

การศึกษาสภาพการใช้สื่ออิเล็กทรอนิกส์ของนักเรียนในระดับชั้นมัธยมศึกษา

The Usage of Electronic Media of High School Students in Thailand¹

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บทคัดย่อ

การวิจัยเรื่องนี้ มีวัตถุประสงค์ของการศึกษาวิจัย คือ 1) เพื่อสำรวจการเข้าถึงสื่ออิเล็กทรอนิกส์ของนักเรียนในระดับชั้นมัธยมศึกษา 2) เพื่อศึกษาสภาพการใช้สื่ออิเล็กทรอนิกส์ของนักเรียนในระดับชั้นมัธยมศึกษา และ 3) เพื่อเสนอแนะสื่อสร้างสรรค์เพื่อส่งเสริมการเรียนรู้ที่พึงประสงค์ในระดับชั้นมัธยมศึกษา ซึ่งสอดคล้องกับนโยบายการศึกษาของกระทรวงศึกษาธิการ โดยใช้ระเบียบวิธีวิจัยแบบผสมผสาน ใช้เทคนิคการวิจัยเชิงสำรวจ (Survey Research) ร่วมกับเทคนิคการสนทนากลุ่มผู้เชี่ยวชาญ (Focus Group)

ผลการวิจัย การเข้าถึงสื่อและการสภาพการใช้สื่ออิเล็กทรอนิกส์ กลุ่มตัวอย่างมีความสามารถในการเข้าถึงสื่ออิเล็กทรอนิกส์ประเภทเครื่องรับโทรทัศน์และโทรศัพท์เคลื่อนที่ ได้มากที่สุด พฤติกรรมการท่องเที่ยวและภาระเรียนที่สูง หรือเพื่อความบันเทิง ผลการวิจัยพบว่า กิจกรรมที่กลุ่มตัวอย่างมักจะทำในเวลาว่าง และทำบ่อยครั้งมากที่สุด ได้แก่ การชมโทรทัศน์ การใช้อินเทอร์เน็ต การทำอาหารร่วมกันภายในครอบครัว และการใช้โทรศัพท์เคลื่อนที่ สื่ออิเล็กทรอนิกส์ ที่กลุ่มเป้าหมายเปิดรับและเข้าถึงมากที่สุด ได้แก่ โทรทัศน์ อินเทอร์เน็ต และโทรศัพท์เคลื่อนที่ กลุ่มตัวอย่างมีการเปิดรับรายการโทรทัศน์เพื่อการศึกษา น้อยมาก พ่อและ/หรือแม่ เป็นบุคคลที่กลุ่มตัวอย่างมักจะบริจาคปัจจัยให้เป็นอันดับแรก กลุ่มตัวอย่างมีความรู้เท่าทันสื่อในระดับค่อนข้างต่ำ สำหรับทัศนคติต่อการดำเนินชีวิตในด้านต่างๆ พบว่า กลุ่มตัวอย่างส่วนใหญ่ยังขาดความรู้เข้าใจที่ถูกต้อง เกี่ยวกับพฤติกรรมการดำเนินชีวิต ตามบริบทฐานของสังคมไทยอยู่เป็นจำนวนมาก

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ส่วนข้อเสนอแนะสื่อสร้างสรรค์เพื่อส่งเสริมการเรียนรู้ที่พึงประสงค์ในระดับชั้นมัธยมศึกษา ซึ่งสอดคล้องกับนโยบายการศึกษาของกระทรวงศึกษาธิการ พบว่า สาเหตุที่ทำให้นักเรียนระดับชั้นมัธยมศึกษามีทัศนคติที่ไม่ถูกต้องต่อการนำเสนอเนื้อหาของสื่อ คือ เด็กมีการรับรู้และเชื่อถือว่าสิ่งที่สื่อนำเสนอเป็นทัศนคติและค่านิยมที่ควรปฏิบัติตาม สังคมแสดงการยอมรับต่อเนื้อหาที่นำเสนอ สาระที่นำเสนอในสื่อไม่ได้อยู่ในโลกของความเป็นจริง จึงทำให้เด็กเกิดค่านิยมที่ผิดตามการนำเสนอของสื่อ และสื่อดีไม่สามารถเข้าถึงเด็กได้ เพราะรูปแบบการนำเสนอ หรือช่องทางการสื่อสารที่เข้าถึงได้ยาก

แนวทางในการพัฒนาสื่อเพื่อส่งเสริมการเรียนรู้ของเด็กคือ ผู้ผลิตสื่อควรสร้างสรรค์สื่อที่มีประโยชน์ต่อเด็ก มีเนื้อหาทางบวก ใช้ภาษาถูกต้อง สอดแทรกการสอนจริยธรรมและค่านิยมที่ถูกต้อง สนับสนุนให้เด็กคิดเป็น และสอดคล้องกับบริบทของเด็กในปัจจุบัน วิธีการในการนำเสนอสื่อ ควรใช้รูปแบบที่น่าสนใจ และมีความหลากหลาย โรงเรียนควรมีการจัดการเรียนการสอนที่เน้นให้เด็กมีความสามารถในการคิดวิเคราะห์ เพื่อให้เด็กสามารถแยกแยะสื่อได้ และควรมีองค์กรและสาขาวิชาซึ่งมีความรู้เพื่อควบคุมการผลิตสื่อ และสามารถให้คุณและโทษแก่ผู้ผลิตสื่อได้ ให้เด็กและผู้ปกครองได้มีส่วนร่วมในการพัฒนาสื่อ และควรมีการกำหนดเป้าหมายในการผลิตสื่อว่ามันจะช่วยให้เด็กเรียนรู้ได้ดี

คำสำคัญ: สื่อ, อิเล็กทรอนิกส์, นักเรียน, มัธยมศึกษา, การใช้สื่อ

Abstract

The objectives of this research, "Usage of Electronic Media of High School Students in Thailand", are 1) To explore electronic media access of secondary school students, 2) To study electronic media usage of secondary school students, and 3) To recommend creative media usage to support learning of secondary school students while corresponding to the educational policies of the Ministry of Education. The research uses a combination of methods: Survey research-cross sectional method and Focus group Method.

Findings

Media access and electronic media usage. Electronic media that most samples have access to are television and mobile phone. The activities that the samples do most often in their leisure time are watching television, using the Internet, cooking together with family, and using mobile phones. The samples are exposed to and have access to the most are televisions, the Internet, and mobile phones. They have very little exposure to educational television programs. Mother and father are the persons that most samples confined in, followed by friends, brothers and sisters, and teachers respectively. The samples have a low media literacy level. It is found that most samples still lack correct understanding of the behavioral norms of the Thai society.

Creative media suggestions to promote learning in secondary schools and which correspond to the educational policies of the Ministry of Education. It is found that the reason that makes secondary school students maintain incorrect attitudes toward the contents of media presentation is that they understand and believe that what the media present are values that should be followed. The society shows that it accepts the presented contents. What the media present is not reality, thus children form incorrect values according to media presentations. Good contents cannot reach children because of their presentation formats and the difficulties in accessing the channels.

The approach in developing media to promote children learning is that media producer should produce media that benefit children: make contents positive, use language correctly, insert teachings of integrity and correct values into the program, promote critical thinking in children, and make contents suitable for children's current context. Producer should use interesting and diverse presentation methods.

Schools should use a curriculum that focuses on children's ability to think critically for the children to be able to analyze media. There should be organizations and federations, which possess the authority to reward or punish media producer, to control media production. Children and parents should be involved in developing media, and a common media production goal should be established between different networks.

Keywords: Electronic Media, High School Students, Media Usage

Introduction

Global changes of technology and communication patterns undeniably effects the behavioral and psychological aspects in youth nowadays. Young people are under the influence of new types of medium as it gives more opportunities to varieties of information to a high degree. Their learning system, formation of opinions and attitude, and personal and social behaviors seem to be drastically different from people from older generations.

According to Child Watch, the youth behavior monitoring project reported that since the year of 2006 to 2007, risky behaviors among children had been increased. This was due to 25%-35% of people from the younger generation regularly or occasionally viewing pornography from online sources. Exposure of pornography among younger generation has rapidly increased. What seems to shock the whole society is the fact that, according to research conducted by Child Watch, fifty percent of high school students express their opinion that sex before marriage is acceptable. The record also reveals that teenage pregnancy and birth delivery on average has reached to 187 cases per day.

As well as this, in taking a look at the educational system in Thailand, the number of drawbacks or dropping of students' quality has become increasingly obvious. The National Scholastic Test (O-NET) and advanced level (A-NET) show the average score in Mathematics, Natural Science and Thai Language Usage, are all below Percentile 50th while the results of the teachers ability test show that the average score is lower than 30 percent of the full score.

Apart from academic quality problems, ethical issues became part of the factors damaging the educational system in the country. Corruptions and policy exploitations among educational administrators have an effect on the quality of schools, teachers and students in general and also in terms of their ability to judge and select qualified materials and channels for children to expose to.

The research team consists of communication scholars and educational scholars, is extremely concerned about the issues mentioned above and finds it necessary to know how to solve the problems.

We understand the role of media in creating learning activities among kids and teenagers. However, before creating effective materials for younger audiences, we need to collect information regarding the usage of electronic media by high school students. The findings of this research will be very useful as a database for understanding their media exposure and the creations of media programs designed to promote high school students' desirable learning behaviors. This is not to gain any body of knowledge in the field. In fact, expected outcomes of the research are to come up with better strategies in designing better media contents for the people in the youth generation.

Research Questions

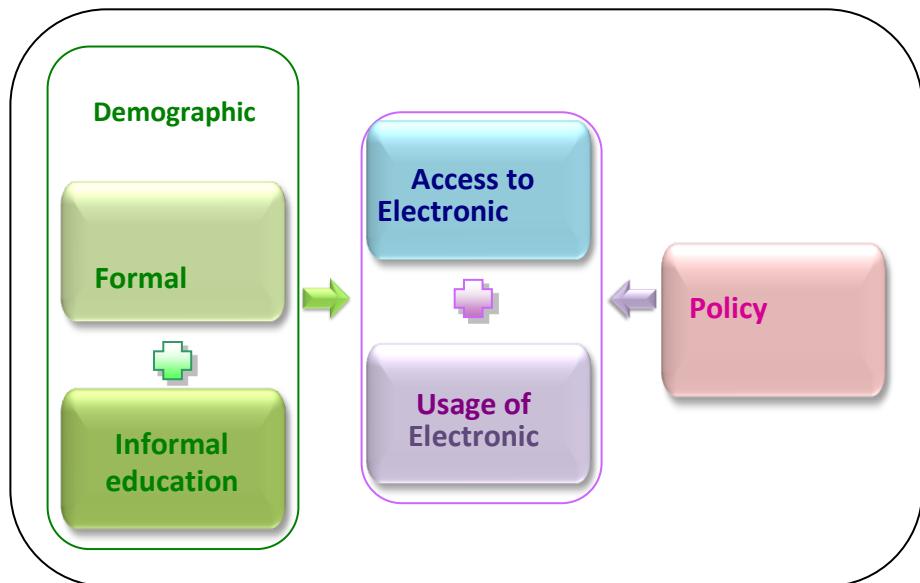
1. How do high school students get access to electronic media?
2. How do high school students expose to electronic media?
3. What should be the appropriate electronic media content guidelines that support the Ministry of Education's policy and promote the desirable learning process of high school students?

Research Objectives

1. To acquire information about electronic media access of high school students in Thailand.
2. To study how high school students in Thailand are exposed to electronic media.
3. To support the Ministry of Education's policy by proposing media content for constructive learning among high school students in Thailand.

Conceptual Framework

Figure 1.1 Conceptual framework



Definition of variables

Media access	The capability or possibility of using electronic media.
Media Usage	Media exposure i.e. reading, listening or viewing and time spent to expose to a certain media.
Electronic media	Communication instruments with electronic device i.e. radio, television, internet, mobile phone, house phone (Landline / Fixed-line) MP3, MP4 and MP5.
High school students	Those enrolled in high school grade 1-6 both in formal (regular hours) and informal (extra hours) programs all over the country.
Formal education	The act or process of imparting knowledge, especially at school, college, or university (The free dictionary). The program sets the objectives, learning methods in the

	curriculum, measurement and evaluation for students to follow in order to graduate.
Informal education	A general term for education outside the standard of a school setting. It can refer to various forms of alternatives such as home- schooling, self-teaching and youth project (The free dictionary).
“Creative” media	The mass media (including television, video games, magazines, etc.), museums, libraries, zoos, after-school groups and other community-based organizations and cultural institutions offer forms of informal education about the application of technology to help give quality program as an opportunity to offer education for youth in all areas of the country.

Methodology

This research was designed to use mixed methods. The quantitative method was a cross sectional survey conducted during June 1st to July 15th 2011. The qualitative research was focus groups of expertise (scholars and professionals in communication field, educators and psychologists and social mobilizers on media and youth). After data from the survey was gathered, two focus groups were organized, the first one was in August and the second one in September 2011.

Sources of information

This research used people as source of data. The population consists of students who were currently enrolled in Mattayom Suksa 1-6 (grade 6-12) around the country. Ministry of Education’s record shows there were 3,780,402 students registered in both formal and out-of-school systems in Thailand in the year 2010. Therefore, the sample size was calculated using Taro Yamane’s formula of co-variation. At the confident level of 98 percent and error rate not more than 2 percent, the

calculation showed a sample size at 2,499.65 or 2,500 samples. However, in order to increase the level of confidence and allow more samples in all provinces around the country, the research team agreed to double the sample size from 2,500 to 5,000 units.

Sample selection

Samples were selected using a multi-stage stratified sampling method. Firstly, the quota sampling was set to select from the population in four parts of the country. As shown in tables 1 and 2, the number of students was set by following the proportion of number of population in each part of the country. The total number of samples was 5,000 students from different parts of the country.

Table1: Number of high school students in schools and outside schooling systems in different parts of Thailand.

Grade (Matayom Suksa)	Northern		Northeastern		Southern		Middle		Bangkok and Vicinity	
	school	Out-of -school	school	Out-of - school	school	Out-of - school	school	Out-of - school	school	Out-of -school
1-3	375,041	31,450	791,494	67,820	257,493	87,095	383,257	69,097	315,695	36,211
4-6	194,386	37,981	370,621	94,520	121,671	88,337	169,038	71,216	184,277	33,702
Total	569,427	69,431	1,162,115	162,340	379,164	175,432	552,295	140,313	499,972	69,913

Table 2: Number of samples taken from high school students in schools and outside schooling systems in different parts of Thailand.

Grade (Matayom Suksa)	Northern		Northeastern		Southern		Middle		Bangkok and Vicinity	
	school	Out-of - school	school	Out-of - school	school	Out-of - school	school	Out-of - school	school	Out-of - school
1-3	375,041	31,450	791,494	67,820	257,493	87,095	383,257	69,097	315,695	36,211
(Sample size)	(496)	(42)	(1,047)	(90)	(340)	(115)	(507)	(91)	(417)	(48)
4-6	194,386	37,981	370,621	94,520	121,671	88,337	169,038	71,216	184,277	33,702
(Sample size)	(257)	(50)	(490)	(125)	(161)	(117)	(224)	(94)	(244)	(45)
Total	569,427	69,431	1,162,115	162,340	379,164	175,432	552,295	140,313	499,972	69,913
(Sample size)	(753)	(92)	(1,537)	(215)	(501)	(232)	(731)	(185)	(661)	(93)

Table 2 shows the sample size of each group of students (M.S.1-3 4-6) in different parts of Thailand. The quota sampling of the number of students that reflect the actual proportion of student population was set accordingly.

After the quota sampling, simple random sampling was used to select four different provinces apart from Bangkok. The locations were purposively selected to diversify data collection. The four provinces randomly drawn out in addition to Bangkok were:

1. Northern region - Lampang province,
2. Northeastern region – Ubonrachathani province,
3. Southern region - Songhla province,
4. Middle region – Rachaburi province,
5. Bangkok and vicinity.

The final step of sampling used was accidental sampling to collect data by

using questionnaire to interview each student in different groups and provinces according to the earlier plan.

Instrument

To collect data by doing survey research, a questionnaire form was designed as an instrument to interview target respondents. Questions include those of close-ended and open-ended and refer to the following topics.

Part 1 demographic variables

Part 2 media exposure and use of leisure time

Part 3 media access and media usage

Part 4 opinion and attitude towards media and lifestyle

Data on media exposure, use of leisure time, media access, media usage, opinion and attitude towards media and lifestyle were collected by using the Likert Scale in question statements. The answer were given scores from 1-5. The average score for each answer was calculated to show the frequency of usage and the degree of positive or negative opinion and attitude towards media and lifestyle. The instrument was tested for the acceptable validity and reliability by experts in communication and media fields and the calculation of Cronbach Alpha from 30 pretested interviews. The results show that Cronbach Alpha is at 0.910 for statements about the use of leisure time, 0.887 for statements about viewing educational television, 0.871 for statements about opinion and attitude towards media, and 0.852 for statement on lifestyles of the respondents. After the pretest, the questionnaire was corrected and improved to collect data from 5,000 samples around the country.

Data collection

Schools and informal educational units in the four provinces and Bangkok were used as centers for data collection. The selected respondents were asked to choose between 1. answer the questionnaire in an interview or 2. fill in the blank questionnaire or the self-report. After data collection was done, questionnaires were checked for completeness and accuracy. Then, information went through a coding

process and the data had been analyzed by the SPSS for Windows program. Statistics used are descriptive analysis of frequency and percentage and inferential analysis to test relationship between dependent and independent variables using T-test and One-Way Analysis of Variance to compare the difference between the means two independent groups at the 0.05 percent of significant level.

Testing of hypotheses

According to the research questions, there are five hypotheses to be tested in this study based on the following:

1. Students from different demographic groups* own different types of electronic media.
2. Students from different demographic groups have different uses of leisure time.
3. Students from different demographic groups use electronic media differently.
4. Students from different demographic groups have different opinions about the media.
5. Students from different demographic groups have different attitude towards their lifestyle.

*demographic variables include gender, age, education (grade1-3, and 4-6), GPAX, educational system (schooling/ out-of-school), family income and occupation, number of family member, type of accommodation, and person staying with.

Focus groups of experts whom consist of scholars and professionals in communication, education and psychology and social mobilizers on media and youth were organized twice. The interview of each focus group consists of 30 people. During the sessions, results of survey research were reported and participants were invited to share and exchange ideas as well as suggestions for creative media policy. Report on survey research will help participants gain information on current teenagers' behaviors

regarding their media access, usage and leisure time spent, and to understand their opinion and attitude towards media and lifestyles. With the information provided, participants will use it to raise suggestions for appropriate media policy, contents and channels that will best communicate to teenagers.

Research limitations

1. Results from survey research are only self-report of respondents' attitude towards media. They do not confirm any media use behaviors among them.
2. The 2011 big flood which had affected the schedule of this research project for almost a year since data collection was done around the country and the flood attacked most part of the research site.
3. The use of focus group technique to gather information may not be the best method since most experts had other important activities to take care of. Moreover, the set appointment date was postponed many times due to the 2011 big flood which had affected the schedule of many participants. In this case, in-depth interviews of experts may be the better choice for data gathering.

Findings of survey research

1. Demographic characteristics

Most respondents (45%) are from middle class family with moderate income (average income of 12,500 – 42,000 per month). Most of them come from family size of 4-5 members (62%) and small family of 1-3 members (21%). Their houses mostly belong to their father or mother (75.05), rented (13.21%) or belong to their relatives (6.32%). Most respondents live with their parents (69.84%) some stay with either father or mother (12.80 %) or relatives or guardian (11.48). Their GPAs tend to be good (31%) or average (23%).

2. Electronic media access

Respondents' media access was determined based on ownership and the use of electronic media. They may have their own gadgets or use the ones at home, at school or at the internet café.

Findings show 99.2% of respondents use or share these electronic media with family members at home. They share the use of television (94.55%), mobile phone (94.55), radio (80.20), desktop computer (75.70), and MP 3-5 (64.60%). There are those who have their own mobile phone (77.68), television (53.4), MP 3-5 (45.50), desktop computer (42.92) and radio (42.40).

3. Leisure time and activities

The activities that most respondents are engaged with during their free time are: watching television (average 4.18), using the internet (3.84), cooking with their family (3.81) and using mobile phone (3.63). However, standard deviation scores show that viewing television is the only behavior that respondents do similarly (low standard deviation), they tend to answer at different degree (high standard deviation) on other behaviors.

4. Electronic media usage

4.1) Television

Most respondents view television from 2-4 hours per day (30.5%). There are those who watch less (1-2 hours-28.3%), and watch more (4-6 hours-20.2%). The times they choose to watch television are 18.01 – 21.00 h. (46.07%) and 21.01 – 24.00 h. (20.81). The programs that they are addicted to watching are: drama series (24.96%), music video (17.53%) and news/ news analysis programs (11.19%). The majority of respondents watch free TV (56.44%), in which channel 7(42.08%) and TRUE (15.19%) are the most popular ones. The channel TRUE81 is the TRUE channel they choose to watch the most (12.29%). Some of the respondents prefer watching television through internet (9.81%), in which mThai is the website they mostly watch television from (18.55%). They prefer to watch television alone (38.93%) or with their family (20.7%) or parents (13.60%).

4.2) Computer

Respondents spend 2-4 hours per day logging on their computer (29.19%) or 1-2 hours per day (28.91%). There are participants who are preoccupied with their time with the computer up to 4-6 hours per day (13.91%). They prefer using it in the evening during 18.01 – 21.00 h. (38.05%) or late night from 21.01 – 24.00 h. (16.15%). The purposes are for: listening to music (72.87%), working (66.91 %) and playing games (65.76%). The websites visited frequently are: Facebook (29.18%), You Tube (29.14%) and Google (17.49%).

The majority spend time on their computer alone (80.77%). Some of the participants use it with their siblings (5.95%) or with the whole family (4.84%). Computers are mostly used at home (75.32%), at the Internet Café (12.69%) and at school or at the tutoring center (4.13%).

The respondents are mostly interested in: music or music video (22.51%), searching for friend or chatting (10.26%) and playing video games or online video games (10.03%).

4.3) Mobile phone

Most of the respondents use cellphone not more than 30 minutes per day (42.99%). There are those who spend more time on the phone, such as 30 – 60 minutes (17.39 %) and 1 – 2 hours per day (17.33%). The reasons for the usage of cellphone are: to talk with friends (27.17%), to listen to music (15.59%) and to contact family members (14.88%).

The time table that cellphones are used range from: 18.01 – 21.00 h. (29.99%), 15.01 – 18.00 h. (18.71%), and 21.01 – 24.00 h. (18.38%). The average expense for using the cellphone range from: 50 – 100 baht per month (29.18%), 50 baht per month (29.14), and 151 – 200 baht per month (17.49).

4.3) House phone

Most respondents (44.90%) do not use a house phone. The reasons are due to: a house phone is not a necessary possession (50.45%), because most respondents use mobile phone or other gadget instead (6.32%). For those who use

house phone, most of them use not more than 30 minutes per day (43.70%) some use 1 – 2 hours per day (4.40%). They tend to use it during 18.01 – 21.00 h. (35.90%), 09.01 – 12.00 h. (14.10 %) and 06.01 – 09.00 h. (10.90%). They mostly use house phone to chat with friends (52.18%), internet connection (16.14%) and courting (5.81%).

4.4) MP 3, MP 4 and MP 5

Most of the respondents do not use an MP3-5 player (30.38%). The main reasons for this are because: they do not own one (62.30%) or they can substitute its functions with other gadgets (5.19%). For those people who use it, they listen to it for less than one hour per day (29.02%) or 1 – 2 hours (18.22%). The usual time that respondents play their MP3-5 player are: 18.01 – 21.00 h. (26.0%), 21.01 – 24.00 h. (20.80 %) and 15.01 – 18.00 h. (15.60%). Its main functions used for: music (89.50%) movies (3.05%) and as radio (2.40%).

5. Educational television exposure

Thai students, according to these samplings, view educational television program moderately. The most popular television program called “Tue Kem Term Tem Kwam Ru” (Intensive Tutoring-Filling up Your Knowledge was rated as being watched at a moderate level (average 2.76 on the 1-5 scale). ETV and DLT were rated at 2.48 which means that respondents only watch them occasionally. The standard deviations of program rating also show that all educational television programs viewed by respondents are not in the same direction, there is a high variation of how they choose to watch these programs.

6. Consultation habits

Findings show most respondents report they consult with parents (father and/ or mother) when faced with problems, such as studying, sex, friends, teachers or bullying. The only thing they turn to friends for advice are problems dealt with love and relationship. In general, they tend to consult their parents, friends, brothers and sisters and teachers respectively. When it comes to problems about studying or bullying, teachers are people whom they mostly seek help from.

7. Attitude towards media

When students are asked to share their opinion about the social norms reflecting through mass media, they show how they understand media **correctly** in these issues.

- TV programs are designed for audiences in different age groups.
- News programs aim at reporting facts.
- In the music industry, each company has their own radio station to promote new songs and artists.
- Radio music programs tend to promote new songs by repeatedly playing them on air.
- Repeating new songs on air can make the audiences became addicted to the song, although they may not like the song at first.

How respondents feel about the media correctly is similar to almost all the issues mentioned above ($SD < 1$), apart from the point about repeating new songs on air that make people like them. Respondents tend to answer this part in very different ways ($SD > 1$).

However, there are issues about the mass media which respondents seem to understand **incorrectly**.

- Narrating (as versus to reporting) news program is how to report facts in a way that audiences will easily understand news.
- Entertainment news report about actors/actresses personal lives.
- Cartoon shows are good for children because there is no violence in them.
- Musical programs contain no commercials.
- TV commercials are separate from TV program contents.
- Songs on radio are played according to request from listeners.
- Radio program activities are for entertainment and to engaging participation from listeners not for sponsorship.

- Extra services from mobile phone companies aim to give faster and more convenient services to customers, not an attempt to increase income for mobile phone service providers.
- We can always use information from the internet as long as it is not for commercial or business use.

These misunderstandings are similar within this groups of respondents ($SD<1$), except for the issues relating to non-violence in cartoon shows, no commercials in music programs and extra services from mobile phones are not for companies' raise of income ($SD>1$).

The attitudes that show respondents' lack of knowledge and understanding about facts or social norms on media are:

- Short-message-service (SMS) that appear on screen is used to draw participation from audiences not for commercial purposes.
- Voting programs, such as Academy Fantasia, are for entertainment and participation from the audiences. It shows audiences' power to choose the winner of the contest by voting.
- Violence on TV does not affect real life since people understand that it is fictional.
- Overuse of mobile phone does not affect one's health.
- Use of mobile phone on public transportation is not the act of impoliteness. It is the right of users.
- Use of mobile phone in classroom is fine if one does not talk too loud.
- Chatting with new friends through social media such as Facebook or MSN is not different from face to face conversation.
- Information on the internet is reliable since it is the exchange of information among users themselves.
- Website or social media are considered a private space. We can therefore post any statements we like.
- It is the right thing to condemn wrongdoers on the website.

All issues about media that respondents lack knowledge and understanding are similarly answered. The SD scores are all below 1.

8. Attitude toward lifestyles

Answers from respondents on lifestyle issues show that they tend to have attitudes that are close to social norms.

They **disagree** with the following statements

- “Good looking guys should have Korean appearance and Korean fashion style of clothing.”
- “Having a relationship with more than one person at the same time means that one is a charming person.”
- “Having no boyfriend/girlfriend means one has no value in the eyes of the opposite sex.”
- “Having sex with boy/girl friend is not wrong and one should not be embarrassed about it.”
- “Drugs use among teenagers is acceptable.”
- “Drinking alcohol or smoking are signs of growing up.”
- “Violence is acceptable in Thai society.”

Some of the issues are something respondents seem to lack knowledge of and understanding. They show **uncertainty** through the following statements.

- “Owning a laptop computer, cellphone, MP3, iPad or Tablet means that one is cool.”
- “Having a BB or an iPhone will help a person gain acceptance among friends rapidly.”
- “Having more friends through social media means one is more well-known or popular.”
- “Self-presentation through social media could not necessarily be the truth.”
- “Social media can be used as a fast lane to fame”

- “To dress similarly to actors or singers in TV shows means that one is updated to the trends.”
- “Brand name users feel more confident.”
- “Plastic surgery is common and acceptable in Thai society.”
- “Cosmetics are necessary for teenagers nowadays.”
- “Beautiful woman should have fair skin.”
- “Charming lady means that she should wear sexy dress.”
- “Charming guys should have six packs.”
- “Only good looking people can get attention from the opposite sex.”
- “A good looking person has a better chance than a smart person in being successful.”
- “Having an affair is acceptable in Thai society.”
- “Richness and fame bring happiness to life.”

All the above issues have SD scores higher than 1.0 which means there is high difference among respondents in reacting towards the issues.

9. Hypothesis testing

Hypothesis 1 Students from different demographic groups own different types of electronic media.

Findings Students from different genders, age groups, education (M.S.1-3, and 4-6), GPAX, living areas, in-school/out-of-school systems own different types and average number of electronic media.

Those who report their gender as “other*,” those who are younger than 15, students in M.S.1-3 (grade6-8), students in Bangkok, students with GPAX above 3.5, and those enroll in schooling system own electronic media more than those in their counterpart groups.

*Other gender - those who do not want to report their physical gender nor their preferred gender.

Hypothesis 2 Students from different demographic groups have different uses of leisure time.

Findings Students from different genders, age groups, education (grade), GPAX, living areas, in-school/out-of-school systems are significantly different in their average time that is given to extra activities whether it is for entertainment or resting.

Hypothesis 3 Students from different demographic groups use electronic media differently.

Findings Students from different genders, age groups, GPAX, living areas, in-school/out-of-school systems are significantly different in average scores of TV program frequently viewed, radio program frequently listened to, and internet contents frequently visited.

Hypothesis 4 Students from different demographic groups have different opinions about the media.

Findings Students of different genders, education (grade), GPAX, living areas are significantly different in their opinions and attitudes towards the media.

Hypothesis 5 Students from different demographic groups have different attitude towards lifestyle.

Findings Students of different genders, age groups, GPAX, living areas, in-school/out-of-school systems are significantly different in opinions and attitudes towards lifestyles.

Findings of focus group discussion

Participants from the two focus group sessions, after reviewing findings of survey research, discussed the causes of incorrect understanding about the media. They concluded that teenagers tend to perceive and believe in what is portrayed on the media as acceptable and their role model. Media contents do not happen in the real world but TV viewers seem to admit all that the TV offers. Teenagers, therefore, are groomed by the wrong beliefs and values. Sensible and valuable contents are hard to find or get access to.

As for parents, they tend to give less time to explaining or teaching to their children. In most families, especially families living in big cities, very little time has

been spent on media content discussion, as a matter of fact, very little time has been spent together among family members. In the worse-case scenario, even parents are not capable of teaching their kids on what is right or wrong about the media content.

As for teenagers, their lack of opportunity to express how they feel make it more difficult for them to understand the good side and the bad side of things. What they see every day through mass media hypnotizes them to believe that the real world is just the same. Additionally, if they want to be accepted by peer groups, they have to mimic the characters on TV without realizing that those characters behaviors are created just for entertainment only.

In order to solve this problem, it is suggested that media producers need to create more constructive media contents. What they want to put into the program is something useful for younger viewers, more positive inspiration with good lessons for growing up and living a good life. Good programs should help younger generations understand ethical issues, correct values and encourage them to think right and understand different contexts in the fast changing world. Schools should organize classes that allow students to practice real life situations and media analysis. Moreover, media professional association should take part in an advisory role for producers of TV programs. Activities that allow parents and children to participate in media development should be strongly encouraged. Each part of the society should form media forum or network and work together for mutual targets and benefits.

Discussions

Findings of survey research show that most respondents are from a middle income family. They are not in debt but cannot afford luxurious goods. Three fourth of their parents own a house and around seventy percent of respondents show they live happy lives with their family.

Respondents can get access to the television and mobile phone more than other electronic media. Their family rely more on television because it gives pictures, movement and sound that can catch their attention. In the digital era, television has

become an inexpensive type of media that one can easily afford and serve for long term usage. However, each of family member preferences of the TV program tend to be different, therefore, there is usually more than one set of television in each household. As for mobile phone which is the second electronic media respondents get access to, has recently substituted house phones because of its convenience, reasonable price and its multi-tasking functions such as internet and social media as well as entertainment.

Respondents own mobile phone and television more than any other devices. Radio, desktop computer and MP3-5 are also owned by respondents. This is an indication on how they get access to electronic media quite easily. However, usage frequency of each person should be taken into consideration when it comes to media planning to reach this group.

The activities that respondents prefer to spend their time with the most are: watching television, using internet, family cooking and using their mobile phone. All of these activities are entertaining and facilitating learning experiences for them. They spend around 2-4 hours daily (except for cellphone-not more than 30 minutes) during six to nine o'clock in the evening on electronic media activities. It is noteworthy that respondents tend to use several media at the same time, in which this behavior is referred as multi-tasks habit.

The programs students prefer to watch at this age are: drama series, music and music video and news/news analysis programs. In conclusion, entertainment and news are the kind of programs they prefer to watch the most. In terms of channels that they choose to watch the most from all over the country, channel 7 is the chosen channel by the respondents. Meanwhile, Facebook, You Tube and Google are the channels that can reach out more diversely to them.

Although respondents love music and music video, they are kind of passive in not willing to participate in musical activities. Therefore, singing contest may not be the kind of activity to draw in participation from all of them. Since using the internet is their chosen favourite activity, online game is another source of media that is a better reach

to them (65.76% of respondents reported they use internet to play games or online games.)

These young respondents pay very little attention to educational television programs. The program that gets the highest viewership is “Tu Kem Term Tem Kwam Rue” (Intensive Tutoring-Filling up Your Knowledge) which receives only moderate viewing reported by respondents. Other programs are not popular since the report shows low viewership among this group of respondents. It is still uncertain why educational programs are not popular among young students. One of the reasons could be low access to educational channels, program contents, quality or bad management. The self-report about how they understand media shows that their level of media literacy is quite low. Apart from that, they tend to view television, using the computer and chatting on the cellphone without the notice from their parents or their elders. Moreover, they cannot differentiate the facts from opinions when watching news report. They have a lack of understanding on the negative influences from marketing through contents from television.

Young students reported that they tend to turn to their parents whenever they are faced with personal problems. Other people seek consultation from their friends, siblings or teachers. It shows that they have a positive attitude towards people around them and know exactly who to turn to during their hard times. It is worth noticing that friends come before parents or siblings when it comes to problems about love or relationship with the opposite sex. This shows they may want to hide some secret behaviors from other members of the family. In this case, friends may not be the best advisor.

Respondents show some confusion on what is seen through the media but there is no one explains to them whether those behaviors are good or bad. They rely more on electronic media for entertainment rather than enjoyment on outdoor activities. As a result, the opportunity for social interaction becomes lessen. Experiences through electronic media alone cannot substitute the real world. The television programs or social media can set bad examples for these younger people.

From the focus group discussion, experts have shown their concern upon the bad influences from television and uncontrollable contents on social media. Exposure on such contents may lead to wrong life attitudes. It is possible that when they see how characters in television dramas wear or use brand name merchandises, they believe that is the most important things in life. What is shown on television or social media suggest that taking food supplements is necessary for daily meals, having sex, drinking alcohols, smoking and drug use are normal for teenagers. Therefore, for television and other media producers, it is very important that they realize how media contents can influence young viewers. They need to be more careful on the content that they create. The society has predicted that the creation of “constructive” media will impose a positive effect upon young viewers. One suggestion from the focus groups was to organize a team of producers who care and willing to devote their time and energy for quality programs and contents for children and youth. Schools should take part in developing their thinking and analyzing skills for the students. The development of new media content and format plus creative communication technique should be done with collaboration from media professionals, teachers, parents and kids themselves. The new media content and format should be useful for younger viewers. It should be done using good and standardized language using someone they admire as their role model. The shows should be easy to access, encourage appropriate behaviors and right thinking among young people. Interesting and creative communication techniques are the key factors that can draw viewers' attention, lead them to accept the right message and develop correct attitude and values. With the repetition of such programs and the introduction of new and variety of contents with good old messages, young viewers will perceive and develop desirable characteristics. It makes them feel more certain that it will be very beneficial for them in the long run.

Policy suggestions

The policy proposed by the Ministry of Education is that good quality and equal opportunity of education will be for all the young citizens in Thailand. Moreover, Thai students will be trained to be professional, modern citizen of the world with multiple skills and competitive advantage in global marketing. By then, Thailand will be a knowledge-based society. (<http://www.moe.go.th>)

From the guidelines of this policy, and findings from both quantitative and qualitative research, suggestions are made as follows.

1. The Ministry of Education should develop communication channels connected to high school students. The television, internet and mobile phone are the main tools to create educational opportunities and develop potentials. Television can reach out to a large number of target viewers within very little time. It is good for the dissemination of edutainment type of programs. For the internet, apart from learning and entertainment, users can interact with sources of information and among users. Moreover, they can learn some skills through simulation programs and video games. Meanwhile, mobile phone is very convenient for receiving all kinds of information and news. It serves as a mobile unit that one can view it on live or recorded programs.
2. Among the most important things that create attention for young viewers are program content and communication techniques. Program contents that are entertaining and connect to younger viewers' lifestyles will catch their attention, as well as, guiding them to understanding life and social norms, work skills, sustainability and sufficiency . The presentation style of teenage programs should not be too formal and preaching should be avoided. The presenters or moderator of the programs should be someone they can identify with, someone they look up to as their role model. The findings reveal that Thai viewers love humour, so it is more interesting to insert some, however, the essence or the "message" should not be omitted. The programs that teenagers enjoy watching are: drama series, music program and music video.

Program producers can use them to convey useful messages to young viewers. News program is not as popular therefore should be put together with what they like to watch. Hiring professional producers to produce more interesting and creative educational programs for television is a better idea than using staff from governmental units. However, good suggestions from parents, educators, psychologists and resource persons from other fields would be very helpful for teenager program producers.

3. The understanding of media contents or media literacy on teenager programs is still not enough. The policy managers and program producers should encourage more information about them.
4. Designing constructive online game would be very helpful for game lovers. Online games that are entertaining without violence, such as games that include sharing and giving as part of the rule will cultivate constructive mindsets and habits in players. Online games can be designed for social skills, professional skills and allow them to understand Thai lifestyle, Thai culture, Thai foods, local or folk wisdom and resources.
5. The Ministry should reconsider a computer tablet distribution to schools, since computer tablet is useful only for after school hours. It is a positive aspect that computers are provided to students as school supplies, but kids should be encouraged to share the gadget among classmates to learn how to be patient in sharing resources as well as responsibility. Moreover, giving a tablet to them would be useless since more than 75% of these students can access to a computer at home and 43% of them have their own personal computer.
6. The key person for creating good contents and programs are script writers for dramas, screenplays and television programs. The professionals in these fields are extremely rare, so the government should support and encourage training programs to people who want to pursue their career in these areas.

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