark, Hungary and United Kingdom, 25% of participants had rumors about their sexual behavior shared online and 24% of students have received unwanted sexual messages in the last year (Project deSHAME, 2017). Moreover, the study has also suggested that the highest occurring of cyber harassment, bullying, and sexual harassment is during school transition due to adolescents' students are making a relationship with new friend groups, with the added layer of smartphones and social media. Also, they are beginning to make deeper social connection and conduct aggressive behavior to obtain social dominance (Internet Matters, 2020; Pellegrini, 2002).

For online harassment and cyberbullying among youths age between 15-24 years in Central Thailand, students reported that they are having experienced in 49.3% (Timo et al., 2015). In secondary school, 4,928 participants also found 32.3% of students being victimization and 30.5% of students being perpetrators (Lertpheantum C. & Piyaraj P., 2018). The survey from the department of children and youth found

that almost 4,000 of Thai youths had met online friends at least once and accepted to have been cyber sexually harassed or cyberbullied by them one way or another (Srida, 2019). The survey conducted among more than 1,000 Thai students in 15 schools nationwide. The results showed that almost 30% of the students had experienced some types of abuse or harassment on social media (Niammeesee, 2020). Moreover, the study in Bangkok revealed that the secondary school students experienced cyberbullying such as the online harassment, as survivors in 44.7% and perpetrators in 33.1% (Emwadee K. et al., 2017).

Cyber sexual harassment has adverse consequences to adolescent girls in worldwide, particularly affecting students' mental health and health behaviors (Bucchianeri et al., 2014). The problem has significantly adverse consequences to female students' health. The survivors demonstrate poor study performance and skip the class or absences from school (Phillips et al., 2019). Reducing cyber harassment is important due to several negative health outcomes have been found among survivors, such as anxiety, depression, feeling hurt or sad, feeling embarrassed, loneliness, somatic symptoms, blaming themselves, and suicidal ideation (Beran et al., 2012; Fridh, Lindström, & Rosvall, 2015; Winkelman et al., 2015). Moreover, female sexual survivors were 3.16 times more likely to have psychological or emotional problems than female without a history of sexual victimization (Gidycz et al., 2008).

Cyber sexual harassment is unique compared to in-person sexual harassment. The perpetrators can more easily target survivors across geographic barriers and can be more difficult to control and can potentially retain the anonymity and the problem is much wider in effects. For students with face-to-face sexual harassment experiences are usually have been cyber sexually harassed at the same time. (Henry N. & Powell A., 2015). After the perpetrators posted the message or photos, the survivor can be harassed repeatedly every time someone sees that post. Some forms of online communication can rarely be deleted from cyber space (Heiman & Olenik-Shemesh, 2015). Noticeably, the survivors can become to the perpetrators for intend to get revenge and it come into an endless violence cycle (Jung et al., 2014). Cyber sexual harassment often goes underreported as perpetrators consider it "normal" and some survivors choose to ignore it (Angkhana, 2018). Moreover, there is a few researches

has examined sexual harassment in online context when compare to face-to-face sexual harassment (Samantha, 2008).

The school-based program to prevent harmful behavior in online implemented among 2,057 students in Spain. The program could lower the number of survivors and perpetrators after the intervention (Rosario et al., 2019). However, the common method to prevent online sexual victimization is to provide the directly and honestly information about the realities of internet-initiated sexual harassment to adolescents. The protection of students and efforts to reduce the prevalence of cyber sexual victimization should come from an education (Jessica, 2014; Wolak, Finkelhor, & Mitchell, 2004). Adolescents need to be educated about online harassment, including reporting to social media platforms and legal authorities, tactics to dealing with the problem, changing accounts, or blocking to end communication (Wurtele & Kenny, 2010). Moreover, psychoeducational program, media education toward prevention campaigns, promotion of healthy relationship, and reduction of barriers that limited the help-seeking behavior should be considered to provide for adolescents (Pereira et al., 2016).

Enhancing parent-teen discussion may not be feasible and may need to include peer-to-peer education or internet-based instruction. Having information available in online would also be recommended. The online information should provide the education about safe internet use and online harassment. This would be appropriated for students who do not seek help from others to be exposed to safety information via online (Wells & Mitchell, 2008). There are limited number of studies on cyber sexual harassment in Thailand and particularly, the program or education skill to cope with the problem, and sexual harassment has not been completely managed by personnel and institutions. Most studies with behavioral coping strategies for survivor were conducted in Western region while it is much lesser in Asia (Levine & Tamburrino, 2014). The further study can help in development programs and design for Thai students (Sittichai & Smith, 2018).

For prevention methods with cyber sexual harassment such as providing an education, improving awareness of risks, changing norms and culture, empowering students through privacy settings on internet, mediating social media use, building self-esteem, and seeking peer or social support (Van Royen et al., 2015; Wendi &

Dianne, 2018; Wolak et al., 2008). Only a few students dealt with cyber harassment by consulting their parents or adults because they think that adults have no idea about these situations, and they are afraid that their parents will be limited their internet usage. But the most of students chose to keep it and consulted with their peers (Finkelhor, Mitchell, & Wolak, 2000; Gisela et al., 2014; Wurtele & Kenny, 2010). The implemented programs are normally problem-solving methods such as attempt to solve the problem and seeking for social support (Barak, 2005). However, the definitions and several types of cyber sexual harassment was not constantly reported and a lack of studies on the successful methods to reduce problem (Elizabeth et al., 2020; Napat, Yasir, & Aymen, 2019).

Despite the growth of cyber sexual harassment activities, the theoretical background explaining such online behaviors have not been widely conducted, but the utilizing the theory of planned behavior and empowerment, the program would more accurately pave a way that may lead to decreasing incident of problem. The educational intervention compiled with theory may improve behavior among students (Lindsay, 2013). Attitudes of students were associated with intention to perform behaviors (Pabain & Vandebosch, 2014). Behavior may not be changed when there is inadequate knowledge, negative attitude, and low intention. Moreover, empowerment theory also links to individual well-being, competencies, and to give or increase power among the victims instead of blaming them. Female survivors of sexual and gender-based harassment are frequently targeted by empowerment programs, with the rationale that these women may develop disempowered beliefs as a coping strategy (Douglas & Marc, 1995; Rigaud, 2019). Therefore, the prevention program requires more effective intervention based on theory of planned behavior and empowerment theory to adapt in the study (Chin et al., 2018; Rigaud, 2019).

The prevention activities should involve to develop proper attitude by building supportive system for adolescents and increasing the behavioral coping skills for cyber sexual harassment and cyberbullying (Deepa & Sanchita, 2018; Naruemon et al., 2020). Moreover, there were few studies of cyber sexual harassment, much of what is known about internet-based sexual harassment comes from in-person sexual harassment researches, as well as other related online behaviors (Anandi & Alan,

2019; Samantha, 2008). Blended learning had some advantages for students such as usefulness, easiness, flexibility, satisfaction, and effectiveness. Instructors can also provide students instant access to their course materials wherever they are and whenever they need them. Students can review what they have learned through an online platform (Dziuban, Graham, Moskal, Norberg, & Sicilia, 2018). Thus, this study aims to develop blended learning program to prevent cyber sexual harassment by applied the theory of planned behavior and theory of empowerment. The effectiveness of program on knowledge, attitudes, intention to cope with cyber sexual harassment, behavioral coping strategies and cyber sexual harassment among female high school students in Bangkok, Thailand was evaluated.

1.2 Research Question

Does the blended learning program able to change knowledge, attitudes, intention to cope with cyber sexual harassment, behavioral coping strategies, and cyber sexual harassment among female high school students in Bangkok, Thailand?

1.3 Research Objectives

1.3.1 General Objective

To evaluate the effectiveness of blended learning program for cyber sexual harassment prevention among female high school students in Bangkok, Thailand.

1.3.2 Specific Objectives

1) To compare the effectiveness of blended learning program on knowledge, attitudes, intention to cope with cyber sexual harassment, behavioral coping strategies, and cyber sexual harassment at before, after intervention, and 2-month follow up within the control and intervention groups.

2) To compare the effectiveness of blended learning program on knowledge, attitudes, intention to cope with cyber sexual harassment, behavioral coping strategies, and cyber sexual harassment at before, after intervention, and 2-month follow up between the control and intervention groups.

1.4 Research Hypothesis

1.4.1 After the intervention, mean scores on knowledge, attitudes, intention to cope with cyber sexual harassment, behavioral coping strategies are higher, and cyber sexual harassment are lower than baseline in the intervention group.

1.4.2 After the intervention, mean scores of intervention group on knowledge, attitudes, intention to cope with cyber sexual harassment, behavioral coping strategies are higher, and cyber sexual harassment are lower than those of the control group.

1.5 Operational Definitions

Cyber sexual harassment defined as unwelcomed sexual advances, requests for sexual favors, and unwanted communications or interactions in term of sex facilitated through any digital platforms. This can be occurred both in public and private in various forms such as uninvited posts/comments on social media sites, emails, images, or videos.

Blended learning program referred as a teaching and learning approach program by combines traditional face-to-face classroom activities with online educational activities. The online activities through social media by using Facebook group as a communication tool for uploading posts, sharing contents, comments and sending chat message. The classroom activities through the participation of students to develop thinking skill and possessing through solving problem by using brainstorming, peer-led group discussion, games, and quizzes. The program is based on theory of planned behavior and the theory of empowerment.

Socio-demographic factors referred to general information of students including age, GPA, sexual orientation, relationship status, living status, family income, parents' marital status, father's education, mother's education, numbers of close friend, alcohol consumption, and smoking.

Internet usage defined as social network information of students including duration of internet using per day, types of social media, the device to access the internet, purpose to use internet, period time of internet usage, and parents supervising for internet usage of students.

Knowledge of cyber sexual harassment defined as an understanding of basic knowledge including definition, types, causes or risk factors, negative consequences, the example of cyber sexual harassment, and strategies to cope with the problem.

Attitudes defined as the rationale and motivational beliefs, feeling, and values, which represent perceived of the cyber sexual harassment prevention. Individuals' attitudes are determined by their behavioral beliefs. For the positive or negative outcome beliefs that might influence students' attitudes toward cyber sexual harassment prevention.

Intention to cope with cyber sexual harassment defined as the indications of how hard students are willing to attempt or planning an effort to cope with cyber sexual harassment. The intention, which determined by attitudes of female high school students.

Behavioral coping strategies referred to individual's behavioral, emotional, and cognitive responses to cyber sexual harassment which help the students regulate their emotional response to the problem. For coping strategies such as seeking support from others, reporting the incident to authorities or adults. Using tactics to negotiate with the perpetrator, cognitive avoidance or denial, and the active tactics to response with the situation.

Theory of planned behavior (TPB) implemented to the understanding of behavior of cyber sexual harassment prevention. The components that determined intention were a person's belief in certain behaviors, and intention is a crucial factor that is related to behavior.

Theory of empowerment is linked to individual strengths, competencies, and proactive behaviors. The process of empowerment is to develop personal power so that survivors can exert more control than perpetrators by developing the ability to change their situations.

Female high school students defined as female students who are studying in grade 10 under the supervision of the Office of the Basic Education Commission (OBEC), Ministry of Education.

1.6 Scope of the Study

This research focused on the effectiveness of blended learning program for cyber sexual harassment prevention among female high school students in Bangkok, Thailand. Their knowledge, attitudes, intention to cope with cyber sexual harassment, behavioral coping strategies, and cyber sexual harassment were evaluated. Moreover, the comparison between pre-test, post-test, and follow-up of intervention and control groups were examined.

1.7 Expected Outcomes

1.) This research focuses on providing an educational program to female high school students. The students can improve their knowledge, attitudes, intention to cope with cyber sexual harassment, and behavioral coping strategies.

2.) The students can prevent themselves from cyber sexual harassment and the problem can be reduced.

3.) The results of the study can be used as a guideline for many studies in the future that can take place in Thailand.

1.8 Conceptual Framework

Independent variables   **Intervention**   **Dependent variables**

Socio-demographic factors

- Age
- GPA
- Sexual orientation
- Relationship status
- Living status
- Family income
- Parents' marital status
- Father's education
- Mother's education
- Numbers of close friend
- Alcohol consumption
- Smoking

Internet Usage

- Duration of internet using per day
- Types of social media
- Device to access internet
- Purpose to use internet
- Period time of internet using
- Parents supervising

Intervention group

Blended learning program

- Getting to know each other
- Knowing about cyber sexual harassment
- Realizing risk factors and negative consequences
- What if you are the victim?
- Awareness rising and emotional management
- Building positive attitudes and girl power
- Problem solving and coping strategies
- Taking action and moving forward together
- Lose your fear and find your voice
- Stories worth sharing and advocate the program
- Develop campaign slogans
- Summary the program and evaluation

Control group

No intervention program

Outcomes

- Knowledge
- Attitudes
- Intention to cope with cyber sexual harassment
- Behavioral coping strategies
- Cyber sexual harassment

Figure 1: Conceptual framework

CHAPTER II
LITERATURE REVIEW

2.1 Definition of cyber sexual harassment

The term of cyber sexual harassment (CSH) can be defined as a range of sexually harassing or aggressive texts or images delivered through digital platforms (Elizabeth et al., 2020; Madigan et al., 2018). It can be referred to any gender-sex-related comment received, or image viewed that causes people to feel discomfort (Samantha, 2008). Through a review of sexual harassment found that the definition between offline and online sexual harassment are parallel similarities with the existence of gender harassment (Barak, 2005).

Cyber or online sexual harassment is defined as uninvited sexual conduct on any digital platform. It includes a wide range of behaviors that use internet to share digital contents such as videos, images, posts, and messages in several platforms. Cyber sexual harassment encompasses a range of unwanted, unwelcome, or uninvited behaviors, sexual in nature, that are addressed to or shared about an individual through digital channels (Project deSHAME, 2017). Moreover, cyber sexual harassment can be referred to the use of the internet to make unwelcomed advances, communications, or interactions with another person (Deepa & Sanchita, 2018).

2.2 Forms of cyber sexual harassment

For online or cyber sexual harassment is a crime as in-person sexual harassment experience. Cyber sexual harassment simply does not relate with the face-to-face interactions between the target and the harasser. Harassment behaviors can appear online on posts, graphic images, emails, texts, and social networking sites (SNS). This has been identified to be of the following types:

1.) Gender harassment: can be described as virtual comments and remarks that abuse individuals due to their gender. The perpetrator also use gender-humiliating comments or images. Also being harassed because of actual gender or sexual orientation and sexualized body shaming.

2.) Unwanted sexual attention: using direct personal communication to convey sex-related messages. It can occur when the perpetrator uses personal communication for sending sexually inclined messages such as comment about survivor's sex organs, sex life, intimate subjects, sex-related images or sounds, hint upon or offer sex-related activities. For the perpetrator who uses unwelcomed sexual attention to harass a survivor in online, intend to solicit sexual support from their survivor either in person or in online.

3.) Sexual coercion: this is very common type in cyber sexual harassment. The survivor is forced or pressured to provide sexual cooperation. Using threat of publishing sexual contents to threaten or coerce someone (Ahmed et al., 2018; Deepa & Sanchita, 2018).

2.3 Factors influencing cyber sexual harassment

The theories, concept, and study on factors or causes were reported that online harassment and cyberbullying may be caused by the following factors:

Age

Age is the significant factor that related with online harassment and the persons who suffer from this problem are in the young groups. Internet has become a popular thing for students, and they were dramatically involved to online harassment and cyberbullying. Students in middle schools are more likely to be the survivors (Leemis et al., 2018; Manisha, 2017).

Gender

Females are more likely to experience in cyber harassment than males, particularly, the sexual harassment in online. Whereas males are more likely to be the perpetrators or harassers than females (Leemis et al., 2018; Manisha, 2017; Van Royen et al., 2015).

Self-esteem

Adolescents tend to have low self-esteem, reflecting to them for not seeing the value in themselves. This consequences in lack of confidence or doing something not appropriate in order to receive an acceptance from other persons and in turn, causing aggressive behavior and using violence with peers or others (Bifulco et al., 2014; Leemis et al., 2018).

Family characteristics

Online harassment and harmful behaviors typically come from families with lack of attachment, little warmth, high power need, domestic violence, physical abuse, absent mother or father, low family functioning, and hostile environment. Violence in the family, using vulgar or rude language, cursing and more important than that, the punishment from parents by using aggressive words and hurting children in physical actions will affect in aggressive behaviors of their children. In a family where parents use drug, alcohol, and violence predicted to be victimization and perpetration (Bifulco et al., 2014; Leemis et al., 2018).

Parental education status

Parents' education is an important factor for education among children. The students who were involved with cyber harassment behavior, many families were low income, without their parents, lived with grandparents, and without parents who had high education. Moreover, if adults do not observe, educate and monitor their children, it may trend to increase cyber harassment problem (Leemis et al., 2018; Manisha, 2017).

Internet usage

The frequency or duration that students spend time by using computer or mobile phone for online gaming, chatting, text messaging, and social networking site in each day during their free time are correlated to online harassment (Brake D., 2014; Catherine, Wendy, & Debra, 2013).

Education and academic performance

The study has suggested that the highest occurring of online harassment is during school transition such as between middle to high school due to adolescents' students are making a relationship with new friend groups and conduct harmful behaviors as a means to obtain social dominance. Some studies revealed that survivors and perpetrators do poorly in schools. There is high relationship between being harassed and poor academic performance when students have low family support and school disengagement (Leemis et al., 2018).

Socioeconomic status

The large disparities between socioeconomic status were related with higher rate of perpetration or victimization. The study reported that low-income status was a risk factor for sexual violence among female students (Leemis et al., 2018).

Sexual orientation

Lesbian, gay, bisexual, and transgender (LGBT) reported that most of them being cyber harassed or abused due to their sexual orientation. (Powell, Scott, & Henry, 2018).

Alcohol, smoking, and drug use

The association between sexual harassment or violence and alcohol, smoking, or drug use are well-documented (Paez, 2020).

Peer Influence

Peer relations are related with online harassment or cyberbullying. Behaviors can contribute to one's peer group status that enhance social dominance (power and influence) in peer group such as popular students are normally be a leader of group and use coercive behaviors to sustain their social dominance (June, 2014; Wendt, Scharkow, & Quandt, 2013).

Classroom characteristics

Friendly classroom will decrease the level of all forms of harmful behaviors. There are four classroom environments that have been reported to be related with higher prevalence of violence: (1) poor teacher-student relationships, (2) poor friendships with friends, (3) poor problem-solving among students, (4) lack of self-control (Bifulco et al., 2014; Wendt et al., 2013).

2.4 Tools for cyber sexual harassment

Instant messaging (IM)

Instant messaging initially found to be a communication in real-time among people by using typed texts on computer that connected with the internet. Perpetrators can be use instant messaging in several methods to set up fake profiles to hind their identity, sharing, forwarding, and spreading out sexual message or sexy photos of survivors to a larger group.

Mobile phones

Perpetrators can be used mobile phones in any methods such as text messaging, photos, and videos taken by using mobile phones. These ways can be shared to large numbers of people with intend to hurt or embarrass the survivors. Videos or photos may have been taken with or without the permission of survivor. Sexual harassing messages could be sent through mobile phone. Circulation of videos or photos can be damaging to self-esteems of the survivors.

Chat rooms

Chat rooms are a form of communication. The objective of chat room is to communicate with people for social interaction or sharing the knowledge. Chat room can be sent video, audio, or verbal chat. Online harassment in the chat room could manifest including explicitly sexual talking without survivor's permission, attack to the thoughts or feelings of survivors.

E-mail

E-mail provides the chance to access the large numbers of people with threating or unwanted sexual messages. The distribution of such messages may be multitier. For audio, verbal, and videos material can be sent by email. With the capability to forward, many people can be received such messages in a very short period (Notar, Padgett, & Roden, 2013).

Social networking sites

Social network has become greatly popular among adolescent groups. Facebook, Twitter, Tumblr, Snapchat, Instagram, and MySpace are online photo or video sharing that enables its users to share them on a variety of social media services. Facebook can be used to chat, post video or photos, share files and so on, and can reach the large number of people with single action. Twitter is also popular, free, and micro-blogging that the users can read and send other persons' updates known as tweets. The perpetrators can use an identity which in anonymous to the survivor and use their account to post sexual subjects about the survivors (Van Royen et al., 2015).

Blogs

A blog is referred to a diary in online and chronology of opinions or thoughts published on the webpage. It is also defined as a weblog and can be used to make fun, embarrass, or attack persons or people. The information that is posted on blog is

identified as the views of author. The perpetrators could post sexual comment about survivor's body or sexual preferences.

2.5 Consequences of cyber sexual harassment

Online harassment effect on social and psychological status of students in several ways. Cyber sexual harassment is a part of students' behavior that can cause negative outcomes (Bucchianeri et al., 2014).

Consequences of being victim (survivor)

As the impacts of online harassment, survivors may feel hurtful and unhappy. They can become frustrated, irritable, moody, and withdrawn. Adolescents who were survivors have been continuously faced with higher risk for somatic problems such as headaches, stomach aches, eating disorder, sleeping disorders, drinking alcohol, and smoking, drug abuse. Survivors also reported to develop internal problems, depression, anxiety disorder, and suicidal ideation. Furthermore, the survivors are at risk of self-harm, personality symptoms, and psychological symptoms such as delusions or hallucinations (Beran et al., 2012; Fridh et al., 2015).

The survivors can suffer with loneliness, low self-respect, and low academic performance. In school setting, the survivor students are less concentration on their study, lower grade, and absent or leave from school. The most extremely negative impact for survivors is death from suicide (Egeberg, Thorvaldsen, & Rønning, 2016).

2.6 Theory of empowerment

Empower can be referred to give the power, to give ability, and enable. The definition assumes the act of power as being given to somebody by someone else (Parson, 1991). However, it can be referred to the process of helping persons, groups, or communities increase their personal, interpersonal, and strength to their circumstances. Also it is defined as the process of rising power among people and transformation from powerless to power (Gutierrez, GlenMaye, & Delois, 1995). Empowerment is a transition process from state of powerlessness to a state of relative control over one's life and environment. This transition can manifest itself in an improvement of the perceived ability to control. In addition, empowerment is changing from passive situation to more active situation of control (Marc, 2012).

Empowerment is linked individual strengths, competencies, proactive behaviors, and natural helping systems to social change (Rappaport, 1984). Empower theory related to individual well-being, connects mental health to mutual help. It focus on identifying the capabilities and exploring environmental influences of social problems instead of blaming survivors. Provide chances for people to develop knowledge and skills. The several definitions are consisting with empowerment as an intentional ongoing process centered in local community, caring, and a critical understanding of their environment. Empowerment theory encompasses both processes and outcomes. The actions, activities, or structures may be empowering, and the outcomes of such processes may result in a level of being powered (Douglas & Marc, 1995).

The empowerment process for increasing personal power focuses on how individuals can develop feelings of their own power. Experience of powerless, as with many violence survivors, can be devastating to individuals. In the process, the survivor can exercise more control than perpetrators or Survivors may be able to control the course of events if they develop the ability to change their circumstances. In this process the practitioners have to help the survivors in identifying the sources of powerlessness and assist survivors to redefine themselves in a more confident and positive way. For example, the survivors can know that they are not just the victims but survivors as they cope with the situation of violence in a proactive manner. Therefore, the important of empowerment is process, the practitioners need to help the survivors to share their struggles and experiences while looking for support (Jung, Diane, & Stephen, 2010).

Empowerment can be an outcome due to the results of survivor interactions with their environment (Rappaport, 1984). Empowerment can take place in specific circumstances during life processes, which related to situation where person become a survivor. For the survivor, The process of dealing with the aftermath of a situation can be a chance to gain empowerment or, at the very least, serve as a foundation for future empowerment as life progresses (Jung et al., 2010).

2.7 Theory of planned behavior

The theory of planned behavior (TPB) emerged from the theory of reasoned action (Ajzen & Fishbein, 1980). This theory has been largely implemented to the understanding of various behaviors consisting of health behaviors. This theory stated that a person's belief in certain behavior, together with subjective norm (SN) and perceived behavioral control (PBC) were the factors to determine whether they had an intention to perform the behavior or not (Ajzen I., 1991).

To conduct intervention and prevention of cyber sexual harassment, the theory of planned behavior was applied to demonstrate behavior change of students. The TPB focus how the impacts on a person determine that person's decision to follow a certain behavior.

Intention (motivation) and behavioral control (ability) are the factors for behavioral achievement. Intention is defined as indications of how hard people are willing to attempt or how much of their planning effort to exert to perform the behavior (Ajzen I., 1991). The overall variables in the prediction of behavior are shown in figure 2.
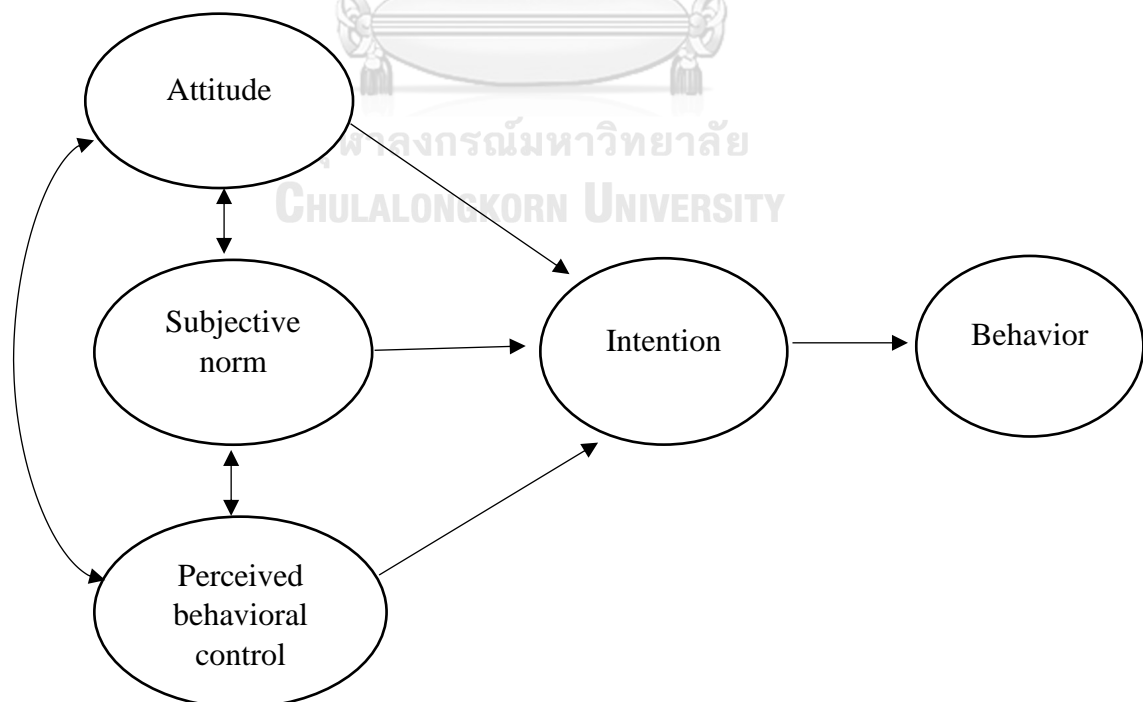
Figure 2: Theory of planned behavior

Three variables can be determined the intentions. Attitude is a function of a person's salient behavioral beliefs, which represent perceived consequences of the behavior. The attitude concept can be referred to the level which a person has a favorable or unfavorable outcome toward the behavior. An individual's attitude is based on their behavioral beliefs. For the positive or negative result beliefs that might involve students' attitude (Sara & Heidi, 2014).

Subjective norm is social pressure that people feel from significant others when they engage in a particular action. The significant others are consisting of parents, family member, peers, teachers, and reference groups. Subjective norm is normative belief function that commit the perceptions of specific salient others' views about whether person should or should not perform behavior. Normally, normative beliefs examine students' own beliefs regarding the acceptability of behaviors but, the factors from peers, parents, and others might play an important role to students (Raskauskas & Stoltz, 2007).

Perceived behavioral control is the perceived difficulty or ease of behavior performing. The control factors are including internal and external factors. The internal control factors are emotions, personal deficiencies, information, skills, abilities, and external control factors are chances, others cooperation, obstacles (Ajzen I., 1991). In online or cyber sexual harassment, the anonymity by internet using with lower risk of being caught that might be a supporting factor. Furthermore, the face to face or direct contact are no needed that may make more people being harassed in online environment (Walrave & Heirman, 2010).

The TPB states that attitudes towards behavior initiate from the behavioral beliefs that people hold (Vandebosch & Van, 2009). Furthermore, in online harassment usually happens without receiving visual response from the survivor, which entails that harasser do not have witness by their acts. An additional feature that supporting cyber sexual harassment when compare with in person sexual harassment is the 24/7 accessibility to social network. The limited of place and time are no longer exist for perpetrators to attain the survivors (Deepa & Sanchita, 2018). Moreover, the finding in Malaysia found that attitudes are related to intention toward behavior (Shawal et al., 2017).

2.8 Behavioral coping strategies

Coping can be defined as constantly changing cognitive and behavioral efforts to manage specific external or internal demands (Lazarus & Folkman, 1984). Coping is a dynamic process that depends on the individual, how person perceives the situation, and the changing demands of the situation. Coping focus on different aspects of stressful situation to help people manage the circumstance or emotional reactions such as seeking information, generating possible solutions. Also, emotional-focus coping strategies can be used to regulate emotions to reduce stress (e.g., expressing emotions, seeking support). Approach coping skills can be referred to any mechanism used by individual that is directed at perpetrator. Avoidant coping can be used by directed away from the perpetrator such as withdrawal, denial. For avoidance coping skills can have positive consequences as well, but in short term, when emotional resources are limited, and when the circumstance is uncontrollable (Hana et al., 2013).

The most ideal for coping strategies includes a balance of approach and avoidance techniques. Any behavioral, cognitive, or emotional action directed toward a threat is considered approach coping (e.g., problem solving or seeking information). Approach skills were composed of two subscales: looking for social support (e.g., tell friend, trusted person or parents what occurred, ask someone for advice) and problem solving (e.g., try to think the different methods to solve the problem). Any behavioral, cognitive, or emotional activity directed away from a threat is referred to as avoidance (e.g., denial, withdrawal). For avoidance skills were composed of distancing (e.g., forget the whole thing) and emotional reaction (internalizing and externalizing). For survivors of online harassment frequently employ multiple coping strategies that serve multiple functions, any model attempting to describe coping in online harassment and cyberbullying should include inaction, which can be classified as approach or avoidance (Machackova et al., 2013).

Behavioral coping strategies (e.g., find out some methods to solve the problem or tell yourselves that it does not matter) are normally grouped into a variety of coping subtypes to describe categories of youths' coping responses. Information gathering, cognitive restructuring, emotional expression, distraction, distancing,

avoidance, conflict resolution, optimism, seeking friend or social support, and avoidance are all examples of coping strategies. Coping can be classified according to its function, into problem-focused coping and emotion-focused coping (Dubow & Rubinlicht, 2011).

The strategies to responses to cyber harassment are (1) directly targeted to perpetrators (e.g., retaliation, negotiation), (2) try to ignoring the perpetrators (e.g., doing nothing, ignoring the situation, avoidant action, cognitive reframing, emotional regulation), (3) seeking either emotional or instrumental support (e.g., from friend, parents, teachers), (4) using technical solutions (e.g., report the admin, blocking, delete the message) (Livingstone, Haddon, & Görzig, 2011). For the survivors can use potentially problem and emotional skills at the same time and seeking support has been generally found to be a very helpful strategy as well (Machackova et al., 2013).

2.9 Blended learning program

Blended learning combines face-to-face traditional classroom with computer-mediated instruction. The models of blended learning were: (1) rotation model, students rotate between working online and other classroom-based; (2) flex model, students study online according to an individually customized schedule, and face-to-face classroom is provided; (3) Students who use the self-blend model supplement their conventional studies by taking an extra online program; (4) enriched virtual model, in which learning is mainly online with occasional visits to school for face-to-face (Bryan A. & Volchenkova K, 2016).

When compared to other options ways, the blended learning approach improved student performance. Implementing online teaching to blended learning can take various forms, but one of the most popular methods is to utilize video teaching. The combination of face-to-face teaching while implementing online learning resources to supplement instruction has proven to be effective (Aaron, 2017). The proportion of digital learning in the content can be claimed that substantial proportion (30 to 79%) is delivered online and blended activities normally uses online discussions in addition to face-to-face meetings (Mustafa, 2012). In high school, the optimal learning proportion through computer was 30%, or 3:1 of classroom learning

to digital learning. The educational institutions can implement blended learning methods in several ways to be suitable for their contexts. (Paul & Michael, 2015).

2.10 Cyber sexual harassment prevention methods

Online or cyber harassment usually occurs outside of school hours by using mobile phone and computer. School is often difficult to intervene with students in making posts to websites while students are not in their school. Temporary accounts can permit for perpetrators to be anonymous. The anonymity people of internet and social media realize that they are less likely to be caught or punished for their acts. Cyber harassment may be attractive as students think they will not be held accountable for their perform (Van Royen et al., 2017).

Several prevention strategies for sexual harassment have been conducted in school (Pamela et al., 2018). Promoting cyber safety and stopping online harassment have conceptualized from different perspectives can be ranging from micro-level to macro-level contexts such as intrapersonal, interpersonal, peer group, family, behavior setting, institution, community, and society (June, 2014). The several strategies or programs have included the individualized approach, whole school approach such as teacher and parents are participated, the social skills approach, and peer-led approach. Each approach has showed the significant variability in overall effectiveness for decreasing the problem (Wurtele & Kenny, 2010).

Individualized program was conducted for students who are directly associated with cyber harassment situation. The implemented programs such as aggressive management and assertiveness training. Internalizing problem make the survivor to strengthen their attitudes, value, an beliefs when comes to behaviors (Wurtele & Kenny, 2010). For individual prevention among the survivors are do not respond, as this may increase more intensive harass from perpetrators. The prevention steps that the survivors should be considered as calmly and strongly tell perpetrator to stop and delete all sexual materials from future communications, block or ignore the communication with perpetrator, make a hard copy or save the material the perpetrator has posted and send it to parents or adults to help, complaint with social media or service website, and if the harassment includes threats or physical abuse then contact the police (Mallmann, De Macedo, & Saraiva, 2018).

The program for sexual violence treatment is most often divided into individual and community level. For individual program, such as counseling, whereas community program focusses on system-oriented intervention, such as rape crisis centers and criminal report centers. However, most prevention program can be separated into primary, secondary, and tertiary prevention. Primary prevention aims to reduce the new cases number, secondary prevention aims to reduce the prevalence, and tertiary prevention tries to reduce the disability. Most prevention of sexual violence focused on secondary among survivors. The strategies implemented include: building the skill through health promotion that consists of gender and violence prevention, the program for community level and school environment, providing information about the sexual assault prevalence, and identifying risk-related behaviors (Shannon, Jennifer, Anita, & Joyce, 2004; Wurtele & Kenny, 2010).

Parental education can be an important key for online harassment and cyberbullying prevention. Parents may know what actions to take rather than overreacting. An ongoing communication regarding to online activities can prevent students to engaging in risk behaviors on the internet such as sharing private information, offline dating, or meeting, disclosing personal photos, and sending sexual messages. When parents, teachers, or adults have an ongoing communication about social media and monitor students for internet usage, there is a reduced tendency to engage cyber activities that become to potential harm. For lower level of parental monitoring and poor relationship with parents is related to increasing frequency of cybervictimization (Ellen & Jinchang, 2009).

The whole school program is the most widely used for preventing cyber harassment. These encourage the whole members of community, including teachers and parents to be participated in reducing the problem. Everyone who related with students will be educated about this problem. The respondents were trained to recognize cyberbullying and harassment in online and teachers were also trained to respond to the problem.

Social skill program conducted in teaching students to interact positively with their teachers and friends that impact students' level of happiness, level of worry among teachers, and relationship between teachers and friends. Furthermore, there are included a variety of anti-cyber sexual harassment strategies, increased supervision,

targeted interventions, and program activities. Each of curricular focused on survivors (Wurtele & Kenny, 2010). The prevention programs in each level as shown in figure 3.

Individual Level
- Social skills training (e.g., problem-solving strategies, perspective-taking, coping skills)
- Changing attitudes and subjective norms

Classroom Level
- Awareness raising
- Change in class norms and attitudes
- Promoting class climate
- Education of classroom teacher

Family Level
- Improve family communication
- Awareness raising through parents
- Fostering parents' perception as supervisor on technologies

Figure 3: The prevention intervention levels

The program should be identified cyber sexual harassment incidence, including where it happens and any factors that discourage reporting. Creating survey and distributing to school staffs, teachers, and parents. It may be a good idea to implement the interview about school's needs regarding to the problem. Raising awareness and concerns about negative consequences and the probability of violence and suicidal ideation. Students should be educated and ensure that all of them dealing with the problem in an appropriate way (Gisela et al., 2014; Samantha, 2008; Ted & Nicole, 2010).

Working closely together with peers in group works such brainstorming, peer led-group discussion, and role-playing enables the students to get more realistic impression of their peers' actual norms about cyber harassment. Using peer-to-peer approaches for practicing alternative behavior. Promoting media literacy and behavioral alternatives to improve behavior (Ajzen I., 1985; Schultze, Zagorscak, & Scheithauer, 2018)

2.11 Relevant Research

The study of online sexual assault prevention program among 661 students in four public universities in the state of Mississippi. The intervention was aimed to improve legal knowledge, reduce attitudes, cognitive, emotions, and behaviors that might increase the likelihood of becoming a survivor. The program included a lecture on the prevalence of sexual assault, discussion of sex roles in socialization practices, and identification of risk-related sexual behaviors. An evaluation was conducted with pre-test and post-test. After the prevention program, the result found that the program able to decrease the sexual assault prevalence among college students (Claire & Alisha, 2020).

The study of online and in-person programs for Italian students. NoTrap! was the program for cyberbullying intervention. The program covered four months and included activities for peer educators, a Facebook page, and a website for students and the community. All classes are included in the program and begin raising awareness by watching movies, having group discussions, and participating in role play exercises. Peer educators take a day-long (8-hour) course intended to increase peer educators' competency. Students were separated into four or five small groups for classroom tasks, each with a peer educator. Each student in each subgroup has a certain job to play in order to cooperate and accomplish the exercise. A brief guidebook is offered to peer educators to assist them in leading the program. The program was proven to be effective in reducing cyberbullying and cybervictimization (Ersilia, Valentina, & Benedetta, 2018).

The study of interactive school-based program for sexual harassment prevention among adolescents using a cluster-randomized controlled study to assign schools to an experimental group (431 students) and comparison group (384 students). The program consisted of four sessions: (1) an introduction lesson, (2) an educational peer-performed play and peer-led group discussion, (3) classroom lessons with 100-150 minutes to teach social skills and sexual behaviors, and (4) closing lesson and evaluation. The main objective was to measure the effects of the intervention. After the program, students in the intervention group showed a lower intention to engage with sexual harassment and increased self-efficacy. After the program, there was a

significant difference on social norms against sexual harassment. At follow-up, the intervention group had sexual self-esteem higher than the comparison group (de Lijster, Felten, Kok, & Kocken, 2016).

A quasi-experimental design about sexual harassment was conducted in Jordan among 140 female students. The educational program included group discussion, using guideline booklet, and lectures by teaching definition, causes, types, risk factors, negative consequences, and preventive measurement of sexual harassment. After the program, it has found that the majority of students (92.8%) had satisfactory knowledge on sexual harassment, the prevention programs and side effects from exposure to sexual harassment have highly significant difference between pre-test and post-test of education intervention program at $p<0.001$. Moreover, more than one-tenth of the female students practiced to protect themselves against sexual harassment (El Gindy, Ragheb, & Alkhateeb, 2018).

The effects of cooperative learning intervention among secondary school students in USA. The intervention was divided into three sessions: cyberbullying response and detection, psychoeducational learning program, and emotional or social development which included interviews, group discussion and diaries. Implementation of cooperative learning as a methodological framework in the Education class, consists of peer-assessment and self-evaluation. The parents and the teachers were interviewed at the end of the program. The results showed that after program, the intervention produced significant improvements in emotional and social state of cyberbullied in students. The teacher, staffs and the parents observed these positive changes among the students (David et al., 2019).

The coping strategies for survivors aimed to investigate student's experiences and responses to cyberbullying. The study implemented with 2,092 Czech students aged between 12-28 years. Coping strategies are normally defined as a personal's behavioral, emotional, and cognitive responses to stress. The strategies were depreciating the perpetrators, talking to someone, and avoiding thoughts of incident, deleting the perpetrator's account from contacts and blocked them by using technical solutions. The ignoring and avoiding methods were also used. Seeking support was effective for most of the survivors and the program can reduce cyberbullying

behaviors. Moreover, students were more likely to understand the process to coping with experience of cyberbullying (Machackova et al., 2013).

A school-based cyberbullying: Media Heroes program in Germany to prevent and promote self-protection via an online. The first chapter was theories on the cyberbullying, the basis of the intervention, an introduction of the technology devices. The second chapter of the manual included instructions and recommendations for teachers on how to conduct the specific and consecutive sessions. The program relies on the theory of social learning and cognitive behavior. The program implemented methods like peer-to-peer learning. On the individual level, students were trained in social skills such as empathy and perspective-training. At the classroom level, the program purposed to improve an awareness of the negative consequences particularly for the survivors and to improve the motivation to intervene with cyberbullying incidents. The intervention conducted about 3 months and the results found that the attitudes and subjective norms were improved (Schultze et al., 2018).

The experimental study to reduce cyber harassment on social networking sites (SNS) by reflective messages among adolescents. The study was conducted with 321 secondary school students between 15 and 16 years old in Belgium. Intention to harassment was measured with pre-test and post-test between-subjects design. Intervention messages consisted with four conditions: 1) message with adults as audience, 2) message with unacceptable by others, 3) message with potential harm to the survivor, and 4) only time delay without message. Such automatic message encourages students to reconsider and self-censor their post. The results showed that the intention to perform harassment decreased after students being received to the reflective message. This study was potentially a substantial way forward to reduce harassment on SNS (Van Royen et al., 2017).

The study about gender violence and sexual harassment intervention program was conducted among middle school students in Ohio by using two lessons of interaction-based and a law and justice lesson. The randomized control trial (RCT) was conducted at the classroom level. For interaction-based lesson focused on setting and communicating boundaries in relationship and curriculum of law or justice emphasized on information, definitions, laws, and punishments in sexual harassment. The results found that students improved knowledge, perception, and awareness of

abusive behaviors. The intervention also reported reducing of peer violence perpetration and victimization (Bruce, Nan, & Frances, 2010).

The TEI program or peer tutoring is school-based program to prevent cyberbullying among secondary students. The design of the study was quasi-experimental among 2,057 Spanish students from 22 schools. The intervention is based on institution program that collaborated and committed with whole school. Families received information about objectives and characteristics of the program. Families are encouraged to be actively participated in the program. Volunteer parents received training on strategies against bullying and victimization. An initial intensive program was implemented to teachers for 30 hours (10 hours for face-to-face format and 20 hours in virtual format). Students received an initial program for 3 sessions lasting one hour, based on the socio affective method. After the program, TEI program could improve school climate and there was a significant reduction in bullying behavior in the intervention group (Rosario et al., 2019).

Child sexual abuse prevention goes online: cool and safe program. The intervention targeting German students in elementary school. The main objective is to prevent sexual abuse by teaching knowledge about safe behavior. The program is focused on the interactions with strangers, interactions on the internet, and interactions with family members or acquaintances. Students are involved in the program by various film clips, stories, quizzes, and games. After the intervention, students in the experimental group are improved their knowledge and behavioral intentions and decreased in the hiding of emotions. Therefore, this study showed that the program can be effective in teaching students to prevent sexual abuse without causing negative side effects (Anna, Mandy, & Michael, 2014).

The study of online sexual abuse and exploitation in Thailand revealed the evidence of existing response procedures, including reporting mechanisms and police and legal system actions. It also covers the involvement of the Thai government, civil society, and the internet sector to battle against online sexual exploitation. To mitigate the harm caused by online sexual abuse and exploitation, all parties - families, communities, government, social support service providers, and the technology and communications industries - should take comprehensive and continuous action. National awareness campaigns should be used to disseminate information about

online sexual exploitation and abuse. Furthermore, formal reporting procedures on online sites should be clear and easily accessible to everyone. Social service providers should develop new and creative methods to reach out to survivors. A training program for police officers, judges, medical staff, and frontline social workers could be an effective approach to minimize online sexual abuse and exploitation (Winther KD., 2022).

According to the findings of the study on technology-facilitated gender-based violence in Thailand, various important factors are now striving to reduce and prevent online gender-based violence. The Friedrich-Ebert-Stiftung (FES) provides initiatives to raise awareness of women's rights and sexuality, campaigns for digital rights, offers counseling services, and advocates gender justice through meeting and discussion. The Foundation for Women supports females who have been victims of exploitation and harassment with information, support, referral, and emergency aid. The Thai Netizen Network is a major non-profit group that campaigns for all Thai people' digital rights, civil liberties, and online privacy. These all groups give survivors with crucial assistance and services. Moreover, the Ministry of Social Development and Human Security runs the 1300 hotline, which is a system for reporting and responding to violence against women and children (NORC at the University of Chicago and the International Center for Research on Women, 2022).

CHAPTER III
RESEARCH METHODOLOGY

This chapter describes the research methodology in this study, which includes research design, study population, sampling and sample size, study procedures, research instruments, validity, reliability, data analysis method, and ethical issue.

3.1 Research Design

This study uses quasi-experimental research with two groups design. The blended learning program was provided to the intervention group. There was no intervention program for the control group. Data were collected before, after intervention, and 20-week follow up. The pattern of the study is presented in figure 4.

Intervention group

$$X$$

$$O_1 \qquad O_2 \qquad O_3$$

Control group

$$O_4 \qquad O_5 \qquad O_6$$
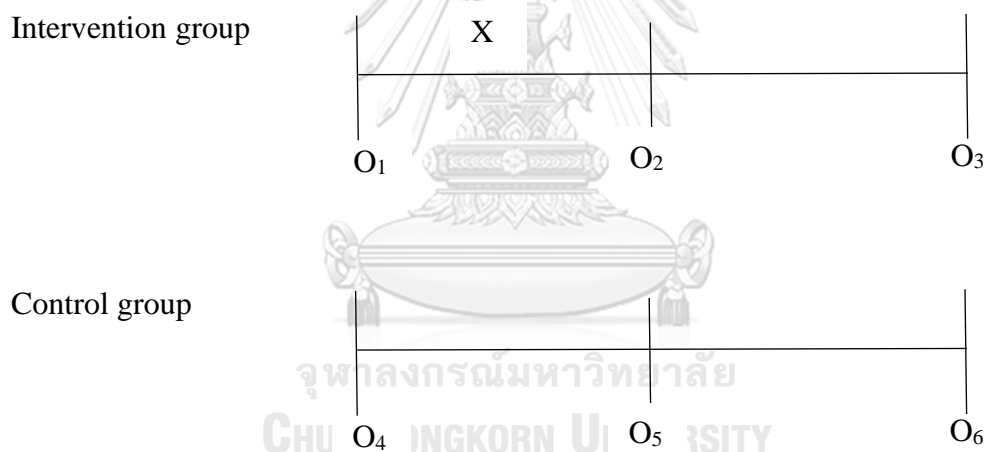
Figure 4: Research design

O_1, O_4 refer to gathering data before implementing program. Data included socio-demographics, internet usage, knowledge, attitudes, intention to cope with cyber sexual harassment, behavioral coping strategies, and cyber sexual harassment of the intervention group and the control group.

O_2, O_5 refer to gathering data after implementing program. Data included knowledge, attitudes, intention to cope with cyber sexual harassment, behavioral coping strategies, and cyber sexual harassment of the intervention group and the control group.

O_3, O_6 refer to gathering data after finishing the program for 8 weeks. Data included knowledge, attitudes, intention to cope with cyber sexual harassment, behavioral coping strategies, and cyber sexual harassment of the intervention group and the control group.

X refer to blended learning program on cyber sexual harassment for 12 weeks.

3.2 Study Population and Setting

High school students in Bangkok under the supervision of the Office of the Basic Education Commission (OBEC), Ministry of Education who meet the following inclusion criteria were recruited into the study.

Inclusion criteria

1. Female students, studying in grade 10.
2. Studying in Thai-language programs.
3. Students must have smart phone, have their Facebook accounts and be able to use Facebook's features by themselves.
4. Have experiences of cyber sexual harassment in the last 6 months.
5. Willing to participate throughout the research period.
6. Getting the permission from their parents or guardians through consent form.

Exclusion criteria

1. Students with mental and physical health problems.
2. Documented learning disorder students.
3. Students who drop out during program and data collection at least 2 times were excluded.

3.3 Sampling and Sample Size

There are 120 secondary schools in Bangkok under the supervision of the Office of the Basic Education Commission. Two schools in Bangkok area were purposively selected for the study based on their similarity in characteristics, i.e., school's curriculum, size of school, and reported the cyberbullying cases in a high level (Emwadee K. et al., 2017). Therefore, there are similarity of the intervention and control groups. Furthermore, permission was given by the school directors before starting to implement the program and collect data at two selected schools.

$$n = \frac{2[Z_{\alpha/2} + Z_{\beta}]^2 \sigma^2}{(\mu_1 - \mu_2)^2}$$

When: σ = Standard deviation = 2.5

$Z_{\alpha/2}$ = 1.96 at α (alpha) = 0.05

Z_{β} = 0.84 at β = 0.20 (power of the test = 80%)

$\mu_1 - \mu_2$ = Difference mean scores of cyber victimization

between intervention and control groups (Jessica et al., 2019) = 9.42 – 7.97 = 1.45

$$n = \frac{2(1.96+0.84)^2 \times (2.5)^2}{(9.42 - 7.97)^2}$$

= 46.61 (+20% attrition)* = 55.93

= 56

The calculated sample size in each group was 56 students, with 20% added to prevent cases from being lost to follow-up and missing information. The total number of students were 112.

Sampling Technique

The sample size for this study was one hundred and twelve students, who were chosen using a multi-stage sampling method as shown in figure 5.

First stage: purposive sampling was used to select two high schools because they had the highest percentage of cyberbullying. One school was randomly selected to be the intervention group, while another school was selected to be the control group, using simple random sampling.

Second stage: purposive sampling was used to select both the intervention and control schools for female students in grade 10 because the school transition from middle to high school found the highest percentage of online harassment.

Third stage: each group has a sample size of at least 56 students. The list of students from the selected grade level received from schools and assigned a number ranging from 1 to N to each of the student who meets the inclusion criteria.

Finally, the participants were selected using simple random sampling by computer random number generator and they were approached by individual contact in the classroom.

In summary, a total of 112 students were recruited from the intervention and control groups. There were 56 participants in each group.
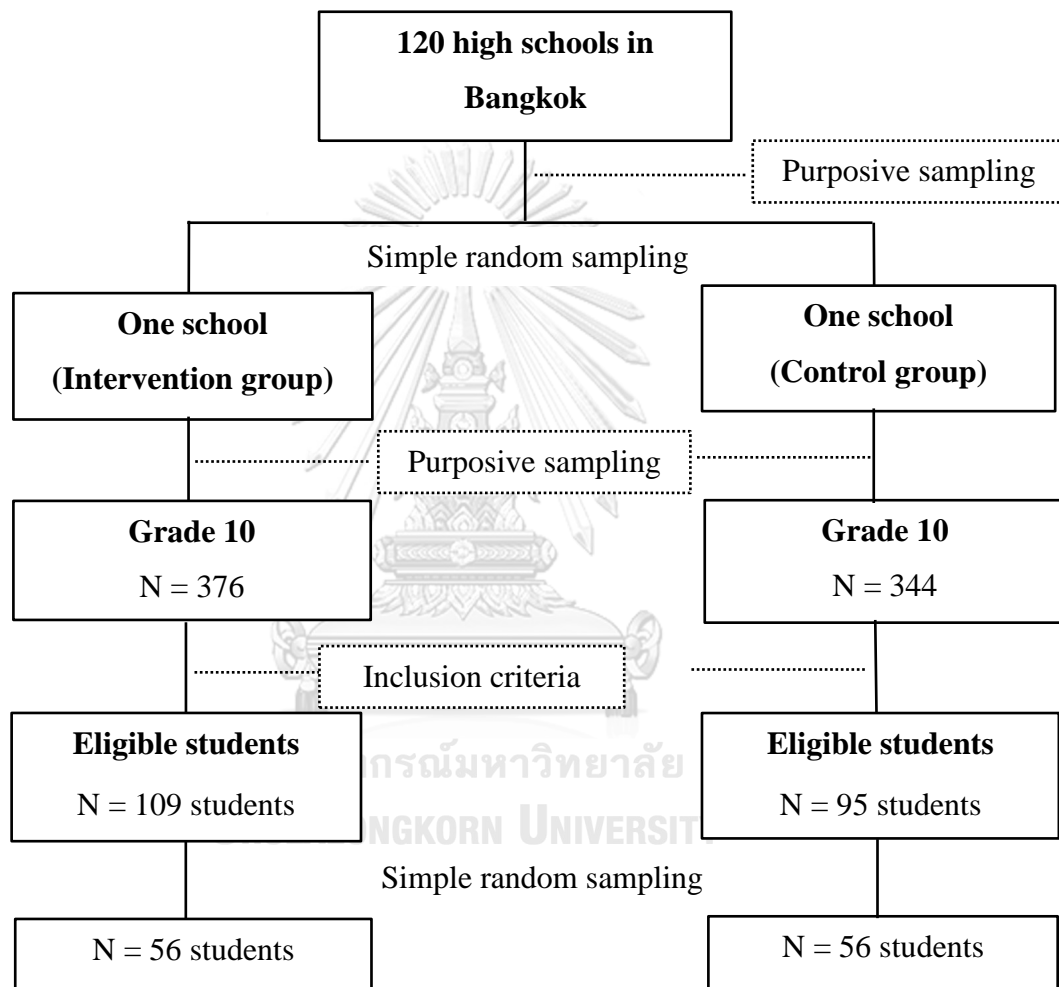
Figure 5: Flow diagram of sampling technique

3.4 Study procedure

The screening checklist was implemented in order to identify students who meet the inclusion criteria. Students were approached in the classroom and privately informed about the program. The intervention took place both in a meeting hall and Facebook group.

Research assistant training course

Four research assistants were recruited through an interview process that took into consideration criteria i.e., previous work experience as a research assistant or equivalent function, the ability to perform under pressure, and excellent time-management skills. Research assistants were fourth-year students of the public health and psychology faculties from Mahidol University. They were trained and assisted in the implementation of the program. The training session lasts for 3 hours and is performed four times by the researcher. A total of 12 hours would be spent on training research assistants to ensure that the program is completed successfully. The training course covered basic of cyber sexual harassment including definition, causes, negative consequences, online self-protection, coping strategies, data collection skills, and related issues. The course was held prior to the intervention procedure. After training, the researcher assessed the performance of four assistants who practiced the curriculum and ran the program for the researcher. The program was implemented by the researcher with the help of assistants who supported in class and online.

Intervention course

The blended learning program consisted of 12 activities and were carried out for 3 months. The intervention was implemented based on theory of planned behavior and empowerment theory. The program was developed from previous studies to improve knowledge, awareness, preventing of the existing dangers and coping with the problem (Anne et al., 2014; Jessica et al., 2019). Classroom activities took 90 minutes in every Monday at 15.10 – 16.40 pm. Other students who did not involve in the intervention program were not permitted to join the program. For Facebook group, it was created as the private group (closed group). All information is accessible only to participants and the research team. The privacy and information of students were protected. The program contents were shown in table 1.

Table 1: Overview of program contents

Week	Concept and outcomes	Method	Description
1. Getting to know each other	- Ice-breaking - Warm up	- Pre-test - Create a Facebook group	- Researcher explained the program and all students introduced themselves.
2. Knowing about cyber sexual harassment	- Knowledge of cyber sexual harassment and prevention methods	- Lecture - Group discussion - Facebook group	- Basic information about cyber sexual harassment was discussed.
3. Realizing risk factors and negative consequences	- Knowledge of risk factors and negative outcomes of cyber sexual harassment	- Lecture - Group discussion - Facebook group	- Knowledge about risk factors and negative outcomes was discussed.
4. What if you are the victim	- Knowledge about self-protection skills	- Group discussion - Facebook group	- Online self-protection method was conducted.
5. Awareness rising	- Theory of planned behavior - Attitude changes - Emotional management	- Emotional guessing game - Facebook group	- Students worked to improve their emotional management skills.
6. Building positive attitudes and girl power	- Positive attitude toward cyber sexual harassment prevention - Theory of empowerment	- Positive message - Group discussion - Facebook group	- Empowering students to deal with the problem was conducted.

Table 1: Overview of program contents (continue)

Week	Concept and outcomes	Method	Description
7. Coping strategies	- Knowledge about coping skills - Theory of planned behavior - Intention and behavioral changes	- Quizzes - Group discussion - Facebook group	- Coping strategies for students were implemented.
8. Taking action and moving forward together	- Intention and behavioral changes	- Group discussion - Facebook group	- Students practiced on coping skills.
9. Lose your fear and find your voice	- Intention to cope with the problem	- Group discussion - Facebook group	- Students were encouraged to speak out.
10. Stories worth sharing	- Theory of planned behavior and Theory of empowerment	- Group discussion - Sharing stories - Facebook group	- Students shared their stories or experiences.
11. Develop campaign slogans	- Intention to cope with cyber sexual harassment	- Discussion - Create slogans - Facebook group	- Created a slogan or message to encourage people to think before they act online.
12. Summary and evaluation	- Behavioral changes - Decrease of cyber sexual harassment experiences	- Summarize - Post-test	- All activities were summarized.

Week 1

Activity 1: "Getting to know each other"

Facebook activity: the Facebook group was created specifically for students, and they must join it (private group). Students can share and exchange ideas in group at any time.

Classroom activity: the researcher and assistants introduced themselves and described the program's contents about 20 minutes. The intervention group completed a pre-test about 30 minutes before starting the program. Students would have roughly 30 minutes to introduce themselves to the researcher team. In a Facebook group, students took online quiz game to see how well they knew themselves. The quiz results were then shared with friends. The quiz game took about 10 minutes. To inform students of upcoming classes or events, a schedule was created in group.

Week 2

Activity 2: "Knowing about cyber sexual harassment"

Classroom activity: students were divided into six subgroups before starting the activity and created a group name. The purpose of group gatherings or group dynamics is for students to interact positively with one another and support their peers.

The messages were shown to the students after they were divided into groups by researcher team. Each message has the chance to be seen as cyber sexual harassment (not all messages are going to considered cyber sexual harassment). Each group of students would choose which messages define cyber sexual harassment. It took approximately 45 minutes.

After that, the definition, types of cyber sexual harassment, prevalence data, the different between sexual harassment and cyber sexual harassment, role of social media in students' lives, and the positive and negative points of internet using were presented. Moreover, the researcher team would present several stimulated posts or online news stories with reactions from people on social media in Facebook (e.g., sexual remarks or unwanted sexual joking), and students would discuss and share their ideas with other students (45 minutes).

Before the session ended, an assignment was given. In a Facebook group, the researcher team shared content regarding online sexual harassment.

Facebook assignment: story post; Cherry was a charming girl with a good-looking figure. However, this did not prevent her from being a survivor of cyber sexual harassment. At school, the perpetrators would continue to send her sexual comments or joking and nasty texts about her body. In addition, she would receive unwelcome messages inviting her to offline dating, even if she repeatedly declined and said no to the perpetrator.

Before the next session, students must respond to the question about the negative consequences to the survivor who was involved in the situation in the researcher's post. The researcher team reviewed every comment by clicking the "Like" button on the student's post and providing suggestions.

Week 3

Activity 3: "Realizing risk factors and negative consequences"

Classroom activity: this session is including the psychological, social, academic, and physical harmful results. The factors that contribute to cyber sexual harassment have been examined. The activity would be learned through brainstorming, peer-group discussion, and a 45-minute summary of student opinions. Each group would be monitored during activity, observing students' actions, and intervening as necessary to motivate a group's learning.

Factors influencing cyber sexual harassment were discussed, and the researcher team asked students in each group to identify factors influencing the problem. For example, 1) physical attractiveness increases certain males' motivation to sexually harass females, 2) lower status or younger persons report greater sexual harassment, 3) number of hours per day that students use the internet, 4) parents or adults supervise internet use, and 5) sexual orientation. Furthermore, students would discuss the negative outcomes to survivors in their groups before presenting to other groups (45 minutes).

Facebook assignment: the video was shared by the researcher on a Facebook group. The video comes from YouTube and is in Thai (stop cyber sexual harassment). The expert explained cyber sexual harassment in the content, and a female newsreader

also shared her experience. Students should respond to the following question: "how would you feel if you were the survivor, and what are the consequences of cyber sexual harassment?" students must give an explanation in the researcher's post before the next session.

Week 4

Activity 4: "What if you are the victim"

Classroom activity: students learned about internet or social media privacy settings, as well as strategies for online self-protection. Before the activity began, students were given quizzes on "how it feels to do nothing or keep this in silence when you are being cyber sexually harassed and are there times when you want to speak up". Students discussed the questions as a group, and then the researcher team summarized all the students' views (about 15 minutes).

Then, for around 15 minutes, a classroom game for students (Charades) would be implemented. Select a student to stand in the center of the room and act out a word from the researcher's list (no speaking allowed). The rest of the students then must figure out what their friend is attempting to demonstrate. Other students can make guesses or raise their hands to answer.

After the game activity, the strategies that students could use to deal with unsafe situations and tactics for dealing with cyber sexual harassment were discussed. The protective skills and advice for helping themselves and others in preventing victimization were performed. The student would know when and how to seek help from others, when not to put themselves in risk circumstances, and how to try to make a difficult situation into a funny one, which may be difficult for students to learn but should be practiced.

The researcher team highlighted the main tips for protecting students. For example, 1) use a password manager, 2) be aware of what you are sharing, 3) avoid clicking the suspected link, 4) do not share personal information on social media, 5) check your privacy settings, 6) secure your internet browsing, and 7) block or delete someone you do not know well. Furthermore, methods to prevent online harassment were implemented, such as: a) talking with someone you trust, b) monitoring online activity and saving evidence, and c) reaching out for help or using accessible tech

solutions. Students learned through lecture, brainstorming, group discussion, and question-and-answer. It took approximately 60 minutes.

Facebook assignment: the content regarding cyber sexual harassment was posted by a researcher.

Story post: Min was cyber sexually harassed and bullied because of her sexual orientation. Being a lesbian as a teen is hard enough without the bullying, but it becomes even more difficult when her classmates create an anti-lesbian Facebook group. This was coming from more than just enemies or persons she hardly knew. Her own friends began to harass her when she "came out". Min was constantly harassed online and at school because of her gender.

The question for students: what would you say if you were the survivor's friend in this situation? Before the next session, students must share their views in a Facebook group.

Week 5

Activity 5: "Awareness rising and emotional management"

Classroom activity: by using brainstorming and peer-led group discussion, this session aims to increase active participation within the group. The lesson learn is about emotion self-regulation and how to develop emotional management abilities. Students would be taught with techniques such as self-talk and belly breathing to deal with negative emotions such as anxiety or worry. Emotional management was created to monitor and regulate emotions while distressed.

Group discussion on how to control students' emotions was conducted. For example, a) consider the impact of emotions, b) strive for regulation rather than repression, c) identify what students are feeling, d) take a deep breath, it can help you take a step back from the intensity of emotion, e) know when to express yourself, learn when it is okay to let feelings out, f) stay on top of stress, reducing stress or finding more helpful ways to manage the problem, it can help your emotions become more manageable g) talk to someone or a therapist; they can provide you compassion and assistance (about 45 minutes).

Furthermore, for raising student awareness of cyber sexual harassment. Students practiced interpreting their peers' emotions through bodily cues. Emotional

guessing games were played to help students understand that emotions may fluctuate, and that each people react differently in different situations. Students would learn to recognize their own emotions as well as care for and compassion for others.

Students were divided into pairs for the emotional guessing game in order to ensure that their partner understood what they were attempting to say. Students would practice noticing how non-verbal communication (facial expression, body language, gestures) transmits messages to other peers. The feelings that students have to express to their friend without speaking such as sad, angry, happy, surprised, shy, confused, excited, and disappointed (about 45 minutes).

Facebook assignment: researcher team posted content about cyber sexual harassment.

Story post: female students was a 14-year-old who grew up in Bangkok. She was sending a naked snapshot of herself to a boy she was interested in. Another student borrowed the boy's phone, found the image, and forwarded it to her classmates. As a result, the image spread to many other students at her school and other schools. Many students are mocking and harassing her online, using words like 'prostitute' and 'bad girl'.

The question for students, would you seek help if you were being cyber sexually harassed, or would you remain silent and not tell anyone? Before the next session, students should post their comments in the researcher's post.

Week 6

Activity 6: "Building positive attitudes and girl power"

Classroom activity: students learned the strategies to develop a positive attitude and overcome negative attitude. To encourages girl's empowerment, confidence and strength were conducted. The researcher team would give pens and paper before the session began. Students must write down positive messages to help their friends. The researcher gathered all the messages and chose six students at randomly to select the papers and read them out to their friends. Positive words would make students feel supported and cheered up.

The ways for helping students in creating positive attitudes were discussed. For example, a) when confronted with a negative thought, listen to your internal

dialogue and turn it into a positive thought; b) interact in positive environments and with positive people, do something with someone who cheers you up in a positive way; and c) find pleasure in the simple things in life (about 45 minutes).

Students discussed strategies for developing self-esteem and self-confidence in a supportive group environment. To build personal empowerment, follow these steps: 1) identify a goal that is focused on power and increase knowledge; 2) improve self-efficacy or believe that they can do it; 3) increase skills and competencies; 4) take action and keep going; 5) assess the impact, to see how much has changed, but even small changes count as success. Additionally, students learned and practiced thinking positively, such as not blaming themselves when a situation arises. The activity conducted through group discussion and group presentation (about 45 minutes).

Facebook assignment: the video was shared by the researcher team (the video from YouTube in Thai language: how to prevent sexual harassment on social media). The video is about Thai girls who have faced cyber sexual harassment and have shared their experiences. Furthermore, the expert highlighted the sources and solutions to the problem. The question would be, "what are the tactics for dealing with cyber sexual harassment?" Before the end of the week, students would share their opinion and explain why they did so.

Week 7

Activity 7: "Problem solving and coping strategies"

Classroom activity: before starting the activity, students were given coping strategy quizzes. "When you are harassed, what will you do to distract your mind off the situation?" "If you delete or change your profile, it will help to stop the problem". Students worked in groups for around 30 minutes before the researcher team summarized problem-solving tactics and coping abilities.

The researcher team presented problem-focused coping skills. The contents include tactics that involve acting on the environment (e.g., asking help from others) or acting alone (e.g., cognitive restructuring). Emotion-focused coping includes strategies for regulating students' emotions as well as approach or avoidance coping. It took roughly 30 minutes to discuss the behavioral coping techniques to use in each situation.

After that, for about 30 minutes, the strategies for responding to cyber sexual harassment were presented, which included (1) focusing on the perpetrators (e.g., retaliation, constructive contacting), (2) ignoring the perpetrators (e.g., doing nothing, deliberately ignoring the situation, avoidant action, emotional regulation), (3) seeking help either emotionally or technically (e.g., from friends, parents, teachers), and (4) cyber specific technical solutions (e.g., report the admin, blocking, or delete the message).

Facebook assignment: researcher team posted the content about cyber sexual harassment.

Story post: twelve-year-old female student was bullied and cyber harassed, so that she tried to persuade her mother to homeschool her. She hoped to be free from her terrible friends at school. However, the perpetrator continued through social networks. She was called "ugly" at first, and then she was called a "prostitute" long before she understood what the word meant. When she cut her hair to feel better about herself, the name calling switched to "tomboy". She tried to ignore about it, but the perpetrator did not stop, and she kept this situation by herself and did not tell her family.

The question for students: "does the student have any coping methods for dealing with this problem?" Students would respond to the question by answering it in the researcher's post.

Week 8

Activity 8: "Taking action and moving forward together"

Classroom activity: students discussed how to take action and respond to cyber sexual harassment. The approaches for preventing the problem were presented by researcher team: 1) recognizing and discussing cyber sexual harassment, 2) updating existing policies and practices, 3) making reporting the occurrence easier, and 4) promoting positive use of technology. Responding to cyber sexual harassment as follows: 1) responding to the situation as soon as possible, 2) identifying illegal content and activity, 3) investigation by recording or keeping the evidence, and 4) contacting the service provider (about 30 minutes).

After that, the responses to combating cyber sexual harassment were examined. Students in each group would help to create the appropriate solutions to the problem. For example, a) recognize that females, particularly girls, frequently ignore or delete unpleasant posts, images, and videos. This usually encourages the harasser and gives them the confidence to post more of these, with greater intensity; b) block, students should remember that most social networking sites have a block action; blocking is a strategy that deals with the harasser on an individual basis; and c) report, there are mechanisms to report harassment on social networking sites (about 20 minutes).

Furthermore, the researcher team would concentrate on preventing cyber sexual harassment on Facebook. To be more specific, Facebook has a system in place for users to report harassment, whether it is for harassment on chat, nasty remarks on the wall, or any anything that is deemed inappropriate. Students learned through lecture and group discussion (about 40 minutes).

Facebook assignment: researcher team shared the story about cyber sexual harassment.

Story post: Jane, who was in seventh grade when she was approached online by a male stranger. He had persuaded her to show her breasts on a webcam. He messaged her on Facebook and asked her to participate in a live sex reveal on webcam. If she did not, he would show her friends the photo of her breasts. When Jane declined to give in, the stranger uploaded the photo to the internet for all to see. She attempted suicide by drinking bleach, but she was saved. Her second attempt was successful, but she did leave a video explaining how she ended up this way.

Students responded to the researcher's post by sharing their thoughts on the techniques they intend to apply and ways to support the survivor before the situation devolved into tragedy.

Week 9

Activity 9: "Lose your fear and find your voice"

Classroom activity: researcher team encouraged students to report the situation to authorities and to speak up with a trusted person if they are in a risky spot. To make others aware of the dangers of cyber sexual harassment and to raise awareness of the

severity of the situation. Standing up and speaking out is one of the most successful ways of bringing about change when it comes to stopping cyber sexual harassment (about 45 minutes).

The researcher team suggested methods for breaking the silence by speaking up (about 45 minutes). For example, if you are a survivor or witness of cyber sexual harassment, do not sweep it under the rug. When you are ready, share your story with others to show them that you are not alone and there is possible way to escape and leave the harassment behind. 2) Participate in the discussion if you are on Facebook or any other social networking site where people gather in groups to discuss the prevention and solutions to sexual harassment. 3) Teach it by proactively bringing up discussions about the problem and why cyber sexual harassment must be stopped. There are various approaches to bringing up the subject, ranging from one-on-one chats to lesson plans that can be shared with others.

Facebook assignment: students have to post the cyber sexual harassment contents or sharing their experiences in the Facebook group with the hashtag (#stopsexualharassment) in their post before the next session.

Week 10

Activity 10: "Stories worth sharing and advocate the program"

Classroom activity: before beginning this session, students were asked amusing questions, and they had 20 minutes to play the game. A few example questions are: "If you woke up tomorrow as an animal, what animal would you choose to be and why?", "If you could live anywhere on this planet and take everything that you love with you, where would you choose to live and why?", "If you could choose to stay one age forever, what age would you choose and why?". Students can relax and learn more about their friends' opinions.

Students were invited to share their own experiences and talked about their previous successful strategies or barriers to cope with the problem. The activities were produced through group discussion and presentation. Students from different groups would be able to provide feedback and suggestions to their friend. The goal of stories worth sharing is to offer students a voice to speak out and to perceive the

opportunities or barriers to deal with the problem. By telling stories can foster healing, recovery, and understanding (about 60 minutes).

Facebook assignment: students in each group must find a source of information, such as a website, a document, or a Facebook page, about sexual harassment and share it with their friends in Facebook group by the end of the week.

Week 11

Activity 11: "Develop campaign slogans"

Classroom activity: students created the cyber sexual harassment slogans. All messages and slogans were shared on a Facebook group to encourage others to think before acting online and to take action to help those who are being cyber harassed. For example, phrases such as "Sexual harassment is the perpetrator's fault, not the survivors!" "Think about your actions, they do have consequences, do not even hurt anyone", and "If we say No! that's your cue to go" (about 90 minutes).

Facebook assignment: on a Facebook group, slogans or messages about cyber sexual harassment were shown. Students and the researcher team can vote for their favorite slogan in the group poll. The group with the highest score would be declared the winner.

Week 12

Activity 12: "Summary the program and evaluation"

Classroom activity: each group's representative would summarize the techniques for preventing cyber sexual harassment. After that, the post-test in the intervention group was conducted. Furthermore, the researcher team will give the prize to the winner group by distributing it to students.

Control group

Week 1: Informed consent and pre-test in the control group were conducted.

Week 12: Post-test was conducted.

Week 20: Follow up was collected in the intervention and control groups.

3.5 Research Instruments

A research instrument tool for assessing the sociodemographic characteristics, internet usage, knowledge, attitudes, intention, behavioral coping strategies, and cyber sexual harassment is self-administered questionnaire which consisted of 7 main parts.

Socio-demographic characteristics section covers general information containing 12 items i.e., age, GPA, sexual orientation, relationship status, living status, family income, parents' marital status, father's education, mother's education, numbers of close friend, alcohol consumption, and smoking.

Internet usage section contains 6 items i.e., duration of internet using per day, types of social media, device to access the internet, purpose to use internet, period time of internet usage, and parents supervising for internet usage of students.

Knowledge section contains 10 items. It includes definition of cyber sexual harassment, risk factor or causes, coping methods, and negative outcomes. This part constructed the items by researcher based on literature review and existing research. Total scores of knowledges were 10 points. For correct answer was scored 1 point and incorrect answer was scored 0 point. The range of score was 0-10 points. The items: 4, 7, 9 is representing false statements.

The total score of students' knowledges were classified into 3 levels cut off point (Bloom, 1986).

0-5 ($< 60\%$)	=	Low level of knowledge
6-7 ($60 - 79\%$)	=	Moderate level of knowledge
8-10 ($\geq 80\%$)	=	High level of knowledge

Attitudes section contains the information for 12 items. It includes the attitudes toward seeking help, technological coping, ignoring, and negotiating skills. This part constructed the items by researcher based on previous study (Courtney, 2009; Equal Opportunities Commission, 2013). The 5 score Likert's scale was used to rate the agreement of the respondents on each question.

	Positive statement	Negative statement
Strongly agree	= 5	= 1
Agree	= 4	= 2
Neutral	= 3	= 3
Disagree	= 2	= 4

Strongly disagree   = 1   = 5

In each aspect, the scores from the answers were summed up to total score and calculated for mean. The scores varied from 12 to 60. The items: 3, 6, 7, 9, 12 is representing negative statements. After that total score was classified into three levels according to previous research (Handono S., Laeheem K., & Sittichai R., 2019) as follows:

12-35 ($< 60\%$)	=	Negative attitude
36-47 ($60 - 79\%$)	=	Neutral attitude
48-60 ($\geq 80\%$)	=	Positive attitude

Intention to cope with cyber sexual harassment section contains the information for 12 items. It includes intend to use technological skills, intend to seek help or support, intend to ignore or confront with harassers. This part modified the items from previous research (Hana et al., 2013). The 5 score Likert's scale was used to rate the intention of the respondents on each question.

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

In each aspect, the scores from the answers were summed up to total score and calculated for mean. The scores varied from 12 to 60 and after that total score was classified into three levels according to previous research as follows:

12-35 ($< 60\%$)	=	Low intention
36-47 ($60 - 79\%$)	=	Moderate intention
48-60 ($\geq 80\%$)	=	High intention

Behavioral coping strategies section contains the information for 12 items The questions related to following aspects using technological skills, seeking help or support, ignoring, and negotiating with harassers as coping strategies. This part modified the items from previous research (Machackova et al., 2013). The 3 score Likert's scale was used to rate the behavior of students.

Always   = 3

Sometimes   = 2

Never   = 1

Whereas, "never" means students do not practiced, "sometimes" means students practiced for 1-2 times, "always" means students practiced for 3 or more times in the past 6 months.

In each aspect, the scores from the answers were summed up to total score and calculated for mean. The scores varied from 12 to 36 and after that total score was classified into three levels according to previous research (Handono S., 2019) as follows:

12-21 ($<$ 60%)   =   Low behavioral coping strategies

22-28 (60 – 79%)   =   Moderate behavioral coping strategies

29-36 ($\geq$ 80%)   =   High behavioral coping strategies

Cyber sexual harassment section contains the information for 15 items. It includes three types of cyber sexual harassment i.e., unwanted sexual attention, gender harassment, and sexual coercion. This part of questionnaire was adapted from previous studies of cyber sexual experienced questionnaire (Finn J., 2004; Samantha, 2008). The 4 score Likert's scale was used to rate the experience of cyber sexual harassment of the students in the past 6 months.

Always   = 4

Frequently   = 3

Sometimes   = 2

Never   = 1

Whereas, "never" means students do not experienced, "sometimes" means students experienced for 1-2 times, "frequently" means students experienced for 3-5 times, and "always" means students experienced for 6 times or more.

In each aspect, the scores from the answers were summed up to total score and calculated for mean. The scores varied from 15 to 60. After that total score was classified into three levels according to previous research (Songsiri N. & Musikaphan W., 2011) as follows:

15-35 ($<$ 60%)   =   Low level of cyber sexual harassment

36-47 (60 – 79%)   =   Moderate level of cyber sexual harassment

48-60 ($\geq$ 80%)   =   High level of cyber sexual harassment

3.6 Validity Test

For content validity test, the developed questionnaires were checked by consulting 5 experts to validate the questionnaire with the score at each item (+1, 0, -1). The scores were calculated by the formula to assess Index of item Objective Congruence (IOC). The validity of knowledge was 0.74, attitude was 0.78, intention was 0.84, behavioral coping strategies was 0.82, and cyber sexual harassment was 0.91.

3.7 Reliability Test

After the content validity test, the questionnaires were tested for reliability. Kuder-Richardson 20 (KR-20) and Cronbach's alpha coefficient were applied to measure reliability of the questionnaire. For reliability of knowledge (KR-20) was 0.77, attitude (Cronbach's alpha) was 0.79, intention was 0.86, behavioral coping strategies was 0.89, and cyber sexual harassment was 0.87.

3.8 Data Analysis Methods

The data analysis was carried out using statistical packages for the social sciences (SPSS) version 22.0. The significant level was *p-value* < 0.05.

1. **Descriptive statistics** expressed as numbers, frequencies, percentages, means, and standard deviations to describe the population characteristics subjected to each factor. Before analyzing the data, normal distribution was tested by K-S test.

2. Inferential statistics

Bivariate analysis, Chi-square and Fisher's Exact test used to analyze the difference between intervention and control groups on socio-demographic characteristics and internet usage in categorical data.

Normality was tested by Kolmogorov-Smirnov test. Parametric statistics used for normal distribution and nonparametric statistics were used when the scores are non-normal distribution.

Paired sample t-test used for comparing the mean scores of knowledge, attitudes, intention, behavioral coping strategies, and cyber sexual harassment in the intervention and control groups at before, after intervention, and follow up when normally distributed by mean (95% confident interval, 95% CI) and standard deviation of total scores in each subscale.

Independent sample t-test used for comparing the mean scores of knowledge, attitudes, intention, behavioral coping strategies, and cyber sexual harassment between the intervention and control groups at before, after intervention, and follow up when normally distributed by mean (95% confident interval, 95% CI) and standard deviation of total scores in each subscale. Man-Whitney test used for comparing the score when the scores are non-normal distribution by median (interquartile range, IQR).

A repeated measures analysis of variance (ANOVA) used to evaluate the effectiveness of program with the difference between three times periods for continuous outcomes. The mean scores of knowledges, attitudes, intention, behavioral coping strategies, and cyber sexual harassment of intervention and control groups at baseline, after intervention, and week 20 for follow up were analyzed.

Post-hoc test (Bonferroni) also used to analyze the differences between two groups over time. All analysis used a 95% confidence interval (CI), and statistically significant at $p < 0.05$.

3.9 Ethical Issue

Ethical approval was obtained from the Ethics Review Committee for Research Involving Human Research Subjects, Health Science Group, Chulalongkorn University (COA No.065/2564). Before starting the intervention, the participants received permission from their parents prior to participate in this research and willingly agree to take part by signing an informed consent form. The participants were able to withdraw from the study at any time without any troubles brought back to them. All the questionnaires and participants' information were confidentially stored.

CHAPTER IV
RESEARCH RESULTS

The study was designed to evaluate the effectiveness of blended learning program for cyber sexual harassment prevention among female high school students in Bangkok, Thailand. This chapter presents the results obtained from the data analysis of this study. The results are presented in the following 2 parts: 1) general characteristics of female high school students consisting of socio-demographic and internet usage, knowledge, attitudes, intention to cope with cyber sexual harassment, behavioral coping strategies, and cyber sexual harassment, and 2) the effectiveness of blended learning program.

4.1 Data analysis of baseline characteristics

This session showed the general characteristics at baseline by using Chi-square test or Fisher's Exact test for categorical data and independent t-test or Mann-Whitney U test for continuous data. This part was conducted to test the difference at baseline between intervention and control groups.

4.1.1 Socio-demographic characteristics

Socio-demographic characteristics include age, GPA, sexual orientation, relationship status, living status, family income, parents' marital status, father's education, mother's education, numbers of close friend, alcohol consumption, and smoking as shown in table 2. The total participants were 112 students including 56 students in the intervention group and 56 students in the control group. The median (IQR, inter quartile range) ages were 16 (15 -17) years old of the intervention and the control groups. About half of students in the intervention (51.8%) and the control groups (48.2%) had GPA between 2.01 – 3.00. Most of students were heterosexual in the intervention (85.7%) and the control groups (91.1%). About half of them in the intervention (44.6%) and the control groups (58.9%) were single. More than half of the students stayed with parents in the intervention (51.8%) and the control groups (60.7%). Their family income ranged between 30,001 – 40,000 baht, in the intervention (37.5%) and the control groups (39.3%). Approximately half of their

parents'marital status were married/ living together, and their parents studied in bachelor degree. Almost half of students had two close friends in the intervention (37.5%) and the control groups (44.6%). They did not drink alcoholic beverage in the intervention (92.9%) and the control groups (96.4 %), and they were non-smokers. The results revealed that socio-demographics were not significantly different between the intervention and control groups at baseline (*p-value* > 0.05) as shown in table 2.

4.1.2 Internet usage

In term of internet usage among female high school students including duration of internet using per day, types of social media, the device to access the internet, purpose to use internet, time period of internet usage, and parents supervising for internet usage of students. About half of students in the intervention (53.6%) and the control groups (66.1%) surf the Net more than 7 hours a day. Students used Facebook in the intervention (71.5%) and the control groups (62.5%). Most of students in the intervention (89.3%) and the control groups (85.7%) used smart phone to access the internet. More than 70% of students in the intervention and the control groups used the internet for chatting/ talking/ communication. The period of time for internet usage fell between 18.01 – 21.00 in the intervention (75.0%) and the control groups (64.3%) and half of students without parent supervision for their internet usage. Therefore, the results showed that internet usage were not statistically significant difference between the intervention and control groups at baseline (*p-value* > 0.05) as shown in table 3.

Table 2: Comparison of sociodemographic characteristics between the intervention and control groups at baseline

Sociodemographic characteristics	Intervention group (n = 56)	Control group (n = 56)	p-value
	n (%)	n (%)	
Age (year)			0.218[c]
Median (IQR)	16 (15 -17)	16 (15 -17)	

Analyzed with [a] Chi-square test, [b] Fisher's exact test, [c] Mann-Whitney U test
*Statistical significance at p-value < 0.05

Table 2: Comparison of sociodemographic characteristics between the intervention and control groups at baseline (continue)

Sociodemographic characteristics	Intervention group (n = 56)	Control group (n = 56)	p-value
	n (%)	n (%)	
GPA			0.675[a]
≤2.00	5 (8.9)	8 (14.3)	
2.01–3.00	29 (51.8)	27 (48.2)	
3.01–4.00	22 (39.3)	21 (37.5)	
Sexual Orientation			0.557[b]
Heterosexual	48 (85.7)	51 (91.1)	
Homosexual	7 (12.5)	5 (8.9)	
Bisexual	1 (1.8)	0 (0.0)	
Relationship Status			0.317[a]
Single (no boyfriend / girlfriend)	25 (44.6)	33 (58.9)	
Committed dating relationship	9 (16.1)	7 (12.5)	
Uncertain dating relationship	22 (39.3)	16 (28.6)	
Living Status			
Stay with parent	29 (51.8)	34 (60.7)	0.358[a]
Stay with father or mother	23 (41.1)	16 (28.6)	
Stay with relative or guardian	4 (7.1)	6 (10.7)	
Family Income			0.348[a]
10,001 – 20,000 baht	6 (10.7)	10 (17.9)	
20,001 – 30,000 baht	18 (32.2)	19 (33.9)	
30,001 – 40,000 baht	21 (37.5)	22 (39.3)	
More than 40,001 baht	11 (19.6)	5 (8.9)	
Parents'marital Status			0.489[a]
Married/living together	23 (41.1)	27 (48.2)	
Separated (not divorced)	19 (33.9)	20 (35.7)	
Divorced/widowed	14 (25.0)	9 (16.1)	

Analyzed with [a] Chi-square test, [b] Fisher's exact test, [c] Mann-Whitney U test

Table 2: Comparison of sociodemographic characteristics between the intervention and control groups at baseline (continue)

Sociodemographic characteristics	Intervention group (n = 56)	Control group (n = 56)	p-value
	n (%)	n (%)	
Father's Education			0.336[a]
Secondary school level	5 (8.9)	6 (10.7)	
College	11 (19.7)	19 (33.9)	
Bachelor's degree	34 (60.7)	26 (46.5)	
Higher than bachelor's degree	6 (10.7)	5 (8.9)	
Mother's Education			0.183[a]
Secondary school level	7 (12.5)	4 (7.2)	
College	10 (17.9)	20 (35.7)	
Bachelor's degree	32 (57.1)	26 (46.4)	
Higher than bachelor's degree	7 (12.5)	6 (10.7)	
Numbers of Close Friend			0.646[a]
None	6 (10.7)	4 (7.1)	
One	17 (30.4)	19 (33.9)	
Two	21 (37.5)	25 (44.6)	
Three or more	12 (21.4)	8 (14.3)	
Alcohol Consumption			0.678[b]
Yes	4 (7.1)	2 (3.6)	
No	52 (92.9)	54 (96.4)	
Smoking			1.000[b]
Yes	1 (1.8)	0 (0.0)	
No	55 (98.2)	56 (100.0)	

Analyzed with [a] Chi-square test, [b] Fisher's exact test, [c] Mann-Whitney U test
*Statistical significance at p-value < 0.05

Table 3: Comparison of Internet usage between the intervention and control groups at baseline

Internet usage	Intervention group (n = 56)	Control group (n = 56)	p-value
	n (%)	n (%)	
Duration of Internet Use			0.151[a]
About 4–5 h per day	7 (12.5)	9 (16.1)	
About 6–7 h per day	19 (33.9)	10 (17.8)	
>7 h per day	30 (53.6)	37 (66.1)	
Types of Social Media			0.536[a]
Facebook	40 (71.5)	35 (62.5)	
Line	5 (8.9)	6 (10.7)	
Twitter	6 (10.7)	5 (8.9)	
YouTube	5 (8.9)	10 (17.9)	
Device to Access the Internet			0.466[b]
Smart phone	50 (89.3)	48 (85.7)	
Tablet	5 (8.9)	4 (7.1)	
Notebook/personal computer	1 (1.8)	4 (7.1)	
Purpose to Use Internet			0.403[a]
Chatting/talking/communication	41 (73.2)	40 (71.4)	
Working/surfing around	4 (7.1)	8 (14.3)	
Online entertainment	11 (19.7)	8 (14.3)	
Period Time of Internet Usage			0.171[a]
15:01–18:00	6 (10.7)	4 (7.1)	
18.01–21:00	42 (75.0)	36 (64.3)	
After 21:00	8 (14.3)	16 (28.6)	
Parent Supervision			0.609[a]
Never	31 (55.4)	27 (48.2)	
Hardly	20 (35.7)	21 (37.5)	
Sometimes	5 (8.9)	8 (14.3)	

Analyzed with [a] Chi-square test, [b] Fisher's exact test

Statistical significance at p-value < 0.05

4.1.3 Mean score of knowledge, attitudes, intention, behavioral coping strategies, and cyber sexual harassment at baseline

The total score of knowledge of cyber sexual harassment was 10 points. The questions included definition of cyber sexual harassment, risk factor or causes, coping methods, and negative outcomes. The mean scores of knowledge in the intervention group was 6.61±1.86. The total score of attitudes was 60 points. The questions included attitudes toward seeking help, technological coping, ignoring, and negotiating skills. The mean scores of attitudes in the intervention group was 38.36±5.33. The total score of intention was 60 points. The students reponsed on their intention to use technological skills, intention to seek help or support, and intention to ignore or confront with harassers. The mean scores of intention in the intervention group was 39.43±5.26. The total score of behavioral coping strategies was 36 points. The questions included using technological skills, seeking help or support, ignoring, and negotiating with harassers. The mean scores of behavioral coping strategies in the intervention group was 23.30±2.18. The total score of cyber sexual harassment was 60 points. The frequency of sexual harassment on cyber platform occurrence in term of unwanted sexual attention, gender harassment, and sexual coercion was asked. The mean scores of cyber sexual harassment in the intervention group was 39.13±2.55. The results showed that knowledge, attitudes, intention, behavioral coping strategies, and cyber sexual harassment were not significant difference between two groups (*p-value* > 0.05) as shown in table 4.

Table 4: Comparison of knowledge, attitudes, intention, behavioral coping strategies, and cyber sexual harassment between intervention group and control group at baseline

Variables	Intervention group (n = 56)	Control group (n = 56)	*p-value*
	Mean (SD)	Mean (SD)	
Knowledge	6.61 (1.86)	6.59 (1.87)	0.960
Attitudes	38.36 (5.33)	39.43 (5.26)	0.287
Intention	39.43 (5.26)	38.09 (5.21)	0.179

*Analyzed with Independent t-test,   *Statistical significance at p-value < 0.05*

Table 4: Comparison of knowledge, attitudes, intention, behavioral coping strategies, and cyber sexual harassment between intervention group and control group at baseline (continue)

Variables	Intervention group (n = 56)	Control group (n = 56)	p-value
	Mean (SD)	Mean (SD)	
Behavioral coping strategies	23.30 (2.18)	23.43 (2.22)	0.764
Cyber sexual harassment	39.13 (2.55)	38.91 (2.64)	0.663

*Analyzed with Independent t-test,   *Statistical significance at p-value < 0.05*

4.2 The level of knowledge, attitudes, intention, behavioral coping strategies, and cyber sexual harassment at baseline, week 12, and week 20 follow-up

Table 5 showed the percentage categorized by level of knowledge, attitudes, intention, behavioral coping strategies, and cyber sexual harassment between the intervention and the control groups, rated using the low (negative), moderate (neutral), and high (positive) scale. Before the intervention, the percentage of students that possessed the knowledge level at low, moderate, and high level was nearly the same proportion in the intervention group. After the intervention and follow-up, the percentage of the students who had moderate and high level increased from 35.7% to 42.9%, and from 33.9% to 50.0%, respectively, while the students with low level of knowledge decreased around 23%. There was a little change in the percentage of students in each knowledge level at follow-up. Students' knowledge on definitions and coping methods was more improve than in other parts. For the attitudes level of the intervention group, majority of students were in the neutral level at baseline. After intervention, the percentage of students with negative attitude declined from 26.8% to 12.5%. However, the attitude of students cannot reach at positive level. The attitude toward seeking help and technological coping was more positive than in other domains. The percentage of students with a low intention to cope with cyber sexual harassment decreased from 21.4% to 8.9%. Moreover, the percentage of students with high intention increased after receiving the program, and this trend continued until the end of the follow-up (5.4%, 10.7%, and 16.1% at baseline, after intervention, and

follow-up, respectively). Students were expected to use their technological abilities and seek support after the program and follow-up more than in other aspects. Majority of the students (75.0%) in the intervention group had moderate behavioral coping strategies. After the program, the moderate level of behavioral coping strategies increased from 75.0% to 87.5%. They were more likely to use technological skills and seek help after intervention and follow-up. For cyber sexual harassment experiences, a decreasing of students those exposed to cyber sexual harassment was observed. Most of the students (91.1%) had moderate score on cyber sexual harassment experiences, then declined to 71.4% after intervention. Moreover, the percentage of the students with low experiences in cyber sexual harassment was increased (from 7.1% at baseline to 28.6% after intervention). After receiving the program, most students reported a reduction in unwanted sexual attention experiences.

Table 5: Percentage categorized by level of knowledge, attitudes, intention, behavioral coping strategies, and cyber sexual harassment between the intervention and control groups at baseline, week 12, and week 20 follow-up

Variables	Intervention group (n = 56)			Control group (n = 56)		
	Baseline	Week 12	Week 20	Baseline	Week 12	Week 20
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Knowledge Level						
Low 0-5 scores	17 (30.4)	4 (7.1)	7 (12.5)	15 (26.8)	16 (28.6)	17 (30.4)
Moderate 6-7 scores	20 (35.7)	24 (42.9)	22 (39.3)	21 (37.5)	21 (37.5)	20 (35.7)
High 8-10 scores	19 (33.9)	28 (50.0)	27 (48.2)	20 (35.7)	19 (33.9)	19 (33.9)
Attitudes Level						
Negative 12-35 scores	15 (26.8)	7 (12.5)	7 (12.5)	12 (21.4)	15 (26.8)	15 (26.8)
Neutral 36-47 scores	37 (66.1)	44 (78.6)	44 (78.6)	41 (73.2)	39 (69.6)	39 (69.6)
Positive 48-60 scores	4 (7.1)	5 (8.9)	5 (8.9)	3 (5.4)	2 (3.6)	2 (3.6)
Intention Level						
Low 12-35 scores	12 (21.4)	5 (8.9)	5 (8.9)	13 (23.2)	12 (21.4)	13 (23.2)
Moderate 36-47 scores	41 (73.2)	45 (80.4)	42 (75.0)	36 (64.3)	41 (73.2)	40 (71.4)
High 48-60 scores	3 (5.4)	6 (10.7)	9 (16.1)	7 (12.5)	3 (5.4)	3 (5.4)

Table 5: Percentage categorized by level of knowledge, attitudes, intention, behavioral coping strategies, and cyber sexual harassment between the intervention and control groups at baseline, week 12, and week 20 follow-up (continue)

Variables	Intervention group (n = 56)			Control group (n = 56)		
	Baseline	Week 12	Week 20	Baseline	Week 12	Week 20
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Behavioral Coping Strategies						
Low 12-21 scores	14 (25.0)	6 (10.7)	7 (12.5)	12 (21.4)	12 (21.4)	13 (23.2)
Moderate 22-28 scores	42 (75.0)	49 (87.5)	48 (85.7)	44 (78.6)	44 (78.6)	43 (76.8)
High 29-36 scores	0 (0.0)	1 (1.8)	1 (1.8)	0 (0.0)	0 (0.0)	0 (0.0)
Cyber Sexual Harassment						
Low 15-35 scores	4 (7.1)	16 (28.6)	15 (26.8)	6 (10.7)	6 (10.7)	7 (12.5)
Moderate 36-47 scores	51 (91.1)	40 (71.4)	41 (73.2)	49 (87.5)	49 (87.5)	48 (85.7)
High 48-60 scores	1 (1.8)	0 (0.0)	0 (0.0)	1 (1.8)	1 (1.8)	1 (1.8)

4.3 Overall comparison the mean score of knowledge, attitudes, intention, behavioral coping strategies, and cyber sexual harassment between the intervention and control groups at baseline, week 12, and week 20 follow-up

At baseline, mean scores of knowledges were not significant difference between intervention (6.61±1.86) and control groups (6.59±1.87) with *p-value* = 0.960. After students in the intervention group attended program for 12 weeks then found that the mean score of knowledge in the intervention group increased. It was significant difference between intervention and control groups at week 12 and follow-up. At baseline mean score of attitudes were not significant difference between intervention and control groups with *p-value* > 0.05. After students in the intervention group attended program for 12 weeks then found that the mean score of attitudes in the intervention group increased. The mean scores of the intervention group were higher than the control group. It was statistically significant difference between intervention and control groups at follow-up, as shown in table 6.

At baseline mean score of intention were not significant difference between intervention (39.43±5.26) and control groups (38.09±5.21) with *p-value* = 0.179. After students in the intervention group attended program for 12 weeks then found that the mean score of intention in the intervention group increased. The mean scores of the intervention group were higher than the control group. It was significant difference between intervention and control groups at follow-up. At baseline mean score of behavioral coping strategies were not significant difference between intervention and control groups. After students in the intervention group attended program for 12 weeks then found that the mean score of behavioral coping strategies in the intervention group increased. The mean score of the intervention group were higher than the control group. At follow-up, there was significant difference between intervention and control groups. At baseline mean score of cyber sexual harassment were not significant difference between intervention and control groups. After students in the intervention group attended program then found that the mean score of cyber sexual harassment in the intervention group decreased. It was significant difference between two groups at week 12 and follow-up, as shown in table 6.

Table 6: Comparison the mean score of knowledge, attitudes, intention, behavioral coping strategies, and cyber sexual harassment between intervention and control groups at baseline, week 12, and week 20 follow-up

Variables	Intervention group (n = 56)	Control group (n = 56)	p-value
	Mean (SD)	Mean (SD)	
Knowledge			
Baseline	6.61 (1.86)	6.59 (1.87)	0.960
Week 12	7.36 (1.53)	6.63 (1.88)	0.026*
Week 20 follow-up	7.41 (1.56)	6.61 (1.97)	0.018*
Attitudes			
Baseline	38.36 (5.33)	39.43 (5.26)	0.287
Week 12	40.43 (4.73)	38.21 (4.72)	0.015*
Week 20 follow-up	40.46 (4.65)	38.25 (4.68)	0.014*

*Analyzed with Independent t-test,   *Statistical significance at p-value < 0.05*

Table 6: Comparison the mean score of knowledge, attitudes, intention, behavioral coping strategies, and cyber sexual harassment between intervention and control groups at baseline, week 12, and week 20 follow-up (continue)

Variables	Intervention group (n = 56)	Control group (n = 56)	p-value
	Mean (SD)	Mean (SD)	
Intention			
Baseline	39.43 (5.26)	38.09 (5.21)	0.179
Week 12	41.34 (4.62)	39.45 (5.19)	0.044*
Week 20 follow-up	41.84 (4.93)	39.36 (5.26)	0.011*
Behavioral coping strategies			
Baseline	23.30 (2.18)	23.43 (2.22)	0.764
Week 12	24.25 (2.02)	23.34 (2.15)	0.023*
Week 20 follow-up	24.14 (2.08)	23.29 (2.24)	0.038*
Cyber sexual harassment			
Baseline	39.13 (2.55)	38.91 (2.64)	0.663
Week 12	37.02 (3.27)	38.93 (2.56)	<0.001*
Week 20 follow-up	37.23 (3.14)	38.88 (2.65)	0.003*

Analyzed with Independent t-test,
*Statistical significance at p-value < 0.05

4.4 Comparison the mean score of knowledge, attitudes, intention, behavioral coping strategies, and cyber sexual harassment within the intervention and the control groups at baseline, week 12, and week 20 follow-up

4.4.1 Comparison the mean score of knowledge, attitudes, intention, behavioral coping strategies, and cyber sexual harassment within the intervention group

When compared knowledge between baseline and after intervention (week 12), mean score increased (6.61±1.86 to 7.36±1.53, mean difference = 0.75). It was statistically significant difference (*p-value* = 0.029). When compared between baseline and follow-up (week 20), mean score increased to 7.41±1.56, mean

difference = 0.80. There was statistically significant (*p-value* <0.001). When compared between after intervention (week 12) and follow-up (week 20), there was no significant difference (*p-value* = 0.857), as shown in table 7.

For attitudes, the results showed that there was statistically significant difference between baseline and after intervention (*p-value* <0.001). When compared between baseline and follow-up (week 20) found that there was statistically significant (*p-value* <0.001). However, no significant differences in attitudes between week 12 and follow-up (*p-value* = 0.159), as shown in table 7.

When compared intention between baseline and after intervention (week 12), mean score increased (39.43±5.26 to 41.34±4.62, mean difference = 1.91). It was statistically significant difference (*p-value* <0.001). When compared between baseline and follow-up (week 20) found that mean score increased to 41.84±4.93, mean difference = 2.41. There was statistically significant (*p-value* <0.001). However, when compared between week 12 and follow-up found that there was no significant difference (*p-value* = 0.096), as shown in table 7.

When compared behavioral coping strategies between baseline and after intervention (Week 12), mean score increased (23.30±2.18 to 24.25±2.02, mean difference = 0.95). It was statistically significant difference (*p-value* <0.001). When compared between baseline and follow-up (week 20) found that mean score increased to 24.14±2.08, mean difference = 0.84. There was statistically significant (*p-value* <0.001). However, when compared between week 12 and follow-up found that there was no significant difference (*p-value* = 0.243), as shown in table 7.

For cyber sexual harassment, the results showed that there was statistically significant difference between baseline and after intervention (*p-value* <0.001). When compared between baseline and follow-up (week 20) found that mean score decreased (39.13±2.55 to 37.23±3.14, mean difference = 1.90). There was statistically significant (*p-value* <0.001). However, when compared between week 12 and follow-up found that there was no significant difference (*p-value* = 0.434), as shown in table 7.

Table 7: Comparison the mean score of knowledge, attitudes, intention, behavioral coping strategies, and cyber sexual harassment within the intervention group at baseline, week 12, and week 20 follow-up

Variables	Mean (SD)	Mean difference	t	df	*p-value*
Knowledge					
Baseline	6.61 (1.86)	0.75	2.24	55	0.029*
Week 12	7.36 (1.53)				
Baseline	6.61 (1.86)	0.80	3.96	55	<0.001*
Week 20 follow-up	7.41 (1.56)				
Week 12	7.36 (1.53)	0.054	0.18	55	0.857
Week 20 follow-up	7.41 (1.56)				
Attitudes					
Baseline	38.36 (5.33)	2.07	4.05	55	<0.001*
Week 12	40.43 (4.73)				
Baseline	38.36 (5.33)	2.10	4.13	55	<0.001*
Week 20 follow-up	40.46 (4.65)				
Week 12	40.43 (4.73)	0.03	1.43	55	0.159
Week 20 follow-up	40.46 (4.65)				
Intention					
Baseline	39.43 (5.26)	1.91	6.54	55	<0.001*
Week 12	41.34 (4.62)				
Baseline	39.43 (5.26)	2.41	6.08	55	<0.001*
Week 20 follow-up	41.84 (4.93)				
Week 12	41.34 (4.62)	0.50	1.69	55	0.096
Week 20 follow-up	41.84 (4.93)				

Analyzed with Paired t-test
Statistical significance at p-value < 0.05

Table 7: Comparison the mean score of knowledge, attitudes, intention, behavioral coping strategies, and cyber sexual harassment within the intervention group at baseline, week 12, and week 20 follow-up (continue)

Variables	Mean (SD)	Mean difference	t	df	*p-value*
Behavioral coping strategies					
Baseline	23.30 (2.18)	0.95	6.07	55	<0.001*
Week 12	24.25 (2.02)				
Baseline	23.30 (2.18)	0.84	4.82	55	<0.001*
Week 20 follow-up	24.14 (2.08)				
Week 12	24.25 (2.02)	0.11	1.18	55	0.243
Week 20 follow-up	24.14 (2.08)				
Cyber sexual harassment					
Baseline	39.13 (2.55)	2.11	5.56	55	<0.001*
Week 12	37.02 (3.27)				
Baseline	39.13 (2.55)	1.90	5.45	55	<0.001*
Week 20 follow-up	37.23 (3.14)				
Week 12	37.02 (3.27)	0.21	0.79	55	0.434
Week 20 follow-up	37.23 (3.14)				

Analyzed with Paired t-test
Statistical significance at p-value < 0.05

4.4.2 Comparison the mean score of knowledge, attitudes, intention, behavioral coping strategies, and cyber sexual harassment within the control group

When compared knowledge between baseline and after intervention (week 12), it was found that there was no statistically significant difference (*p-value* = 0.532). Moreover, there was no significant difference in knowledge scores between baseline and follow-up at week 20 (*p-value* = 0.878), and between after intervention (week 12) and follow-up (*p-value* = 0.883), as shown in table 8.

The results of attitudes showed that there was no significant difference between baseline and after intervention (*p-value* = 0.217). There was no significant

difference between baseline and follow-up (*p-value* = 0.230). For week 12 and week 20, no significant difference (*p-value* = 0.159), as shown in table 8.

When compared intention scores, the results showed that there was no significant difference between baseline and after intervention at week 12 (*p-value* = 0.227). Moreover, there was no significant difference between baseline and follow-up (*p-value* = 0.261), and between after intervention (week 12) and follow-up (*p-value* = 0.322), as shown in table 8.

For behavioral coping strategies found that there was no significant difference between baseline and after intervention (*p-value* = 0.688). There was no significant difference between baseline and follow-up (*p-value* = 0.529). For week 12 and week 20, no significant difference (*p-value* = 0.182), as shown in table 8.

The results of cyber sexual harassment showed that there was no significant difference between baseline and after intervention (*p-value* = 0.919). There was no significant difference between baseline and follow-up (*p-value* = 0.847). Moreover, after intervention (week 12) and week 20, no significant difference in cyber sexual harassment scores (*p-value* = 0.322), as shown in table 8.

Table 8: Comparison the mean score of knowledge, attitudes, intention, behavioral coping strategies, and cyber sexual harassment within the control group at baseline, week 12, and week 20 follow-up

Variables	Mean (SD)	Mean difference	t	df	*p-value*
Knowledge					
Baseline	6.59 (1.87)	0.04	0.63	55	0.532
Week 12	6.63 (1.88)				
Baseline	6.59 (1.87)	0.02	0.15	55	0.878
Week 20 follow-up	6.61 (1.97)				
Week 12	6.63 (1.88)	0.02	0.15	55	0.883
Week 20 follow-up	6.61 (1.97)				

Analyzed with Paired t-test
*Statistical significance at p-value < 0.05

Table 8: Comparison the mean score of knowledge, attitudes, intention, behavioral coping strategies, and cyber sexual harassment within the control group at baseline, week 12, and week 20 follow-up (continue)

Variables	Mean (SD)	Mean difference	t	df	*p-value*
Attitudes					
Baseline	39.43 (5.26)	1.22	1.25	55	0.217
Week 12	38.21 (4.72)				
Baseline	39.43 (5.26)	1.18	1.21	55	0.230
Week 20 follow-up	38.25 (4.68)				
Week 12	38.21 (4.72)	0.04	1.43	55	0.159
Week 20 follow-up	38.25 (4.68)				
Intention					
Baseline	38.09 (5.21)	1.36	1.22	55	0.227
Week 12	39.45 (5.19)				
Baseline	38.09 (5.21)	1.27	1.14	55	0.261
Week 20 follow-up	39.36 (5.26)				
Week 12	39.45 (5.19)	0.09	1.00	55	0.322
Week 20 follow-up	39.36 (5.26)				
Behavioral coping strategies					
Baseline	23.43 (2.22)	0.09	0.40	55	0.688
Week 12	23.34 (2.15)				
Baseline	23.43 (2.22)	0.14	0.63	55	0.529
Week 20 follow-up	23.29 (2.24)				
Week 12	23.34 (2.15)	0.05	1.35	55	0.182
Week 20 follow-up	23.29 (2.24)				

Analyzed with Paired t-test

*Statistical significance at p-value < 0.05

Table 8: Comparison the mean score of knowledge, attitudes, intention, behavioral coping strategies, and cyber sexual harassment within the control group at baseline, week 12, and week 20 follow-up (continue)

Variables	Mean (SD)	Mean difference	t	df	*p-value*
Cyber sexual harassment					
Baseline	38.91 (2.64)	0.02	0.10	55	0.919
Week 12	38.93 (2.56)				
Baseline	38.91 (2.64)	0.03	0.19	55	0.847
Week 20 follow-up	38.88 (2.65)				
Week 12	38.93 (2.56)	0.05	1.00	55	0.322
Week 20 follow-up	38.88 (2.65)				

Analyzed with Paired t-test
*Statistical significance at p-value < 0.05

4.5 Data analysis of the effectiveness of blended learning program

4.5.1 Effectiveness of blended learning program on knowledge

The differences of knowledge scores between the intervention and control groups at baseline, week 12, and week 20 follow-up were analyzed by repeated measures ANOVA. The results found that there was a statistically significant difference of knowledge between intervention and control groups (*p-value* = 0.028). The mean score of knowledge showed a small increase in the intervention group from baseline to post-test and at follow-up (6.61 ± 1.86 to 7.36 ± 1.53 and 7.41 ± 1.56, respectively) with a statistically significant difference (*p-value* = 0.014). Comparing the mean knowledge scores at each assessment time of control and intervention groups, the intervention group showed a higher mean score (*p-value* = 0.022) as shown in table 9 and figure 6.

Table 9: Repeated measure ANOVA of knowledge between the intervention and control groups

Source of variation	SS	df	MS	F-test	*p-value*
Between Subjects					
Intervention	22.53	1	22.53	3.19	0.028
Within group (error)	775.78	110	7.05		
(between group error)					
Within Subjects					
Time	12.07	1.71	7.05	4.74	0.014
Intervention x Time	10.57	1.71	6.17	4.15	0.022
Intervention x Within group	280.02	188.43	1.48		
(error) (within subject error)					

SS: Sum of Squares, df: Degree of Freedom, MS: Mean Squares
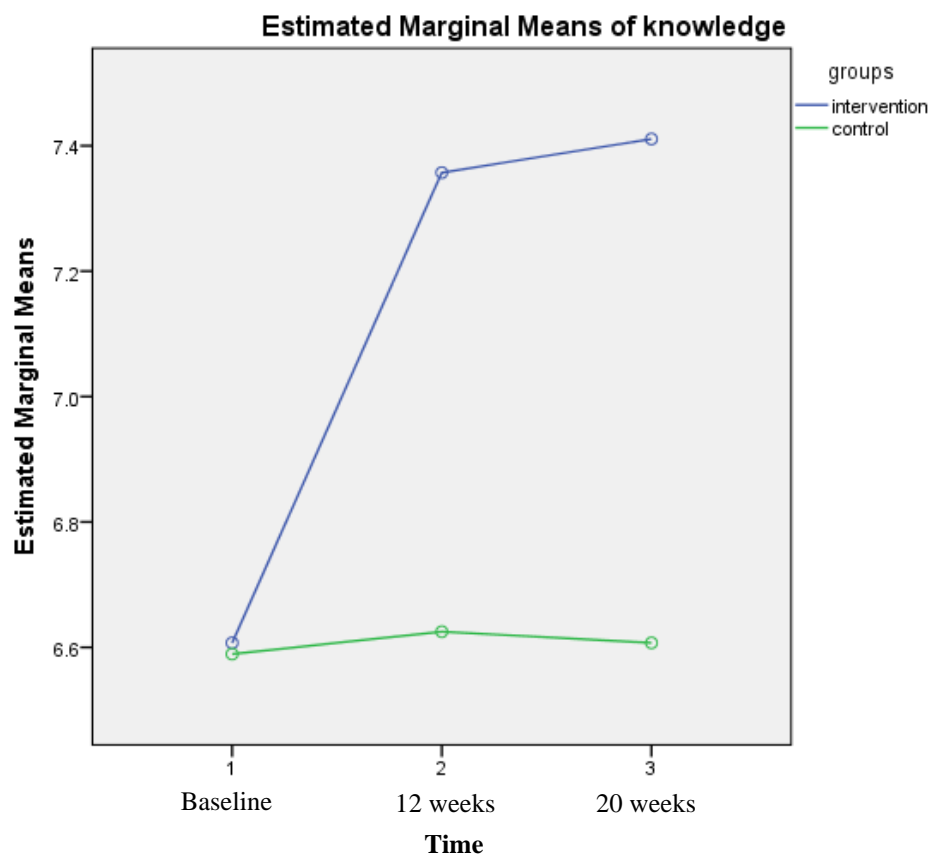
Figure 6: Change overtime on knowledge in the intervention and control groups

There was a statistically significant difference of knowledge between the intervention and control groups at week 12 and week 20 follow-up (p-value = 0.026 and 0.018, respectively) as shown in table 10.

Table 10: Pairwise comparisons of the different measurements of knowledge between intervention and control groups

Time	Group (i)	Group (j)	Mean difference (i-j)	SE	*p-value*	95% Confidence Interval[b] Lower	Upper
Baseline	Intervention	Control	0.02	0.35	0.096	-0.68	0.72
Week 12	Intervention	Control	0.73	0.32	0.026*	0.09	1.37
Week 20	Intervention	Control	0.80	0.33	0.018*	0.14	1.47

Based on estimated marginal means
*The mean difference is significant at 0.05 level
[b]Adjustment for multiple comparison: Bonferroni

There was statistically significant difference of knowledge between baseline and week 20 follow-up in the intervention group (*p-value* < 0.001), as shown in table 11.

Table 11: Pairwise comparisons of the different measurements of knowledge in the time of measurements of intervention and control groups

Group	Time (i)	Time (j)	Mean difference (i-j)	SE	*p-value*	95% Confidence Interval[b] Lower	Upper
Intervention	Baseline	Week 12	-0.75	0.33	0.088	-1.58	0.08
	Baseline	Week 20	-0.80	0.20	<0.001*	-1.30	-0.30
	Week 12	Week 20	-0.05	0.29	0.962	-0.78	0.67
Control	Baseline	Week 12	-0.04	0.06	0.931	-0.18	0.10
	Baseline	Week 20	-0.02	0.11	0.997	-0.30	0.27
	Week 12	Week 20	0.18	0.12	0.718	-0.28	0.32

Based on estimated marginal means, *The mean difference is significant at 0.05 level,
[b]Adjustment for multiple comparison: Bonferroni

**4.5.2 Effectiveness of blended learning program on attitudes**

The differences of attitude scores between the intervention and control groups at baseline, week 12, and week 20 follow-up were analyzed by repeated measures ANOVA. The results found that there was a statistically significant difference of attitude between intervention and control groups (*p-value* = 0.014). Regarding attitude of students, the intervention group's score slightly increased after the intervention and this increase persisted at the follow-up assessment (38.36 ± 5.33 at baseline to 40.43 ± 4.73 and 40.46 ± 4.65 at post-test and follow-up, respectively; p = 0.017). Comparing the mean attitude scores at each assessment time of control and intervention groups, the intervention group showed a higher mean score at both time points (p = 0.003) as shown in table 12 and figure 7.

Table 12: Repeated measure ANOVA of attitudes between the intervention and control groups

Source of variation	SS	df	MS	F-test	*p-value*
Between Subjects					
Intervention	105.19	1	105.19	2.12	0.014
Within group (error) (between group error)	5464.62	110	49.68		
Within Subjects					
Time	14.95	2	14.93	0.66	0.017
Intervention x Time	201.52	2	201.21	8.96	0.003
Intervention x Within group (error) (within subject error)	2473.52	220	22.45		

SS: Sum of Squares, df: Degree of Freedom, MS: Mean Squares
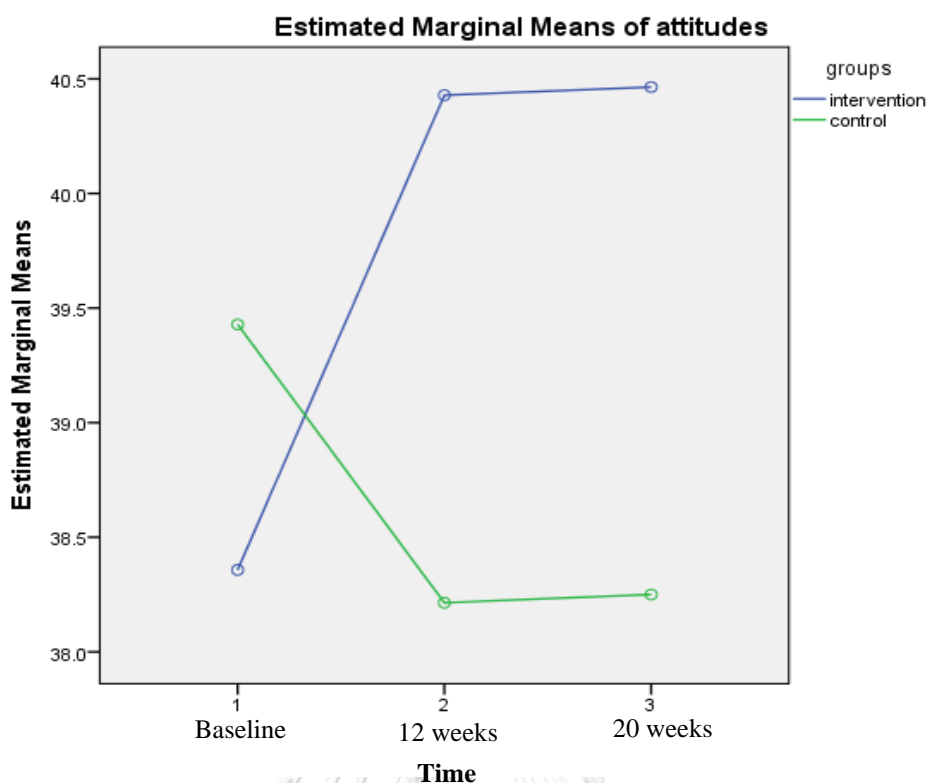
Figure 7: Change overtime on attitude in the intervention and control groups

There was statistically significant difference of attitudes between the intervention and control groups at week 12 after intervention and week 20 follow-up (*p-value* = 0.015 and 0.014, respectively) as shown in table 13.

Table 13: Pairwise comparisons of the different measurements of attitudes between intervention and control groups

Time	Group (i)	Group (j)	Mean difference (i-j)	SE	*p-value*	95% Confidence Interval[b]	
						Lower	Upper
Baseline	Intervention	Control	-1.07	1.00	0.287	-3.05	0.91
Week 12	Intervention	Control	2.21	0.89	0.015*	0.44	3.98
Week 20	Intervention	Control	2.21	0.88	0.014*	0.46	3.96

Based on estimated marginal means

*The mean difference is significant at 0.05 level

[b]Adjustment for multiple comparison: Bonferroni

There was statistically significant difference of attitudes between baseline and week 12, and baseline and week 20 follow-up in the intervention group (*p-value* <0.001 and <0.001, respectively) as shown in table 14.

Table 14: Pairwise comparisons of the different measurements of attitudes in the time of measurements of intervention and control groups

Group	Time (i)	Time (j)	Mean difference (i-j)	SE	*p-value*	95% Confidence Interval[b] Lower	Upper
Intervention	Baseline	Week 12	-2.07	0.51	<0.001*	-3.33	-0.81
	Baseline	Week 20	-2.10	0.51	<0.001*	-3.37	-0.85
	Week 12	Week 20	-0.04	0.02	0.477	-0.10	0.03
Control	Baseline	Week 12	1.21	0.97	0.650	-1.18	3.61
	Baseline	Week 20	1.18	0.97	0.691	-1.22	3.58
	Week 12	Week 20	-0.04	0.02	0.477	-0.10	0.03

Based on estimated marginal means
*The mean difference is significant at 0.05 level
*[b]Adjustment for multiple comparison: Bonferroni*

4.5.3 Effectiveness of blended learning program on intention

The differences of intention scores between the intervention and control groups at baseline, week 12, and week 20 follow-up were analyzed by repeated measures ANOVA. The results found that there was a statistically significant difference of intention between the intervention and control groups (*p-value* = 0.016). The mean intention score showed a statistically significant (*p-value* = 0.003) increase in the intervention group from baseline to post-test and at follow-up. Comparing the mean intention scores at each assessment time of control and intervention groups, the intervention group showed a higher mean score (*p-value* = 0.042) as shown in table 15 and figure 8.

Table 15: Repeated measure ANOVA of intention between the intervention and control groups

Source of variation	SS	df	MS	F-test	*p-value*
Between Subjects					
Intervention	304.76	1	304.76	5.94	0.016
Within group (error)	5640.90	110	51.28		
(between group error)					
Within Subjects					
Time	227.54	1.10	205.97	8.65	0.003
Intervention x Time	18.29	1.10	16.56	0.69	0.042
Intervention x Within group	2892.17	121.52	23.80		
(error) (within subject error)					

SS: Sum of Squares, df: Degree of Freedom, MS: Mean Squares
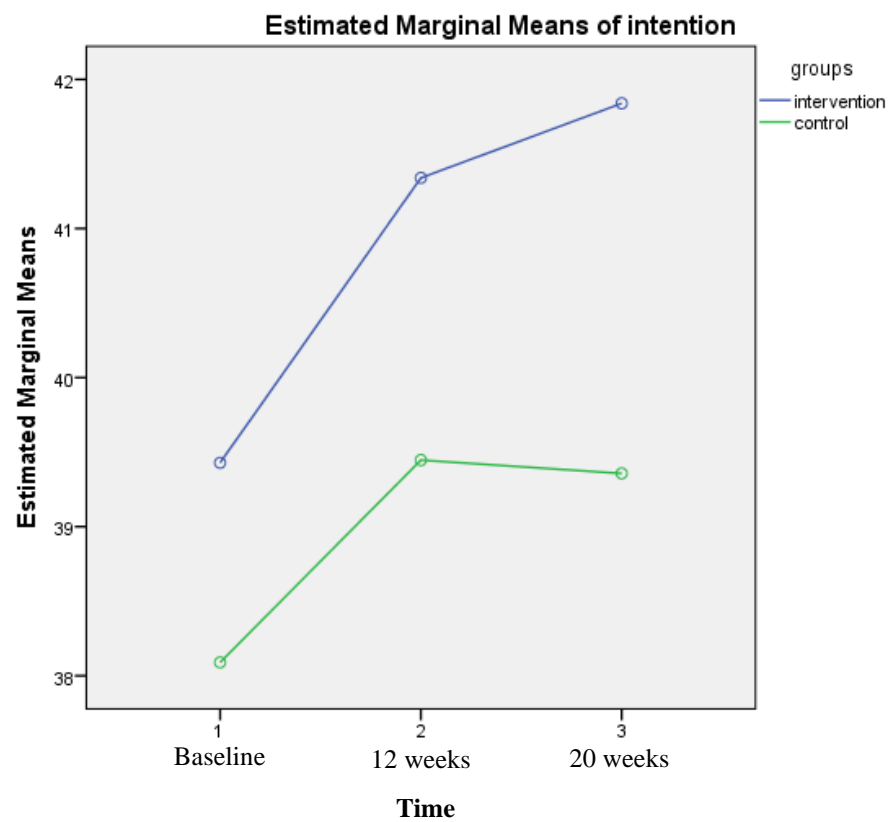
Figure 8: Change overtime on intention in the intervention and control groups

There was a statistically significant difference of intention between the intervention and control groups at week 12 after intervention and week 20 follow-up (*p-value* = 0.044 and 0.011, respectively) as shown in table 16.

Table 16: Pairwise comparisons of the different measurements of intention between intervention and control groups

Time	Group (i)	Group (j)	Mean difference (i-j)	SE	*p-value*	95% Confidence Interval[b]	
						Lower	Upper
Baseline	Intervention	Control	1.34	0.99	0.179	-0.62	3.30
Week 12	Intervention	Control	1.89	0.93	0.044*	0.05	3.73
Week 20	Intervention	Control	2.48	0.96	0.011*	0.57	4.40

Based on estimated marginal means
*The mean difference is significant at 0.05 level
[b]Adjustment for multiple comparison: Bonferroni

There was statistically significant difference of intention between baseline and week 12, and baseline and week 20 follow-up in the intervention group (*p-value* <0.001 and <0.001, respectively) as shown in table 17.

Table 17: Pairwise comparisons of the different measurements of intention in the time of measurements of intervention and control groups

Group	Time (i)	Time (j)	Mean difference (i-j)	SE	*p-value*	95% Confidence Interval[b]	
						Lower	Upper
Intervention	Baseline	Week 12	-1.91	0.29	<0.001*	-2.63	-1.19
	Baseline	Week 20	-2.41	0.39	<0.001*	-3.39	-1.43
	Week 12	Week 20	-0.50	0.29	0.287	-1.23	0.23
Control	Baseline	Week 12	-1.36	1.11	0.682	-4.10	1.39
	Baseline	Week 20	-1.27	1.12	0.782	-4.02	1.49
	Week 12	Week 20	0.09	0.09	0.965	-0.13	0.31

Based on estimated marginal means, *The mean difference is significant at 0.05 level,
*[b]Adjustment for multiple comparison: Bonferroni*

4.5.4 Effectiveness of blended learning program on behavioral coping strategies

The differences of behavioral coping strategies scores between the intervention and control groups at baseline, week 12, and week 20 follow-up were analyzed by repeated measures ANOVA. The results found that there was a statistically significant difference of behavioral coping strategies between the intervention and control groups (*p-value* = 0.031). The mean behavioral coping strategies score showed a statistically significant (*p-value* = 0.004) increase in the intervention group after students received the program. Comparing the mean scores of behavioral coping strategies at each assessment time of control and intervention groups, the intervention group showed a higher mean score at both time points (*p-value* < 0.001) as shown in table 18 and figure 9.

Table 18: Repeated measure ANOVA of behavioral coping strategies between the intervention and control groups

Source of variation	SS	df	MS	F-test	*p-value*
Between Subjects					
Intervention	25.19	1	25.19	2.04	0.031
Within group (error) (between group error)	1358.22	110	12.35		
Within Subjects					
Time	11.62	1.19	9.77	7.58	0.004
Intervention x Time	19.04	1.19	16.01	12.42	<0.001
Intervention x Within group (error) (within subject error)	168.67	130.85	1.29		

SS: Sum of Squares, df: Degree of Freedom, MS: Mean Squares
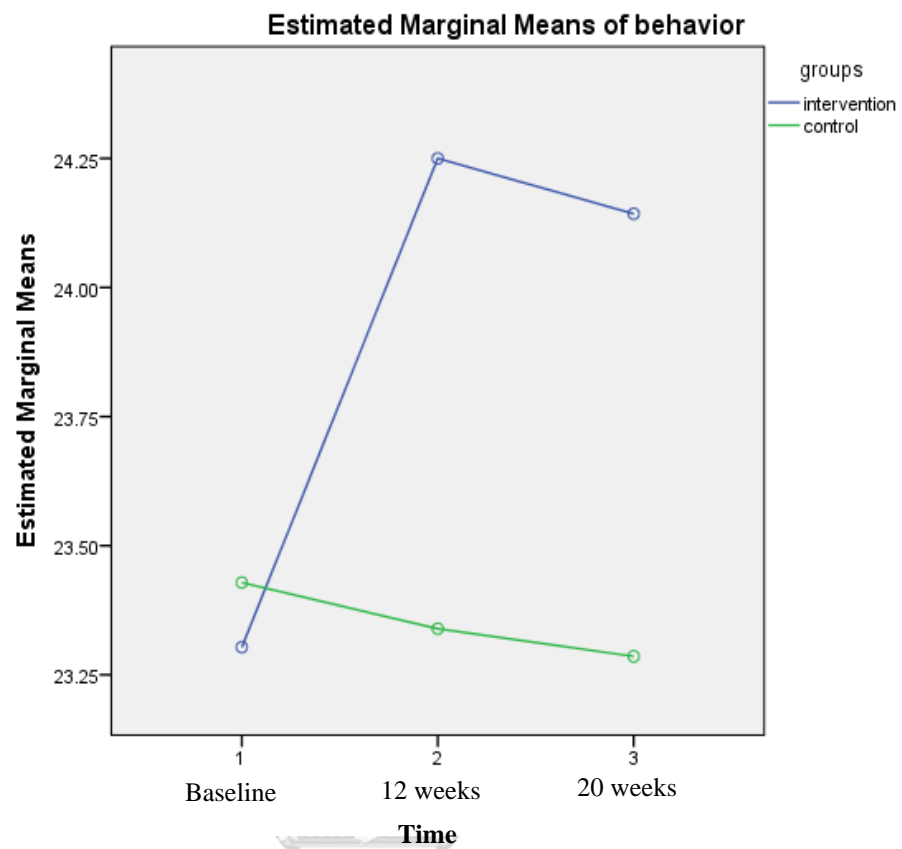
Figure 9: Change overtime on behavioral coping strategies in the intervention and control groups

There was statistically significant difference of behavioral coping strategies between the intervention and control groups at week 12 after intervention and week 20 follow-up (*p-value* = 0.023 and 0.038, respectively) as shown in table 19.

Table 19: Pairwise comparisons of the different measurements of behavioral coping strategies between intervention and control groups

Time	Group (i)	Group (j)	Mean difference (i-j)	SE	*p-value*	95% Confidence Interval[b]	
						Lower	Upper
Baseline	Intervention	Control	-0.12	0.42	0.764	-0.95	0.70
Week 12	Intervention	Control	0.91	0.39	0.023*	0.13	1.69
Week 20	Intervention	Control	0.86	0.41	0.038*	0.05	1.67

Based on estimated marginal means
*The mean difference is significant at 0.05 level
[b]Adjustment for multiple comparison: Bonferroni

There was statistically significant difference of behavioral coping strategies between baseline and week 12, and baseline and week 20 follow-up in the intervention group (*p-value* <0.001 and <0.001, respectively) as shown in table 20.

Table 20: Pairwise comparisons of the different measurements of behavioral coping strategies in the time of measurements of intervention and control groups

Group	Time (i)	Time (j)	Mean difference (i-j)	SE	*p-value*	95% Confidence Interval[b]	
						Lower	Upper
Intervention	Baseline	Week 12	-0.95	0.16	<0.001*	-1.33	-0.56
	Baseline	Week 20	-0.84	0.17	<0.001*	-1.27	-0.41
	Week 12	Week 20	0.11	0.09	0.728	-0.12	0.33
Control	Baseline	Week 12	0.09	0.22	0.667	-0.46	0.63
	Baseline	Week 20	0.14	0.23	0.459	-0.41	0.70
	Week 12	Week 20	0.05	0.04	0.546	-0.04	0.15

Based on estimated marginal means
*The mean difference is significant at 0.05 level
[b]Adjustment for multiple comparison: Bonferroni

**4.5.5 Effectiveness of blended learning program on cyber sexual harassment**

The differences of cyber sexual harassment scores between the intervention and control groups at baseline, week 12, and week 20 follow-up were analyzed by repeated measures ANOVA. The results found that there was a statistically significant difference of cyber sexual harassment between the intervention and control groups (*p-value* = 0.025). The mean cyber sexual harassment score showed a statistically significant (*p-value* < 0.001) decrease in the intervention group after students received the program. Comparing the mean score of cyber sexual harassment at each assessment time of control and intervention groups, the intervention group showed a lower mean score at both time points (*p-value* < 0.001) as shown in table 21 and figure 10.

Table 21: Repeated measure ANOVA of cyber sexual harassment between the intervention and control groups

Source of variation	SS	df	MS	F-test	*p-value*
Between Subjects					
Intervention	104.07	1	104.07	5.19	0.025
Within group (error)	2203.52	110	20.03		
(between group error)					
Within Subjects					
Time	75.69	1.67	45.18	20.02	<0.001
Intervention x Time	75.01	1.67	44.77	19.83	<0.001
Intervention x Within group	415.96	184.28	2.26		
(error) (within subject error)					

SS: Sum of Squares, df: Degree of Freedom, MS: Mean Squares
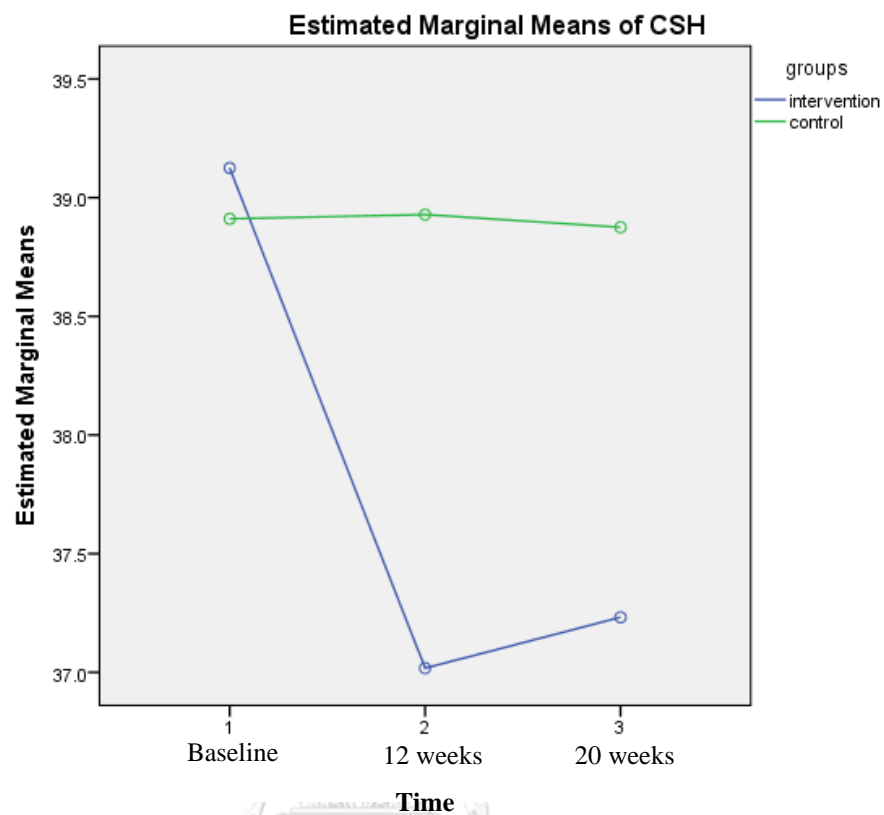
Figure 10: Change overtime on cyber sexual harassment in the intervention and control groups

There was statistically significant difference of cyber sexual harassment between the intervention and control groups at week 12 after intervention and week 20 follow-up (*p-value* = 0.001 and 0.003, respectively) as shown in table 22.

Table 22: Pairwise comparisons of the different measurements of cyber sexual harassment between intervention and control groups

Time	Group (i)	Group (j)	Mean difference (i-j)	SE	*p-value*	95% Confidence Intervalb Lower	Upper
Baseline	Intervention	Control	0.21	0.49	0.663	-0.76	1.19
Week 12	Intervention	Control	-1.91	0.55	0.001*	-3.01	-0.81
Week 20	Intervention	Control	-1.64	0.55	0.003*	-2.73	-0.55

*Based on estimated marginal means, *The mean difference is significant at 0.05 level,*
bAdjustment for multiple comparison: Bonferroni

There was statistically significant difference of cyber sexual harassment between baseline and week 12 (*p-value* <0.001), and baseline and week 20 follow-up in the intervention group (*p-value* <0.001), as shown in table 23.

Table 23: Pairwise comparisons of the different measurements of cyber sexual harassment in the time of measurements of intervention and control groups

Group	Time (i)	Time (j)	Mean difference (i-j)	SE	*p-value*	95% Confidence Interval[b] Lower	Upper
Intervention	Baseline	Week 12	2.11	0.38	<0.001*	1.17	3.04
	Baseline	Week 20	1.89	0.35	<0.001*	1.03	2.75
	Week 12	Week 20	-0.21	0.27	0.643	-0.88	0.46
Control	Baseline	Week 12	-0.02	0.18	0.997	-0.45	0.42
	Baseline	Week 20	0.04	0.18	0.978	-0.42	0.49
	Week 12	Week 20	0.05	0.05	0.965	-0.08	0.18

Based on estimated marginal means
*The mean difference is significant at 0.05 level
*[b]Adjustment for multiple comparison: Bonferroni*

CHAPTER V

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

This study was quasi-experimental research to evaluate the effectiveness of blended learning program for cyber sexual harassment prevention among female high school students in Bangkok, Thailand. This chapter includes the discussion, the summary of findings, and the recommendations.

5.1 Discussion

5.1.1 Baseline Characteristics

At baseline showed that the median (IQR) age of the intervention and the control groups were 16 (15 -17) years old. Students had GPA between 2.01 – 3.00 and they were heterosexual. The majority of students were single and stayed with parents. Their family income between 30,001 – 40,000 baht. Their parents' marital status was married and studied in bachelor's degree. Students had two close friends and they did not drink alcohol or smoking. Students had duration of internet using more than 7 hours a day and most of them used Facebook. There was no statistically significant difference of socio-demographics, internet usage, knowledge, attitudes, intention to cope with cyber sexual harassment, behavioral coping strategies, and cyber sexual harassment between the intervention and control groups at baseline. Purposive sampling in the study, which selected the two schools based on similarities in characteristics such as education curriculum, school size, and reported high levels of online harassment, could explain why there was no significant difference between the two groups at baseline.

The findings of this study found that more than half of students use the Internet for more than 7 hours per day. About half of students accessed the internet without parental supervision. Remarkably, the findings of this study revealed that more than half of the students' parents were separated or divorced. Most of students at baseline had cyber sexual harassment experiences at moderate level. These underlying factors can have an impact on cyber sexual harassment. According to prior research, cyber sexual harassment is associated with the frequency or duration in which students spend their leisure time each day using a smartphone for online chatting and

texting (Brake D., 2014; Catherine et al., 2013). Moreover, there tends to be a relationship between parental ignorance and their children's cyber victimization (López-Castro L. & Priegue D., 2019) and students' parents with marital status of separated or divorced, implying that students are more likely to be cyber sexually harassed, which is consistent with prior studies (Leemis et al., 2018; Manisha, 2017).

5.1.2 Blended learning program

Classroom group activities are essential for developing and stimulating collaborative learning. Students can engage in social interactions with their peers and create rapport with the research team during classroom activities. Each participant's presence in face-to-face sessions can reduces the psychological gap between research team and students, leading to increased learning. This is because there are verbal elements such as inquiring opinions, discussion, as well as nonverbal expressions such as eye contact, facial expressions, which help instructors to be psychologically closer to students. Moreover, research team can see whether students are understanding what they have been taught or whether they need more explanation in classroom sessions. This was consistent with a previous study on face-to-face sexual health education among female adolescents (Hakimi R., Kheirkhah M., & Abolghasemi J., 2019).

Facebook can help the research team construct an active online environment. When students study online, they can learn anytime and anywhere they want. Learning about cyber sexual harassment through a Facebook group is more convenient and practical because students spend half of their time on social media. The interaction between students and the research team in this online context fostered the development of relationships and trust, overcoming shyness and encouraged students to share more about their problem and interact with others through Facebook comments and messages. The Facebook session activities are consistent with prior research on the use of Facebook in adolescent health education (Aragão J., Gubert F., & Torres R., 2018).

Throughout the program, the observation method was used. The research team observed all students and encouraged students to observe their peers. The unstructured observation approach is carried out in an informal and open manner. The process

entails observing and studying the participants' natural behavior in open or uncontrolled settings. Interestingly, there was no loss of student participation from the program. However, it should be noted that not all activities encourage participation. The effects of participation in a program may vary depending on the contents, the internet signal, the intention to participate in a discussion, and the surroundings.

Infographics, videos, graphs, and other sorts of learning materials are used in blended learning. This enables students to concentrate and integrate information more easily. According to previous research, using blended learning approaches resulted in significant behavioral and emotional improvements among students (Coyle K., Chambers D., & Anderson M., 2019; Kintu, Zhu, & Kagambe, 2017). Students' interactions with their peers and the research team can improve the effectiveness of blended learning. In order to assure learning success in blended learning, it is important to consider technological quality (Dziuban et al., 2018). Furthermore, the lessons were delivered through educational strategies such as discussions, presentations, sharing experiences, and problem-solving techniques across a three-month period, and this timeframe has proven effective for improving students' attitudes and behaviors among high school students, according to the Scull et al. study (Scull M., Malik V., Morrison A., & Keefe M., 2020).

The program is based on two theories that support the program's content. First, the empowerment theory assists adolescents in being able to exert more strength than harassers; it is connected to tactics and resources to support female students to escape unpleasant situations in their life. Second, it also contains constructs of the theory of planned behavior because it emphasizes the attitude, intention, and behavior to cope with cyber sexual harassment. The positive outcomes of this intervention are in accordance with other programs that have demonstrated their experimental effects among students (Anne et al., 2014; Jessica et al., 2019).

5.1.3 The effects of blended learning program on knowledge

The intervention groups' knowledge scores effectively improved from the baseline to the follow-up assessment. The follow-up test revealed that this knowledge had been retained more consistently through week 20. After the intervention, the level of knowledge rose to a high level, and some students who were at a low or moderate

level at the beginning of the intervention improved to a moderate or high level, particularly, knowledge of definition and coping skills. Thus, it is likely that the teaching on definition, risk factors, and prevention methods by using lectures, videos, questions and answers, assignments, and group works helped students retain knowledge more consistently and raised awareness of the significance of understanding cyber sexual harassment. For Q&A or quizzes sessions would support students to evaluate their level of knowledge and clarify any difficult topics. Such evaluations can also help the research team in providing appropriate guidance at the right moment to improve knowledge of female student.

Interestingly, a significant difference in students' knowledge of cyber sexual harassment was found between baseline and follow-up in the intervention group, but not between before and after intervention at post-hoc pairwise comparison. This could be due to students can practice different skills in real-life situations while still studying on their own based on current information, enabling them to accumulate more knowledge throughout their lives. Knowledge is embedded in a certain social and cultural environment, such as when students interact with peers or adults. Thus, the act of exchanging thoughts and reflections with others contributes to the retention and improvement of knowledge (Wrenn J. & Wrenn B., 2009). In addition, significant improvement of knowledge is consistent with previous research findings. For example, after receiving a sexual abuse and harassment prevention program, students in the intervention group significantly improved their sexual knowledge when compared to students in the control group (El Gindy et al., 2018; Lee Yun & Hwang Won, 2016). Furthermore, the study of Garcia et al., found that students in the intervention group had higher knowledge than control group after received sex education program (García-Vázquez, Quintó, & Agulló-Tomás, 2020).

5.1.4 The effects of blended learning program on attitude

At baseline, there were no statistically significant differences of attitude between the intervention and control groups. However, after receiving the blended learning program, students in the intervention group had more positive attitude toward cyber sexual harassment prevention than the control group with significant difference. The average attitude score at week 12 after intervention and follow-up increased from

baseline, with a significant difference between the intervention and control groups. The use of mimicked news articles and Facebook messages was helpful in addressing and raising participant attitudes on cyber sexual harassment since they were so similar to the participants' usual online experiences.

The program may have a beneficial influence on attitudes by focusing potential negative effects for survivors, group discussion, empathy training, skill training regarding online safety techniques, and conducting awareness-raising activities. Additionally, the program is conceptually based on the theory of planned behavior in order to improve students' attitudes toward cyber sexual harassment prevention. This was consistent with a previous study on Media Heroes program for cyberbullying prevention. The findings in this study revealed that attitudes of students improved at postintervention (Schultze et al., 2018). According to a research on gender and sexual harassment programs, students in the experimental group had improved attitudes about gender and sexual harassment after the program was implemented (Bruce et al., 2010). Notably, students in the control group showed that the mean score of attitudes declined from baseline to week 12 and slightly increased at week 20, however the difference was not statistically significant. It can be explained by the impacts of peer influence and social networking use or media exposure in the context of cyber sexual harassment among adolescents during this time period (Festl R., Scharkow M., & Quandt T., 2013).

5.1.5 The effects of blended learning program on intention to cope with cyber sexual harassment

At baseline, there was no significant difference between the intervention and control groups in terms of intention. After students received the blended learning program, they had higher intention to cope with cyber sexual harassment than the control group with statistically significant difference. The average score of intention after intervention, and follow-up were increasing from baseline with significant difference between the intervention and control groups and time of measurements. The results stated the effectiveness of blended learning program by increasing the intention to cope with cyber sexual harassment among female high school students. Moreover, the intention also sustained to week 20 follow-up. Even though, the mean

score after intervention was increase, the level of intention of the students was mainly at moderate. The students particularly improved in intention to seeking support and using technological skills to prevent cyber sexual harassment. Students who participated in the empowerment theory and planned behavior theory-based program by watching video clips, sharing stories, taking quizzes, and participating in activities may significantly improve their intentions.

Through girl power session, the research team could help students identify their abilities, promote the use of such abilities to support their safety, and improve coping skills. The empowerment process for increasing personal power focuses on how individuals can develop feelings of personal power. Students can also strengthen their power by not blaming themselves. This process has the potential to change students' beliefs and intentions. Moreover, according to the theory of planned behavior, increasing attitudes can influence students' behavioral intentions. This was consistent with Lijster et al.'s findings, students in the intervention group reported improving behavioral intention to prevent sexual harassment at posttest. The combination of lessons and play with principles of theory of planned behavior and reasoned action approach have potential for preventing sexual harassment (de Lijster et al., 2016). For previous study on child sexual abuse prevention: cool and safe program, the results showed that after the intervention, students in the experimental group are improved their behavioral intentions for the prevention of sexual abuse (Anna et al., 2014). Also, the study on empowering digital citizenship program found that the intervention could positively affect intention of students (Vlaanderen, Bevelander, & Kleemans, 2020).

5.1.6 The effects of blended learning program on behavioral coping strategies

For behavioral coping strategies, at baseline, there was no statistically significant difference between the intervention and control groups. After students received the blended learning program, they had higher behavior scores to prevent cyber sexual harassment than the control group. The average score of behavioral coping strategies after intervention, and follow-up were increasing from baseline with statistically significant difference between the intervention and control groups and

time of measurements. The results stated the effectiveness of blended learning program by increasing the behavioral coping strategies among female high school students. The follow-up test revealed that this behavior had been retained more consistently through week 20. This could be because subjective goal achievement, together with supportive self-talk, appears to be important components in accomplishing long-term behavior change (Skarin F., Wästlund E., & Gustafsson H., 2021).

The program engaged in coping skills for survivor students including self-compassionate to facilitate resilience, recognizing the value in seeking support, and coping strategies. Students can enhance their coping abilities by expressing empathy and concern for themselves, as well as expressing compassion to friends who have had similar experiences and encouraging help-seeking actions. Students learned to use cognitive behavioral therapy on how to identify signs of negative thinking such as personal blame and helplessness. The program would help the students to overcome self-blame and promote confidence to cope with the problem. In coping strategies session has a beneficial effect on students since it can improve behaviors by enhancing adolescents' prevention skills.

Post-intervention and follow-up, the level of behavior remained moderate. This could be related to the program's short duration. Therefore, it did not notice the change clearly. If the program is extended for 6 months, there will be a noticeable change in behavioral coping strategies. Moreover, sharing personal experiences with others provides students with a real-life example of how to cope the problem. This method of teaching would help students in retaining information for a longer period and also enable students comprehend how to apply what they have learned in class to real-world problems. This program is consistent with previous studies, the results found that students had significant increases in behavioral skills after they received the program (Garaigordobil M. & Martínez V., 2015; Kerry et al., 2020). The study of Machackova et al., 2013 among students in Czech Republic found that the survivors of cyberbullying were active in using various methods for coping with the problem (Machackova et al., 2013).

5.1.7 The effects of blended learning program on cyber sexual harassment

For cyber sexual harassment, at baseline found no significant difference between the control and intervention groups. Students who participated in the blended learning program reported significantly decreased cyber sexual harassment experiences than the control group. After intervention and follow-up, the average score of cyber sexual harassment dropped from baseline, with a significant difference between the intervention and control groups and time of assessments. Moreover, the follow-up test revealed that cyber sexual harassment had been retained more consistently through week 20 in the intervention group. At three time periods, the level of cyber sexual harassment experiences was moderate, although some students reduced their experiences to low, particularly in unwanted sexual attention. If the program was run over a long period of time, the difference would be obvious. However, the findings demonstrated the effectiveness of blended learning program in reducing cyber sexual harassment among female high school students.

Furthermore, the level of cyber sexual harassment experienced maintained through the week 20 follow-up. This study's findings can be explained in a variety of perspectives. It is feasible to assume that program components such as cooperative activity, psychological support, and coping methods for cybervictimization enhanced the program's effectiveness. Students in this context listen to and encourage one another in tough situations. Therefore, the findings found that the intervention program had an effect to reduce cyber victimization levels among students. This study has consistent results with previous studies on cyberbullying prevention (Gradinger et al., 2016; Yüksel K. & Çekiç A., 2019).

5.2 Strengths and weaknesses

The strength of the present study was a high response rate. No student dropout during the study. Second, there was a good relationship between research team and female high school students. This could be due to the age of the research assistants did not differ from the female participants. Students felt comfortable discussing and participating in activities, as well as expressing their opinions or thoughts to peers and the research team. Therefore, this research smoothly encouraged students to adhere to the program until the end of the study.

The weaknesses of the study, the questionnaire answered by self-reporting which is easily tended to emerge bias such as recall bias, social desirability bias, and response fatigue bias. The quantitative method provides what and to what extent, but it commonly fails to explain how and why. Only a questionnaire cannot fully describe participants' emotional responses or feelings. The power of the study may be reduced because the sample size is small and only students in grade 10 were recruited. Furthermore, purposive sampling is a form of non-probability sampling in which researchers choose representatives of the population based on their own judgment. This technique is prone to researcher bias since researchers select participants and units of measurement according to their personal preferences.

5.3 Conclusion

This study used a quasi-experimental research design aims to assess the effectiveness of blended learning program for cyber sexual harassment prevention among female high school students in Bangkok, Thailand. Purposive sampling was used to select two high schools. Simple random sampling was used to randomly schools into the intervention and control groups. Students in grade 10 were purposively selected and used simple random sampling to select the 112 students in each group. The intervention group received blended learning program, while the control group did not receive any program.

Both intervention and control groups (112 student, 56 students per each high school) were conducted the self-administered questionnaire for 3 times at baseline, week 12, and week 20 follow up from 17th May to 4th October 2021. All 112 participants who enrolled at baseline were eligible to complete for week 12 and follow up at week 20. The blended learning program consist of 12 activities. The intervention was implemented based on theory of planned behavior and empowerment theory. Classroom activities would take 90 minutes in every Monday. For Facebook group, it was created in the private group (closed group). The privacy and information of students were protected.

The results of the present study showed that female high school students had similar characteristics at baseline. After they received blended learning program, they have improved knowledge, attitude, intention to cope with cyber sexual harassment,

and behavioral coping strategies with significant differences between control and intervention groups depending on time at week 12 and week 20. Furthermore, blended learning program also decreased cyber sexual harassment experiences in students by showing the significant differences between control and intervention groups depending on time at week 12 and week 20.

5.4 Recommendations

Programmatic recommendations

Blended learning program should be implemented in other high schools in Bangkok, as well as in other cities with different populations. The program should be designed to increase high school students' knowledge, attitude, intention, and behavior in order to prevent cyber sexual harassment. A cross-check of self-report information with the same information in peer evaluation and research team observation would have considerably boosted the outcome's validity.

Moreover, to prevent cyber sexual harassment, all academic institutions should implement an online harassment protocol and prevention plan. Integrating cyber sexual harassment prevention program into the curriculum for students as a school policy is also recommended.

Recommendations for further research

Further research should include a longer follow-up period (at 6 and 12 months) to develop a better understanding of intervention effects, adherence, sustainability, or long-term maintenance of the program's positive outcomes. The randomized controlled trial (RCT) should be implemented for generalizable results and reducing any bias.

Schools are also responsible for teaching students how to use digital media properly and securely. This includes instructing students on how to recognize, respond to, and avoid cyber sexual harassment. Making the school a safe and friendly environment to learn, integrating cyber sexual harassment courses into the curriculum, and campaigning for a school online citizenship program are all important steps in protecting adolescents from cyber sexual harassment.

A protocol for the handling and reporting of online sexual harassment in schools, including standard operating guidelines for dealing with complaints,

outlining step-by-step processes for reporting incidents of online sexual harassment and how schools will react to reports of a problem, should be implemented. The school policy should ensure that all students, both inside and outside the classroom, have a safe, caring, and pleasant environment.

Mixed methods research including in-depth interviews should be undertaken to understand more about cyber sexual harassment and survivors' feelings. Furthermore, larger sample sizes or more students should be included in the future program.

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APPENDIX

Checklist for screening students

No……….

Inclusion criteria

1. Do you have smart phone and Facebook account?

   ( ) Yes

   ( ) No

2. Can you use Facebook's features by yourself?

   ( ) Yes

   ( ) No

3. Have you ever had experienced of cyber sexual harassment in the last 6 months?

   ( ) Yes

   ( ) No

If students answered yes to all questions, they would include to the study.

Exclusion criteria

1. Do you have any mental and physical health problems?

   ( ) Yes

   ( ) No

2. Have you been diagnosed with learning disorder?

   ( ) Yes

   ( ) No

If students answered no to all questions, they would include to the study.

แบบคัดกรองนักเรียนเข้าร่วมวิจัย

เลขที่.........................

เกณฑ์การคัดเข้า

1. ท่านมีสมาร์ทโฟนและบัญชีเฟซบุ๊คหรือไม่

    (   ) มี

    (   ) ไม่มี

2. ท่านสามารถใช้ฟีเจอร์ต่าง ๆ บนเฟซบุ๊คได้ด้วยตนเอง

    (   ) ใช่

    (   ) ไม่ใช่

3. ท่านเคยมีประสบการณ์ การถูกคุกคามทางเพศบนโลกออนไลน์ ในช่วง 6 เดือนที่ผ่านมาหรือไม่

    (   ) เคย

    (   ) ไม่เคย

เกณฑ์การคัดออก

1. ท่านมีปัญหาทางสุขภาพจิตและสุขภาพกายหรือไม่

    (   ) มี

    (   ) ไม่มี

2. ท่านเคยได้รับการวินิจฉัยว่ามีความผิดปกติด้านการเรียนรู้หรือไม่

    (   ) เคย

    (   ) ไม่เคย

(Questionnaires in English Version)

Effectiveness of blended learning program for cyber sexual harassment prevention among female high school students in Bangkok, Thailand

Instruction: This questionnaire is designed to determine the effectiveness of blended learning program for cyber sexual harassment prevention among female high school students in Bangkok, Thailand. Data collected from this study will be used to plan, to solve problems, to offer guidance, and to prevent cyber sexual harassment. Your kind cooperation is requested in completing the questionnaire. Please answer all the following 7 parts.

Part 1: Socio-demographic characteristics (12 items)

Part 2: Internet usage (6 items)

Part 3: Knowledge of cyber sexual harassment (10 items)

Part 4: Attitudes toward cyber sexual harassment prevention (12 items)

Part 5: Intention to cope with cyber sexual harassment (12 items)

Part 6: Behavioral coping strategies (12 items)

Part 7: Cyber sexual harassment (15 items)

1. Please complete every item of the questionnaire as fully as possible. The time needed for questionnaire completion is about 30 minutes.
2. Data collected from this questionnaire will be treated as confidential in any future presentation, the information will be revealed in summary format only.

Part 1: Socio-demographic characteristics

1. Age…………………………. years

2. GPA level

   1) Less than or equal 2.00   2) 2.01 - 3.00

   3) 3.01 - 4.00

3. How do you define your sexual orientation?

   1) Heterosexual (attraction towards the opposite sex)

   2) Homosexual (attraction towards the same sex)

   3) Bisexual (attraction towards both sex)

   4) Other, please specify……………….

4. What is your relationship status?

   1) Single (no boyfriend or girlfriend)

   2) Committed dating relationship

   3) Uncertain dating relationship

   4) Other, please specify…………

5. Who do you live with?

   1) Stay with parent

   2) Stay with father or mother

   3) Stay with relative or guardian

   4) Other, please specify……………

6. What is your family income per month?

   1) Less than or equal 10,000 Baht   2) 10,001 – 20,000 Baht

   3) 20,001 – 30,000 Baht   4) 30,001 – 40,000 Baht

   5) More than 40,001 Baht

7. What are your parents' marital status?

   1) Married/ Living together

   2) Separated (not divorced)

   3) Divorced/ Widowed

   4) Other, please specify…………

8. What is your father's education status?

   1) Primary school level

2) Secondary school level

3) College

4) Bachelor's degree

5) Higher than bachelor's degree

9. What is your mother's education status?

1) Primary school level

2) Secondary school level

3) College

4) Bachelor's degree

5) Higher than bachelor's degree

10. How many numbers of your close friend?

1) None   2) One

3) Two   4) Three or more

11. Do you drink alcohol?

1) Yes   2) No

12. Do you smoke?

1) Yes   2) No

Part 2: Internet usage

1. How many hours you spend time using internet per day?

        1) Less than 2 hours   2) About 2-3 hours

        3) About 4-5 hours   4) About 6-7 hours

        5) More than 7 hours

2. What is the social networking site you often use?

        1) Facebook   2) LINE

        3) Twitter   4) Instagram

        5) YouTube   6) Other, please specify……

3. Which of the device as following do you often use to access the internet?

        1) Smart phone   2) Tablet

        3) Notebook or personal computer   4) Other, please specify……

4. What is your main purpose to use internet?

        1) For chatting, talking or communication

        2) For working or surfing around

        3) For online entertainment

        4) Other, please specify…………

5. When is the time you often use internet?

        1) 06.00 – 09.00   2) 09.01 – 12.00

        3) 12.01 – 15.00   4) 15.01 – 18.00

        5) 18.01 – 21.00   6) After 21.00

6. How often do your parents or caregivers check what you do online?

        1) Never   2) Hardly

        3) Sometimes   4) Often

Part 3: Knowledge of cyber sexual harassment

Please read the following statement and mark (✓) in the table that you think is correct answer.

Statements	Yes	No
1. Cyber sexual harassment encompasses a range of unwelcome, unwanted sexual behaviors that are addressed to or shared about an individual through digital communication channels.		
2. Cyber sexual harassment has social implications as a form of gender discrimination and power imbalance.		
3. Cyber sexual harassment and face to face sexual harassment are similar characteristics and can be occurred at the same time.		
4. The perpetrator cannot be an anonymous person in online.		
5. Victim blaming is a devaluing act that occurs when the victim of cyber sexual harassment is held responsible in whole or in part for the situations that have been committed against them.		
6. Cyber sexual harassment can take place on Facebook, twitter, and other social media.		
7. Using the internet for a long time is not the cause of cyber sexual harassment.		
8. Gender identity or sexual orientation are the factors to influencing to cyber sexual harassment.		
9. Facebook do not have the button to report the case of harassment.		
10. Cyber sexual harassment can cause depression, anxiety, and suicidal ideation to the victims.		

represents false statements: 4,7,9

Part 4: Attitudes toward cyber sexual harassment prevention

Please read the following statement and mark (✓) in the table that mostly reflects your feeling or opinions.

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1. You should develop coping skills since cyber sexual harassment is a serious mental health problem.					
2. Seeking guidance from a trusted person can help you deal with the problem.					
3. Using privacy tools and settings to prevent cyber sexual harassment is useless.					
4. The strategies to promote an equality between males and females may help to decrease the cyber sexual harassment.					
5. Logging out of any accounts when using public devices can help you to avoid cyber sexual harassment.					
6. The victims should revenge and do the similar thing to the perpetrators.					

represents negative statements: 3,6,7,9,12

Part 4: Attitudes toward cyber sexual harassment prevention (continue)

Please read the following statement and mark (✓) in the table that mostly reflects your feeling or opinions.

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
7. Ignoring the situation, make you are permanently stay safe from the cyber sexual harassment.					
8. You should report sexual harassment content to app or social media sites and get it deleted.					
9. It is not okay to be involved or helped other victims.					
10. Using a protective, restoring, and empowering approaches can help you to promote mental well-being.					
11. Parents or teachers can support you in solving the problem.					
12. When you are being sexually harassed, should keep quiet and stay silent.					

represents negative statements: 3,6,7,9,12

Part 5: Intention to cope with cyber sexual harassment

Please read the following statement and mark ($\checkmark$) in the table that mostly reflects your intention.

Statements	Highest	High	Moderate	Low	Lowest
1. You intend to change your settings so that the perpetrator could not contact you anymore.					
2. You intend to report the situation to the online administrator.					
3. You intend to delete or block the perpetrator from your contact.					
4. You intend to search for advice on the internet.					
5. You intend to ignore or do not pay attention to the situation.					
6. You intend to avoid the online platform where the situation happened.					
7. You intend to avoid the perpetrator in the real life.					
8. You intend to seek support or help from someone.					
9. You intend to talk or negotiate with the perpetrator to stop.					
10. You intend to focus on something else to avoid thinking about the problem.					

Part 5: Intention to cope with cyber sexual harassment (continue)

Please read the following statement and mark (✓) in the table that mostly reflects your intention.

Statements	Highest	High	Moderate	Low	Lowest
11. You intend to think that whoever is doing cyber sexual harassment to you is not worth your time.					
12. You intend to support someone who have similar experiences.					

Part 6: Behavioral coping strategies

Please read the following statement and mark (✓) in the table that mostly reflects your intention.

"never" means students do not practiced, "sometimes" means students practiced for 1-2 times, "always" means students practiced for 3 or more times in the past 6 months.

Statements	Always	Sometimes	Never
1. You deleted your profile on platforms where the cyber sexual harassment occurred.			
2. You stopped visiting the platforms where cyber sexual harassment happened.			
3. You changed your settings, so the perpetrator could not contact you.			
4. You changed your phone number, email, or profile when facing with cyber sexual harassment.			
5. You reported the situation to administrator.			
6. You deleted the perpetrator from your contacts.			
7. You decided to ignore the situation and focus on something else.			
8. You started avoiding the perpetrator in real life.			
9.You told someone about the problem.			
10. You was seeking for help from someone you trusted.			
11. You tried to talk with the perpetrators to persuade them to stop.			
12. You tried to support someone who have similar experiences.			

Part 7: Cyber sexual harassment

Please read the following statement and mark (✓) in the table that mostly reflects your experience.

How often have you experienced of cyber sexual harassment in the past 6 months?

"never" means students do not experienced, "sometimes" means students experienced for 1-2 times, "frequently" means students experienced for 3-5 times, and "always" means students experienced for 6 times or more.

Statements	Always	Frequently	Sometimes	Never
1. Be received sexual stories or offensive jokes.				
2. Made unwanted attempts to draw you into a discussion of personal or sexual matters.				
3. Made crude and offensive sexual remarks, either publicly (e.g., sharing to public), or to you privately.				
4. Displayed, or distributed sexist or suggestive materials (e.g., pictures, or pornography).				
5. Made offensive sexist remarks (e.g., suggesting that females are not suited for this activities).				
6. Attempted to establish a romantic relationship with you despite your efforts to discourage or deny this person.				
7. Put you down because of your sex.				

Part 7: Cyber sexual harassment (continue)

Please read the following statement and mark ($\checkmark$) in the table that mostly reflects your experience.

Statements	Always	Frequently	Sometimes	Never
8. Has continued to ask you for a date, drinks, dinner, etc., even though you have said "no".				
9. Made you feel subtly bribed with some sort of reward or special treatment to engage in sexual behavior.				
10. Made you feel subtly threatened with some sort of retaliation via online for not doing sexual relations.				
11. Implied better treatment if you were conducted sexual relations.				
12. Made it necessary for you to respond positively to sexual or social invitations in order to be well-treated.				
13. Made you afraid that you would be treated poorly if you did not cooperate sexually.				
14. Called you tomboy, lesbian, or others.				
15. Threatened you through the internet to maintain sexual relationships in offline.				

แบบสอบถาม

**ประสิทธิผลของโปรแกรมการเรียนรู้แบบผสมผสานเพื่อป้องกันการคุกคามทางเพศบนโลกออนไลน์
ของนักเรียนหญิง ระดับมัธยมศึกษาตอนปลาย กรุงเทพมหานคร ประเทศไทย**

คำชี้แจง แบบสอบถามนี้จัดทำขึ้นเพื่อวิเคราะห์ประสิทธิผลของโปรแกรมการเรียนรู้แบบผสมผสานเพื่อ
ป้องกันการคุกคามทางเพศบนโลกออนไลน์ ของนักเรียนหญิงระดับมัธยมศึกษาตอนปลาย กรุงเทพมหานคร
ประเทศไทย โดยข้อมูลที่ได้จากการศึกษาจะนำไปใช้สำหรับการวางแผน แก้ไขปัญหา ให้คำแนะนำ และป้องกัน
การคุกคามทางเพศบนโลกออนไลน์ จึงใคร่ขอความร่วมมือจากท่านในการตอบแบบสอบถามฉบับนี้ โดย
แบบสอบถามประกอบด้วย 7 ส่วน ดังนี้

ส่วนที่ 1: ลักษณะทางประชากรและสังคม (12 ข้อ)

ส่วนที่ 2: การใช้อินเตอร์เน็ต (6 ข้อ)

ส่วนที่ 3 : ความรู้เกี่ยวกับการคุกคามทางเพศบนโลกออนไลน์ (10 ข้อ)

ส่วนที่ 4: ทัศนคติต่อการป้องกันการคุกคามทางเพศบนโลกออนไลน์ (12 ข้อ)

ส่วนที่ 5: ความตั้งใจในการรับมือการคุกคามทางเพศบนโลกออนไลน์ (12 ข้อ)

ส่วนที่ 6: กลยุทธ์ทางพฤติกรรมในการรับมือ (12 items)

ส่วนที่ 7: การคุกคามทางเพศบนโลกออนไลน์ (15 items)

1. ขอความร่วมมือในการตอบแบบสอบถามให้ได้ข้อมูลครบถ้วนและให้ตอบทุกข้อ โดยจะใช้เวลาใน
   การทำข้อสอบประมาณ 30 นาที
2. ข้อมูลที่ได้จากแบบสอบถามนี้จะเก็บเป็นความลับและนำเสนอในภาพรวมเท่านั้น

ส่วนที่ 1: ลักษณะทางประชากรและสังคม

1. อายุ................................ ปี

2. เกรดเฉลี่ยสะสมปัจจุบันของท่าน

   1) น้อยกว่าหรือเท่ากับ 2.00   2) 2.01 - 3.00

   3) 3.01 - 4.00

3. รสนิยมทางเพศของท่านคือข้อใด

   1) รักต่างเพศ (สนใจเพศตรงข้าม)

   2) รักเพศเดียวกัน (สนใจเพศเดียวกัน)

   3) รักสองเพศ (สนใจทั้งเพศชายและเพศหญิง)

   4) อื่น ๆ โปรดระบุ...................

4. สถานะความสัมพันธ์

   1) โสด (ไม่มีแฟน)   2) มีแฟน

   3) มีคนคุย แต่ไม่ใช่แฟน   4) อื่น ๆ โปรดระบุ..............

5. การพักอาศัยของท่านในปัจจุบัน

   1) อยู่กับบิดาและมารดา   2) อยู่กับบิดาหรือมารดา

   3) อยู่กับญาติหรือผู้อุปการะ   4) อื่น ๆ โปรดระบุ..............

6. รายได้ของครอบครัวเฉลี่ยต่อเดือน

   1) น้อยกว่าหรือเท่ากับ 10,000 บาท   2) 10,001 – 20,000 บาท

   3) 20,001 – 30,000 บาท   4) 30,001 – 40,000 บาท

   5) มากกว่า 40,001 บาท

7. สถานภาพสมรสของบิดามารดา

   1) แต่งงานอยู่ด้วยกัน   2) แยกกันอยู่ (ไม่ได้หย่า)

   3) หย่าร้างหรือหม้าย   4) อื่น ๆ โปรดระบุ..............

8. ระดับการศึกษาของบิดา

   1) ประถมศึกษา   2) มัธยมศึกษา

   3) อนุปริญญา   4) ปริญญาตรี

   5) สูงกว่าปริญญาตรี

9. ระดับการศึกษาของมารดา

   1) ประถมศึกษา   2) มัธยมศึกษา

3) อนุปริญญา   4) ปริญญาตรี

5) สูงกว่าปริญญาตรี

10. จำนวนเพื่อนสนิทของท่าน

1) ไม่มีเลย   2) 1 คน

3) 2 คน   4) 3 คน หรือมากกว่า

11. ปัจจุบันท่านดื่มเครื่องดื่มแอลกอฮอล์หรือไม่

1) ดื่ม   2) ไม่ดื่ม

12. ท่านสูบบุหรี่หรือไม่

1) สูบ   2) ไม่สูบ

ส่วนที่ 2: การใช้อินเตอร์เน็ต

1. จำนวนชั่วโมงที่ท่านใช้อินเตอร์เน็ตต่อวัน

      1) น้อยกว่า 2 ชั่วโมง   2) ประมาณ 2-3 ชั่วโมง

      3) ประมาณ 4-5 ชั่วโมง   4) ประมาณ 6-7 ชั่วโมง

      5) มากกว่า 7 ชั่วโมง

2. ท่านใช้สื่อออนไลน์ประเภทใดบ่อยที่สุด

      1) เฟซบุ๊ค (Facebook)   2) ไลน์ (LINE)

      3) ทวิตเตอร์ (Twitter)   4) อินสตาแกรม (Instagram)

      5) ยูทูป (YouTube)   6) อื่น ๆ โปรดระบุ............

3. อุปกรณ์ประเภทใดที่ท่านใช้เข้าอินเตอร์เน็ตมากที่สุด

      1) สมาร์ทโฟน   2) แท็ปเล็ต

      3) คอมพิวเตอร์แบบพกพาหรือแบบตั้งโต๊ะ   4) อื่น ๆ โปรดระบุ............

4. วัตถุประสงค์หลักในการใช้อินเตอร์เน็ตของท่านคือข้อใด

      1) เพื่อส่งข้อความ พูดคุยหรือติดต่อสื่อสาร   2) เพื่อทำงานหรือค้นคว้าหาข้อมูล

      3) เพื่อความบันเทิง   4) อื่น ๆ โปรดระบุ............

5. ช่วงเวลาใดที่ท่านมีการใช้อินเตอร์เน็ตบ่อยที่สุด

      1) 06.00 – 09.00 น.   2) 09.01 – 12.00 น.

      3) 12.01 – 15.00 น.   4) 15.01 – 18.00 น.

      5) 18.01 – 21.00 น.   6) หลัง 21.00 น.

6. บิดามารดาหรือผู้ปกครองของท่าน มีการตรวจสอบการใช้อินเตอร์เน็ตของท่านบ่อยหรือไม่

      1) ไม่เคยเลย   2) แทบจะไม่เคยเลย

      3) บางครั้ง   4) บ่อยครั้ง

ส่วนที่ 3 : ความรู้เกี่ยวกับการคุกคามทางเพศบนโลกออนไลน์

กรุณาอ่านข้อความและตอบคำถามโดยใส่เครื่องหมาย (✓) ลงในช่องที่ท่านคิดว่าเป็นข้อความที่ถูกต้อง

ข้อความ	ถูก	ผิด
1. การคุกคามทางเพศบนโลกออนไลน์ คือ การกระทำหรือพฤติกรรมทางเพศที่ไม่พึงปรารถนา และ ไม่ต้องการ โดยการคุกคามทางเพศดังกล่าวอยู่ในรูปแบบของการเกิดขึ้นผ่านช่องทางบนโลกออนไลน์		
2. การคุกคามทางเพศบนโลกออนไลน์ เป็นบริบททางสังคมของความสัมพันธ์ที่เลือกปฏิบัติและอำนาจที่ไม่เท่าเทียมกันทางเพศ		
3. การคุกคามทางเพศบนโลกออนไลน์กับการคุกคามทางเพศที่เกิดขึ้นจริง มีลักษณะคล้ายคลึงกัน สามารถเกิดขึ้นพร้อมกันได้		
4. ผู้คุกคามไม่สามารถปกปิดตัวตนที่แท้จริงได้บนโลกออนไลน์		
5. การกล่าวโทษเหยื่อ หมายถึง การกระทำที่ลดคุณค่าของเหยื่อจากการถูกคุกคามทางเพศบนโลกออนไลน์ เมื่อเหยื่อนั้นเป็นผู้รับผิดชอบทั้งหมดหรือบางส่วนต่อเหตุการณ์ที่เกิดขึ้น		
6. การคุกคามทางเพศบนโลกออนไลน์ สามารถเกิดขึ้นได้บนเฟซบุ๊ค ทวิตเตอร์ และโซเชียลมีเดียต่าง ๆ		
7. การใช้อินเตอร์เน็ตเป็นระยะเวลานาน ไม่ใช่สาเหตุของการเกิดการคุกคามทางเพศบนโลกออนไลน์		
8. อัตลักษณ์ทางเพศ หรือ รสนิยมทางเพศ เป็นปัจจัยที่ทำให้เกิดการคุกคามทางเพศได้		
9. เฟซบุ๊คไม่มีปุ่มกดรายงานการคุกคามบนโลกออนไลน์		
10. การคุกคามทางเพศบนโลกออนไลน์ เป็นสาเหตุของโรคซึมเศร้า ความวิตกกังวล และความคิดอยากฆ่าตัวตาย		

ส่วนที่ 4: ทัศนคติต่อการป้องกันการคุกคามทางเพศบนโลกออนไลน์

กรุณาอ่านข้อความและตอบคำถามโดยใส่เครื่องหมาย (✓) ลงในช่องที่ท่านรู้สึกมากที่สุด

ข้อความ	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
1. ท่านควรพัฒนาทักษะการรับมือกับปัญหา เนื่องจากการคุกคามทางเพศบนโลกออนไลน์ เป็นปัญหาสำคัญที่ส่งผลต่อจิตใจของท่าน					
2. การขอคำแนะนำจากคนที่ท่านไว้ใจ สามารถช่วยให้ท่านจัดการกับปัญหาได้					
3. การใช้เครื่องมือและการตั้งค่าความเป็นส่วนตัวเพื่อป้องกันการคุกคามทางเพศบนโลกออนไลน์นั้นไม่เกิดประโยชน์					
4. การส่งเสริมความเท่าเทียมกันระหว่างเพศชายและเพศหญิง อาจช่วยลดการคุกคามทางเพศบนโลกออนไลน์					
5. การลงชื่อออกจากบัญชีเมื่อใช้อุปกรณ์สาธารณะ สามารถช่วยให้ท่านหลีกเลี่ยงการคุกคามทางเพศบนโลกออนไลน์ได้					
6. ผู้ถูกคุกคามควรจะแก้แค้น และกระทำสิ่งที่เหมือนกันคืน					
7. การไม่สนใจในสถานการณ์ที่เกิดขึ้นทำให้ท่านปลอดภัยจากการถูกคุกคามบนโลกออนไลน์ถาวร					
8. ท่านควรรายงานเนื้อหาการคุกคามทางเพศกับแอปหรือโซเชียลมีเดียนั้น ๆ เพื่อลบเนื้อหาออก					

ส่วนที่ 4: ทัศนคติต่อการป้องกันการคุกคามทางเพศบนโลกออนไลน์ (ต่อ)

กรุณาอ่านข้อความและตอบคำถามโดยใส่เครื่องหมาย (✓) ลงในช่องที่ท่านรู้สึกมากที่สุด

ข้อความ	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
9. เป็นเรื่องไม่สมควรที่จะเข้าไปเกี่ยวข้อง หรือให้ความช่วยเหลือผู้ที่ตกเป็นเหยื่อคนอื่น ๆ					
10. วิธีการป้องกัน การฟื้นฟู และการเสริมพลัง ช่วยส่งเสริมให้ท่านมีสุขภาวะทางจิตที่ดีขึ้น					
11. พ่อแม่หรือครูสามารถช่วยเหลือท่านในการแก้ไขปัญหาได้					
12. เมื่อท่านถูกคุกคามทางเพศ ท่านควรจะเงียบ และไม่พูดอะไร					

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ส่วนที่ 5: ความตั้งใจในการรับมือการคุกคามทางเพศบนโลกออนไลน์

กรุณาอ่านข้อความและตอบคำถามโดยใส่เครื่องหมาย (✓) ลงในช่องที่ท่านรู้สึกมากที่สุด

ข้อความ	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
1. ท่านตั้งใจจะเปลี่ยนการตั้งค่า เพื่อผู้คุกคามจะได้ไม่สามารถติดต่อท่านได้อีก					
2. ท่านตั้งใจจะรายงานสถานการณ์ กับผู้ดูแลระบบ					
3. ท่านตั้งใจจะลบหรือบล็อกผู้คุกคามออกจากผู้ติดต่อของท่าน					
4. ท่านตั้งใจจะหาคำแนะนำบนอินเตอร์เน็ต					
5. ท่านตั้งใจจะเพิกเฉย หรือไม่สนใจ ต่อสถานการณ์ที่เกิดขึ้น					
6. ท่านตั้งใจจะหลีกเลี่ยงระบบออนไลน์ที่ทำให้เกิดเหตุการณ์นี้					
7. ท่านตั้งใจจะหลีกเลี่ยงผู้คุกคาม ในชีวิตจริง					
8. ท่านตั้งใจจะหาผู้สนับสนุนหรือช่วยเหลือ					
9. ท่านตั้งใจจะพูดหรือเจรจากับผู้คุกคามให้หยุดพฤติกรรมเหล่านี้					
10. ท่านตั้งใจจะจดจ่อกับสิ่งอื่นๆ เพื่อไม่คิดถึงปัญหา					
11. ท่านตั้งใจจะคิดว่าผู้กระทำการคุกคามทางเพศต่อท่าน ไม่มีค่าที่จะเสียเวลาด้วย					
12. ท่านตั้งใจที่จะช่วยเหลือใครบางคนที่มีประสบการณ์เช่นเดียวกับท่าน					

ส่วนที่ 6: กลยุทธ์ทางพฤติกรรมในการรับมือ

กรุณาอ่านข้อความและตอบคำถามโดยใส่เครื่องหมาย (✓) ลงในช่องที่ท่านรู้สึกมากที่สุด

"ไม่เคย" หมายถึง ไม่เคยทำเลย, "บางครั้ง" หมายถึง ปฏิบัติ 1-2 ครั้ง, "สม่ำเสมอ" หมายถึง ปฏิบัติ 3 ครั้งหรือมากกว่านั้น ในช่วง 6 เดือนที่ผ่านมา

ข้อความ	สม่ำเสมอ	บางครั้ง	ไม่เคย
1. ท่านลบโปรไฟล์หรือลบแพลตฟอร์มออนไลน์ที่ทำให้เกิดการคุกคามทางเพศ			
2. ท่านหยุดเข้าแพลตฟอร์มออนไลน์ที่ทำให้เกิดการคุกคามทางเพศ			
3. ท่านเปลี่ยนการตั้งค่า เพื่อที่ผู้คุกคามจะได้ไม่สามารถติดต่อท่านได้อีก			
4. ท่านเปลี่ยนเบอร์โทรศัพท์ อีเมล์ หรือโปรไฟล์ เมื่อต้องเผชิญกับปัญหาการถูกคุกคามทางเพศบนโลกออนไลน์			
5. ท่านรายงานสถานการณ์กับผู้ดูแลระบบ			
6. ท่านลบผู้คุกคามออกจากรายชื่อผู้ติดต่อ			
7. ท่านตัดสินใจไม่สนใจสถานการณ์ที่เกิดขึ้น และจดจ่อกับสิ่งอื่น ๆ			
8. ท่านเริ่มหลีกเลี่ยงผู้คุกคามในชีวิตจริง			
9. ท่านพูดคุยกับใครบางคน เกี่ยวกับปัญหาที่เกิดขึ้น			
10. ท่านขอความช่วยเหลือจากคนที่ท่านไว้ใจ			
11. ท่านพยายามพูดคุยกับผู้คุกคาม เพื่อชักจูงให้หยุดกระทำพฤติกรรมเหล่านั้น			
12. ท่านพยายามช่วยเหลือใครบางคนที่มีประสบการณ์เช่นเดียวกับท่าน			

ส่วนที่ 7: การคุกคามทางเพศบนโลกออนไลน์

กรุณาอ่านข้อความและตอบคำถามโดยใส่เครื่องหมาย (✓) ลงในช่องที่ตรงตามประสบการณ์ของ
ท่าน

ท่านมีประสบการณ์เกี่ยวข้องกับการคุกคามทางเพศบนโลกออนไลน์บ่อยแค่ไหน ในช่วง 6 เดือนที่ผ่าน
มา

"ไม่เคย" หมายถึง ไม่เคยมีประสบการณ์เลย, "บางครั้ง" หมายถึง มีประสบการณ์ 1-2 ครั้ง, "บ่อยครั้ง"
หมายถึง ประสบการณ์ 3-5 ครั้ง, และ "สม่ำเสมอ" หมายถึง ประสบการณ์ 6 ครั้ง หรือมากกว่า

ข้อความ	สม่ำเสมอ	บ่อยครั้ง	บางครั้ง	ไม่เคย
1. ได้รับข้อความเรื่องลามก หรือเรื่องตลกทางเพศ				
2. พยายามชวนท่านพูดคุยหรือสนทนาในเรื่องส่วนตัว หรือเรื่องเพศ				
3. พยายามแสดงความคิดเห็นหรือคำพูดที่ลามก หยาบคายต่อท่านทั้งในที่สาธารณะ (เช่น แชร์ข้อความ ต่อสาธารณะ) หรือส่งให้ส่วนตัว				
4. แสดงภาพ หรือวัตถุที่ส่อไปในเรื่องเพศกับท่าน เช่น ภาพโป๊ หรือสื่อลามกต่าง ๆ				
5. แสดงความคิดเห็นที่หยาบคายในเรื่องเพศ เช่น พูด ในทางสื่อว่าเพศหญิงไม่เหมาะที่จะทำกิจกรรมนี้				
6. พยายามเชื่อมความสัมพันธ์กับท่าน แม้ว่าท่านจะ พยายามหลีกเลี่ยงหรือปฏิเสธ				
7. ดูหมิ่นหรือดูถูกท่าน เพราะเพศที่ท่านเป็น				
8. พยายามตื๊อท่านให้ไปเดท ทานอาหารหรือเครื่องดื่ม ด้วย ฯลฯ แม้ว่าท่านจะพูดว่า "ไม่"				
9. พยายามติดสินบนให้รางวัลหรือสิ่งของกับท่าน เพื่อ แลกกับการมีเพศสัมพันธ์ด้วย				
10. โต้ตอบโดยการข่มขู่คุกคามท่านบนอินเตอร์เน็ต เมื่อ ท่านไม่ยินยอมมีเพศสัมพันธ์ด้วย				
11. ยื่นข้อเสนอดี ๆ ให้ ถ้าท่านยอมตกลงที่จะมี เพศสัมพันธ์ด้วย				

ส่วนที่ 7: การคุกคามทางเพศบนโลกออนไลน์ (ต่อ)

กรุณาอ่านข้อความและตอบคำถามโดยใส่เครื่องหมาย (✓) ลงในช่องที่ตรงตามประสบการณ์ของท่าน

ข้อความ	สม่ำเสมอ	บ่อยครั้ง	บางครั้ง	ไม่เคย
12. ทำให้ท่านตอบสนองในเรื่องเพศ หรือทำให้ท่านทำตามคำเชื้อเชิญต่าง ๆ เพื่อแลกกับการปฏิบัติที่ดี หรือได้รับข้อเสนอพิเศษ				
13. ทำให้ท่านรู้สึกกลัวโดยการข่มขู่ต่าง ๆ ถ้าหากท่านไม่ยินยอมในเรื่องเพศ				
14. เรียกท่านว่าเป็นทอม เลสเบี้ยน หรือชื่ออื่น ๆ				
15. ข่มขู่ท่านทางอินเตอร์เน็ต เพื่อสร้างสัมพันธ์ทางเพศกับท่านในชีวิตจริง				

กิจกรรมเสริมหลักสูตร

เนื้อหาการสอน

การคุกคามทางเพศบนโลกออนไลน์

"คุกคามทางเพศบนโลกออนไลน์ ภัยเงียบที่ถูกเพิกเฉย"

การคุกคามทางเพศบนโลกออนไลน์ หมายถึง พฤติกรรมการล่วงเกินที่แสดงออกทางเพศ ซึ่งเป็นพฤติกรรม อันไม่พึงปรารถนาตามมาตรฐานของบุคคลทั่วไป ซึ่งเกิดขึ้นโดยมีวัตถุประสงค์ไป ในทางละเมิดสิทธิความเป็นส่วนตัวของผู้ถูกกระทำโดยเหตุแห่งเพศที่ผู้นั้นมีอยู่ ซึ่งพฤติกรรมดังกล่าวย่อมขัดต่อหลักความเสมอภาคทางเพศ และเป็นรูปแบบหนึ่งของการเลือกปฏิบัติด้วยเหตุแห่งเพศ โดยเกิดขึ้นผ่านทางออนไลน์ เช่น โซเชียลมีเดีย อีเมล์ รูปภาพ วีดีโอ และข้อความต่างๆ เป็นต้น

ประเภทของการคุกคามทางเพศบนโลกออนไลน์

การเหยียดเพศ (Gender Harassment)

เป็นการแสดงความคิดเห็นในเชิงดูถูกเหยียดหยามรสนิยมทางเพศ หรือเพศสภาพของผู้อื่น โดยเห็นว่าเป็นเรื่องตลก และนำมาล้อเลียนให้อับอาย เช่น สายเหลือง, ล้างตู้เย็น, ขุดทอง หรือเปลี่ยนทอมให้เป็นเธอ ฯลฯ

การลวนลามทางเพศ (Unwanted Sexual Attention)

เป็นการแสดงความคิดเห็นเกี่ยวกับเรื่องเพศ การพูดถึงอวัยวะเพศ (ชาย/หญิง) เสนอหรือขอทำกิจกรรมทางเพศกับบุคคลดังกล่าว โดยไม่สนใจเรื่องเพศ หรืออายุของผู้ถูกกระทำ อาทิ อยากเลีย/อมให้ล้ม,   ได้น้องสักครั้งจะตั้งใจเรียน,   เห็น_แล้ว อยากจับ,   ช่วงนี้ พี่หิวขอกินน้องได้ไหม หรือเห็นน้องแล้ว พี่อยากเป็นผู้ประสบภัย เป็นต้น

การข่มขู่ทางเพศ (Sexual Coercion)

เป็นการข่มขู่ผู้ถูกกระทำและคนสนิทบนโลกออนไลน์ เพื่อบรรลุวัตถุประสงค์ทางเพศ โดยพฤติกรรมดังกล่าว ถือว่าเป็นการเกาะติดชีวิตออนไลน์ของผู้อื่น หรืออีกกรณี คือ Revenge porn เป็นการนำรูปโป๊ของเหยื่อมาข่มขู่หรือแก้แค้น และเหตุการณ์ที่พบบ่อย คือ เมื่อฝ่ายหญิงเลิกกับฝ่ายชาย แล้วฝ่ายชายนำภาพโป๊ที่เคยถ่ายตอนเป็นแฟนกันมาข่มขู่ หรือแก้แค้นฝ่ายหญิง โดยไม่สนใจว่าฝ่ายหญิงจะได้รับความเสื่อมเสียหรืออับอายเพียงใด

**ตัวอย่างพฤติกรรมที่เข้าข่ายการคุกคาม
ทางเพศบนโลกออนไลน์**

การแสดงความคิดเห็นเกี่ยวกับคนอื่นไปในแนวลามก

การกระจายข่าวลือเรื่องการร่วมเพศ หรือนินทาคนอื่นด้วย
ข้อความบนสื่อออนไลน์

การโพสต์แสดงความคิดเห็นทางเพศภาพหรือวิดีโอลามกบนสื่อ
ออนไลน์

ส่งข้อความและภาพลามกผ่านข้อความ

กดดันให้คนอื่นมีส่วนร่วมในการส่งข้อความลามก

ส่งต่อข้อความและภาพลามกผ่านข้อความหรืออีเมล

แอบอ้างเป็นบุคคลอื่นบนสื่อออนไลน์ เพื่อแสดงความคิดเห็น
ลามกหรือเสนอการร่วมเพศ ฯลฯ

ปัจจัยที่ส่งผลต่อการคุกคามทางเพศ

• สาเหตุของการคุกคามทางเพศ เริ่มต้นมาจากวิธีคิด **"ชายเป็นใหญ่"** ที่ถูกปลูกฝังจากในครอบครัวและระบบการศึกษา รวมถึงสื่อต่างๆ ที่สอนให้ผู้ชายต้องเป็นผู้นำที่เข้มแข็งและมีอำนาจในการตัดสินใจแทนคนอื่นๆ เช่น ถ้าเป็นผู้นำก็ต้องเข้มแข็ง ห้ามแสดงความอ่อนแอ ต้องเป็นฝ่ายปกป้องผู้หญิง ส่วนผู้หญิงก็จะถูกปลูกฝังให้เป็นเพศที่ต้องคอยตอบสนองผู้ชาย งานบ้านต้องเป็นงานของผู้หญิง เหล่านี้ส่งผลไปถึงบทบาททางเพศของผู้ชายที่สัมพันธ์กับวิธีคิดแบบชายเป็นใหญ่ อย่างการใช้อำนาจกระทำเพศหญิงเมื่อตนมีความต้องการทางเพศ ซึ่งเรื่องแบบนี้เกิดขึ้นมากในสังคมไทย

• ในบางครั้ง "สื่อ" ก็มีส่วนในการสนับสนุนวิธีคิดดังกล่าว อย่างฉากข่มขืนในละครไทย พระเอกข่มขืนนางเอก หลังจากนั้นก็รักกัน ในชีวิตจริงมันไม่ได้สวยงามขนาดนั้น มันคือการสร้างมายาคติจากละคร ซึ่งเป็นการตอกย้ำวิธีคิดชายเป็นใหญ่ซ้ำขึ้นไปอีก

Victim Blaming เพราะเป็นเหยื่อ จึงเจ็บปวด

เมื่อเกิดปัญหาการล่วงละเมิด/การคุกคามทางเพศขึ้น สังคมก็จะ
โทษไปที่ผู้หญิงก่อน และสิ่งที่สังคมกำลังเข้าใจผิดเป็นอย่างมากนั่น
คือ "เสื้อผ้า" ซึ่งไม่ใช่ปัจจัยหลักที่ทำให้เหยื่อถูกข่มขืน ส่วนนี้มี
ผลงานวิจัยออกมาอย่างชัดเจน เราจะเห็นว่าชุดเสื้อผ้าที่เคยจัดใน
นิทรรศการต่างๆ พบว่า ชุดที่เหยื่อใส่ในวันเกิดเหตุ ไม่ได้เป็นชุดที่
เซ็กซี่เลย เพราะฉะนั้นเสื้อผ้าไม่ใช่ปัจจัยที่ทำให้เหยื่อต้องมาโดน
กระทำแบบนี้ จริงๆ แล้วมันคือการใช้อำนาจของเพศชายมากกว่า

วัฒนธรรมอำนาจนิยมในสถานศึกษา

นอกจากนี้ สังคมไทย มักสอนให้เด็กเคารพคนมีอำนาจ เด็กต้อง
เชื่อฟังผู้ใหญ่ ต้องกตัญญูรู้คุณ ยิ่งเป็นญาติผู้ใหญ่หรือครูบาอาจารย์
ยิ่งต้องเคารพ แต่ไม่ได้สอนให้แยกแยะระหว่างผู้ใหญ่ที่น่าเคารพกับ
ผู้ใหญ่ที่ใช้อำนาจเกินขอบเขต แสวงหาประโยชน์ ละเมิดสิทธิ หรือทำ
ร้ายเด็ก พอวัฒนธรรมที่กดทับควบคุมเรื่องเพศของเด็กกับวัฒนธรรม
อำนาจนิยมมันมาเจอกันจึงเกิดปัญหาตามมา

อย่างกรณีที่ครูใช้อำนาจที่เหนือกว่าไปใกล้ชิดเด็กทำให้เด็ก
ประทับใจ หลังจากนั้นก็พาไปมีสัมพันธ์ด้วย และเมื่อเกิดเรื่องเด็กก็
มักไม่กล้าออกมาพูด เพราะมันขัดกับสิ่งที่ผู้ใหญ่สั่งสอนมา ทั้งๆ ที่ใน
แง่ของคุณธรรมจริยธรรม คุณครูไม่ควรมีความสัมพันธ์ลึกซึ้งกับเด็ก
อยู่แล้ว มันผิดจรรยาบรรณขั้นรุนแรง"เช่น กรณีครูข่มขืนนักเรียน
การโทษเหยื่อก็จะเป็นการให้เหตุผลว่า เป็นเพราะเด็กไปชอบครูเอง
เด็กแต่งตัวยั่ว ซึ่งความคิดแบบนี้ทำให้คนที่เป็นผู้กระทำผิด คนที่
เป็นเหยื่อจะไม่กล้าออกมาพูดเรื่องที่ตนเองถูกกระทำ อีกทั้งคนใน
สังคมบางกลุ่มจะหันมาประณามเด็กว่าโกหก หรือใจแตก"

ผลกระทบของการคุกคามทางเพศ

การคุกคามทางเพศบนโลกออนไลน์ส่งผลกระทบทางจิตใจเป็นอย่างมาก โดยเฉพาะอย่างยิ่งเมื่อทุกคนเข้าถึงสื่อออนไลน์เหมือนเป็นส่วนหนึ่งของชีวิต แค่เปิดสมาร์ทโฟนขึ้นมา รูปหรือข้อความคุกคามนั้นก็พุ่งเข้ามาหา ตามติดไปทุกที่ ไม่เว้นแต่ในบ้าน ในห้องนอนซึ่งควรจะเป็นสถานที่ปลอดภัย การแพร่กระจายเกิดขึ้นได้อย่างรวดเร็ว ก็ยิ่งทำให้ผลของการคุกคามทางเพศรุนแรง จากที่มีเจ้าทุกข์ 1 คน ต่อผู้คุกคาม 1 คน กลายเป็นหลายร้อย หลายพัน จนถึงหลายแสน การติดตามหาตัวผู้กระทำผิดก็ยาก เพราะคนที่ปิดบังตัวตนบนโลกออนไลน์นั้นมีมาก การรับมือกับผู้คุกคามจำนวนมากนั้นเป็นเรื่องที่สาหัส

ผลกระทบที่เกิดขึ้นทำให้ผู้ที่ถูกคุกคามนั้น รวมถึงผลกระทบทางจิตใจและผลต่อสุขภาพ โดยมีข้อมูลยืนยันว่าผู้ที่ถูกกระทำจะเกิดอาการซึมเศร้า กระวนกระวายมีจิตใจแปรปรวน ขณะที่บางคนมีอาการเครียด สูญเสียความมั่นใจในตนเอง กลัวสังคมไม่ยอมรับ หลายรายมีอาการทางจิตใจมากขึ้นเมื่อถูกเผยแพร่ซ้ำๆ วิตกกังวล ซึมเศร้า ท้อแท้ สิ้นหวัง นอนไม่หลับ อ่อนเพลีย ทำร้ายตัวเอง และอาจรุนแรงถึงขั้นพยายามฆ่าตัวตาย
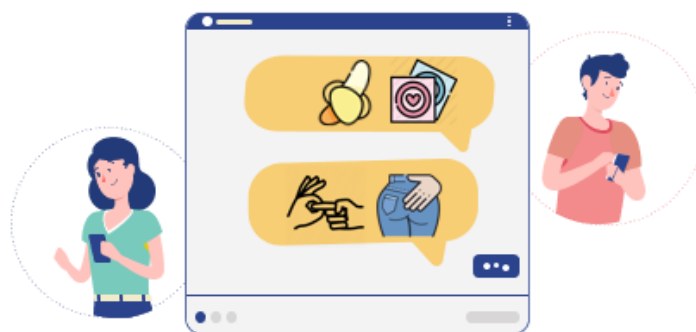
ผลกระทบของการคุกคามทางเพศ

วิตกกังวล	ความเครียด	สับสนงุนงง
นอนไม่หลับ	ซึมเศร้า	คิดฆ่าตัวตาย

สิ่งที่ควรย้ำเตือน เพื่อไม่ให้เกิดการคุกคามทางเพศบนโลกออนไลน์

- คนหน้าตาดี ไม่ว่าจะเพศใด อายุเท่าใด หรือสัญชาติไหน ท่องไว้ว่า บุคคล เหล่านั้นไม่ใช่เหยื่ออารมณ์หื่นที่คุณจะนำมาเล่นสนุกบนโซเชียลได้
- การแต่งตัวเซ็กซี่ หรือล่อแหลม ไม่ใช่ใบอนุญาตคุกคามทางเพศ
- การแสดงความหื่น ไม่ว่าจะทำกับใครก็ตาม การกระทำของคุณไม่ได้ดูเท่ หรือดูเก่งเหนือใคร แต่เป็นเรื่องน่าอายที่เข้าข่ายผิดกฎหมาย
- หากคุณไม่เคารพ "สิทธิส่วนตัว" ของผู้อื่น ก็ไม่มีสิทธิเรียกร้องให้คนอื่น เคารพสิทธิส่วนตัวของคุณเช่นกัน ฯลฯ

วิธีการป้องกันการถูกคุกคามบนโลกออนไลน์

✅ ไม่เปิดเผยข้อมูลส่วนตัวมากเกินไปบนโลกออนไลน์ เช่น เบอร์โทรศัพท์ หรือ อีเมล์

✅ ปิดกั้นผู้กระทำผิด อุปกรณ์ส่วนใหญ่มีการตั้งค่าที่อนุญาตให้บล็อกอีเมล์, Instant Message หรือ ข้อความจากบุคคลที่เฉพาะเจาะจงทางอิเล็กทรอนิกส์ โดยปิดกั้นไม่ให้เขาสามารถติดต่อได้อีก หรือสามารถเปลี่ยนการตั้งค่าต่างๆได้

✅ รายงานไปยังหน่วยงานที่ดูแลความเรียบร้อยบนโลกออนไลน์หรือเว็บไซต์ที่ใช้งาน

✅ เก็บหลักฐานการถูกคุกคาม โดยเก็บรวบรวมหลักฐานของผู้กระทำผิดทั้งหมดเอาไว้ แล้วบอกพ่อแม่ ผู้ปกครองเพื่อขอความช่วยเหลือ หรือแจ้งความกับตำรวจ ซึ่งสามารถฟ้องร้องทางกฎหมายในเรื่องของการถูกใส่ความและการหมิ่นประมาทได้

✅ พยายามพูดคุยทางออนไลน์กับผู้คุกคาม เพื่อชักจูงให้หยุดพฤติกรรมเหล่านั้น และไม่ให้คุณค่ากับคนหรือคำพูดที่ทำร้ายเรา ควรใช้เป็นแรงผลักดันให้เราดีขึ้น ก้าวข้ามปัญหาและอุปสรรคต่างๆ

การแก้ไขปัญหาและกลยุทธ์การจัดการ

<u>การแก้ปัญหาและการรับมือกับปัญหา</u>

- ลบโปรไฟล์หรือลบแพลตฟอร์มออนไลน์ที่ทำให้เกิดการคุกคามทางเพศ
- หยุดเข้าแพลตฟอร์มออนไลน์ที่ทำให้เกิดการคุกคามทางเพศ
- เปลี่ยนการตั้งค่า เพื่อที่ผู้คุกคามจะได้ไม่สามารถติดต่อท่านได้อีก
- เปลี่ยนเบอร์โทรศัพท์ อีเมล หรือโปรไฟล์
- รายงานสถานการณ์กับผู้ดูแลระบบ
- ลบผู้คุกคามออกจากรายชื่อผู้ติดต่อ
- เริ่มหลีกเลี่ยงผู้คุกคามในชีวิตจริง
- พูดคุยกับใครบางคน เกี่ยวกับปัญหาที่เกิดขึ้น
- ขอความช่วยเหลือจากคนที่ท่านไว้ใจ
- พยายามพูดคุยทางออนไลน์กับผู้คุกคาม เพื่อชักจูงให้หยุดพฤติกรรมเหล่านั้น
- พยายามพูดคุยแบบเผชิญหน้ากับผู้คุกคาม เพื่อชักจูงให้หยุดพฤติกรรมเหล่านั้น

สิ่งที่ควรกระทำเมื่อถูกล่วงละเมิดหรือคุกคามทางเพศ

TO DO LIST

- ✓ ปฏิเสธอย่างจริงจัง ทั้งท่าทาง คำพูดและน้ำเสียง
- ✓ แสดงออกทันทีว่าไม่พอใจในการกระทำของผู้กระทำ
- ✓ ใช้ทักษะในการต่อรองหรือปฏิเสธ
- ✓ บันทึกเหตุการณ์ที่เกิดขึ้นด้วยการบันทึกเสียง/ภาพ
- ✓ บันทึกเหตุการณ์ที่เกี่ยวข้อง วัน เวลา สถานที่เกิดเหตุ
- ✓ หารือเหตุการณ์ที่เกิดขึ้นกับหน่วยงานที่รับผิดชอบ
- ✓ แจ้งปัญหาที่เกิดขึ้นให้บุคคลที่ไว้ใจทราบทันที
- ✓ ถอยห่างจากผู้กระทำการคุกคามทางเพศ
- ✓ Block ผู้คุกคามหรือเปลี่ยนบัญชีผู้ใช้งาน
- ✓ ทำกิจกรรมอื่น ๆ เพื่อเยียวยาจิตใจให้ดีขึ้น

วิธีป้องกันตัวเองจากภัยคุกคามทางเพศ

➢ อย่าไว้ใจใครง่ายๆ แม้แต่คนใกล้ตัว

➢ เมื่อสังคมเปลี่ยนไปจึงไม่ใช่เฉพาะคน
แปลกหน้าเท่านั้นที่ไม่ควรไว้ใจ แต่
รวมถึงคนในครอบครัวหรือคนรู้จักที่
สนิทสนม แต่ไม่ใช่การมองโลกในแง่
ร้ายหรือหวาดระแวงแต่คือการรู้จัก
ปกป้องตัวเอง

➢ หมั่นสังเกตคำพูดหรือพฤติกรรมของ
คนใกล้ชิดมีท่าทีที่จะทำอันตรายต่อ
ตนเองหรือไม่ เช่น ชอบพูดสองแง่สอง
ง่าม ชอบชวนไปไหนมาไหนด้วยกัน
ลำพัง ชอบจ้องมองมาที่เรือนร่าง ชอบ
แตะเนื้อต้องตัว หากมีคำพูดหรือ
พฤติกรรมเหล่านี้ เราต้องรีบเล่าให้
ผู้ใหญ่ที่ไว้ใจหรือมั่นใจว่าจะรับฟังและ
ช่วยเหลือได้

➢ ควรหลีกเลี่ยงที่จะอยู่ใกล้ชิดกับบุคคล
ที่เรารู้สึกไม่ปลอดภัยตามลำพัง
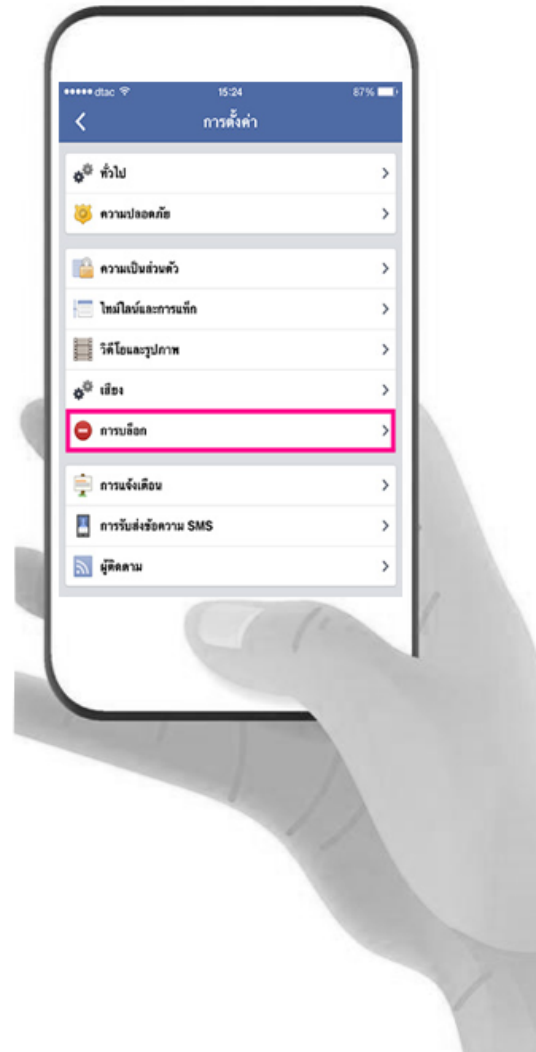
<p align="center">**แบบสังเกตพฤติกรรมการปฏิบัติกิจกรรมกลุ่ม**</p>

กลุ่มที่............ (ชื่อกลุ่ม)..

สมาชิกในกลุ่ม

1...2...

3...4...

5...6...

7...8...

9...10...

คำชี้แจง ให้ทำเครื่องหมาย ✓ ในช่องที่ตรงกับความเป็นจริง

พฤติกรรมที่สังเกต	คะแนน			
	4	3	2	1
1. การมีส่วนร่วมในการวางแผนต่างๆ ภายในกลุ่ม				
2. การปฏิบัติงานตามบทบาทหน้าที่ในกลุ่ม				
3. การให้ความร่วมมือในกิจกรรมต่างๆ				
4. การแสดงความคิดเห็นในเรื่องต่างๆ				
5. การยอมรับความคิดเห็นของเพื่อนๆ ในกลุ่ม				
6. การตอบคำถามในชั้นเรียน และในกลุ่มเฟซบุ๊ค				
7. ความตั้งใจในการทำงานจนสำเร็จ				
รวม				

ลงชื่อ...ผู้ประเมิน

..................../.................../..................

<p align="center">**เกณฑ์การให้คะแนน**</p>

พฤติกรรมที่ปฏิบัติเป็นประจำ   ให้ 4 คะแนน (ดีมาก)

พฤติกรรมที่ปฏิบัติบ่อยครั้ง   ให้ 3 คะแนน (ดี)

พฤติกรรมที่ปฏิบัติบางครั้ง   ให้ 2 คะแนน (ปานกลาง)

พฤติกรรมที่ปฏิบัติน้อยครั้ง   ให้ 1 คะแนน (ปรับปรุง)

แบบสังเกตพฤติกรรมการเข้าร่วมกิจกรรม

คำชี้แจง ให้ทำเครื่องหมาย ✓ ลงในช่องรายการสังเกตพฤติกรรมที่นักเรียนปฏิบัติ

กลุ่ม	ชื่อ	รายการ					
		รับผิดชอบงานที่ได้รับมอบหมาย (2 คะแนน)	รับฟังความคิดเห็นของผู้อื่น (2 คะแนน)	นำเสนอผลงานได้น่าสนใจ (2 คะแนน)	มีความคิดริเริ่มสร้างสรรค์ (2 คะแนน)	ทำงานเสร็จตามเวลาที่กำหนด (2 คะแนน)	คะแนนรวม

เกณฑ์การประเมิน   คะแนน 9-10   ระดับ ดีมาก

คะแนน 7-8   ระดับ ดี

คะแนน 5-6   ระดับ พอใช้

คะแนน 0-4   ระดับ ควรปรับปรุง

แบบประเมินการจัดกิจกรรม

โครงการ ประสิทธิผลของโปรแกรมการเรียนรู้แบบผสมผสานเพื่อป้องกันการคุกคามทางเพศบนโลกออนไลน์
ของนักเรียนหญิง ระดับมัธยมศึกษาตอนปลาย กรุงเทพมหานคร ประเทศไทย
วันที่ ....เดือน..........................พ.ศ. ....
ณ ....
โปรดแสดงความคิดเห็นของท่านในประเด็นต่าง ๆ เพื่อประโยชน์ในการวิจัยต่อไป

รายการประเมิน	ดีมาก (4)	ดี (3)	พอใช้ (2)	ต้องปรับปรุง (1)
การจัดกิจกรรม				
1. เนื้อหาในการจัดกิจกรรมตรงกับวัตถุประสงค์มากน้อยเพียงใด				
2. ระยะเวลาในการจัดกิจกรรมเหมาะสมเพียงใด				
3. รูปแบบและวิธีการจัดกิจกรรมเหมาะสมเพียงใด				
4. คุณภาพของเอกสารและสื่อประกอบการจัดกิจกรรม				
5. ข้อคิดเห็นอื่นๆ ที่ท่านเห็นว่าจะช่วยให้การจัดกิจกรรมครั้งนี้สมบูรณ์ยิ่งขึ้น	....			
คณะผู้วิจัย	ดีมาก (4)	ดี (3)	พอใช้ (2)	ต้องปรับปรุง (1)
1. ความสามารถในการถ่ายทอด/สื่อสาร/ให้ความเข้าใจ				
2. การเรียงลำดับบรรยายเนื้อหาได้ครบถ้วน				
3. การเปิดโอกาสให้ซักถามและแสดงความคิดเห็น				
4. การตอบคำถามได้ตรงตามประเด็นและชัดเจน				
5. การใช้เวลาเหมาะสมมาก/น้อยเพียงใด				
6. มีคุณวุฒิ ความรู้ ความสามารถตรงเนื้อหาที่สอน ใช้อุปกรณ์สื่อการสอนที่เหมาะสม				
7. จำนวนผู้ฝึกอบรมเหมาะสมกับหัวข้อการสอนหรือกิจกรรมที่ใช้				
8. ข้อเสนอแนะอื่น ๆ	....			

![ตราจุฬาลงกรณ์มหาวิทยาลัย] คณะกรรมการพิจารณาจริยธรรมการวิจัยในคน กลุ่มสหสถาบัน ชุดที่ 1 จุฬาลงกรณ์มหาวิทยาลัย
254 อาคารจามจุรี 1 ชั้น 2 ถนนพญาไท เขตปทุมวัน กรุงเทพฯ 10330
โทรศัพท์: 0-2218-3202, 0-2218-3049 E-mail: eccu@chula.ac.th

COA No. 065/2564

ใบรับรองโครงการวิจัย

โครงการวิจัยที่ 002.1/64 : ประสิทธิผลของโปรแกรมการเรียนรู้แบบผสมผสานเพื่อป้องกันการคุกคาม
ทางเพศบนโลกออนไลน์ของนักเรียนหญิงระดับมัธยมศึกษาตอนปลาย
กรุงเทพมหานคร ประเทศไทย

ผู้วิจัยหลัก : นางสาวศิริพร แสนตรี

หน่วยงาน : วิทยาลัยวิทยาศาสตร์สาธารณสุข จุฬาลงกรณ์มหาวิทยาลัย

คณะกรรมการพิจารณาจริยธรรมการวิจัยในคน กลุ่มสหสถาบัน ชุดที่ 1 จุฬาลงกรณ์มหาวิทยาลัย
ได้พิจารณา โดยใช้หลัก ของ Belmont Report 1979, Declaration of Helsinki 2013, Council for
International Organizations of Medical Sciences (CIOM) 2016, มาตรฐานคณะกรรมการจริยธรรมการวิจัย
ในคน (มคจค.) 2560, นโยบายแห่งชาติและแนวทางปฏิบัติการวิจัยในมนุษย์ 2558 อนุมัติให้ดำเนินการศึกษาวิจัย
เรื่องดังกล่าวได้

ลงนาม _____ ลงนาม _____
(รองศาสตราจารย์ นายแพทย์ปรีดา ทัศนประดิษฐ) (ผู้ช่วยศาสตราจารย์ ดร.ระวีนันท์ มิ่งภัคนีย์)
ประธาน กรรมการและเลขานุการ

วันที่รับรอง : 8 มีนาคม 2564   วันหมดอายุ 7 มีนาคม 2565

เอกสารที่คณะกรรมการรับรอง
1) โครงการวิจัย
2) เอกสารข้อมูลสำหรับผู้มีส่วนร่วมในการวิจัย........................... 002.1/64
3) ผู้วิจัย   วันที่รับรอง - 8 มี.ค. 2564
4) แบบสอบถาม   วันหมดอายุ - 7 มี.ค. 2565

เงื่อนไข
1. ข้าพเจ้ารับทราบว่าเป็นการผิดจริยธรรม หากดำเนินการเก็บข้อมูลการวิจัยก่อนได้รับการอนุมัติจากคณะกรรมการพิจารณาจริยธรรมการวิจัยฯ
2. หากใบรับรองโครงการวิจัยหมดอายุ การดำเนินการวิจัยต้องยุติ เมื่อต้องการต่ออายุต้องขออนุมัติใหม่ล่วงหน้าไม่ต่ำกว่า 1 เดือน พร้อมส่งรายงาน
   ความก้าวหน้าการวิจัย
3. ต้องดำเนินการวิจัยตามที่ระบุไว้ในโครงการวิจัยอย่างเคร่งครัด
4. ใช้เอกสารข้อมูลสำหรับกลุ่มประชากรหรือผู้มีส่วนร่วมในการวิจัย ใบยินยอมของกลุ่มประชากรหรือผู้มีส่วนร่วมในการวิจัย และเอกสารเชิญเข้าร่วมวิจัย
   (ถ้ามี) เฉพาะที่ประทับตราคณะกรรมการเท่านั้น
5. หากเกิดเหตุการณ์ไม่พึงประสงค์ร้ายแรงในสถานที่เก็บข้อมูลที่ขออนุมัติจากคณะกรรมการ ต้องรายงานคณะกรรมการภายใน 5 วันทำการ
6. หากมีการเปลี่ยนแปลงการดำเนินการวิจัย ให้ส่งคณะกรรมการพิจารณารับรองก่อนดำเนินการ
7. หากยุติโครงการวิจัยก่อนกำหนดต้องแจ้งคณะกรรมการฯ ภายใน 2 สัปดาห์พร้อมคำชี้แจง
8. โครงการวิจัยไม่เกิน 1 ปี ส่งแบบรายงานสิ้นสุดโครงการวิจัย (AF 01-15) และบทคัดย่อผลการวิจัยภายใน 30 วัน เมื่อโครงการวิจัยเสร็จสิ้น สำหรับ
   โครงการวิจัยที่เกินกว่าวิทยานิพนธ์ให้ส่งบทคัดย่อผลการวิจัย ภายใน 30 วัน เมื่อโครงการวิจัยเสร็จสิ้น
9. โครงการวิจัยที่มีหลายระยะ จะรับรองโครงการเป็นระยะ เมื่อดำเนินการวิจัยในระยะแรกเสร็จสิ้นแล้ว ให้ดำเนินการส่งรายงานความก้าวหน้า พร้อม
   โครงการวิจัยและเอกสารที่เกี่ยวข้องในระยะถัดไป
10. คณะกรรมการฯ สงวนสิทธิ์ในการตรวจเยี่ยมเพื่อติดตามการดำเนินการวิจัย
11. สำหรับโครงการวิจัยจากภายนอก ผู้บริหารส่วนงาน กำกับการดำเนินการวิจัย

VITA

NAME   Siriporn Santre

DATE OF BIRTH   15 March 1992

PLACE OF BIRTH   Sukhothai

INSTITUTIONS ATTENDED   2019-2021: Doctor of Philosophy in Public Health (PHD) International Program at Chulalongkorn University, Bangkok

2014-2015: Master of Public Health (MPH) International Program at Chulalongkorn University, Bangkok

2010-2014: Bachelor of Sciences (Public Health), Second class honors at Naresuan University, Phitsanulok

PUBLICATION   Effects of Blended Learning Program for Cyber Sexual Harassment Prevention among Female High School Students in Bangkok, Thailand

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY