THE PSYCHOSOCIAL ASPECTS OF INTERNET USE AMONG HIGH SCHOOL STUDENTS IN PATTANI, THAILAND

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Abstract

Studies have shown that internet use has both positive and negative psychosocial effects on its users. However, there are few studies on the psychosocial aspects of internet use among high school students in Pattani, Thailand. This study aims to explore the psychosocial aspects of internet use among high school students in Pattani, Thailand and to investigate how the psychosocial aspects influence students' academic performance. The study also aims to examine the stakeholders' reactions on the effect of internet use on the high school students and to recommend social work interventions to reduce the effect of psychosocial issues. A qualitative study was conducted using 23 informants from four districts in Pattani, namely Muang, Yaring, Kokpho and Saiburi. Data was collected through in-depth interviews and focus group discussions. The study found that internet use has affected the Pattani high school students socially and psychologically. Students who spent more than eight hours a day on the internet were more likely to neglect their responsibilities. They tend to have more relationship problems with parents and family members and inclined to be aggressive, easily upset, moody and sleepy in class. Students were also likely to skip meals, get depressed and exhibit poor physical health and showed a decline in academic performance. Nevertheless, internet use has helped the Pattani's students gain new knowledge, which enable them to make informed decisions. Thus, informants suggested the Ministry of Education, Ministry of Culture, Ministry of Information and Technology, and Ministry of Social Development and Human Security collaborate to block websites that aggravate negative behavior among students. Informants opined that students need to be monitored on the internet use and internet surfing time. This study contributes to the understanding of knowledge on social integration theory and the role of school social workers in assisting Pattani's high school students' internet usage. The Students' Care and Support System (SCSS) introduced by the Ministry needs to include social workers' support system to effectively solve psychosocial problems arising from the internet use among high school students.

Keywords: Internet use, High school students, Psychosocial, Stakeholders, Social work intervention.

Abstrak

Kajian menunjukkan penggunaan internet mendatangkan kesan psikososial yang positif dan juga negatif kepada penggunanya. Akan tetapi, sehingga kini tidak banyak kajian yang dijalankan berkaitan dengan aspek psikososial penggunaan Internet dalam kalangan pelajar sekolah menengah di Pattani, Thailand. Tujuan kajian ini ialah untuk meneroka aspek psikososial penggunaan internet dalam kalangan pelajar sekolah menengah di Pattani, Thailand dan mengkaji bagaimanakah aspek psikososial mempengaruhi prestasi akademik pelajar. Kajian ini juga bertujuan mengkaji reaksi pemegang taruh terhadap kesan penggunaan internet ke atas pelajar sekolah menengah dan mencadangkan intervensi kerja sosial untuk mengurangkan kesan isu psikososial. Satu kajian kualitatif telah dilakukan menggunakan 23 orang informan dari empat daerah di Pattani, iaitu Muang, Yaring, Kokpho dan Yaring. Data diperoleh melalui temu bual mendalam dan perbincangan kumpulan berfokus. Kajian mendapati bahawa penggunaan internet telah mendatangkan kesan sosial dan psikologi kepada pelajar sekolah menengah di Pattani. Pelajar yang meluangkan masa melebihi lapan jam sehari di internet lebih berkemungkinan mengabaikan tanggung jawab mereka. Mereka cenderung untuk mengalami lebih masalah perhubungan dengan ibu bapa dan ahli keluarga serta menjadi agresif, mudah marah, muram dan mengantuk di dalam kelas. Pelajar juga berkemungkinan untuk melangkaui waktu makan, berasa tertekan, mempamerkan kesihatan fizikal yang lemah dan menurun dalam prestasi akademik. Walau bagaimanapun, internet juga membantu pelajar di Pattani memperoleh ilmu baru yang membolehkan mereka membuat keputusan yang wajar. Dengan itu, informan mencadangkan Kementerian Pendidikan, Kementerian Kebudayaan, Kementerian Teknologi dan Maklumat, serta Kementerian Pembangunan Sosial dan Keselamatan Manusia berkolaborasi untuk menghalang pelajar mengakses ke laman sesawang yang memburukkan lagi tingkah laku negatif mereka. Informan berpendapat bahawa pelajar dipantau dalam penggunaan internet dan tempoh masa melayari internet. Kajian ini menyumbang kepada pengetahuan tentang teori integrasi sosial dan peranan pekerja sosial sekolah dalam membantu penggunaan internet dalam kalangan pelajar sekolah menengah di Pattani. Sistem Penjagaan dan Sokongan Pelajar (SCSS) yang diperkenalkan oleh Kementerian perlu melibatkan sistem sokongan pekerja sosial sekolah untuk menangani secara berkesan masalah psikososial yang timbul daripada penggunaan internet dalam kalangan pelajar sekolah menengah.

Kata kunci: Penggunaan internet, Pelajar sekolah menengah, Psikososial, Pemegang taruh, Intervensi kerja sosial

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ABBREVIATIONS

ADHD	Attention Deficit Hyperactivity Disorder
AII	Asian Institute of Technology
AIT	Asian Institute of Technology
AIDP	Australian International Development Plan
CINIC	China Internet Network Information Centre
CU	Chulalongkorn University
DNFE	Department of Non-Formal Education
ECPAT	End Child Prostitution Pornography and Trafficking of Children for Sexual Purpose
E-mail	Electronic mail
ETDA	Electronic Transaction Development Agency
FGD	Focus Group Discussion
FTP	File Transfer Protocol
ICT	Ministry of Information, Communication and Technology
IDP	International Development Plan
IM	Instant Messaging
IP	Internet Protocol
IRRI	International Rice Research Institute
ISOC	Internet Security Operation Center
IT	Information Technology
MOE	Ministry of Education
MSN	Messaging
MSI	Musculoskeletal Injury
NECTEC	National Electronics and Computer Technology Center's
NITC	National Information Technology Committee
NRCT	National Research Council of Thailand
NTL	Network Laboratory
PSU	Prince of Songkhla University
RSI	Repetitive Strain Injuries
SCSS	Student Care and Support System
SIQSS	Stanford Institute for the Quantitative Study of Society

TAP	Tamaki Achievement Pathway
Th	Thailand
TISA	Thailand Internet Service Provider Association
UCLA	Centre for Communication Policy's Internet, University of California, Los Angeles
UM	University of Melbourne
WAN	Wide-Area Network

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CHAPTER ONE

INTRODUCTION

1.1 Background

In the age of globalization the internet has contributed to human knowledge, development, organizational management, business and leisure activities. Technology is gaining significance among its users (Horrigan & Rainie, 2006) as it creates new ways for citizens to communicate, congregate and share information of a social nature (Kedem, 1999). People worldwide can now communicate and respond instantly via the internet. Tele-conference accelerates project completion while open and distant learning provides worldwide learners with convenience and affordable education. In Boston, telemedicine allows medical specialists to diagnose and treat patients in California (Kedem, 1999). All these are the advancements induced by the World Wide Web (WWW), which provides access of global resources to millions.

Technology also enables users to collect, store, transmit and retrieve information from individuals, private companies, government agencies, academic institutions and research institutes. In brief, the internet has been rapidly and radically transforming the character of life and work. These changes will affect the conduct of our society, business, government, education and private lives (Kedem, 1999). The purpose of this chapter is to identify the inherent psychosocial issues of internet use among high school students.

1.2 Internet usage statistics

Worldwide, internet use has covered users of all ages. In 1999, 149 million people were online (Suler 1996) and this figure has increased at a monthly rate of 12 per cent. In 2006, the internet World Stats (2012) reported that people would use the internet in all countries and usage in all regions of the world by June 30th, 2012. To the young people, the internet is a main source of information on what is "cool" and current in their world of music, fashion, entertainment, and sports. The internet also offers instant communication with friends (Instant Messaging or IM), which is why the tool is the most popular way for youth to "get connected". The top ten languages used in the web is English (26.8 percent), followed by Chinese (24.2 percent), Spanish (7.8 percent), Japanese (4.7 percent), Portuguese (3.9 percent), German (3.6 percent), Arabic (3.3 percent), French (3.0 percent), Russian (2.0 percent), Korean (82.2 percent) and other languages (17.8 percent) (Internet World Stats, 2011).

1.3 Internet and Youth

The youth at large uses the internet and are highly computer-literate. As mentioned by Lenhart, Madden and Hitlin (2005) "Today's American teens live in a world enveloped by communications technologies. The number of teenagers using the internet has grown 24 percent in the past four years and 87 percent of those between the ages of 12 and 17 are online. Compared to four years ago, teens' use of the internet has intensified and broadened as they log on more often and do more things when they are online" and 95 percent of those teens between the ages of 12 and 17 use the internet. 81 percent of them use social media sites. Facebook is very popular

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and 94 percent of the social media reports they have their profiles. Twitter was used only 12 percent in 2011 and has increased to 26 percent in 2012 though Instragram use is up to 11 percent (Sterling, 2013).

Problems arising from the internet had caused the psychosocial aspects worldwide which has been seen in Thailand where the use of internet has increased drastically. It is a particularly common problem among students and youth these days as demonstrated in several international studies (Young, 1998, 2014 ; Shek, Sun & Yu, 2013; Niemz, Griffiths & Banyard, 2005; Hussain & Griffiths, 2009; Bakken, Wenzel, Götestam, Johasson, Øren, Chen & Peng, 2008; Romano, Osborne, Truezoli & Reed, 2013; Anderson, Gentile & Buckley, 2007; Chan & Robinnowitz, 2006; Gross 2004, Heitner, 2002; Shields, Kane (2011); Ghamari, Mohammadbeigi, Mohammadsalehi, & Hashiani, 2011; Kraut, Kiesler, Boneva, Cummings, Hegeson & Crawford, 2002; Rodgers, 1998; Kim, 2011; Ko, Yen, Liu, Huang & Yen, 2009; Wallace, 2014 and Wanajak, 2011).

In Pattani, Thailand, the internet has psychosocially affected the youth in public and in private Islamic high schools. The technology has caused some students to skip school. They spend more time in internet cafés, playing online games (24.25 percent), online chatting (15.75 percent) and browsing pornography (40.25 percent) (The Thailand Research Fund, 2008-2009). A report compiled for the PEW internet & American Life Project found that nine out of ten young people (aged 12-17) have online access in 2000 (Anonymous, 2005). Most of adolescents aged between 12 and 17 use the internet to email (92 percent) and 'just for fun' (84percent) (Lenhart, Rainie, & Lewis, 2001). They also visit entertainment and news sites, play and

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download games and listen to music. These teens use the technology more often than adults who utilize internet for work purposes (Home Study Net cited in Kraut et al., 1998). Although these activities sound innocuous, they could cut two ways, particularly on the youth who lack the maturity to differentiate the good from the bad.

Many parents (87 percent) believe that the internet has helped their children in school where teens have relied mostly on online sources for their school projects (71 percent) (Lenhart, et. al., 2001). A national attitude poll by the Common Sense Media's in 2006 found that 77 percent of parents perceived the internet as an important tool to help their kids learn. 85 percent of parents however, believed that the internet is the most risky form of media for their children. As Affonso (1999) mentioned, "a national survey conducted by the Annenberg Public Policy Center in Washington found that majority of parents in computer households fear the internet's influence on children, due particularly to its wide-open nature and interactivity". To clarify, the internet covers a prevalence of sexually-explicit materials in the form of obscene dialogues and images to stimulate sexual activities. Unfortunately, this "cybersex" has been drawing the attention of teenagers worldwide. Another research by Polly Klass Foundation (2006) found that online teens frequently communicate with strangers (30 percent); more than one third (37 percent) mentioned having received a link to sexually explicit contents; one in four (27 percent) said they have chatted about sex with a stranger; nearly one in five (19 percent) reported knowing a friend who has been harassed or asked about sex by a stranger they met online.

According to internet addiction statistics (2013), 18.3 percent of British students are pathological internet users, whose excessive use of the internet has caused them academic, social, interpersonal problems in addition to lower self-esteem (Niemz, Griffiths & Banyard, 2005). In Norway, internet users are at risk. Internet use is prevalent among young people regardless of gender. Psychologically and socially it has also affected them. Prolonged time spent on the internet has caused those sleeping disorders and depression (Bakken, Wenzel, Götestam, Johasson & Øren, 2008). One study in Australia found that more video game addicts (among children) have suffered from depression (25 percent) and anxiety (15 percent) than moderate gamers.

In China, 95.8 percent of teenagers use the Instant Message, 9.8 percent of which can be classified as IM addicts (Huang &Leung, 2009), 41 percent of self-selected online gamers play video games to escape and seven percent were at risk of developing psychological and behavioral disorders (Hussain & Griffiths, 2009). In South Korea, students have suffered from mental disorders and weak social intelligence (Park, Kim & Chou, 2008). In fact, adolescents who play more than one hour of internet video games may exhibit more symptoms of ADHD (Anderson, Gentile & Buckley, 2007 Chan & Robinnowitz, 2006).

In Thailand, primary school students have spent 140.88 minutes watching television and 75.60 minutes surfing the internet while high school and college students spent 163.04 and 94.01 minutes doing the same respectively. Primary school students have viewed porn cartoons (17.31 percent), watched VCD (12.62 percent) and committed cybersex (8.38 percent), while the percentage of high school and college students

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doing the same were at 30.25, 39.27 and 27.23 percent respectively (Amnuaykitcharoen, 2006, p. 22). Nakhonthan Amornwit, the Director of the Ramachitti Institution also concluded that children spend six to seven hours daily watching television (Amnuaykitcharoen, 2006), impelling the Ministry of Technology to enforce a gaming curfew to block all gaming servers between 10 pm to 6 am.

In one secondary school in Chiangmai, internet addiction has psychosocially affected its students (Wanajak, 2011). They were estranged from peers and parents and their academic performance has declined. They have also suffered from anxiety, depression and health problems; such as back pain, eye strain, hand corns, weight gain and weight-loss as a result of prioritizing the internet.

According to Tapkila (1997), Thai high school students consider the internet a beneficial tool to expand their knowledge and keeping them 'up-to-date'. These students often use the internet for entertainment, surfing and emailing. The technology, according to them, opened their world by providing them greater knowledge, new friendships and improved English.

1.4   Internet usage in the Southernmost of Thailand and Pattani

Research that has been conducted by the Pattani Campus, Prince of Songkla University revealed that children in Pattani, Yala and Narathiwat liked to play games on the internet (Kai-nunna Phirakan, 2012).

(Kai-nunna Phirakan, Phetmongkon Dootsadee and Maitreephun Warapark 2011) of the Faculty of Communication Sciences and PSU, Pattani reported the behaviour of children and young people in the southern provinces with regards to the internet use. Children and young people very often play online games at least eight hours a day.

While the problem of online game addiction is aggravating, only few parents were aware of it (Kai-nunna Phirakan 2012). Phirakan concluded that the parents lack the skills to manage and solve this problem; in fact, they believe this issue falls under the school's responsibility (Kai-nunna Phirakan 2012). According to Kai-nunna Phirakan (2012), students who skipped school were brought by their parents to play games at internet cafés themselves. Often, these parents justified that they have to work and their children had to commute to school by bus. Parents also claimed that they do not know what their children do on a daily basis (Kai-nuna Phirakan, 2009).

Phirakan's study found that students in the southernmost of Thailand skip school to play games at internet cafés near the schools. This has affected their studies, particularly those in lower secondary. Many students could not finish their studies despite community surveillance. This community is only connected to the school by phone and furthermore, the students' parents did not realize this was a problem, let alone solve it (Kai-nunna Phirakan, 2009; Kai-nunna Phirakan et. al., 2011).

In Thailand, children and youth play games for an average of 9.20 hours per week while the children and youth in the southernmost play games for average 13.23 hours per week. In primary school, they play for 9.09 hours per week while in lower high school students play around 18.09 hours per week. Upper high school students play

games around 10.09 hours per week, causing them to skip school and eventually become unable to finish their studies. This has happened not only in the public high schools but also in private Islamic high schools. In internet cafés, students are also exposed to drug addiction. This phenomenon is called Alprazolam and it is causing them to lose their lives (The Thai Health Promotion Foundation Child and Youth, 2011). In Pattani, the students watch VDO/VCDs (high schools on upper level, 66 per cent and lower level, 43percent). They also watch cartoons (11.50 percent), VCD (13.00 percent), pornographic websites (15.75 percent), clips (21.05 percent) and surf the internet (40.25 percent) (The Thailand Research Fund, 2008-2009).

1.5   Statement of the Problem

The growth of internet use has raised the number of students and adolescents at risk of being psychosocially affected (Niemz, Griffiths & Banyard, 2005). The excessive use of the technology has caused academic, social and interpersonal problems and addicted students were found to have lower self-esteem than other students (Niemz, et. al., 2005).

According to the National Education Act 1999 and the new structure of the Ministry of Education in 2003, Pattani educational management is categorized into three forms: in-system, off-system and dispositional. Five organizations are responsible for the Pattani education management: Office the Basic Education Commission Pattani Area 1, Office the Basic Education Commission Pattani Area 2, the Vocational Education Office, the Local Educational Administration Office, the Off-school Learning Center. Pattani has 75 high schools: 17 public high schools and 58

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Islamic private high schools (where Islamic studies are in the curricular) (Office the Basic Education Commission Area 1 and 2, 2006).

Pattani, a southern border province of Thailand has both public and private high schools where religious studies are included and all of them have internet access. In Pattani high schools, students use the internet around 169.71 minutes per day. Most of the schools (particularly the medium and large ones) are surrounded by internet cafés, which offer 'alternatives' for students to do their assignments in when they miss to catch the limited number computers in school or simply when they skip school. While some educational institutions like the John F. Kennedy Library of Prince of Songkla University Pattani Campus offers a modern and large IT zone, these internet facilities may create problems among the students. Problems relating to internet use among students include absenteeism. This is due to them visiting the internet cafés, a place they get to play online games (24.5 percent), online chatting and browsing pornography (40.25 percent). Some of them are online most of the night and only sleep near dawn causing them to feel sleepy in class in the following day. These at-risk adolescents are, unfortunately, increasing in both public and private schools in Pattani (The Thailand Research Fund, 2008-2009).

While the internet causes student misbehaviour, it also allows them to learn useful information on their subjects thus, improving further their academic performance. For example, these students can benefit from free online lessons and exercises. All these indicate that the internet has affected high school students in Pattani in various psychosocial aspects.

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Though mostly populated by Muslims, Pattani has two types of high school: the general public high school and the private Islamic high school. With equal hours of secular subjects, students of both high schools are differentiated by the curricular of their religious studies. Those in private Islamic learn Islamic spiritual practices and additional morals. On the other hand, those in public schools are oriented towards secular studies. As the Basic Education Core Curriculum aims to enhance a learner's capacity in all respects (physical strength, knowledge and morality), the internet becomes a great learning tool (Office of the National Education Commission Office of the Prime Minister,Thailand, 1999).

Thailand's three southernmost provinces are now facing this apprehensive situation that threatens the nation's security (U.S. Department of State Diplomacy in Action, 2013). Many youth are lured to commit crimes intentionally and unintentionally and good education with community cooperation is a long-term practical resolution to this problem. Discovering this underlying issue can greatly benefit the government in making policies and others concerned about the well-being of youth in this province.

At the same time, the researcher noticed that some students who use the internet as a learning tool perform their assignments well and are confident to share their knowledge. This paradox impelled the researcher to conduct a more in-depth study on this issue.

1.6   Personal Concern and Interest

The researcher has been involved in education as a teacher since 1978 while in Ao −
luk Prachsan School in Krabi Province. The researcher was assigned to the counselor
and committee of the Academic Department. In 1982, the researcher moved back to
her hometown of Pattani and taught in Phokiriratsuksa School, Pattani. The
researcher was assigned as the head of the Curriculum Development as well as
counselor of the school. At present, the researcher is also a lecturer at the Faculty of
Humanities and Social Sciences at Prince of Songkla University, Pattani Campus,
Thailand. She is responsible for the development of the social work program at PSU.
Due to her position, she realized that the high school students were confronted with
many social issues; such as drug addiction, use of alcohol, parent negligence,
quarrelling with others, truancy, school dropout, bullying, unwanted pregnancies and
internet addictions. Within this changing world she feels teachers or counselors
could not solve these issues alone.

In 1999 while still working at the Department of Curriculum the researcher began to
focus her interest on the internet use among high school students in Pattani. She
wanted to know how internet use has affected the physical, cognitive, academic and
social well-being of the high school students. By this time, many high school
students were already involved in medium and large sized internet cafés in Pattani.

Internet technology enormously contributes to human learning and working.
However, it is like a sword with two blades, (Wanajak, 2011) especially for young
learners who use the internet inappropriately. As a teacher and an advisor, the

researcher has uncovered various student problems caused by excessive use of this technology. They include problems related to psychosocial and academic performance. Although the researcher is aware that some students use internet as their learning tool and perform well in their assignments the question is raised regarding the psychosocial aspects of internet use among Pattani high school students.

1.7   Research questions

The central research question of this study is to examine the psychosocial issues that have affected high school students in Pattani, Thailand. Specifically, the study aimed to answer the following questions:

1. How has the internet use contributed to the psychosocial problems among high school students in Pattani, Thailand?

2. What ways has internet use affected the academic performance of these high school students?

3. What were the stakeholder reactions towards the internet use among high school students?

4. What would be the social work interventions that can be recommended in order to overcome some of the psychosocial problems of internet use among these students?

1.8 Research objectives

The objectives of this research were:

1. to explore the psychosocial aspects of internet use on high school students in Pattani.

2. to investigate how these psychosocial issues have influenced the academic performance of these students.

3. to examine the stakeholder reactions on the effects of internet use among high school students in Pattani.

4. to recommend some social work interventions that are workable for students who are affected by this issue.

1.9   Significance of the Study

This study can be used as baseline information in order to design appropriate social interventions on how to overcome internet use among high school students. The Ministry of Education, Ministry of Social Development and Human Security, Ministry of Information and Technology, Ministry of Culture and other relevant stakeholders (teachers, families, schools, and community) can jointly use this data towards the development of a social policy in order to overcome problems of internet use among high school students in Pattani.

1.10   Scope and Limitation of the Study

The research was designed to look at the psychosocial aspects of internet use on high schools students in the Pattani Province of Thailand in 2006. It only involved high school students in Grade 10 to 12. Additionally, only psychosocial issues were addressed by examining the opinions of the participants in Pattani, a province with various cultures and values. Hence, behaviours of internet use may not be

represented in Thailand. Since this is also qualitative research, the findings cannot be used to generalize the population of high school students in Pattani.

1.11 Operational Definition/Conceptual Definitions

The definitions for the terms used in this study are as follows.

Pattani students:

Students who are studying in public schools and Islamic Private High School, of Grade 10-12, in Pattani Province of Thailand, in 2006.

Internet usage:

Refers to the number of hours of internet use

Psychosocial aspects:

The psychosocial aspects refer to both the social and psychological factors of students who are engaging in the internet use. The study is interested in how to assess high school student behavior and how their social functioning is affected as well as people in their own social environment.

Academic performance

Academic performance in this study refers to academic achievement measured by the school examinations and continuous assessment.
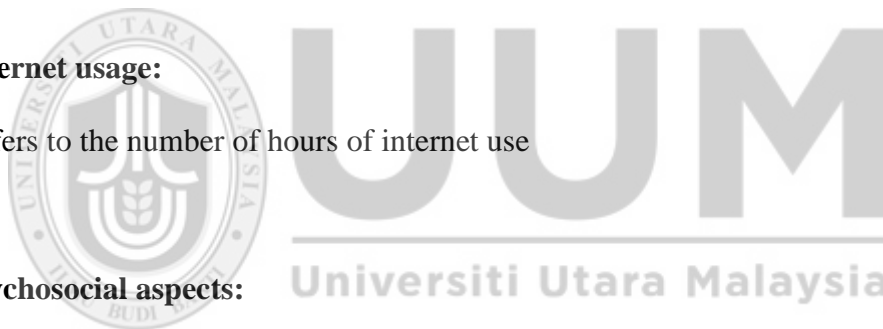
Cognitive Development

Cognitive development in this study refers to the development of intelligence, conscious thought, and problem-solving ability of the high school students in Pattani which starts from their childhood stage.

School social worker

The school social worker refers to someone who is professionally trained in social work. The social worker is responsible to conduct psychosocial assessments of students and design social work interventions that enable to enhance its client's social functioning. She/he is the key person in bringing all the stakeholders for the social well-being of the students in a school setting.

Socio-Economic status

The Socio-Economic status in this study refers to an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others based on income, education, and occupation. In Thailand, students who come from a high income social economic status refers students whose parents earn between 15,000 – 25,000 baht per month; middle income refers to income between 10,000 – 15,000 baht per month; and low income refers to income between 5,000 – 10,000 baht per month.

Public schools

Schools that are funded by the government in which its students learn only Math, Languages (English and French), Science, Physics, Chemistry, Biology, Social

Sciences, History, Sports and fundamental Buddhist studies (Buddhist history, Buddhist teachings, for instance).

Islamic Private schools:

Schools governed by Article 15 (1) where financial support is given by the government. Except for Buddhist studies, subjects taught in these schools include those taught in the public schools but with added Islamic studies (history, teachings, principles, culture, beliefs, law, for example). Apart from English, Malay and Arabic are also included in the school curriculum.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

The internet is a global network that connects millions of people all over the world. According to Internet World Stats (IWS), December 31, 2011, there are more than two billion Internet users worldwide (Beal, 2014). Everyday these users are busy sharing data, news, opinions, ideas, hobbies, interests and businesses. According to Beal (2014), the number of internet users represents 32.7 percent of the world's population. The internet is a massive network of networks with a very large networking infrastructure. The internet connects millions of computers in which today, people have become so use to the internet it is almost impossible to live without it. The internet brings some positive and negative consequences to the users particularly to those who do not know how to refrain themselves from becoming dependent on.

2.2   Development of Internet

The internet was the result of thinking by people in the early 1960s. They saw the benefits of computers for sharing information through research and development in scientific and military fields (Howe, 2012) and have since, influenced people's lives. Benefited from its high speed (Shek, Sun & Yu 2013) computer technology has become the basic tool for trading, entertainment, communication, education and most importantly, learning.

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In 1998, it was estimated that the number of internet users would increase by 20-50% per year (Coffman & Odlyzko, 1998). Hence, it was appraised that by the year 2000, 51% of the world's population would use the internet. This figure increased to (97%) by the year 2007 (Hilbert & López, 2011).

While the internet offers information at our finger tips, it may be addictive to users. The technology is easily accessible 24-hours a day with contact numbers of social networks being available without boundaries (Shek, Sun &Yu, 2013).

The internet, then known as ARPANET, was used online in 1969 under a contract let by the renamed Advanced Research Projects Agency (ARPA) which connected four major computers at universities in the southwestern US (UCLA, Stanford Research Institute, UCSB, and the University of Utah). The contract was joint with BBN of Cambridge, MA under Bob Kahn and went online in December 1969. By June, 1970, MIT, Harvard, BBN, and Systems Development Corp (SDC) in Santa Monica, California participated while in January 1971, Stanford, MIT's Lincoln Labs, Carnegie-Mellon, and Case-Western Reserve U were linked. Just months later, NASA/Ames, Mitre, Burroughs, RAND, and the U of Illinois collaborated. Many were to follow (Howe, 2012).

Steve Crocker was part of a small group of UCLA researchers who sent the first message between the first two nodes of the APRANET, the U.S. Department of Department of Defense–funded network (Metz, 2012). "Login" was the first message sent across the network with a link between the two colleges on the letter "g". Ray Tomlinson established Email and soon decided to use the "@" symbol to separate

the user name from the computer name and eventually became the domain name. Wireless was increasing rapidly and the public could search for the Wi-Fi hot spots whether they were far away from the home or office. Many airports, coffee bars, hotels and motels offer these services for the clients (Howe, 2012).

The email was established in 1975. John Vittal, a programmer was at the University of Southern California, constructed the modern email program. The biggest technological advance this program (called MSG) made was the "Reply" and "Forward". Tim Berners-Lee wrote the code for the World Wide Web based on his proposal for HTML, HTTP, and URLs in 1990. One of the more interesting developments of this era was the first webcam in 1991. It was deployed at a Cambridge University computer lab. In 1996, it had the first web-based (webmail) service (Chapman, 2009).

2.3 Global, Regional and National Internet Usage

Various studies focused on the effects of internet use on psychosocial and academic performances.

2.3.1 Worldwide Usage of the Internet

Globally, the number of internet users has increased drastically.

Table 2.1: The internet usage statistics of different regions.

World Regions	Population (2011 Est.)	Internet Users Dec. 31, 2000	Internet Users Latest Data	Penetration (% Population)	Growth 2000-2011	Users % of Table
Africa	1,037,524,058	4,514,400	139,875,242	13.5 %	2,988.4 %	6.2 %
Asia	3,879,740,877	114,304,000	1,016,799,076	26.2 %	789.6 %	44.8 %
Europe	816,426,346	105,096,093	500,723,686	61.3 %	376.4 %	22.1 %
Middle East	216,258,843	3,284,800	77,020,995	35.6 %	2,244.8 %	3.4 %
North America	347,394,870	108,096,800	273,067,546	78.6 %	152.6 %	12.0 %
Latin America/ Carib.	597,283,165	18,068,919	235,819,740	39.5 %	1,205.1 %	10.4 %
Oceania/ Australia	35,426,995	7,620,480	23,927,457	67.5 %	214.0 %	1.1 %
WORLD TOTAL	6,930,055,154	360,985,492	2,267,233,742	32.7 %	528.1 %	100.0 %

Source: http://www.internetworldstats.com/stats.htm

Table 2.1 indicates that the largest number of internet users (44.8%) were from Asia, a region housing 50% of the total global population. The usage in this region grew by 789.6% between 2001 and 2011. On the other hand, the Middle East (35.6% of the total world population) covered only 3.4% of the worldwide internet users with a usage growth between 2001 and 2011 - nearly two times larger than in Asia.

2.3.2   The Regional Usage of Internet

Following globalization, every citizen likes to access the internet for knowledge or entertainment. According to Nielsen's Southeast Asia Digital Consumer, six

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countries in Asean like to have activities for netizens on the internet such as in Singapore, Philippines, Thailand, Indonesia, Malaysia and Vietnam. Facebook and YouTube have remained among the top five most visited websites in the six countries.

Table 2.2: Young Asian Time Uses Household Ownership of Devices

Country	Indonesia	Malaysia	Philippines	Philippines	Philippines	Philippines
Desktop computer	31	44	68	74	70	75
Notebook/laptop/ netbook	29	79	58	86	61	25
Internet capable mobile phone	78	77	64	85	77	32
Tablet computer	2	18	17	23	26	0

Source: http://blog.nielsen.com/nielsenwire/global/surging-internet-usage-in-southeast-asia-reshaping-the-media-landscape/

2.3.3 Internet Usage in Thailand

The first e-mail network was made by the cooperation between the Australian International Development Plan (IDP), Prince of Songkhla University (PSU), the Asian Institute of Technology (AIT) and Chulalongkorn University (CU) (Palasri, Huter & Wanzel, 1999). The early network and domain of Thailand (th.) was established in Bangkok. By mid-1988, the second attempt to establish the internet for Thailand was made through the cooperation between Australian IDP and PSU, who particularly set up a dial-up e-mail connectivity system with UM (Palasri et. al., 1999).

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In 1992, ThaiSarn (Thai Social/Science Academic and Research Network) identified the need for people to use the internet daily (Palasri et. al., 1999; Koanantakool, 1994). The necessity for ThaiSarn to connect all educational and research institutions in Thailand resulted in a network of several campuses linking together by a WAN (wide-area network) provided by NECTEC (Koanantakool, 1994). According to Koanantakool (1999), NECTEC began the project "Golden Jubilee Network" on the web between 1996 and 1997 (Prammanee, 2003).

The number of internet users in Thailand has increased dramatically and significantly as presented in Figure 1.1. The number of netizens in 2001 was 3,662,000 but hiked to 18,310,000 in 2009.
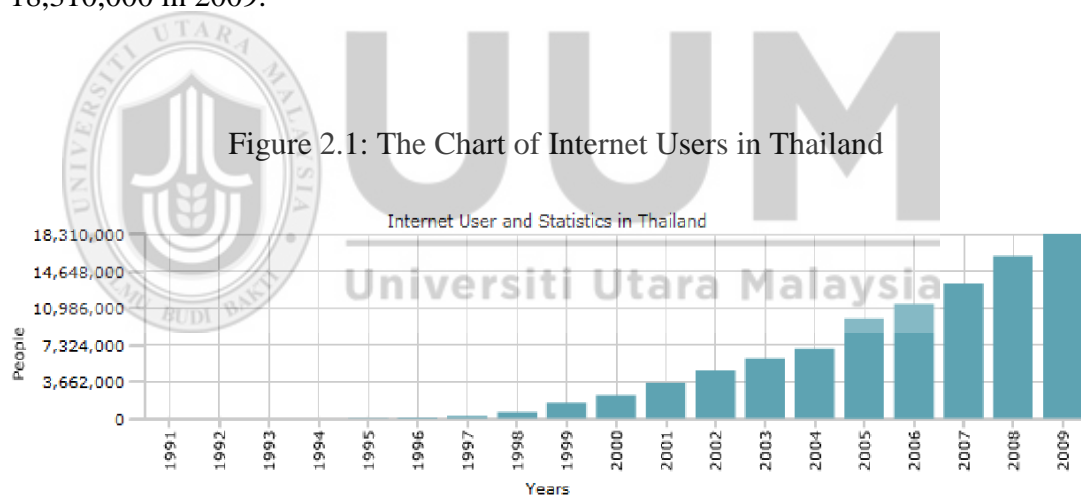
Figure 2.1: The Chart of Internet Users in Thailand

Source: http://www.internetworldstats.com/stats.3htm

The influence of the internet has affected peoples' lives. In 1997, the Thai government promoted its citizens to use the internet as part of the National Economic and Social Development. In the past, students would refer solely to the library to research their assignments. Nowadays, the information is available via the internet. Hence, they can efficiently reduce the researching hours and consumers have more diverse choices to find goods from the internet.

In Thailand, 6 million youth spend an average of 3.8 hours per day on the internet. On October 14, 2007, the Secretary of Ministry of Education of Thailand stated that Thai students play online games at an average of 86% more than Russian, Filipino and Ukrainian students. More than 40% have used the internet to listen to music and watch movies but accessing the web for educational purposes accounted for only 14% of the students. Thai students particularly, like to play "Webaholics", an addictive gambling game; (they would get out of control and totally engrossed when playing the game seriously). They would also feel annoyed when someone prohibited them from playing the game (Srisoontorn, Duangjai, 2008).

In Thailand, the youth use the internet for entertainment more than for education. The internet opens the doors to the world but it is only useful if used in a proper way with close supervision by parents, teachers and under government policy.

2.3.3a. Internet Statistics for Thailand

Figure 2.2: Internet Statistics in Thailand

Source: http://www.thailandinternet.com/internet-statistics-for-thailand.html

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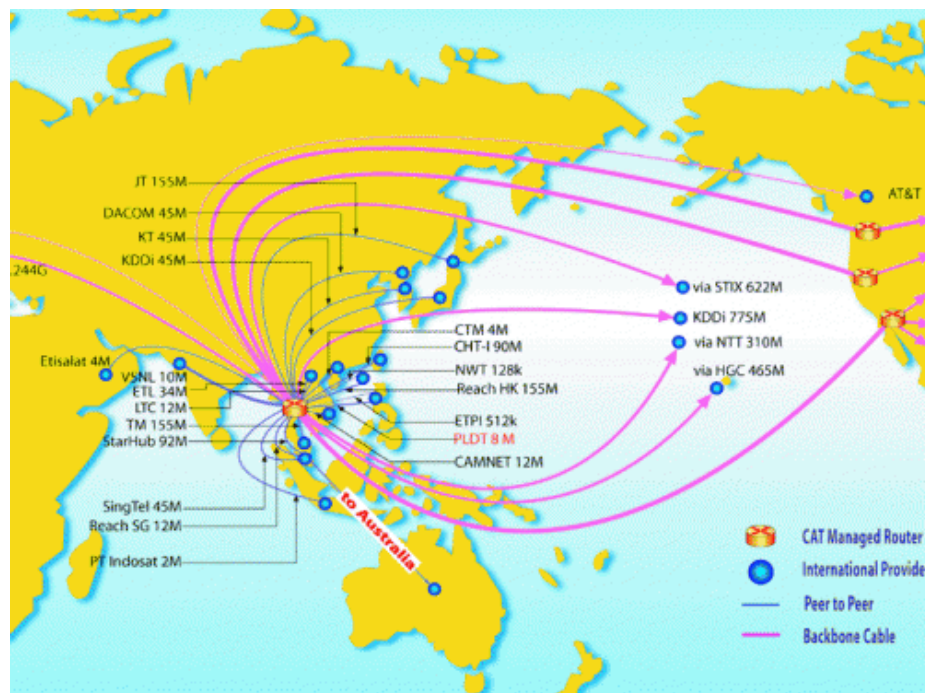
The internet statistics for Thailand is very interesting for a number of reasons. The latest research revealed that there are currently just over 7 million internet users in Thailand or in other words, 12% of the population is online. Out of this number, only 27% are in Bangkok while the remainder is spread across the country.

The majority of internet users in Thailand are females (52%) and this percentage increases annually. These netizens are mostly between 25 and 34 years of age and the number lessens as age increases. The oldest netizens (aged 60 and above) only account for 0.2% of the population. It appears that the 25-34 year age group remains the highest as it appears to be the age range where people discover the internet the most (NECTEC, 2009).

The internet is used differently in Thailand. The most common way to connect - the dial-up system - still constitutes more than 54% of all Thai internet connections. Second to dial-up is the connection via a school leased line (33%); meaning that more than a quarter of all internets surfing access takes place in school. (NECTEC, 2009).

Over the past five years, Thailand has provided schools with not only internet connections but fully-equipped computer rooms as well. The average amount of time spent online has varied over the years. Today, an internet user goes online about 10 hours per week. The most common usage is for checking email, online chatting and visiting local new media websites, as reported by NECTEC (2009). Playing online games has increased over the years to where it now assumes more than 5% of the time spent online. The advent of locally-programmed games has become very

popular and it will just be a matter of time before Thailand rivals South Korea in terms of online game usage (NECTEC, 2009).

As in South Korea, the internet has caused Thai student misbehavior. The addiction has made them more aggressive (yelling) and also has caused them to exhibit bad tempers and symptoms of anxiety, depression, isolation, skipping school, truancy and alienation from their families (Wanajak, 2011).

Table 2.3: Internet Usage and Population Statistics

YEAR	Users	Population	% Pen.	GDP p.c.*	Usage Source
2000	2,300,000	61,528,000	3,7%	US$ N/A	ITU
2007	8,465,800	67,249,456	12.6%	US$ 3,759	ITU
2009	16,100,000	65,998,436	24.4%	US$ 3,940	ITU
2010	17,486,400	66,404,688	26.3%	US$ 4,403	ITU

Source: http://www.internetworldstats.com/asia/th.htm

2.3.3b Internet usage in Pattani

Pattani, the southern province of Thailand has both public high schools and private high schools that have internet access. The excessive use of the internet has created problems among students. Often they skip class to play online games in internet cafes. They also go there to chat online, and browse through "sexy" images. Some of them spend over a half the night going online and only sleep after midnight or near dawn. Consequently, they feel drowsy and sleepy in their classes. The number of at-risk youth in both public and private schools in the province Pattani, Thailand has increased drastically. These students have spent an average of 169.71 minutes per day online (The Thailand Research Fund, 2008, 2009). In Pattani, parents often leave

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their children in the internet cafes because they have to work and also because they feel it is safer to leave their children in these cafes due to violence in the deep south (Kainunna Phirakan, 2009; 2012).

Figure 2.3: Map of Pattani Province

Table 2.4: Numbers of High School and High School Students in Pattani Province in 2006

Educational Areas	Numbers of High School		Numbers of Student						Total
	Public High Schools	Islamic Private High Schools	Junior High School Students (Grades 7-9)			High School Students (Grades 10-12)			
			Male	Female	Total	Male	Female	Total	
Region 1	8	26	8,511	10,024	18,535	4,183	7,446	11,629	30,164
Region 2	9	32	7,585	14,080	21,665	19,457	30,141	49,598	71,263
Total	17 / 75	58	16,096	24,104	40,200	23,640	37,587	61,227	101,427

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2.4   Pattani an overview

Pattani, 1,055 kilometres away from Bangkok and located on the east coast of southern Thailand, is one of five southern border provinces of Thailand (The Office of Culture Pattani, 2006). Pattani covers an area of approximately 1,940.35 square kilometers or about 1,212,723 *rai*.   Administratively, Pattani is divided into 12 districts (Maung, Kok Poh, Ma Yor, Nhong Chick, Panareh, Sai Buri, Yarang, Yaring, Tung Yang Daeng, Mai Kaen, Kapor, Maelan), consisting of 115 sub-districts and 636 villages. The local administrations consist of one provincial administration organization, 12 municipalities and 101 sub-district administration organizations. As an ancient prosperous kingdom, Thailand is densely populated by people of various races and religions. Pattani consists of 639,503 people: 316,473 males and 323,030 females, with 138,236 households (data as of December 2004). Most are Muslim (81.26%) followed by Buddhists (17.83%) and others (0.91%) (Office of Information Technology and Communication Group of Pattani Office, 2005).

Research has revealed that among off-school systems, people at the age of 15-59 years old in Pattani, there are 22,778 illiterate people: 9,873 men and 12,905 women, who do not know, recognize or able to read and write Thai. Among these, 10,477 people have never studied; 2,050 have finished only grade 1; 1,822 have finished grade 2; 1,369 have finished grade 3; 2,961 have finished grade 4; 911 have finished

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grade 5; 2,505 have finished grade 6; 228 have finished grade 7; and 445 have finished grade 8 (Office of Information Technology and Communication Group of Pattani Office, 2005).

Their illiteracy partly resulted from their parents' prejudice against the Thai language and culture. Consequently, this was aroused by the Piboonsongkram Government's cultural assimilation policy in the past. The policy terminated learning the "Yawi" language, a Malay dialect spoken in the southernmost provinces of Thailand that is written in Yawi script throughout the primary schools. Books that are written in Yawi are prohibited to be imported to Thailand. Saturdays and Sundays have been announced weekends in place of Thursdays and Fridays. Many Islamic gurus and Yawi teachers felt so threatened that they had to escape from Thailand, consequently resulting in many abandoned "Pondoks", places where many Islamic people studied Yawi or for religious retreats. Their Islamic practices were assaulted. The local people in the southernmost provinces of Thailand, the majority of whom were Muslim, spoke Yawi and had Islamic ways of life. They are viewed as a minority group by the Thai people in the other parts of Thailand. They have been discriminated against as "strangers" and "immigrants" by many Thai officials. The local people of the southernmost provinces are the origin and the land owners of this part of Thailand. The policy of the terminated "Yawi" language has made many people from the southernmost provinces opposed to some of the Thai cultures. Rejection of attending Thai public schools is one of many negative responses towards the Thai official (Salae, 2004). However, this perception has changed since then. Although some old people still have a negative image towards some of the Thai officials in the past some younger generations today do support the present

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government. Nevertheless, as the way of life, people of the southernmost provinces especially the older generation still speak Yawi and rarely speak Thai in their daily life. Additionally, most people who finished up to grade four or six in Thai rarely or never read books and newspapers in the Thai language. Presently, the Thai language is widely used by the younger generation and people who have received higher education in the Thai language.

2.5   The Psychosocial Aspects of Internet Use

In South Korea, there was a game-related murder and a series of 10 cardiopulmonary-related deaths induced by compulsive internet use in internet bars. Following the incident, the South Korean government pointed internet addiction as one of the most serious public health issues and started to study internet addiction seriously. Even China has shown a drastic increase of internet use among Chinese adolescents in the last decade. In 2007, there were around 10 million Chinese teenagers who met the internet addiction diagnostic criteria. To solve this problem, both South Korea and China have officially recognized and treated internet addiction as a psychiatric disorder. For example, the South Korean government has trained 1,000 counselors to specifically help 200,000 children believed to be addicted to the internet. Similarly, the Chinese government has officially designated hospital psychiatric units and internet addiction to rehabilitate adolescents with internet addictions (Shek, Sun & Yu, 2013).

Currently, the American Psychiatrist Association has called internet addiction in the new revision of the DSM-V. Clinical practitioners generally recognized that patients

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with difficulties in controlling themselves from excessive internet use had to be treated. These patients may not be able to receive a systematic treatment program because they cannot afford the therapeutic fees, a treatment that is not covered by medical insurances (Block, 2008).

Over the years, hospitals and clinics have administered outpatient treatment services for internet addiction recovery, and in some cases, addiction rehabilitation centers have admitted people with internet addictions into inpatient care. Social service organizations and college campuses have also began intervention programs and support groups to help youth and students who are addicted to the internet. In 2009, the first residential treatment center for internet addiction in the United States, called Restart, opened in the suburb of Seattle (Geranios, 2009).

The Restart center offers a 45-day recovery program for people with pathological computer use issues. Sessions of the program help individuals with group counseling and psychotherapy to life skills and vocational coaching, physical education, and a variety of recreational activities. A few treatment procedures have been developed to help people with internet addictions, including group therapy treatment with a combination of readiness to change (RTC), cognitive-behavioral therapy (CBT), motivational interviewing (MI) interventions, as well as a reality therapy group counseling program. Some of the programs' rehabilitate clients with specific internet addictions such as internet-addicted sexual behavior follow protocols of the programs presented in different ways. Young reported that cognitive-behavioral therapy techniques were effective in decreasing the addictive thoughts and behaviors related to internet, both in a short-term assessment and in a 6-month follow-up. Indirectly, more experimentally designed evaluated priority studies that employ

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randomized control groups are needed to demonstrate the effectiveness of different intervention programs (Shek, Sun & Yu, 2012; 2013).

Internet addiction is a global and rapidly evolving disorder, In Korea, they are a leader in this field using a Master Plan to prevent and treat internet addiction. Constructed by the multiple Ministries of the Korean Government, the new and exciting programs are initiated to address this rapidly evolving problem with an effort to rehabilitate the risk of internet addiction among youth. These specialized re-education programs are designed for those at risk and hundreds of specialized inpatient treatment programs across the country. In Japan and Germany, internet fasting camps have been utilized for children identified at risk but have been blocked by government support (Young, 2014; Young & Rodges, 1998).

In China, the use of military-style boot camps for re-education as depicted in the new documentary has been noted. In Italy, Milan and Rome developed the first inpatient programs with alternative treatments in theater therapy to tap into the emotions of an internet addict where they explore avatar therapy (in vivo) with peer group training and support. France has focused on the pathological internet addiction, generally, on the early education of technology use for all families. This way, the focus is on what parents should do at home when introducing technology to their children. In the U.S, there are some digital detox camps at work. France has also implemented policies for early childhood prevention and focuses on early education for technology use for all families. Parental duties at home suggest that their children use the internet and technology properly ((Young, 2014; Young & Rodges, 1998).

A report compiled for the PEW internet & American Life Project (2005) found that out of 87% of teens who used the internet in the United States, 51% were online daily, 89% used the tool to send or read e-mails, 81% played games online, 69% carried out homework assignments and 43% shopped online. Such heavy usage has caused college students to be depressed, physically ill, lonely, anxious, introverted, schizotypal and autistic (Chen & Peng, 2008; Romano, Osborne, Truezoli & Reed, 2013). Internet addiction has also caused academic, social and interpersonal problems and those inflicted were found to have lower self-esteem than those who were not (Niemz, Griffiths & Banyard, 2005).

In 2001, Lenhart et al. studied the negative effects of the internet on teenagers and concluded that most teenagers, aged between 12 and 17, went online to email, to have fun or play, download games and even to listen to music. Often these adolescents interacted with strangers (Subrahmanyam & Greenfield, 2008) without the awareness their parents. Detrimentally, internet addictions also affect one's physical health, family life and academic performance (Shek, Sun & Yu, 2013). In one secondary school in Chiangmai, Thailand, internet addiction has psychosocially affected its students causing them to be aggressive, skipping meals and exercise as well as exhibit psychological symptoms such as anxiety and depression (Wanajak, 2011).

In 2003, the News and Propagation Research Institute of the Chinese Academy of Social Sciences reported that youngster net-users has spent an average of 2.7 hours a week on sports - a duration longer than the time taken for non-users (2.3 hours). Such addiction has eventually changed "human habits" as it influences the social

relationships of its users with peers and families (Centre for Communication Policy's internet, University of California (UCLA) 2003).

Consequently, loneliness has become more prevalent in the few who have used the internet more than 40 hours a week and in those who prefer the internet face-to-face or through phone interaction (Gross, 2004; Heitner, 2002 & Dittman, 2003). New users are at a slightly higher risk of experiencing this outcome than those with a longer history of internet use.

Some studies have discovered the negative psychosocial effects of internet usage (Cardenas, Jasper, Parton, Rose & Swartz, 2000). Stanford Institute for the Quantitative Study of Society (SIQSS) (2002) for example, found that the majority of internet users emailed to communicate. This has resulted in less face-to-face talking with friends and families events. Conclusively, the internet isolates people because "the more hours people use the internet, the less time they spend with real human beings"; although e-mail "is a way to stay in touch, you can't share a coffee or beer with somebody on e-mail or give them a hug". In other words, people remain "home alone and anonymous" due to the internet.

Robert Kraut and his team (1998, p.1017-1031) described the relationship between the time spent on the internet and the decline in social involvement as "the higher use of the internet, the less communication within the family, the smaller local social networks, the greater loneliness, and the greater depression". On the contrary, low internet users (less than one hour a day) had significant relationships with their mothers and peers than high internet users (more than two hours a day) (Sanders,

Diego, and Kaplan 2002). This proves that there is a connection between frequent use of the internet and poorer social relationships among adolescents. Studies from Shields and Kane (2011) revealed that the internet use among College students cause negative relationships with parents and others where psychological outcomes for teens are exhibited; such as greater loneliness, depression, moody, social isolation and autism traits (Romano, Osborne, Truzoli & Reed, 2013).

Some studies have discovered that internet addiction had caused mental health and other psychological symptoms causing reduced the social support, neurotic personal characteristics of the users. An increase of skills of internet use at night has led to a waste of leisure time and some related factors among Middle Eastern students (Ghamari, Mohammadsalehi & Hashiani, 2011). Moreover, excessive internet use has been found that users are more moody, easily depressed, exhibit autistic traits and social isolation specifically when addicted to pornography or gambling (Kuss, Griffiths, Karila & Billieux, 2012).

Additionally, excessive internet use has been problematic to internet users giving way to psychological symptoms, anxiety, depression, schizotypal, psychosis and social isolation (Young, Rodgers, 1998; Chen & Peng, 2008; Ko, Yen, Liu, Huang, Yen, 2009). The Diagnostic and Statistical Manual of Mental Disorder V (DSM-V), published by the American Psychiatric Association reported that the excessive the more internet use among young people the more it caused them suffer health, loss of sleep and low self-esteem (Wallace, 2014). The internet has affected elementary, junior high and high school students aged 10 to 18 years in Japan where excessive internet hours caused elementary school children and high school students in Japan

not being able to adequate interpersonal communication. They have shown mental health problems and have become more aggressive (Takahira & Ando, 2012). Excessive internet use has affected users' psychiatry on DSM-IV (Murali & George, 2007) and tolerance showing more introversion (Young, 1998). Kraut, Kiesler, Boneva, Cummings, Hegeson & Crawford, 2002 reported the negative effects of using the internet in social involvement and psychological well-being among new internet users in 1995–96. We called these effects a "paradox" because participants used the internet excessively in communication. Thornburgh and Lin (2006), "Campus Kiss and Tell" University and College Sex Survey (2006) discovered that the adolescents have been at risk with some of their on line activities; such as browsing sexy images, using instant messenger, webcams and telephone.

The internet is even harmful to children as it causes addiction to instant messaging and e-mail. They become less social with their friends and families. Obesity has also becomes an eventual problem due to the excessive time on a computer.

2.5.1   The Effects of Internet Use on Academic Performance

For students, the internet has been a major source of information for schoolwork. One advantage of the internet is that it encourages active learning among students. The tool supports hands-on learning which can provide students with practical and real-life experiences. Many studies have indicated that students retain and understand better of a given topic by learning through the internet (Rojem, 2002). Hence, virtual learning offers flexibility, distribution, and adaptability and (Gros, 2003) plays a great role in current society. The internet has affected elementary,

junior high and high school students in Japan through the ages of 10 to 18 years. The internet has shown improvement in academic, ability, profound thought, subject matter, learning skills and problem solving (Takahira & Ando, 2012).

Computer games have been found to have immediate positive effects on cognitive skills. They make players smarter and heavier computer users perform better academically than light users (Subrahmanyam, Kraut, Greenfield & Gross 2000). Most educators believe that it is possible to learn by playing games (Prensky, 2001; & Gros, 2003) which is why this strategy formed a part of educational techniques used by teachers at most schools and universities. In fact, it is not only children whose games were devised for language learning−adults' and organisations' too. In relation to the impact of computer use, particularly of games on children's performance in academic areas, Nussbaum, Rosas, Rodrᴓguez, Sun and Valdivia (1999) found that children were motivated from the beginning. These children included those who were familiar with this type of technology and those who had no access to it outside school. In particular, the team concluded that video games have positive effects on children whose reading skills were at the worst level.

For teachers, video games were considered "an easy-to-use educational instrument with potential as backup to other teaching material". Students become digitally literate by this effective learning tool; they recognized computing terms and operations, developed their comprehension skills on problem words, procedures and game instructions. Additionally, mathematical and language games improved their skills in problem-solving strategies. Their performances in mathematics and language subjects were also enhanced (Gros, 2003). According to Yans (2001), the application of the phonics approach in learning English as a Second Language was a

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slow and repetitive process. Computer software, which could become a helping tutor, has made this process more enjoyable. Nevertheless, she pointed: "no computers could replace teachers and the basic learning processes". The use of computer software - such as learning a foreign language - might give students a better understanding in multiplication tables and repetitive practice of exercises "does make perfect in basic math skills".

According to Weerawat Wongmek (2004) and American Academy of Pediatrics (n.d.) (2006), the internet is two swords of blades: it offers both, benefits and risks. The internet is useful for parents and children for searching educational resources, an online encyclopaedia, solving problems, communicating with families and others, and sharing ideas with the 'world'. For teachers and professors, the internet is a beneficial and a cheap tool to search for new knowledge and entertainment by way of downloading without paying a fee as well as connecting with students.
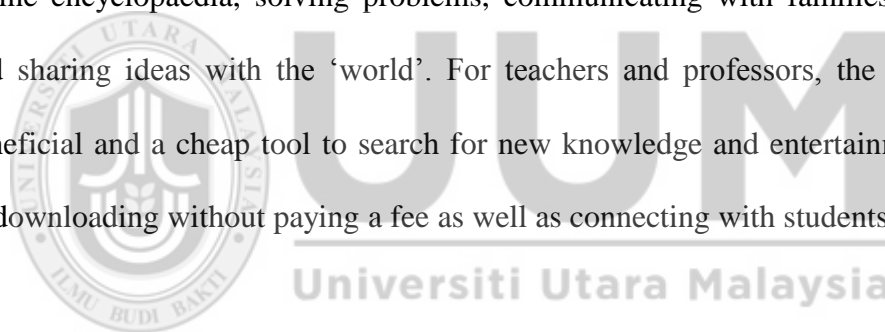
2.5.2 The Psychosocial Aspects of Internet Use in Thailand

The Thai government has considered a Youth Curfew for Cyber-cafes following the imitation of video-games" Grand Theft Auto" where there was a taxi-driver homicide that involved a 19-year old boy (Wong-Anan, Nopporn, 2008) and a boy's suicide due to online restrictions by his father. A child under the age of 15 would be allowed to use the internet between 2.00 pm and 8.00 pm and a 15 year-old can use it between 2 pm to 10.00 pm (Thai Health Promotion Foundation Child and Youth, 2011). Additionally, all internet cafes must be licensed. However, the Family Research Institute of Rajanukul and Vocational Institute research scholars of Siriraj

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hospital proposed that the Ministry of Culture limit youth under 18 years to play games for only 2 hours per day. The Family Research Institute of Rajanukul and Vocational Institute research scholars of Siriraj hospital proposed that the Ministry of Culture limit youth under 18 year to play games for only 2 hours per day. These concerns served as protecting tools and measures for adolescents' internet use. Filtering or blocking software is also another way to control and monitor adolescent online activities and such measures have been demonstrated by the Ministry of Technology who blocked all gaming servers between the hours of 22.00 pm. and 06.00 am (National News Bureau, 2001)

The Ministry of Education has constructed a Student Care and Support System for teachers (known as the SCSS) to solve problematic students. The Child and adolescents Psychiatric Society of Thailand and the Department of Psychiatric Mogkut hospital have prepared for an intervention of students online games addiction. According to Mitchell, Finkelhor and Wolak (2005), 33% of parents have reported using filtering or blocking software use. Association between filtering software and the usage of the internet for school work however was not evident.

Because the preferred online games contained elements of combating and violence, many addicted youth became angry and aggressive by nature. These youth are unable to distinguish between fantasy and reality. Hence, it is important for teachers and stakeholders to use the Student Care and Support System (SCSS) for the well-being of their youth.

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The violence that has been occurring in Pattani since 2004 has affected many and is attributed to child game addiction. The concerned Prince of Songkla University conducted activities to instill this awareness among students and parents by way of training them to use the internet wisely (Kai-nuna Phirakan, 2012, 2013).

In a 2009 survey, the national statistics indicated that the internet has affected students socially by way of limiting their relationships with peers and families and has affected their cognitive performance. However, research by Daraha (2010) showed that frequent internet use among high school students in Pattani increased skills in English communication and mathematics.

Every province in Thailand limits its business hours of internet cafes to prevent children and youth from involving in anti-social behavior. Every School, under the Ministry of Education policy, brings the Student Care and Support System (SCSS) in an attempt to solve students who are socially and psychologically at risk. Every class has an advisor who is a teacher to monitor each student and conduct home visits. High Schools hold meeting with parents, stakeholders and the communities every semester to solve problems for students who are involved with drug addiction, skipping school, teenage pregnancy, net addiction and assisting orphans which have become a problem in the deep south of Thailand due to the violence situation (Office of the Basic Education Commission, 2004).

2.5.3   Student Care and Support System (SCSS) in Thailand

To improve the quality of students' lives, the Ministry of Education has cooperated with the Department of Education and the Department of Mental health which has

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helped the SCSS since 2000. This is the year after the office of basic Education undertook the policy for all educational institutions under the SCSSs effectively. Consequently, all students receive support from their class teachers. Teachers and advisors have then collaborated with parents, community agencies and organizations in the SCSS (Office of the Basic Education Commission, 2004). The SCSS is practiced systematically through vivid methods and tools, with an advisory teacher as the key person working along with other relevant parties in Thailand's educational institutions.

The role of SCSS is to resolve problems among students, particularly in helping them achieve desirable behaviour and free them from drug addictions (The National Act, 1999). It can be concluded that SCSS is a systematic process administered mainly by an advisory teacher who cooperates with students' parents and relevant teachers in order to encourage the development of students' desirable behaviors. Thus, the SCSS helps students to decrease their drug-risk behaviour under the strong leadership of a school director.

SCSS is the main contributing factor to Article 6 of the National Education Act of 1999. This emphasizes developing the Thai people to be human beings with positives traits both physically and mentally. Under this Article, Thai people were directed to live in peace with each other, along with good knowledge, moral integrity, ethics and cultures. This can be achieved through an educational process, where the cooperation between relevant parties is present. The advisory teacher plays a key role in this task.

According to Standard 2 of the Guarantee of Educational Quality of the Ministry of Education (1999) "teachers have moral integrity, ethics and desirable characteristics important to life and in relation to teachers' roles and duties in the development of their students including love and care, good human relationships and excellent mental health ready to give advice to their students and help them solve problems".

The above standards indicate that teachers are required to enhance themselves to be experts. They are not only required to teach but also to perform other tasks like instilling good qualities to their students and encouraging them to be happy. Such measures are to comply with Standard 4 which emphasizes good quality students with desirable ethics and values. Standard 7 aims to instill students with good habits, excellent physical and mental health as well as freedom from narcotic drugs.

SCSS is the main contributing factor to accomplishing such standards through systematic procedures. This process had to comply with the standards of the process outlined in the Guarantee of Educational Quality of the Ministry of Education (1999) which includes Standard 1(a school provides learner-centered learning activities) and Standard 7 (Relations and cooperation among school, parents, community and public and private organizations in providing and developing education are supported).

According to the educational supervisor unit of the Department of General Education, SCSS supports a process in which the advisory teacher plays the key role in performing.

Figure 2.4: Flow Chart of Student Care and Support System (SCSS)
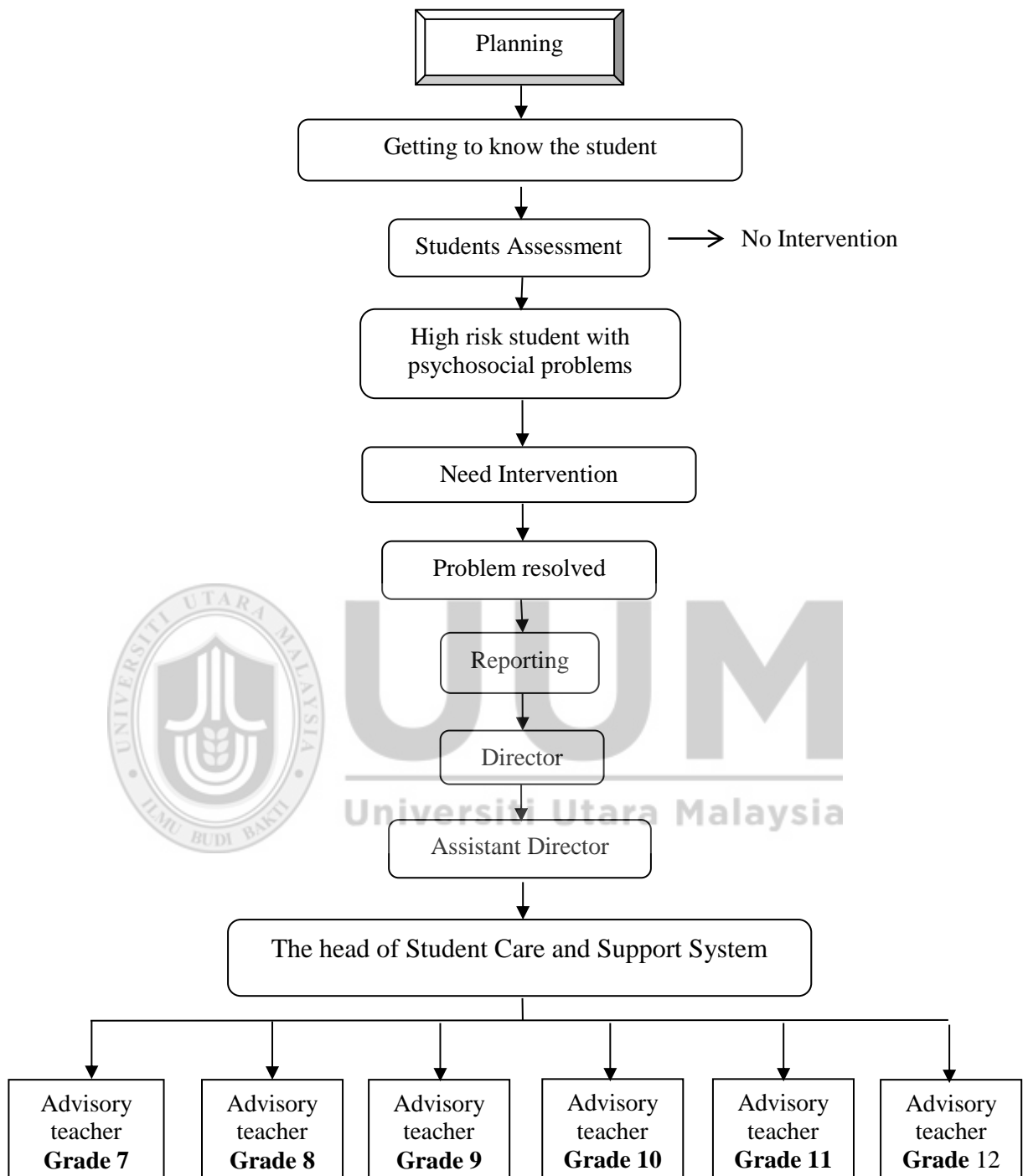
SCSS is valuable to enhance the wellbeing of students. It serves as the advisory not only to solve drug addiction but to prevent risky behaviour among students such as skipping school, consuming alcohol, truancy, teen pregnancy and net addiction.

Every semester, high schools must collaborate with parents and the community to conduct the well-being of students. This is the best way to allow advisory teachers to get to know their students.

2.6   Theoretical Framework

Having placed SCSS as a part of the school system in Pattani and Thailand as a whole it should enhance the social functioning of the stakeholders; such as students, teachers, social workers, parents, politicians, community leaders and policy makers. SCSS is left as lip service and can only be seen as a white elephant if all the stakeholders appear to be idle and inactive. In providing a theoretical framework for this study the researcher tries to employ a social integration theory on how to make SCSS more viable and operational in resolving some of the psychosocial issues relating to internet use among high school students in Pattani.

The social integration theory was introduced by Emile Durkheim, a French sociologist in the late 19th century. Social integration emphasizes people interaction and involvement in problem-solving. The theory connects people in the community and in their social environment so that they can overcome issues that are related to the social functioning of a given society (Durkheim, 1879; 1997). Looking at the above literature review, internet use among high school students has certainly brought special attention to parents, teachers and community leaders. Since the youth will be the leaders of tomorrow it is worthwhile to invest in strategies on how to resolve this particular issue before it becomes unmanageable.

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The social integration theory proposes that people experience mental, emotional and physical benefits when they are engaging and be part of the problem solvers. They are more likely to contribute their share and work collectively. Failure to connect with other people can produce the experience of depression, isolation and physical illness leading to social dysfunction (Durkheim, 1879; 1997).

This study aims to suggest that the social integration theory can be used as a framework for all stakeholders along with a social worker as the coordinator in enhancing the SCSS.

In responding to the above mentioned issues, the study tried to build some constructs with regards to the role of social worker in schools. The nature of school social worker is to help teachers understand youth behaviour along with their mental, emotional and physical needs via the external effects (Culbert, 1916; Costin, 1969; Bensky et al., 1980; Allen-Meares, 1987; Allen-Meares, Washington and Welsh, 1996; Radin, 1989; Friedman, 2005; Constable, McDonald & Flynn, 2000; Constable & Alvarez, 2006; Raines, 2008). These studies have generally suggested that school social workers become the mediators, change agents and experts who know the needs of the children and families. At the same time, they work with the principals and teachers. By having the knowledge of the mental health of children, the social workers are able to enhance the education system. In other words, they are "highly qualified" to administer to children with disabilities and are the agents of social change. Those social workers prefer to perform tasks and functions that have something to do with the needs of children, families and the schools that are facing social and education issues. Teachers alone cannot solve and understand school

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children who are challenged by social the impacts and most importantly, they must be able to collaborate with parents, stakeholders and communities to reduce the problems of the youth. According to Midgley (1995) trained social workers should be responsible to enhance the social being of the community.

Allen-Meares et al., (1996) viewed the purpose of school social workers as support the teaching and getting to know the children individually in their capacity to solve problems, make decisions and enhance the student's ability to continue to learn on their own. Many school social workers play a coordinator role since they have to deal with all aspects of interventions with various groups; such as school administrators, teachers, parents, community leaders and other stakeholders in order to facilitate the well-being of the students (Allen-Meares, 1977 & Chavkin, 1985).

The National Association of Social Worker (1992; 2002) indicated that school social workers are the first consultants on school policy, including those on discipline and cultural sensitivity. They particularly serve to prevent child abuse, dropping out, joining gangs, using drugs and alcohol. They also advocate the development of students whose parents have been divorced, facilitate immigration and neglect, provide service for students with disabilities and give counseling. They advocate for the rights of all students and enhance the educational environment. They are the mediator with home, school and the community. Social workers need to help every student succeed in their life by servicing individual case managements. They empower teachers to achieve and collaborate with school boards, school nurses, teachers, community members, parents and stakeholders.

The National Association of Social Workers (1995) established the Education of Children and Youths and claimed that in other school districts, school social workers are the key persons to provide group and individual counseling for the education of students and families. They work side by side with teachers, school administrators, school psychologists, school nurses, parents and communities to conduct the well-being of students. The "School Social Work Theory", identified the role of a school social worker as one who forms the guidelines to their studies.

The internet psychosocially affects today's youths. Addictive online activities have led to depression, anxiety, aggressiveness and physical problems. Internet addiction has also caused social relationships with peers and families. Social workers are able to solve these issues and, hence, schools must collaborate with parents, stakeholders and communities and use the Student Care and Support System (SCSS) for the well-being of their students (Allen-Meares, 1977; Chavkin, 1985).
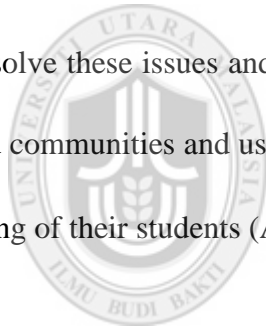
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The main objective of this research is to explore how internet usage has contributed to the psychosocial problems among high school students. In particular, the researcher intends to identify how it affects student academic performance and the stakeholders' reaction towards internet use. The research explores how social work intervention can overcome some of the psychosocial problems caused by excessive internet use.

3.2 Source of Data

Primary and secondary data were used for this study.

3.2.1 Primary Data Collection

3.2.1.1 Interview

To gather qualitative data the researcher has employed in-depth interviews and focus group discussions (FGDs), at the same time, used non-verbal communication to observe interviewees' behaviors. Parents who were concerned about their children's internet habits were interviewed. Other informants included students, school teachers, director of schools, policemen, owners of internet cafés and representatives from various communities.

During the interviews, parents were also given the opportunity to voice out their concern on children using the internet as well as other related issues regarding internet use. Direct and in depth interviews were more suitable and appropriate when data was collected in Pattani. Through this method of data collection the researcher was able to guide and coach informants that have lower educational backgrounds. Due to the violent situation in some of the remote areas in the south of Thailand, the researcher employed research assistants who understood the community well and have a good relationship with the informants.

Purposive sampling was used when selecting the informants for this study. The informants must be indirectly and directly involved with the internet youth among young people in Pattani. Furthermore, they must give their consent to be part of this study. They were also among people who can share problems, ideas and problem solving processes related to internet use among young people in Pattani (Bell, 1999).

3.2.2 Secondary Data Collection

The researcher reviewed the literature, statistics, media, internet, unpublished texts, books, journals and documents in order to collect secondary data for this study.

3.2.3 Selection of Districts

As mentioned earlier we have many public and private high schools in the district of Pattani but not all of them are suitable to be included in the study due to political and social constraints.

For the purpose of this study, only four districts were selected; Maung, Sai Buri, Yaring, and Kok Pho. These four districts also accommodate some large high schools widespread of internet access for young people.

Table 3.1 Sample of district were selected

Selected District	Non Selected District
1. Muang	1. Nong Chik
2. Yaring	2. Panare
3. Kokpho	3. Mayo
4. Saiburi	4. Thung yong dang
	5. Mailan
	6. Yarang
	7. Maikaen

3.2.4 Selection of High Schools

Pattani is the one of the four provinces of Thailand where the majority of the population are Malay Muslims (88 percent) who speak the Pattani Malay language. The Pattani are very similar to the Malays of Kelantan, Malaysia in terms of ethnicity and culture (Statistics Capital Pattani, 2005). They prefer that their children study in private Islamic high schools where Islamic teachings and secular subjects are taught. Five high schools were selected in the study. Two of them were public schools and the other three were private Islamic schools. All selected high schools have internet access and are safe from the political unrest which occurs in the Deep South.

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3.3 Data Gathering Methods

A qualitative approach was used to collect data following its advantages. Qualitative understanding arises out of studying a few individuals and exploring their perspectives in great depth (Creswell & Clark, 2010). As the researcher intended to explain the phenomenon by observing and investigating the interviewees' behavior, the qualitative method was thought to be the most suitable.

The researcher used the qualitative and focus group methods to discover the effects of internet use on high school students in Pattani, particularly on their psychosocial and academic performances. The findings can serve as a guideline for government, organizations, institutions, stakeholders and the public to collaborate in order to find ways to protect students from the psychosocial problems of internet use.

3.4 Focus Group Discussion (FGD)

Focus group discussions were also employed in this study. FGDs can be a powerful tool for data collection. The interactive systems development was initiated as the proper role for focus groups as it was not to assess interaction styles or design usability rather to discover what users and specific topics are of interest (Neilsen, 1997). As Morgan's definition (1988) indicated, some of the advantages of focus group interviews versus individual interviews can be likened to those of group counseling versus individual counseling. The benefit is to get more information, more ideas, thoughts and experiences (Vaughn, Schumm, & Sinagub, 1996). There is the validation inherent in such groups to propose the catalyst ideas. Finally,

researchers are able to observe the interaction between group members, which sometimes propose valuable ideas of the topic or phenomenon (Stewart & Shamdasani, 1990).

3.5 Sample

A total of 23 informants from four districts were selected for the study. They included five students from the five high schools, five school teachers, two school directors, two communities, two policemen, five groups of parents and two owners of internet cafes.

Table 3.2: Sample of districts selected

School Students	five
School teachers	five
School Director	two
Communities	two
Policeman	two
Parent	five
Owner Internet Cafes	two
Total	twenty three

3.6 Research Instrument

The researcher served as the instrument for this study. The qualitative methods included an in-depth, direct interview approach and focus group discussions (FGDs).

3.7 The Interview Schedules

The qualitative research interview seeks to describe the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees are thinking about (Kvale, 1996).

A qualitative research interview seeks to cover both a factual and a meaning level, though it is usually more difficult to interview on a meaning level (Kvale, 1996).

Interviews are particularly useful for getting the story behind an informant's experiences. The interviewer can pursue the in-depth information around the topic. Interviews may repeat themselves on certain informants to further investigate their responses (McNamara, 1999).

Interview schedules were designed carefully and appropriately because of the diverse groups to be interviewed. The Interviews formed an additional means to obtain the necessary items for this study. Seven different groups of interviews were held as mentioned earlier. The interviews were initially prepared in English then translated into Thai and back-translated. The preparation of the items followed same procedure as the preparation of the initial questionnaire preparation in English translated into Thai or *Melayu* for the case of illiterate informants. All interviews were tape-recorded or written and the responses were transcribed.

3.8 Students

Informants from high school students came from three types of social classes: families with a higher socio–status income that earn between 15,000-25,000 baht per month. Families with a middle-socio status income that earn between 10,000-15,000 baht and families with a low-socio status income that earn between 5,000-1,000 baht per month. The ages of the student informants ranged from fourteen to seventeen years old.

3.9 Community Members

Internet-literate people were purposively selected for the interviews. Before the interviews commenced they were asked whether they were able to use the internet. The communities were interviewed about their opinions on and attitudes towards high school students' internet use.

3.10 School Director

School Directors were selected from public and private high schools with at least 20 years of working experience.

3.11 Teachers

Teachers were selected from public and private high schools. These were teachers who knew the effects of the internet on the youth.

3.12 Policemen

The policemen chosen were from the children's, juveniles' and women's division (who look after the students) in schools and communities in the area. Interviews were done using two policemen regarding adolescent internet use.

3.13 Parents

Parents were selected based on their income that ranges from a high to low socio-economic status in Pattani.

3.14 Internet owner cafes

Internet owner cafes were selected from those who have the experience in running an internet cafe and understand the effects of internet use.

3.15 Participants in the Qualitative Phase

3.15.1 The Parents

Five parent samples based on their income ranges from upper, middle and low in Pattani were interviewed about their opinions on student internet use.

3.15.2 The Policemen

Two policemen from the children's, juveniles' and women's division (who looked after the youth in school) were purposively selected for the interviews in order to

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obtain their opinions on and attitudes towards student internet use and relevant issues.

3.15.3 The Internet Café Owners

Two owners of Internet cafés located nearby the sample high schools (five public schools and seven private schools) in Pattani were purposively chosen for the interviews about their opinions on student internet use and relevant issues.

3.15.4 Members of Community

Five members of the community and communities were purposively selected for the interviews in order to obtain their opinions on and attitudes towards student internet use and relevant issues

3.15.5 The School Director

Two school directors from two types of schools (public and private high school in Pattani) were selected. They both had 20 years of working experience in handling schools. They were selected in order to obtain their opinions on and attitudes towards student internet use and relevant issues.

3.15.6 The School Teachers

Two teachers with high school teaching experience above 10 years (public high school experience of 15 years) and three teachers from private Islamic high schools

with 10 years of experience were purposively selected for the interviews in order to obtain knowledge about their students' behavior, cognitive development and academic performance and social relationship. This was in relationship of how the students were affected by the internet from May to September 2007 in order to get better idea as well as compare teachers' opinions on and attitudes toward the Internet and internet use by the youth. Qualitative data was drawn from these interviews.

3.15.7 The Students

Two public high school students from the ages of fourteen to seventeen years and three students from the high, middle and low range private high schools were purposively selected for the interviews in order to obtain information about student behavior, cognitive development and academic performance as well as their social relationships affected by the internet. The data was used to obtain deeper details and compare student opinions and attitudes towards the internet and internet use by the youth.

3.15.8 Focus Group Discussions (FGDs)

The researcher used two focus group discussions in order to discover the effects of internet use on high school students in Pattani. Groups were divided into two. One representing the general population and the second was the parents.

The first group included a nurse, an economist, a policy maker, two educators, two social workers and parents.

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The second group included five parents from the lower income socio-status, an officer, a financial official, a cleaner and two wives. The five parents from the higher income socio-status comprised of a nurse, a secretary, a lecturer and two policemen.

3.16 Scope of Questions

Qualitative unstructured questionnaire was used to collect data. The following are some of the interview questions:

1. Background of the informants.

2. How much do the informants know about the internet?

3. What are the purposes of using the internet?

4. How important is the internet in assisting students academically?

5. What do they think about the internet?

6. What are the psychosocial problems observed with regards to internet use?

7. In what ways can the internet be monitored for students?

8. How useful is the internet for students?

9. Can the internet enhance student learning?

10. What are their reactions towards internet use among high school students?

3.17 Triangulation in the Study

Triangulation is a beneficial and useful method in collecting data as it employs more than two sources (such as investigating, observing, interviewing, questionnaires, theory and documents) to interpret a phenomenon. It indicates the application of diverse methodologies that involve time, space, and people (Denzin, 1978).The

researcher has proposed that stakeholders and the government collaborated in order to socialize a better youth.

The purpose of triangulation in qualitative research is to increase the credibility and validity of the results. Cohen and Manion (2000), among several scholars who attempted to define triangulation have proposed triangulation as an "attempt to map out, or explain more completely, the great and complexity of human behavior by studying it from more than one method." Additionally, Altrichter et al. (2008) identified that triangulation "gives a more detailed and balanced picture of the holistic." According to O'Donoghue and Punch (2003), triangulation is a way of cross-checking data from multiple sources to search for regularities in collecting data.

Denzin (1978) identified four basic types of triangulation: (i) *Data triangulation:* involves time, space, and persons; (ii) *Investigator triangulation:* involves multiple researchers in an investigation; (iii) *Theory triangulation:* involves using more than one theoretical scheme in the interpretation of the phenomenon; (iv) *Methodological triangulation:* involves using more than one method to gather data; such as interviews, observations, questionnaires, and documents.

The researcher sought to triangulate by including constructed conversations with seven different groups. Interviews with school students, school teachers, school directors, parents, policemen, communities, owner internet cafes, and two focus groups were also considered. The purpose of these methods was to identify informants' motivational ideas and feelings of which the results would serve as a guide. The government, organizations, institutions, and the public were to find

measures in protecting students from injurious internet materials. The questionnaire items were prepared the same way as the preparation of the English version and those which were translated into Thai or *Melayu*. All interviews were tape-recorded or written before transcription. The obtained results were narrated and themes were extracted before deriving any conclusions.

3.18 Gaining Access and Acceptance

With respect the violent situation occurring in Pattani, obtaining participation consents from the selected Pattani schools have commenced six months ahead of data collection. The procedures were as follows:

1. Obtaining a letter, indicating the research topic and permission to carry out the research from the Phokiriratsuksa School Director for authorization.

2. Obtaining letters to the 5 high schools, 2 public and 3 private.

3. Obtaining and writing a letter to the Dean of the Faculty of Social Work at Thammasat University. Writing to the Director of the five high schools (two public and three private) had to be authorized by the Phokiriratsuksa School Director.

4. Informing them of the researcher's intention to carry out research in their schools.

5. Making informal visits to each selected school to discuss the students' well-being.

6. Telephoning and making appointments for visitations.

7. Making informal visits to the following: students, teachers, parents, directors, policemen, internet cafés owners and the communities**.**

8. Making formal visits to social workers at Thammasat University, Thailand to uncover their opinions of social work intervention. This was used as a means to

overcome some of the psychosocial problems of internet use among high school students.

3.19 The Research Schedule

The following timetable represented the duration for each type of interview on the effects of internet use in Pattani Province of Thailand during May 2007 – October 2007. Due to the violent situation in the area it took more time than perceived to appoint and meet with the interviewees.

Table 3.3: The Research Schedule

Timetable	Appointment
12 – 13 May 2007	- Interviewing low, middle, rich type students
19 – 20 May 2007	- Interviewing director of public, primary, and public high schools
9 , 10 , 16 , 17 June 2007	- Interviewing school parents
23 – 24 June 2007	- Interviewing policemen
25 – 28 June 2007	- Interviewing internet cafés owners
7 – 8 July 2007	- Interviewing general public and community
28 – 29 July 2007	- Interviewing teachers from public high schools
4, 5, 11, 12 August 2007	- Interviewing teachers from private high schools
15 September 2007	- Interviewing teachers from private Islamic high schools
16 September 2007	- Interviewing teachers from private high schools
23 September 2007	- Interviewing teachers from public primary Schools

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24 October 2007	- Interviewing three social workers in Thailand

3.20 Data Analysis

3.20.1 Analyzing Qualitative Data

The collected data was transcribed and content analysis was adopted to categorize them according to their appropriate themes. They were then reflected in the research question and objectives of the study. The data was analyzed based upon individual interviews and FGDs. Throughout the interviews, often seen as construction knowledge, the informants / stakeholders were able to reflect their own experiences and form a meaning-making which could then be used as a way to understand the issues at hand.

Data from the interviewees was compared and a typology was set up to see similarities and dissimilarities with regards of how the respondents felt about internet use. From the interviews, the researchers also expected several forms of internal generalizations in order to conclude the informants' thoughts and beliefs.

Data from the focus group discussions were used to compare how groups of people perceived the issue. Information from the FGD also served as data triangulation for the information that had been captured from the face-to-face interviews.

3.20.2 Ethical Consideration

The researcher sought permission from the Director of Phokiriratsuksa School in Kokpho District Pattani to carry out the research in the mentioned Pattani schools and Thammasat University as well as other informants.

The informants were notified about the purpose of the research. To decrease the chances of refusal the researcher:

1. Planned the research process carefully, especially the semi-structured interviews, focus groups and data collection with the supervisors.

2. Introduced the researcher's name and her position.

3. Discussed the limits of confidentiality, particularly, informing the participants on how their data would be used, what will be done with case materials, photos and recordings before securing their consent.

4. Explained to the informants from the start of the process so that the informants could read and understand the questions.

5. Respected human dignity and privacy of all the informants in order to strive to distribute the benefits and burdens of the research fairly.

CHAPTER FOUR

FINDINGS

4.1 Introduction

This chapter presents the findings from the analysis. To restate, the study aims to identify the effects of the internet on high school students. A qualitative survey was conducted to achieve the main objective, particularly, involved semi-structured in-depth interviews with twenty-three informants identified from the methodology and focus group discussions within two separate groups.

Twenty-three informants were selected for the study. They included five students purposive sampling each student from five high schools, two of them public. Students were from the Benchamarachutit School in the Muang District, Saiburi (Choeng Prachakarn) in the Saiburi District as well as three private high schools from the Bamrung Islam School in the Muang District and the Songsemsart School in the Yaring District as well as the Assistan Foundation in the Kokpho District. The public high school students from 14 and 17 years old and private high school students were from three social classes; higher income social status, middle income social status and lower income social status. High schools considered were from the safest areas, the school size or the number of students and the capability to provide the students both with sufficiently effective internet access and internet courses. Five teachers from each of the five high schools were utilized who had experience and knew the effect of internet use on the students. Two communities representing

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internet-literate people, two school directors (one from a former public high school, the latter from a private high school), two policemen, children, juveniles and women School divisions with five parents representing each school classified by their social income status, two owners of internet cafés with experience in serving high school students, and Focus Group Discussions were assembled. The General people representing the groups were a nurse, an economist, a policy maker, two school teachers and two social workers in the Pattani province. Two groups of parents in the lower income were an officer, an accountant, a cleaner and two housewives. The parents in the higher income bracket were a nurse, a secretary, a lecturer and two policemen**.**

Table 4.1: Show the selected sample of interview for study

School Students	Five
School teachers	Five
School Directors	Two
Community Representative	Two
Policeman	Two
Parents	Five
Owner Internet cafés	Two
Total	Twenty three

Table 4.2: Private high school students from three social classes were interviewed

Sex	Age	Status	School
Male	15	Higher income social status	Assistan Foundation
Female	17	Middle income social status	Bamrung Islam
Female	18	Lower income social status	Songsermsart

Table 4.3: Students from 14 and 17 years old from public high schools subjected to purposive sampling from the booklist of students in school.

Sex	Age	School
Male	14	Saiburi (Choeng Prachakarn)
Male	17	Benchamarachutit

The samples were purposively selected for the interviews in order to obtain information on student behavior, cognitive development and academic performance and social relationship affected by the internet during May to September 2007. This was an effort to attain more detailed data. Comparing teachers' opinions on the attitudes toward the internet and internet use by the youth would be gathered to give the qualitative data drawn from these interviews.

4.2 Research Questions

The central research question for this study is: What are the psychosocial effects of the internet use on high school students in Pattani, Thailand?

In an attempt to answer the above question, the researcher has posed the following Specific Questions:

1. How has internet use contributed to the psychosocial problems among high school students in Pattani, Thailand?

2. What ways has internet use affected the academic performance of these high school students?

3. What were the stakeholder's reactions towards the internet use among high school students?

4. What social work interventions are recommended in order to overcome some of the psychosocial problems from internet use among students?

4.3 High school student opinions and attitudes towards their own internet use

Five high school students were interviewed to capture their views regarding the internet. Private high school students from three social classes: higher income social status, middle income social status and lower income social status as well as public high school students from 14 to 17 years old were chosen. Generally, they perceived the internet as beneficial technology that can improve their academic performance. Through internet use they were able to gain a deeper understanding of certain subjects and deemed as a source of relaxation. Some of them commented:

"At present, in the globalization, everyone knows the internet. Most people use it for searching for information, listening to online songs and playing games. It is a convenient tool to do those activities. For me, I primarily use it for searching for information for my school assignments, playing games, listening to and downloading online songs, watching video clips, chatting with people around the world and sharing thoughts via web boards. The internet is a source of knowledge sharing" *(Higher income social status students).*

"It is as a giant book covering various fields of knowledge clearly understood with images and sound. Moreover, it is also a source of enjoyment" *(Middle income social status student).*

"It can be said that the internet is very necessary to human beings, especially students and white-collars because of its great convenience and advanced technology" *(Lower income status student).*

The students admitted that the internet did cause greater distance between their peers and their families. One High School student believed that the internet caused him to be greatly distanced from his family and one middle-class student believed that the internet had affected relationships with her peers. One lower-class student believed that the internet has harmful effects on his household expenses and may have caused high-school student aggressiveness. Whereas, all students agreed that improper website access should be blocked. Some student responses:

"I think it greatly affects them. The more time spent on the internet, the fewer hours spent with the family" *(Higher income social status student).*

"Even though the internet is a bridge of crossing to new friends, especially foreign ones, it causes me spend fewer times with my friends in daily life"(Middle income social status student).

"It is a great and convenient learning tool it we use in suitable way but I see most of students like to use Facebook and online games, they cause them irresponsible to do the assignments and households" *(Lower income status student).*

In general, students felt that the use of internet has affected their academic performance and contributed to psychosocial issues.

"I think it greatly affects them. The more time spent on the internet, the fewer hours spent with the family" *(Higher income social status student).*

"Yes, the students are aggressive. They don't do the assignments and lack of responsibilities" *(Middle income social status student).*

"Positively, it widens our views with various kinds of knowledge. At the same time, its convenience makes people and students lazier and more unable to do many things manually" *(Lower income status student).*

A 17 and 14 year old student from Benchamarachutit School and Saiburi (Choeng Prachakarn) School, felt that the internet gave speedy access to knowledge; however, they admitted that the use of the internet can get out of control. Often those addicted would do 'nothing' but play games. This behavior has also caused them to be furious when being stopped from playing games and such addiction has also caused them to skip school and feel drowsy in their classes. What is worse, they may skip school entirely and isolate themselves from parents and families.

Here are some responses with regards to how internet use has affected their psychosocial functioning and academic performance.

"Internet addiction is a problem for students. Our families prohibited us to play it. Do not go out to play them. The more we play intense game, the more our emotion is intense. We search or browse the web or sexual movie. It may be a problem with women easily" (*A seventeen year old, boy*).

"It is an effective, useful information for study. It is very simple, quick, easy and it is not waste my time to do the reports. I can search the tutorials on the internet, I will find very easy. I only search it. On negative way, the internet effects on a lot of children they do not attend school and they lose the physical and mental health" (*A fourteen year old boy*).

Internet addicts enter a fantasy world so they could not distinguish between the reality and the fantasy world when they 'live' online. They enjoy browsing porn websites, causing them to become worse therefore losing sight of their brighter

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future. Lacking in their responsibilities, they then become negligent of their duties. Parents who have overseen the need to attend to this problem may have contributed to furthering the social problems.

In addition, the internet has also affected the students' schooling as they have become easily irrational. For example, they can forget to do their homework and even to take their meals. They lose their concern for their parents and their own physical heath, as few of them have commented in this study:
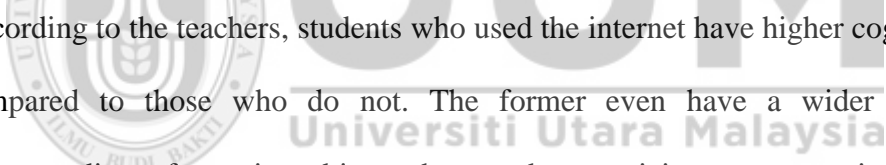
"Internet addiction is a problem for students. Our families prohibited us to play it. Do not go out to play them. The more we play intense game, the more our emotion is intense. We search or browse the web or sexual movie. It may be a problem with women easily" (A seventeen years old, boy).

"Internet is negative to use. Many students do not do the assignments. Some do not go to school because they do not sleep at night. It effects on their physical health such as headaches, eyestrain, lost weight and become thinner because they do not eat. They drink only soda and Mama because it is easy to find (A fourteen year old boy).

4.4 Teachers' Opinions on Attitudes

According to the five high-school teachers who have the experience and knew the effects of internet use on the students interviewed for this study, the internet is often used for teaching. Various subjects used on the internet include Social Studies,

Mathematics, Arts and Biology. The school teachers however, have shared similar opinions regarding their students. They used the internet to surf and search in order to prepare for their lessons. They have even used the internet to chat via the MSN program, email, write online diaries, listen to songs, create internet instruction materials, and download broadcasted dramas. Students were, at times, assigned by teachers to search for information about their assignments. Occasionally, students were assigned to do online exercises and projects. Some teachers have reported that this method was effective as the students learned better through the informative contents and vivid figures displayed on the internet. Hence, they considered online learning as essential, particularly when emailing since it is considered a cheap communication tool between teachers and students.

According to the teachers, students who used the internet have higher cognitive skills compared to those who do not. The former even have a wider and clearer understanding of certain subjects, hence, they participate more actively in class. Their assignments were more informative and they can exchange ideas better. Additionally, they have become more confident to express broader thoughts and present their projects. On the other hand, students who do not use the internet were passive and rarely participate in class activities.

The majority of the teachers interviewed claimed that the internet-using students have wider social visions, and that they participate in broader societies. These students also react to other people more appropriately than non-internet users. On the contrary, few teachers interviewed believed that internet users have fewer social relationships because they are in their own cyber world and exhibit withdrawal from

others. The internet users, according to them, are less cheerful, less friendly and more 'unkind' compared to other groups of students.

Teachers have added that the internet contains harmful materials and, therefore, brings more negative effects. This could cause the students to be aggressive, hot-tempered, and sensitive. Obesity and other bad physical effects were among the noted effects of extensive internet use. Often these students chat about nonsense topics and flirt online. These negative effects were rarely found in rural students, who spent less time online. Additionally, these students were also controlled by some cultural contexts and values, like strictly following parental instructions and religious teachings, which forbade them from reaching out to evil and immoral materials. Such immoral materials include pornography, unauthorized and non-improved content and impolite words in cyber boards. Below are the opinions of the teachers:
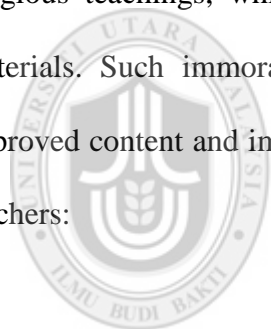
Two teachers from the public high schools commented on the internet. The former reported that the internet was effective in a way that students learned better through informative content and vivid figures displayed on the internet. The latter commented that the internet affected students on their physical health and academic performance.

"Certainly, yes. With more updated and crystallized knowledge, internet using students have better cognitive skill and performances. They have skills to share their knowledge and compare information. They know to carefully consider, analyze and conclude information. Additionally, they can integrate in-class and off-class

knowledge very well. Teachers can also learn new knowledge from them and discuss together" (Saiburi (Choeng Prachakarn) School).

"Positively, students have more update knowledge. With more additional knowledge, they are more thoughtful, more confident and more creative. They always have new suggestions. Negatively, the internet can get them waste their time if they spend too long on the internet. It consequently results in physical bad effects and bad behaviour, such as weak health and taking a snap in class" (Benchamarachutit School).

Three teachers from private high schools were interviewed with majority claiming that internet-using students have a wider knowledge and react to other people more appropriately than non-internet users. They all agreed that the internet had caused a student increase in academic performance.

"Certainly, yes. Internet-user students have a lot of new knowledge apart from learned in class. They can give more examples of Mathematics problems and better and faster understand the content. Differently, non-internet using students have only knowledge in their textbooks only. This causes them to learn slower than the former one. Sometimes, they look bored" (Assistan Foundation School).

"I think it is very important because it widens their thoughts with a mass of information which is various. However, they can get information from other sources tool" (Bamrung Islam School).

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"Yes, there is. With the internet, they have more cognitive skills and can perform their tasks better. They become more confident to present their projects in front of class because they have a lot of information" (Songsermsart School).

While teachers have claimed that using the internet can enhance student academic performance they also believed that the technology could harm the adolescents. Here are their comments:

"Some students are very competent at internet use; however, they possibly harm themselves if they surfing the internet to visit improper websites and get non-useful materials"(Assistan Foundation School).

"Students should use the internet to search for updated news and information, especially on education. Some cultural contexts and values, like strictly following parents' instructions and religious teachings, which forbid them from reaching evil and immoral materials. Such immoral materials included pornography, unauthorized and non-improved contents and impolite words in cyber boards" (Songsermsart School).

Teachers have also suggested how to mitigate internet addiction among students. Most of them emphasized that the students use the internet appropriately following careful instructions from adults. At the same time, adult supervision is necessary. Another important suggestion was that Ministry of Education and the Ministry of Information and Technology cooperate in blocking all harmful and immoral websites, online games and other malicious web material. Students should be encouraged to use the internet creatively and organize their time well, whereas,

websites should be categorized according to age ranking students as ones assigned for TV programs. Additionally, web content should be examined and controlled, especially pornography materials. The government should allocate a budget, or a computer loan, to support poor students to supply them with their own effective internet-connected computers. The Ministry of Education should develop children's websites so that children can participate and the Ministry of Information and Technology can filter websites or school networks.
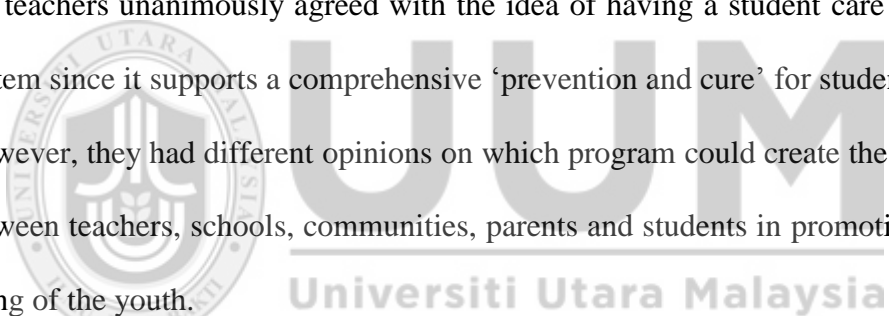
The teachers also suggested that internet using should be encouraged and internet-connected computers should be contributed to all villages or sub-districts in order to allow rural students' the opportunity to surf the internet. Internet use among high school students should be more supported by the teachers themselves, especially the religious ones in private Islamic high schools. The latter should improve their internet skills in order to keep up with their students and school administrators should be more interested in the advancement of information technology and how affects school development.

4.5 High School Teachers' Opinions on the Internet

Most teachers from private Islamic high schools believed that the internet is beneficial because it acts like a library of mass of global knowledge which can be instantly accessed. At the same time, it also contains improper web content such as pornography images and violent games. The teachers also believed that school students should be provided with a good education and moral ethics. In their views, students should be allowed to use the internet - but with adult supervision.

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The teachers also felt that relevant authorities must cooperate to make web content cleaner. They thought that spending too much time on the internet can affect the relationships between school, students and their families. The more time students spent on the internet, the less time they spent with their families; as though they are in their own private world. With greater distance between the student and adults and their families, they tend to be more misled from moral values and from adhering to beneficial activities. At the present time, the internet is beneficial but improper web content should be prevented from being accessed easily by students and the use of this technology should be supervised by adults.

All teachers unanimously agreed with the idea of having a student care and support system since it supports a comprehensive 'prevention and cure' for student problems. However, they had different opinions on which program could create the cooperation between teachers, schools, communities, parents and students in promoting the well-being of the youth.

The teachers suggested on how to solve adolescent problems like online game addiction, skipping school to go to the internet cafés, online chatting and sleeping in class due to sleeping late at night. They suggested that students should be allocated time to play online games and must only be allowed to play games on computers with a supervising adult - not in internet cafés. To achieve this, the owners of internet cafés should prohibit students from entering during school hours. Even for computers outside the cafés, students should be instructed on how to chat and play games properly. They need to be encouraged to do more useful activities as well as be reminded of their responsibilities and encouraged to express their ideas freely

especially in front of a class. To make them active, they need to be assigned off-school learning, such as working with the community so that they can learn the local ways. Moral ethics are to be integrated in all subjects and the community and parents should pay more attention to their children, particularly on the issue of internet addiction. Enclosed are some of their views:

"Some students are very competent at internet use; however, they possibly harm themselves if they surfing the internet to visit improper websites and get non-useful materials"(Assistant Foundation School).

"Students should use the internet to search for updated news and information, especially on education. Some cultural contexts and values, like strictly following parents' instructions and religious teachings, which forbid them from reaching evil and immoral materials. Such immoral materials included pornography, unauthorized and non-improved contents and impolite words in cyber boards" (Bamrung Islam Wittaya School).

4.6 Communities' Opinions on the Internet

According to the interviews of two internet-literate communities, the purposive sampling from all the Pattani people (*See Appendix*) indicated that, as a whole, communities mainly considered the role of the internet as a good assistant in student learning. It also plays the role of an excellent source of instant comprehensive knowledge packs and mass of information across the world as well as a modern source of entertainment and a new method of communication. In regards to the

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internet effects on high school students; the majority of opinions stated that the internet was significantly viewed as a main cause of student ineffective time spent and ethical degradation. The negative impacts covered the youth's innocence or intent causing abuse, physical pain and less than realistic social relationships. Some comments were:

"The internet is also a source of pornography which lures students to misbehavior (Community, 1)".

"High school students who spend a long time on the internet are possible to get negative physical effects by the internet. Online games and chatting probably have bad effects on internet users. Some bad effects can occur from some online activities and internet contents such as porn sites and sexual chatting" (Community, 2).

4.7   School Directors Opinions on the Internet

Also interviewed were two directors from two different schools: a private high school and a public high school. Generally, the school directors' opinions resonated with others as they believed that the internet is a source of both, good and bad materials. The technology provides a good education for students because it encourages them to study in a fun and engaging way. Likewise, the school directors also braced the student care and support programs because to them, the programs are beneficial to prevent and cure student problems in addition to improving the relationship problems among teachers, parents, students and the community. They

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also claimed that traditional activities could create cooperation between teachers, school, communities, parents and students in promoting the youth's well-being. Nevertheless, these two school directors had differing opinions on certain issues. To support youth's well-being, the private high school director emphasized on integrating moral ethics in all subjects. He also suggested that a brainstorming session be held to improve student quality indicators. The high school director, on the other hand, thought of granting scholarships to individual students, especially to those with specific skills. Both of them agreed that permission to use the internet is necessary for students, although this view was received quite differently among the school directors. The private high school believed that internet use among adolescents should be limited to only academic and communication purposes, while the public high school supported the encouragement of adolescent students to complete internet use. Additionally, the latter also believed that internet use should be under teacher's supervision.

The private high school director believed that the internet causes weak relationships among school students and their families due to the hours spent on the internet and, therefore should be limited. The private high school director fully accepted that spending too much time on the internet can affect students physically, socially and deteriorate their academic performance. Regarding the placement of social workers in school, the public high school directors viewed this as necessary.

The following are the comments from the school directors:

"Certainly, yes. It causes greater distance in family and social relationships. It is a good idea if they surfing the internet together with their parents or in their parents' eyes. Physically, they are weaker because they are much engrossed in passive activity. They are at risk as they are not able enough to differentiate good and bad internet contents. Socially, they have fewer friends. Cognitively, their academic performance may become worse" (A Director from private high school).

"Certainly, yes. However, I think that it provides more benefit effects. At the same time, their internet hours should be limited and their use should be under teachers' and parents' close supervision" (A Director from public high school).

They offered suggestions to solve online game addictions, internet use to all hours of the night, skipping school and drowsiness in class among students. They proposed having regular meetings between parents to help clarify and brainstorm solutions. They have also suggested for one teacher to be assigned the task of caring for ten students.

4.8   Policemen' Opinions on the Internet

Two policemen from the children's, juvenile and women's division were interviewed to capture their opinions on the use of the internet among high school students. In general, they welcomed the student care and support programs. They also believed that school students should be allowed to use the internet with adult supervision. Additionally, they believed that many parties should cooperate to prevent

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misconduct of internet use. This belief was shared amongst the public, the families and the school because they all believe that the internet could easily influence the youth who are immature and imitative in nature. Adolescents, according to them, would also spend less time with their families following their addictions to the internet. The internet has also increased in household expenses and in some cases may cause the students to be abusive or influence them to steal money in order to purchase online games.

The policemen have also suggested on how to improve adolescent behavior. Regular workshops and seminars could be conducted to educate teenagers on the harmful effects of drugs on which all parties need to cooperate in coping with these issues. Internet risks and benefits should be more publicized, especially among adolescents and students should be instructed on how to use the internet properly. Here are some of their reactions:

"Positively, it is good and more suitable for adolescents in a developed country because they have good education and can consider what is good or bad. Negatively, I think it is a source of adolescents 'flocking to do bad things'. There should be measures on this from the Royal Thai Police and in my opinion on adolescents' internet use, all porn hazards and improper sites must be blocked. All systems relevant to the internet and adolescents need to be improved. Family plays primary roles in cultivation of morals and ethics to their adolescents. Teachers should teach them more moral ethics. There should be a special program to interest them"

(Policeman, 1).

"Positively, it helps us to easily access the required information and keeps us up-to-date. Negatively, some internet contents may cause adolescents to be aggressive. Surely, household expenses increase. If their daily or weekly expenses are controlled by their parents, they may commit something bad to obtain money for paying for the internet, such as stealing. They are possible to be aggressive if they intimate actors in violent games. Additionally, they will spend less time with their family (Policeman, 2).

Lastly, all of them agreed with the idea of having school social workers who can help minimize student problems at some level and help the relieve these responsibilities from the teachers at a certain point.

4.9   Internet Café Owners' Opinions and Attitudes

Two owners of internet cafés had their experience in serving to high school students. These owners were interviewed because they can also play a vital role in curbing high school student internet addiction. Two internet café owners were randomly sampled from the Pattani Province to be interviewed about their attitudes towards high school student internet use. It was learnt from the interviews that most of their customers were high school and college students followed by the general community and white-collar workers. Searching for information was the most popular activity of high-school students in their internet cafés. These students were also fond of sending instant messages via MSN and playing online games.

Most internet café owners paid great attention to the dangers of pornographic websites so they strictly forbade students and their other customers from visiting these pages or from downloading immoral songs, pornographic images and video clips and movies. They have stated giving direct and indirect warnings about this rule and written warnings were positioned on computer screens to be visible to all internet users (fortunately, they have run their businesses with good ethics and morals). Additionally, the Ministry of, Culture, Ministry Social Development and Human Security and the Ministry of Information and Technology have also enforced laws governing the running of internet café businesses. To prevent youth from viewing pornographic and immoral materials on the internet, the internet café owners give students value time and their services are unavailable for students during school hours. No doubt these cafés will lose income but they believed that such a decision can indirectly help students to manage their time well.

While the internet café owners believe that the internet could contribute to improve academic performance, they were also aware that the technology may have psychosocial effects on students. Here are their general responses:

"Positively, it offers students an easier and quicker way to reach a lot of more updated information than books. On the other hand, they can also access to immoral or improper web contents easily. Some of them are ads which attracting students to visit their websites" (Owner of Internet Cafe, 1).

"Positively, I think it stimulates students to learn using it because it currently becomes a tool of their admission to the university. When ONET and ANET

applications was started to be done via the internet, many students were unable to apply online because they knew a little about how to use the internet. Today, when they realize that the internet plays a great role in their further education, they try to learn more. Additionally, chatting to online friends such as via the "Hi-5" also helps them relax their minds and develop their social relationship. However, it also has negative effects. Students who love playing online games are possibly game-addicted. All parts have to help to prevent adolescents from negative internet effects. Family is firstly important. Service hours of internet cafés and online game cafés must be fixed and limited. Due to current southern violent situations, online game cafés are not permitted to open 24 hours that results in adolescents' fewer bad behaviours. However, it is more satisfying for many parents to know that their children spend their leisure time in the internet café instead of gathering for non-required or unlawful purposes because they can be ensured that their children will not relate to illegal drugs or unlawful abuses. I think it is good that the youth under the age of 18 are forbidden from playing online games before 2 p.m. of working days (Monday-Friday)" (Owner of Internet café 2).

The internet café owners mainly viewed that the internet is a great source of global information and entertainment viewed as a great source of learning materials for students. Nevertheless, they had various opinions on the effects of the internet. Most of them perceived that whether the internet brings positive or negative impacts depends on how the technology is used. Used in a positive way, it could help students gain knowledge and develop positive social relationships. Used in a negative way, the internet could be physically and socially harmful. It may cause an adolescent to become abusive. Therefore, internet users must choose their own idea

of good or bad. Their appropriate use and purposes are used as the indicators. However, few of the owners believed that internet brings no effect on high-school students. Similar to the suggestions made by teachers and the communities, internet café owners have suggested that students should be instructed on how to use the internet wisely and morally. They should not trust strangers they meet online. They must also carefully consider the facts of what they read from online sources. It is important they are able to control both the time spent on the internet and their emotions from the people they meet online.

4.10 Parents' Opinions on Attitudes towards Internet use

Five high school parents representing each school and social income agreed that the internet is a convenient tool to searching for knowledge. However, all agreed that some students have gotten addicted to playing online games, chatting with strangers and browsing pornographic images.

Most of them felt that the internet has caused this addiction and that the technology has brought about both positive and negative effects on high school students. The following are their reactions:

The internet is the best source of multi information and provides an easy search for various data and knowledge. Teachers assign the students to search the internet for studying. In the other hand, it doesn't control the internet the students will imitate the risky behavior. It has a lot of risky things in internet. Sometimes teachers and parents can't prevent them seriously (Higher Income Parent 1).

"Internet is very useful. It's convenient to search the information. The students can develop themselves but everything has both positive and negative. The internet is not only benefit but also harmful because someone can't control their curiosity and use it on the wrong way. It makes many problems at the present" (Higher Income Parent, 2).

"The students have the best knowledge. They get the relaxation by playing games, listening song and chatting, but somebody couldn't divide the suitable time for studying, so the cognitive performance is reducing"(Middle Income Parent, 1).

"It's positive, the students can get the knowledge easily, and it has much knowledge for searching. Its negative, some students play online Games, that Game-addiction. The cognitive performance is reducing. The parents are very boring. They don't know how to solve this problem" (Middle Income Parent, 2).

"It's positive and negative. The students play games, that Games-addition. The parents cannot control them. The students never read and write. It's boring" (Parent in lower Income Parent).

Being a convenient technology, the internet was perceived by parents as the best source of information. Teachers nowadays could assign assignments via the net. These benefits however, were overshadowed by its risks: high-school students tend to get addicted and social workers are needed to help tackle this problem as most students cannot distinguish between the merits and evils offered by the technology. The presence of social workers would help the students better understand humanity

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and society. This would be especially true to those students who fail to obtain the understanding from their parents.

4.11 Social Worker's Opinions on Attitudes towards Internet Use

The internet influences students in their daily lives. Social workers in Thailand view the same beneficial opinion. For more various and comprehensive opinions, social workers who are directly related to adolescent student developments were also interviewed.

According to their interviews, there are obvious similarities among their opinions on the internet and adolescent internet use. Although they are viewed a bit differently in some cases, all of them consider the internet roles as both positive and negative.

They all agreed that school students should be allowed to use the internet by limiting their visits to proper websites with proper and appropriate use according to adult advice. Moreover, the internet has harmful effects on school students so they will use it to know better the wide world to improve their life skills. There were similar opinions that spending too much time on the internet causes a greater distance between school students and their families. The social workers tasks must also be aware that the technology may have psychosocial effects on students. Here are their general responses:

"It can be viewed in two aspects. Positively, as in the globalization, the internet opens the world of adolescents wider by offering them an easy access to global

knowledge. They can see greater social spaces which are useful to their learning. They learn how to generate income online. Additionally, they have opportunity to see new models through sample cases. Negatively, they do not use the internet efficiently. They mostly use it for communication such as via MSN. Most online communities or web boards consist of private issues rather than knowledge. Additionally, their use of webcam, through which their online chat partners can see them, are also risky for them because they are not enough immune to many dangers harmful to their own selves, property and probably lives" (Social Worker, 1).

"The internet is both bad and good depending on their purposes of use and their maturity. Thus, they should be encouraged to visit only proper web sites" (Social Worker, 2)

"The internet is both good and bad. Ministry of Social Development and Human Security should review adolescents' internet use and assess it as a whole. Prevention of internet risks and following the internet situations are needed. Problems of online-game addiction and child abuse via the internet are the most concerns" (Social Worker, 3)

For prevent the internet problem psychosocially, students were allowed to play on the internet under parental or teacher supervision. Here are their general responses:

"Yes, I do. However, students should be instructed about how to use the internet appropriately; their internet hours should be limited and improper web sites should be blocked"(Social Worker, 1).

"In my opinion, I think their internet use should be controlled, rather than prohibited. Moreover, their use should be under parents' or teachers' close supervision. They should be instructed the appropriate way of internet use. There should not be an internet-connected computer in their bedrooms. I think all above problems can be reduced" (Social Worker, 2).

"Solving those problems must be started from two parts: students themselves and the public. Students must appeal themselves to avoid and defeat those problems. The public, especially the government, should create program to support them in perform merits. Try to find good things to compete with the internet, such as the two national learning parks. I think all sub-districts across the country should have learning parks. Parenting programs are good. Internet cafés should be randomly inspected from time to time. Give awards to programs which support adolescents' performing merits" (Social Worker, 3).
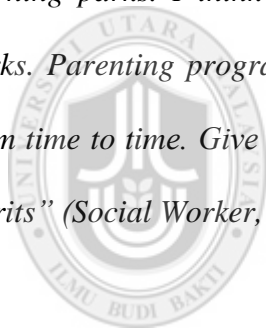
Social work intervention was perceived as necessary when the students face problems with the internet. The presence of social work intervention would allow students to better understand humanity and society. For those failing students, obtaining an understanding from their social workers would be needed.

4.12   Conclusion

In conclusion, most students and teachers consider learning via the internet as important and essential. Many samples opined that the internet is a great source of learning and has contributed to users' various developments in addition to

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facilitating human lives. At the same time, some believe that the technology has brought about both positive and negative effects. That was, despite many benefits provided to users, the technology also brought about many harmful materials and contents, whereas many adolescent students were unfortunately not mature enough to distinguish between the evils and merits of the tool.

The internet upgrades user knowledge but, at the same time, could also degrade them morally. Physically, it can cause pain due to long and improper internet use. On the other hand, some users have improved their cognitive and social skills from internet use. The development of these skills can be destroyed and this depends on their internet use behavior. Accordingly, the accurate and appropriate use of the internet is of the greatest concern for high school students, teachers, school directors, social workers, the police, communities and internet café owners in Pattani, Thailand. They have suggested that adolescent students should not be prohibited from using the internet through which they could learn in the globalization era but should be instructed on appropriate internet use with adult supervision.

The findings have also indicated that middle and lower income students considered the internet as having effects on their family relationships. The upper income students viewed the internet as the source of family distancing. These different views are inter-related to their families' warmth and happiness. With greater financial support, high-class students had more opportunities to access the internet than others. Most of them have had their own home computers. On the other hand, lower income students rarely used the internet unnecessarily and they only use the technology for doing school assignments and studying for national examinations. Most of them

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have used the internet at school and internet cafés. They have spent more time with their families than the high-income students.

4.13   Focus Group Discussions (FGDs)

The researcher used the focus groups to discover internet use on high school students and conducted face-to-face interviews to support valuable ideas for solving the internet problem at the Prince of Songkla University at a Pattani campus. They were divided into two groups. One was the general population and the second were parents.

The general population group included a nurse, an economist, a policy maker, two teachers and two social workers. The focus group was conducted on September 24, 2007 at 10.30 am. at the Prince of Songkla University, Pattani Campus.

Table 4.4: The Sample of Focus Group Discussion for the general population

A nurse	1
An economist	1
A policy maker	1
Teachers	2
Social Workers	2
Total	**7**

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A social worker, according to the nurse, could help vulnerable groups since social workers in health care are very few. The nurse believed that students are addicted to the internet because they could not manage their time wisely, or worse, they were cheated by strangers. Hence, a school must have a 'child watch' in order to care for the students who use the internet. In particular, schools have to limit the time their students spend on the internet. It is also necessary for school social workers to solve student internet addiction and other social problems. Besides the parties at the schools, families must also be adamant in guiding their children well and must collaborate with psychologists, social workers and people who support the moral ethics for conducting 'good behaviour' among students.

The economist who was from the provincial office in Pattani viewed that social workers may help vulnerable groups in rural and urban areas by rehabilitating their physical and mental health. The government has a policy from the Ministry of Social Development and Human Security to harness the well-being of every target group. To them, the internet has caused the students to drop out of school and become aggressive. Schools cannot help holistically because they have to face other social problems with their students. This has indicated that schools did not find a suitable way to solve their students' internet addictions. For this reason, the economist believes that school social workers can work to solve students' internet addictions and risky behaviour. Hence, the workers must integrate with every stake holder in the community in every level of partnerships to conduct the well-being of students.

A policy maker from a provincial office in Pattani viewed that social workers would help the vulnerable groups of people; such as children, physically-abused women,

the elderly and the poor. He thought that the government can outline a policy to provide the necessary budget for these vulnerable groups. Regarding the issues of internet addiction among high school students, policy makers claim that students tend to use the internet in improper ways, needlessly getting addicted to entertainment and causing them their immoral behaviour. Hence, students must be conscious when using the internet. He also believed that it is necessary to bring school social workers to socialize with the students doing charities for other people, thus collaborating with the persons who are welfare-minded. Similarly, the school committees and other stakeholders likewise help solve the problem of internet addiction among high school students.

Teachers interviewed from the Office of Basic Education Commission in Pattani also mentioned that social workers may help women, families, the elderly, the disabled and victims of natural disasters. They also believed that students like to access pornography websites and tend to imitate bad behaviour. The internet has also affected student academic performance following their addictions to playing online games. In other words, these students had no time to do other things. The educators suggested that schools instruct the students on how to use the internet in proper ways but parents must enforce their primary roles. One of them mentioned that the schools have no time to consult students and, thus, the schools must have an internet curriculum for teachers to teach the appropriate ways of using the internet. The educators also proposed that social workers be placed in school to work side by side with teachers to solve student problems and the teachers must play their roles in properly educating students. A school must have a system and collaborate with

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police, parents, the media and the government: they must limit the operating hours of internet cafés and restrict the time allowed for students to use the internet.

The social workers were from the province of Pattani mentioned where they practiced the mentioned case works. They helped the elderly, the poor and other vulnerable groups. One of them mentioned that the government never proposes social work because currently, no license has been made available for social work practice in Thailand. However, other social workers believed that it is the government`s duty to help vulnerable groups and conduct the well-being of the people. They stressed that schools need to block immoral websites and consult with the students to use the internet in proper ways. They proposed to have social workers in school to solve student internet addiction. Schools need to find ways or a system to collaborate with the parent of the students in order to control child addiction to the internet.
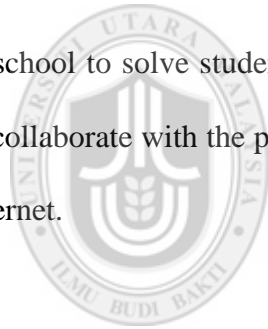
4.14 The Parents

The researcher conducted Focus Group Discussions with parents of lower income groups on October 26, 2007 at 10.30 am at Prince of Songkla University, Pattani Campus. The researcher conducted Focus groups parents of upper-income groups on October 26, 2007 a1 1.30 pm. at Prince of Songkla University, Pattani campus.

Table 4.5: The Sample of Focus Group Discussion for the parent of lower income

An officer	1
An accountant	1
A cleaner	1
Housewives	2
Total	**5**

All five parents interviewed were from the lower-income group. They comprised an officer from the Social Department of Prince of Songkla (PSU), an accountant from Pattani Hospital, a cleaner from one of the high schools and two housewives.

Most of them did not have internet at home and claimed that their children were bored because they only liked to play games and did not do their assignments. Their children, according to the parents, did not help with house chores. However, the parents admitted that the internet can be very beneficial if used in a proper way. The parents also suggested that schools block immoral websites and few of them knew social workers who could help the vulnerable groups or help rehabilitate the orphans in the deep south. Some of them needed social workers in school to solve the challenges of internet addiction among their children.

Table 4.6: The Sample of Focus Group Discussion for the parent higher income

A nurse	1
A secretary	1
A lecturer	1
Policemen	2
Total	**5**

Another group of parents interviewed was from the higher income group comprised of a nurse from Pattani hospital, a secretary from Faculty of Humanities and Social Sciences of Prince of Songkla University. There was a lecturer from Social Management program of Social Department of Prince of Songkla (PSU), and two policemen from the Pattani police station. All of them have internet access at home, of which their children have been using for approximately five years. In their opinion, the internet poses both positive and negative effects. On the positive side, their children could search for information related to their assignments and on the negative side; their children would be addicted to playing online games. Few of the parents claimed that the technology has affected the physical and psychosocial health of their child. Hence, schools should advise their students to use the internet in a proper way and block immoral websites. Few suggested that the internet should not be in their children's bedrooms though this is a place where adult supervisory is out of reach. All of them agreed that social workers can help the elderly and the vulnerable groups and proposed that social workers be placed in schools to solve the problem of internet addiction among high school students. Most importantly, the

school must collaborate with psychologists, physicians, nurses, and the police in order to conduct the well-being of students.

Every group agreed that the internet has psychosocially affected students and deteriorated their academic performance. Without doubt the internet is a great source of knowledge, but using the technology by adolescents requires the supervision of parents and teachers. The government must block harmful websites and it is essential to have schools overcome some of these psychosocial problems concerning the use of internet among high school students.

CHAPTER FIVE

DISCUSSION, RECOMMENDATION AND CONCLUSION

5.1 Introduction

Globally, regionally and nationally, internet use has affected students both psychologically and socially. Pattani is no exception. High school students in Pattani whether in public or private high schools, currently all have access to internet and this technology has affected their lives. To some, this has affected their social functioning and indirectly has affected their academic performance. Very few studies have looked into the psychosocial aspects of internet use among high school students in Thailand. As indicated earlier, the study aims to answer the following questions:

1. How has internet use contributed to the psychosocial problems among high school students in Pattani, Thailand?

2. Has internet use affected the academic performance of these high school students?

3. What were the stakeholder's reactions towards internet use among high school students?

4. What would be social work interventions that could be recommended in order to overcome some of the psychosocial problems related to the internet for high school students in Pattani?

Generally, high school students in Pattani spent more than two hours a day on the internet. Having spending more than two hours on the internet a day, high schools students in this region do experience poor academic performance, negative

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relationships with parents, school absences, sleeping in class, skipping meals and engaging in pornography viewing. The findings have also indicated that these young people have begun to show symptoms of anti-social behavior such as become easily upset, aggressive, moody, depressed, and rude to others. Implications of the study suggest that relevant stakeholders such as parents, government and non-governments organizations should play a collaborative role in order to overcome this problem. As far as social work intervention is concerned, social workers in schools must enhance their roles through the SCSS program that has been introduced in Pattani but its functioning needs to be relooked in trying to corporate with the problem of internet use among high school students in Pattani.

Research on the psychosocial aspects of internet use among high school students in Thailand is somewhat limited. Yet, many challenging problems in relation to the subject matter were present in the country. In developed countries, there have been strong suggestions that school social workers are involved to tackle problems related to student's addiction to the internet. Published journals in these countries have voiced out community interest of the situation and have particularly proposed the placement of social workers in schools to solve some of the problems related to this issue. (Bursten & Dombeck, 2004).

In Thailand however, social workers are not prevalent in schools. This study intends to bridge the gap by introducing social workers in schools specifically and Thailand as a whole via the Student Care and Support System (SCSS).

Findings of this study were drawn up from literature reviews, observations, in-depth interviews, FGDs and expert opinions from teachers, parents, communities, representatives, school directors, owners of internet cafes, policemen and student reactions concerning the internet use in Pattani.

Students, parents, teachers, policemen, internet owners and communities and school directors were interviewed as informants. Additionally, FGDs were conducted on parents and the general public to uncover the positive and negative effects of internet use. While there is vast literature regarding social work, little has been published on the roles of the social workers in tackling the problems of internet addiction among students.

A detailed account for proposing the placement of social workers in schools was addressed to solve this challenging issue. This study extended the works of Culbert (1916), Costin (1973), Bensky et al., (1980), Allen-Meares (1987, 1996), Radin (1989), who generally asserted that school social workers are necessary to reduce the problem of internet addiction among students. In other words, they can act as mediators to collaborate with other parties.

To fulfil the research objectives, a qualitative approach was chosen through observation, in-depth interviews and focus group discussions. The findings of the research is hoped to serve as a guideline for the government and other stakeholders, and to bring in social workers to the schools. They would, in effect, work side by side with the teachers, counselors and directors or an interdisciplinary team to solve the issues at hand.

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5.2 Psychosocial Aspects of Internet use among High School Students.

The study indicates that there is a convincing relationship and correlation between high school students with internet use and their social functioning. The findings indicate that the prolonged use of internet poses psychosocial effects that include addictions, constant messaging and e-mailing, poor socialization processes and obesity due to inactivity. Socially, the longer students spent their time on the internet, the less time they interact with their peers and families. Sanders, Diego & Kaplan (2002) argued that internet users who spend less than one hour a day on the net had significant relationships with their mothers and peers than users who spend more than two hours a day on the net. This result seems to be consistent with a study by Stanford Institute for the Quantitative Study of Society [SIQSS] (2002), which specified that the greater amount of time spent on the internet is less time interacting with human beings.

Students who spend too much time on the internet become less responsible towards their household chores and homework. Psychologically, they become aggressive, apprehensive, lonesome, anxious, introverted, schizotypy, autistic and depressed (Sanders, Diego & Kaplan 2002); Chen & Peng (2008); Wanajak (2011); Romano, Osborno, Truzoli and Reed (2013); Young & Rodgers (1998); Ko, Yen, Liu, Huang &Yen, (2009); Takahira & Ando (2012) argued that prolonged use of the internet has also caused the students to be aggressive, furious, moody and anxious. Murali & George (2007); Young (1998, 2014); Kraut, Kiesler, Boneva, Cummings, Hegeson & Crawford (2002) added that excessive use of the internet has affected the users' mental health status, social involvement and psychological well-being. Kuss et al.,

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(2012) further stated that excessive use of the internet can result in students showing moodiness, depression, and autistic tendencies, isolate themselves socially and become addicted to pornography and gambling.

Students with prolonged use of the internet tend to rebel and become furious when they are instructed to stop playing the internet games. Internet addictions have resulted in students skipping school and classes. Even when they do attend classes they often feel drowsy and sleepy in class. They avoid school and segregate themselves from their parents or significant others. Excessive internet use also effects physical and mental health status. Wallace (2011), Mohammadbeigi, Mohammadsalehi and Hashiani (2011) supported these findings in their research. Accordingly, high school students who spend more time on the internet disengage themselves from school activities which affect their mental health status. They skip meals and become easily upset. They often eat unhealthy food because it is easily accessible and convenient. They complain of headaches, eyestrain, and weight loss due to a lack of eating nutritious food. They often visit the pornography websites which contribute to their misconduct. According to Wanajak (2011) prolonged internet users are less cheerful, less friendly and hostile to others. Obesity and other negative physical effects were among the noted of extensive internet use. Often these students have chatted about inappropriate topics and "flirted" online. They are quite sharp and know where to search for immoral or improper websites with inappropriate content. Some of them have even engaged in advertising themselves indecently and invite others to visit their websites. (Mohammadbeigi, Mohammadsalehi & Almasi Hashiani, 2011; Wallace, 2014; Sanders, Diego & Kaplan, 2002).

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The Ministry of Information and Technology in Thailand is responsible for monitoring the contents of web pages and is authorized to block any harmful content. In accordance with school policies, they must also monitor their students' internet use and limit them from accessing inappropriate websites. Additionally, internet cafés owners must set strict rules by preventing their customers from visiting pornography sites. At the same time, the police must also monitor the running of internet cafés. This cooperation partly resulted from teachers', internet café entrepreneurs' and the police's ethical and moral obligations.

5.3 Effects of Internet use on Academic Performance

Many students use the internet as a tool to help them with their school assignments. This is a positive way on how they can enhance their academic performance. Many teachers in this study have noticed that students' cognitive skills and learning ability have improved tremendously when they use the internet as their learning and teaching aid.

Additionally, the present educational approach in Thailand emphasizes on integrated learning by incorporating the latest information technology (IT), traditional methods and community engagement. Text-books and whiteboards are no longer the dominant teaching materials. Many high school teachers felt that the internet has improved their students' comprehension in class. This has resulted in better class participations, informative discussions and well-informed assignments. These findings are supported by Rojem (2002), who has discovered that students have better retention and understanding of a given topic by learning through the internet.

In other aspects, internet use has some impacts on a group of students where it has decreased their academic performance argued by Shek, Sun and Yu (2013) and Wanajak (2011).

5.4 Stakeholders' Reactions towards the Internet use

5.4.1 High School Students.

The findings have revealed that high school students should learn not to trust strangers whom they meet on the internet. Parents should monitor and supervise their adolescents' internet hours. They should teach their children on how to use internet appropriately and make them understand the negative aspects of internet use. High schools students should be made aware of people they chat with on the internet are not always genuine and honest. Warnings and dangers of the internet use should be made available in schools, homes and internet cafes so that all parties are aware of such hazards.

Additionally, a seminar on moral ethics and internet use should be organized for them. They should not spend too many hours on the internet. Their leisure time with the internet, school assignments, meeting new friends on the net and playing internet games should all be supervised. Many high school students have their own personal computers with the internet connection. Some of these computers are placed in a private corner of a house or in the students' own bedroom. This enables them to venture freely into inappropriate websites such as pornography. Knowing that they are free from disturbance and recognizing that their parents are already fast asleep makes them more likely to be involved with these types of immorality activities.

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Parents must carefully consider what their youngsters read and see on the internet. Improper websites should be filtered, controlled or blocked by the Ministry of Information, and Technology. Websites should be categorized according to users' ages, similar to age ranging for TV programs.

All parties concerned should compromise, instead of banning young people from surfing the internet, they should tell and advice students on how to use it appropriately. Obsession with online games could be due to behaviour problems at home. Hopefully, these problems can be solved by the family or other professionals such as counselors or trained social workers. Parents should pay more attention to their children, work together with them, foster them with positive discipline, assign them to daily household tasks and reward them when they behave well or achieve certain tasks. Additionally, according to the law, the internet cafés must close before 10 pm in the evening. As for the problem of shirking school, school authorities must set strict rules about this problem. Student superintendents are required to monitor such students. There should be also volunteers to watch internet cafés closely.

Parents, alumni and other stakeholders should cooperate in minimizing the problems with the youth regarding the internet. Internet-connected computers should never been placed in children's bedrooms. Parents should set certain rules for their children, telling them, for example, not to give their phone numbers to strangers. This problem can be prevented and solved by instructing students about internet risks and by respecting their parents' decisions. Allowing students to spend proper hours on the internet and preventing them from surfing the internet alone would be part of the prevention program.

Additionally, the stakeholders suggested that students should be taught the proper ways on how to use the internet. For example, using certain websites that are suitable according to their age, time spending on the internet and other related issues of the internet use.

In order to solve problems related to internet use among high school students, students and other stakeholders must work closely together. Students must refrain themselves from abusing the internet use. The public, especially the government, should create programs to enhance student morals and ethics. For instance, the learning parks that were developed by the government in some provinces are a good example to enhance student morals, ethics and knowledge (Public Organization, 2014).

Internet cafés should be randomly inspected from time to time. It was suggested to give awards to programs which support adolescents' performing merits. The families must supervise their children on how to use internet properly. In order to solve the internet use among young people, strong cooperation from many parts is needed. The family should look after their children and provide them warmth and meaningful relationships. Teachers must teach subjects that are secular with strong moral based values. An internet café must have a license issued by the district governor. The municipalities should have a standard plan of internet café operations. Students should warn their friends to use the internet correctly and the police must always inspect internet cafés randomly.

For adolescent internet use, all pornographic hazards and improper sites must be blocked. All systems relevant to the internet and adolescents need to be improved. Families need to play primary roles in the cultivation of morals and ethics to their adolescents. Teachers should teach them more moral ethics. There should be a special program that interests them. There should be regular workshops or seminars about the harms from drugs for all adolescent students. All parts covering parents, schools, the police and public officials should cooperate in coping with this issue. Presently, adolescent internet use has been hazardous. Therefore, parents and close police monitoring are needed. In the case of serious online-game-addicted students, they should be put into a behaviour control program.

Internet risks and benefits should be more publicized, especially among adolescents. Moreover, students should be instructed on how to use the internet properly. Support of moral ethics, moral-ethic integrated learning activities, brainstorming for and cooperating for student quality indicators need to be improved. Case studies among teachers, parents, students and community and all relevant parts to participate in school management for prevention are in need for a resolution of student problems.

Regular meetings of parents for explanations and clarifications of the problems and brainstorming resolution need to be assigned. One teacher can be given the task of caring and supporting ten students. Cooperation with parents through organizing activities for students and producing religious teaching CDs in the form of cartoons and sermons are in the list of possible solutions.

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Parents need to have wider views and awareness of the significance and benefits of the internet as a great learning tool and support their children to use it properly under their close supervision. The Ministry of Education and Ministry of Communication and Technology should cooperate in blocking all harmful and immoral websites, online games and other inappropriate website materials.

Students should use the internet appropriately to attain the highest benefits. Students should use the internet to search for updated news and information, especially on education. Some cultural contexts and values, like strictly following parental instructions and religious teachings forbid them from reaching evil and immoral content. Such immoral subjects include pornography, unauthorized and non-improved contents and impolite words in cyber boards.

The SCSS is affective and can promote good relationships between schools and communities. If used affectively, it can help to minimize student high risk behaviour. It is quite significant because it helps teachers and schools on all aspects of student social services. Additionally, it has improved a good relationship between the administrators, teachers, students, parents and the community.

Overall, the stakeholders' reactions toward internet use among high school students have suggested that parents must supervise their children on how to use the internet wisely. Internet-connected computers should never be in a child's bedroom is one example of setting golden rules for students. Their leisure time activities should be managed well. Other ways to solve these problems would be insisting on strong cooperation from other parties as needed. Internet cafés should be randomly

inspected from time to time. The SCSS should be strengthened in terms of its functioning. The improper or pornographic websites should be filtered out, controlled or blocked by the Ministry of Information and Technology. Websites should be categorized according to the users' age, similar to age ranging for TV programs.

5.4.2 Teachers

The majority of high school teachers from private and public high schools have assigned their students to use the internet for their school work. Thus, high school student internet use is encouraged by their teachers within reason for the obvious benefits. Additionally, these teachers who considered learning via the internet are very important. Moreover, internet users recorded a higher academic performance, a wider and deeper knowledge with better participation compared to non-internet users. Internet users also had wider social vision and participated in broader societies compared to non-users. However, some of them were found to retreat into their own private world and have fewer social relationships than others (Romano, Osborne, Truzoli & Reed, 2013).

Teachers also believed that the Internet is a great learning tool and an excellent source of global information, thus keeping their students abreast with the current issues. Depending on how the internet is used, teachers believed that the technology offers both positive and negative effects. However, rural students appear to be less affected by the dangers of the internet because of fewer connections available for them, cultural contexts, values that they hold and leaning towards more religious

teachings and activities. Teachers in the rural areas have also stressed more on adult supervision while using the internet. Additionally, they were advised to enhance stricter rules of internet use and service. Furthermore, all malicious web materials would be blocked and seriously enforced by the local the government.

All teachers were asked their opinions about the effects of internet use on young people. In general, they too, believed that the internet contained both useful and harmful materials so students should be allowed to use the internet under adult supervision. They also proposed the integration of moral ethics in all subjects and agreed that addictive use of the internet will impair family relationships. When asked about their opinions on SCSS, conceptually, all of them agreed that it is a quite comprehensive program for prevention and cure in dealing with student problems. However, they had mixed opinions on which program could foster cooperation between teachers, schools, communities, parents and students in promoting the well-being of the youth.

Some of the programs are suggested to include religious related activities. Monthly meetings with members of the community and parents should be held to monitor and understand the current social situations of young people. They also suggested that religious teaching CDs in the form of cartoons and sermons should made available to make learning more interesting for young people.

They would also like to see that the basic core curriculum for youth should entail moral ethics and virtuous education. The SCSS should act as a tool to prevent the youth from the inherent risks of the internet. The teachers interviewed also agreed

that social workers can solve youth's problems and most importantly, they must work collaboratively with all stakeholders, including parents and other members of the community.

5.4.3 School Directors

The school directors believed that students should be encouraged to study what they prefer in order to make them happy and competent. Similar to the teachers' views, they also agreed that the SCSS is an excellent tool as it prevents and reduces students' psychosocial problems and improves their relationships with teachers, parents, peers and the community. They believed that social activities that are culture based could promote cooperation between teachers, schools, communities, parents and students. These activities will also enhance the youth's social well-being. Further brainstorming and integration of moral ethics into all subjects can improve student quality indicators. At the same time, scholarships can be granted to individual students with specific skills.

Overall, school directors agreed to allow students to use the internet. Both also felt that the use of the internet should be limited to academic and communication purposes. However, the two directors differed on certain matters regarding their views on internet use among high school students. Since both school directors stem from different working backgrounds, the public high school director expressed a wider view as compared to the private high school director. The public high school director is involved with adolescents and is familiar with their problems especially in the nature of a young person's needs. The public high school director also felt that

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there are many benefits of internet use among young people. Some of the negative aspects of it can be prevented. The private high school director felt that internet use exposes high school students to all models of misconduct.

The school directors recommended that students should be encouraged to study in areas that they prefer so that they can attain higher skills. The teachers, the social workers and the school directors proposed many interesting programs to cultivate the cooperation among teachers, schools, communities, parents and students in order to promote the youths' social well-being. Programs include monthly meetings of parents and community, religious programs, out-off-school activities, Internet Youth Watch Program and volunteering for off-curricular activities. The idea of placing social workers in schools is well received by the director of public high school. However, the private high school director did not seem to support the idea of placing social workers in school. He felt that each school should be able to handle its own problems by their respective teachers. Additionally, the directors suggested that they should collaborate with the stakeholders and community so that they can enhance their social well-being.

5.4.4 Community Representatives

According to the community, the internet could assist in students' learning and is deemed an excellent source of instant information across the world. However, they also believed that the internet has influenced student ethical degradation. Negative impacts exhibited were physical pain and unrealistic social relationships. On the other hand, a small number of the community viewed the internet as a tool to widen

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the vision of the students. Additionally, adult supervision was necessary and the hours of internet usage among students should be limited. The community also believed that a support system was beneficial to reduce internet risks to students, and social workers were the key people to understand those concerns.

5.4.5 Policemen

According to the two policemen interviewed, the internet was like a sword with two blades, having both the good and the bad. One of them viewed that the technology was more appropriate for adolescents in a developed country because these students had a good education and, hence, could differentiate between the good from the bad. Likewise, the policemen recommended adult supervision during an adolescent's internet session. The cooperation of many parties, including the public, families and schools, was also necessary to tackle the matter.

The Policemen also supported the SCSS. They also believed that adolescents' excessive internet use would severe family relationships and increase household expenses. This would also lead to neglecting other responsibilities such as household chores or homework. Students have been known to steal money in order to play games (Vivo, 2009).

5.4.6 Parents

Parents from three socio-economic classes were interviewed, all of them believing that the internet was important with positive and negative effects. Most of them

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agreed to have social workers in school following the violent situations in southern Thailand. This would also serve as a way of rehabilitating the minds of the students.

All of them agreed that the internet has both positive and negative influences on high school students. The benefits for student learning is evident but must be used under close supervision by parents. Collaboration with all the stakeholders including families and schools are necessary to monitor the student conduct and their well-being.

Most informants have suggested that the Ministry of Education and Ministry of Information and Technology should cooperate in blocking all harmful and immoral websites, online games and other malicious website materials. Harmful internet materials should be completely blocked across the country. Students should be encouraged to use the internet creatively and organized their time well. Like television programs, websites should be categorized according to the appropriate age. Web content should be examined and controlled, especially pornographic materials. School internet systems should be improved especially the internet speed.

The government should allocate a budget to support poor students to have their own effective internet-connected computers (by way of computer loans). The Ministry of Education should develop child websites so that students from this age group can participate. The Ministry of Information and Technology should filter websites and school networks.

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Computers should be sensitively and carefully developed to be used for all. Free internet-connected computers should be supplied to all villages and sub-districts in order to give rural students the opportunity to surf the internet. Internet use among high school students should be supported. Teachers themselves, especially from private Islamic high schools, have the need to improve their internet skills in order to keep up with their students. School administrators should be more interested in the advancement of information technology as it affects school development.

IT curricular should always be revised to keep up with the current situations.There should be regular workshops and/or seminars about the harmful effects of drugs to adolescent students. All parties including parents, schools, police and public officials should cooperate in coping with this issue. Internet risks and benefits should be more publicized, especially among adolescents.

Students need to be instructed on how to use the internet properly. Time spent surfing the internet should be limited; access to pornography and gambling sites should be prohibited. Both teachers and parents should explain to students on how to use the internet appropriately and how to spend their time wisely. Students should use the internet properly, morally and beneficially and not trust cyber strangers. They must be taught to be weary of what they read online. The use of the internet for learning should be expanded to other schools across the country. The government should supervise and examine all websites as well as ban immoral websites. There needs to be a social worker in school for directing "the students' well-being". The SCSS could be strengthened in order to conduct the concept of the well-being of students.

Generally, the parents suggested that time needs to be allocated for their children to play online games on their own computers in order to prevent them from playing in the internet cafés. Also, the internet cafés should have a stipulation not to allow high school students to enter during school hours. These students need also be instructed how to chat and play games properly, and also be inspired to engage in beneficial activities. Additionally, they must be encouraged to express their ideas, especially in front of the class. Students can be kept active from off-school projects such as working with a community.

Moral ethics should be integrated into all subjects and the community should participate in student care. Parents need to pay more attention to their children and have regular meetings to clarify problems and brainstorm for solutions. One teacher should be assigned the task of caring and supporting for ten students, whereas cooperate with parents to organize activities for students. Parents should have their children work together with them to help foster positive discipline. These children could be assigned household tasks and be rewarded for achievements of specific tasks. Student superintendents should be required and assist volunteers to closely watch the running of the internet cafés.

Parents, alumni and students can cooperate together to minimize this problem. Among these strategies is not allowing an internet-connected computer in the children's bedrooms; telling them not to give their phone numbers to strangers. Social workers should introduce parental skills to parents. Internet use should be controlled, rather than prohibited. Activities such as national learning parks can be founded to compete with the internet. The researcher believes that all sub-districts

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across the country should have learning parks. Parenting programs are shown to be positive. Internet cafés should be randomly inspected from time to time and give awards to programs which support adolescent performance merits.

5.4.7 Owners of Internet Cafés

Owners of internet cafés have reported that their main customers were high school and college students. This was followed by members of the community, mostly white-collars workers. According to the owners, the majority of the high school students utilized the café to research their assignments. Owners of the internet cafés stated that they pay great attention to the danger of pornographic websites. Therefore, they strictly forbade students and their customers from visiting these sites and from downloading immoral songs, pornographic video clips, movies and posting pornographic images. In their view points, the internet was a great source of global information and entertainment and serves as a great learning tool for students.

These owners had mixed views regarding the effects of the internet use on the high school students. They argued that it depends on how the internet is used. However, they did agree that the internet could bring both positive and negative effects.

The findings have also stated that the internet is a great source of learning. At the same time, it plays a vital role as a sword with two blades. While it offers global knowledge at our finger tips, it also contains malicious material readily accessible to users of all ages. Whether the internet offered positive or negative effects depends on the behaviour of its users. Students who are not mature enough need to distinguish between the good and bad. They require parental supervision whenever possible.

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Additionally, strong cooperation from all segments is crucial to protect students from the perils of the internet.

5.4.8 Focus Group Discussions

Studied have revealed that the government has a policy from the Ministry of Social Development and Human Security to harness the well-being of every target group. To them, the internet has caused students to drop out of school and become aggressive. Therefore, it is necessary for school social workers to solve student internet addiction and other social problems. Besides, schools and families must also be adamant in guiding their children. They must work closely with psychologists, social workers and people who have supported the ethics and morals for conducting 'good' behaviour among students.

They all agreed that the internet has affected the students both psychologically and socially. Students fail to do their assignments, lack responsibility and tend to easily become aggressive and moody. Parents must monitor the use of internet accordingly. The Ministry of Social Development and Human Security and school authorities should block immoral websites. It would be necessary to have social work intervention to overcome internet addiction in schools. The school social workers should act as mediators and collaborate with parents, teachers, psychologists, the community and other stakeholders to foster good conduct and the social well-being students.
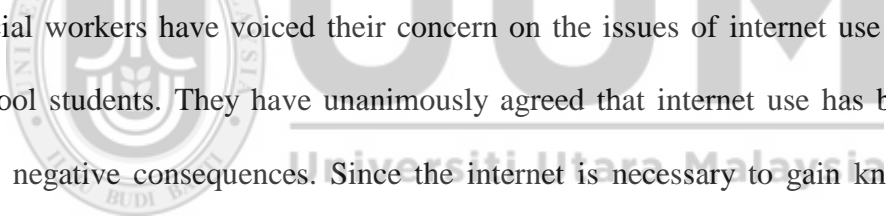
5.5 Interventions of Internet Use

The Ministry of Education, Ministry of Social Development and Human Security, Ministry of Information and Technology and the Ministry of Culture should cooperate in blocking all harmful and immoral websites, online games and other web materials. Thus, it is necessary to have a social worker in school to deal with the issue of internet use. Professional social workers in school could mediate to solve the problems between students, teachers and parents accordingly. Additionally, a social worker in every high school should introduce a course on parental skills to parents. However, they need to jointly work more with the teachers. Social workers that work in the schools need to come up with sound social activities to help encourage student participation through proper social work intervention.

Students should be provided with IT to enhance their learning. Students in private Islamic schools should be given the opportunity to use the internet so that they will be exposed to the world and open a new approach of learning. The public school should cultivate moral education and assist spirituality to foster a student's morality. All these approaches enhance a positive educational atmosphere for students. Social workers should work towards linking all stakeholders to be part of the problem solvers.

Social workers need to provide knowledge for the stakeholders. They should strengthen support for students on how to manage their time efficiently. At the same time encourage students on how to minimize or relieve their stress. It has been proposed to the government that each school should have a social worker; however,

they claimed that the budget does not allow for social workers for all schools across the country. There is no financial support for this type of project. Teachers have played the role as human resources in Thailand when it comes to solving social problems in schools. If this is the case, then temporarily, teachers could be trained how to apply social work skills, knowledge and values while waiting for proper trained social workers to be placed in all schools in Pattani. Once this is done, the social workers have to work and cooperate with all stakeholders particularly in solving students' psychosocial problems. Then, only their cognitive and social aspects can be minimized. As a whole, social work intervention is necessary in order to overcome some of the psychosocial problems caused by internet use among these students.

Social workers have voiced their concern on the issues of internet use among high school students. They have unanimously agreed that internet use has both positive and negative consequences. Since the internet is necessary to gain knowledge, all social workers that were involved in the study agreed that high school students should be allowed to use the internet. However, they should visit only proper websites under adult discretion and be given access for a limited time. They also agreed that too much time spent on the internet causes greater distance between school students and their families.

Three nationally known professional social workers had similar opinions on the current issues of adolescent internet use in Pattani. They gave a crucial advice on how to solve this issue. Associate Professor Vejchayachai Apinya, President of the Social Workers Association of Thailand and member of the National Child

Protection Committee argued that the internet has allowed young people in Thailand to know and learn the world more competently. They could see a wider space which is useful for their psychological and social cognitive development. They have become more inquisitive which is very positive for learning. Some learn how to generate income online which is very industrious. Some use knowledge that they have gained from the internet as role models and of course do acquire some negative aspects. Those who abuse the internet use it to satisfy their unmet needs due to lack of positive psychological and social reinforcements from their own social environment. For instance, many young people use the internet to communicate via MSN. Most online communities or web boards consist of private issues rather than knowledge which tend to be inappropriate for young people. They have misused webcams where online chat partners view them inappropriately. They lack awareness from the dangers and harm they are allowing themselves to become involved.
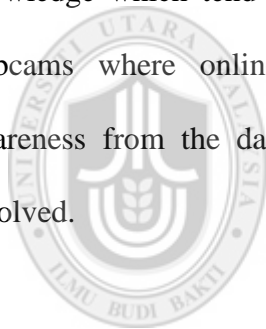
Many have used informal abbreviations, short words and incorrect spelling of the Thai language which displays poor communication. Additionally, engage in many activities simultaneously, called "multi-tasking", which have caused them to use too much brain energy which can put them at risk for Attention Deficit Hyperactivity Disorder (ADHD). Another prominent social worker, Associate Professor Dr. Nontapatamadul Kitipat viewed that family relationships are at stake in Thailand. Everyone seems to be involved in their own world since the inception of the internet. Children are immature and unable to differentiate between the positive and negatives aspects of website content.

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Assistant Professor Buranakanon Anyamanee, a social worker, emphasized the importance of adult supervision of adolescents when they are on the internet. They all agreed that students be allowed to use the internet appropriately during a limited time and with the advice of responsible adults. He shared similar opinions that spending too much time on the internet exacerbates family relationships. Nonetheless, prevention and cure should start from the home. Parents should curtail their children's internet use without suppressing the latter needs. Lastly, all of the social workers absolutely supported the idea of having school social workers in schools.

The social workers in Thailand proposed the placement of social workers in schools in order solve some of the psychosocial problems in school. Unlike teachers and counselors, school social workers could work with other stakeholders. They also support the SCSS that has been addressed in this study.

5.6 Parent Network

Parents who have children attending high school should network with each other. Particularly in monitoring and looking after their own children and children of their friends. However, this must be conducted in a non-restrictive way. Having this type of networking can prevent students from being exposed to the hazards of internet use.

5.7 Family Internet Hours

This is a family activity which can be held at least once a week or during weekends. One hour per week is scheduled for internet learning where parents and children share internet information, play online games together, search and discuss specific topics on the internet.This activity does not only protect children from accessing inappropriate internet content but also fosters family relationships.

5.8 Announcement of the Risks of Internet Use.

Each school will be responsible for informing their students of the risks of internet usage. Each morning a teacher will be responsible to inform their own pupils before classes begin on how to use internet correctly.

5.9 Clean Net Project

The Clean Net Project was suggested by the Ministries of Education; Information and Technology and Social Development and Human Security. The three ministries have outlined some policies on how to measure internet content so it would be safer for the youth to utilize.

5.10 Discussion

The internet plays a prominent role in our current society as it offers various services through which many interesting activities can be done. However, the internet also

poses risks, causes addictions, legitimates work due to instant messaging and e-mail, lessens socialization among children, and causes obesity due to inactivity. Additionally, adverse effects on values due to heavy internet use could occur. Detrimentally, internet addiction has also affected persons' physical health, family life and academic performance (Shek, Sun & Yu, 2013; Wanajak, 2011); (Romano, Osborne, Truzoli & Reed, 2013). The internet has caused psychological outcomes for teens; such as loneliness, depression, moodiness, social isolation and autism traits (Romano, Osborne, Truzoli & Reed, 2013). Excessive internet use among college students has shown negative relationships with parents and others (Shields & Kane, 2011).

Various online activities are popular among adolescents; such as sending and receiving e-mails, browsing the web for fun, looking for entertainment and leisure activities, instant messaging, reading the news, researching and purchasing a new products, playing or downloading games, listening to music, visiting chat rooms, checking sport scores, looking for health information, creating their own websites, visiting clubs and other sites where they can express their own opinions and searching for information not obtainable through conversation (Lenhart, et. al., 2001). Research has suggested that youth's hours spent online will increase from time to time (Rideout, Roberts and Foehr, 2005; Subrahmanyam et al., 2000; Amnuaykitcharoen, 2006).

This instance has brought many surveys on the effects of the internet regarding the youth. Many researchers have indicated that adolescents are at risk when they are online. "Campus Kiss and Tell" University and College Sex Survey in 2006 found a

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great tendency for university students to conduct virtual sex via the internet - all made possible by the use webcams and Instant Messenger. Hence, a protection tool for adolescents is required (Duke, 2010).

Many studies have been conducted on the relationships between adolescent development and their internet use. One example was the one by the News and Propagation Research Institute of the Chinese Academy of Social Sciences (2003), who concluded that net-user sports time was longer than non-users. Many studies have discovered that learning via the internet could improve student retention and understanding (Rojem, 2002). Subrahmanyam et al. (2000) indicated that heavier computer users performed better academically than light users.

The psychosocial aspects of internet use appear to have different views. Some studies discovered positive social effects, where internet users managed to stay in touch with their friends with a slightly smaller level of life dissatisfaction, interaction anxiety, powerlessness and loneliness (University of California, Los Angeles, 2003; Chen & Peng, 2008; Romano, Osborne, Truezoli & Reed, 2013). Other studies, for example, conducted by Stanford Institute for the Quantitative Study of Society (SIQSS) (2000) found that the technology isolates people because "the longer hours people use the internet, the less time they spend with real human beings". Moreover, people remained "home alone and anonymous" due to the internet.

Kraut and his team (1998) found that there is a relationship between time spent on the internet and the quality of communication with others. The longer the time spent on the internet, the less they are communicative with family members; there are

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reduced local social networks, deprived social relationships, a growing loneliness which can lead to depression and a weakening self esteem. (Niemz, Griffiths & Banyard, 2005; Romano, Osbourne, Truzoli & Reed, 2013). Additionally, Sanders, Diego, and Kaplan (2002) concluded that low level internet users (less than one hour a day) had significant relationship with their mothers and peers than high level internet users (more than two hours a day).

The internet has both positive and negative implications. Excessive internet use can lead students to venture into pornography and gambling (Kuss et al., 2012). Internet users have also shown wider social visions and participated in broader societies compared to non-users.

While the internet plays a big role in globalization, it is a sword with two blades. It psychosocially affects students and deteriorates their academic performance. Hence, school social workers need to come into the picture.

5.11 Recommendations

This part includes implications for social work intervention, social work education, social policy and future research.

The findings of this study can be useful for schools, stakeholders, the Ministry of Education, Ministry of Culture, the Ministry Information and Technology and Ministry Social Development and Human Security. It serves to aid in a policy to

solve the problems of internet addiction among students. The informants proposed to have social workers in schools to solve this issue.

5.12   Social Work Intervention through the SCSS

As mentioned earlier, the SCSS has already existed in the present set-up in Thailand and the Province of Pattani. The SCSS was established in order to curtail some of the social problems that have existed in Pattani. This system requires involvement of stakeholders but since there is lack of trained social workers involved in the system its functions appears to be somewhat incomplete and inadequate. Therefore, the structure of SCSS needs to be re-examined in order to bring trained social workers to be part of the system. In the proposed model (Figure 5.1), the researcher would like to suggest that collaborative intervention be part and partial of the problem-solving process in the SCSS as it involves the social worker. In other words, social worker in school will play an active role in assessing the psychosocial problems of students at risk. As it is, there is hardly any school social workers involved in the schools in the Province of Pattani. Social workers can be tapped to help tackle the problems of internet use among high school students in Pattani. With the proper intervention and collaborative efforts, the SCSS can be revised in promoting the social well-being of young people in Pattani. The involvement of the social workers in the SCSS program would be very much tied up with the social integration theory that was discussed in chapter 2.

**THE PROPOSED
MODEL OF SCSS**
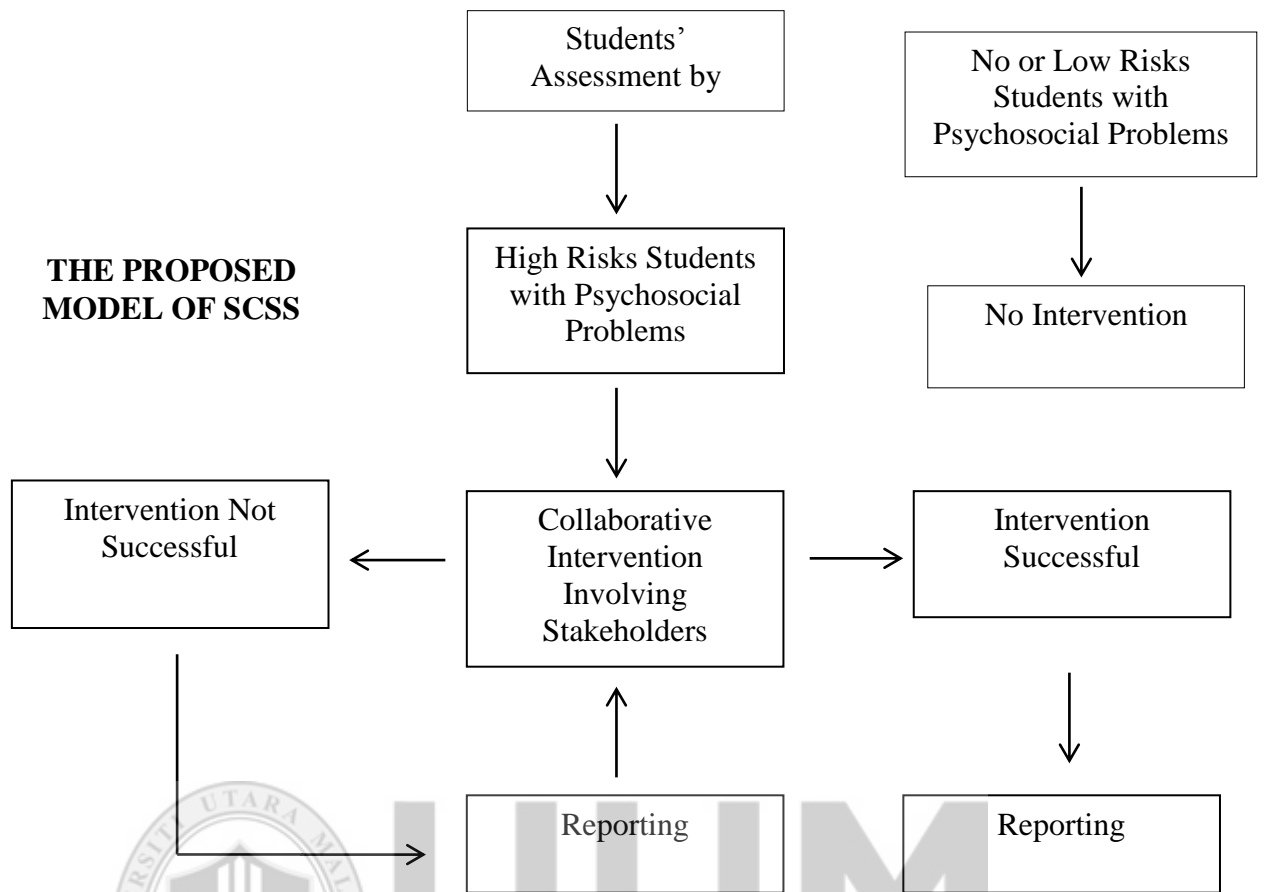
Figure 5.1: The Proposed Model of SCSS

In reference to chapter 2, social integration emphasizes on people's interaction and involvement in problem-solving. The theory connects people in the community and in their social environment so that they can overcome issues that are related to the social functioning of a given society (Durkheim, 1879; 1997). The present structure of SCSS requires every teacher to assess each student with respect to his/her psychosocial well-being. This is a noble job for teachers to do but the question is, can the teachers perform these types of tasks. Furthermore, to expect teachers to resolve students' psychosocial problems is another enormous job for them to do. By nature, it is not the job of a teacher to be handling students' psychosocial problems. For obvious reasons, they are not trained to do so. Even if they do have the time to focus on the psychosocial problems of their students teacher are needed to

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concentrate on what they were trained to do; teach and direct their focus on student academic performance.

Social workers are trained to conduct psychosocial assessments and, at the same time, identify a suitable problem-solving process for each client. The problem-solving process needs to be designed according to the strengths and weaknesses of each individual client. Social workers are required to work with various stakeholders and other client systems that would enhance the social well-being of their clients. In providing social work intervention, a social worker plays many roles, among others, such as mediator, facilitator, counselor, advocator, enabler, organizer and planner (Chavkin, 1985; Allen-Meares, Washington, & Welsch, 1996).

The theory of social integration fits in very well with the role of social worker with the SCSS. By having social workers in the structure of the SCSS, it will strengthen the present system. Social workers are not able to handle problems with internet use among young people in high schools but are involved in handling other psychosocial problems in school; such as substance abuse, gangsterism, bullying, and teenage pregnancy.

The SCSS is an important tool to assessment student psychosocial well-being. A social worker in a school can act as a key person cooperating with parents, teachers, principals and members of the community. It is a tool created to encourage the development of desirable behaviours in students (Allen-Meares, 1987; 1994). Additionally, social workers help to abate the risky student behaviors of internet addiction. The present system of the SCSS requires each teacher to provide a student assessment and this creates extra responsibilities for the teachers. By having social

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workers placed in schools they are able to provide the supervision needed for the SCSS since they have been trained to conduct student psychosocial assessments. Whereas, the teachers can focus on their role regarding the issues related to teaching and learning for their students.

The SCSS can serve as a model to address problems of excessive internet use among high school students. This school-based model necessitates the involvement of more social workers in schools. It is a challenging for the Thai government to provide more trained school social workers in order to solve the psychosocial problems that have plagued the Thai youth today. These social workers could socialize the youth and help teachers to understand youth behavioral patterns, physical and emotional needs via the external effects.

Findings of this study indicate that the SCSS model could be used to analyze youth psychosocial problems in school. In other words, this model will present how a social worker could help teachers and schools to sustain the social well-being of the youth. The findings of the study suggest that the importance of school social workers can enhance the process of guiding problematic youth in responding to the ever changing social and educational climate. Hence, this model advocates that school social workers work collaboratively with the principals, parents, the communities and stakeholders to solve these issues.

Among the scholarly studies that have resonated this issue include the works of Allen Meares, (1996, 1977, 1987); Radin (1989); Bensky et al. (1980), who have

professed that school social workers could act as mediators and experts who solve youth psychosocial problems with regards to internet use.

The SCSS was greatly welcomed by all informants due to its strategic system that covers both preventions and cures by way of involving all parties. In order to enhance a good education for students, teachers and social workers have highlighted the integration of life skills and moral ethics into instructional activities.

The role of the SCSS is to resolve problems among students. This is particularly true while making them socially acceptable and drug-free (Ministry of Education, Office of the Basic Education Commission, 1999). It can be concluded that the SCSS is a systematic process administered mainly by an advisory teacher who cooperates with students' parents and relevant teachers in order to encourage the development of student desirable behaviours. Under the strong leadership of a school director, students receive the help they need to avoid drug-risky behaviours.

The SCSS is the main contributing factor to Article 6 of the National Education Act of 1999 emphasizing the development of the Thai people to be both physically and mentally productive human beings. Under the Article, Thai people are directed to live in peace with one another, with the knowledge and moral integrity of good ethics and endure good values that derive from their own culture. This can be achieved through an educational process and cooperation between relevant parties. The advisory teacher plays a key role in this task.

According to Standard 2 of the Reform Teacher Professional of Guarantee; the Educational Quality of the Ministry of Education, states that "teachers show moral integrity, ethics and desirable characteristics to be replicated by their pupils. They have their roles and duties to provide students with love and care as well as teach them good values in human relationships and enhance them with excellent mental health. They must be ready to provide emotional support to their students and help them solve problems".

The above standard indicates that teachers are required to enhance themselves to be experts; they are not only required to teach, but also to perform other tasks like instilling good qualities to their students and encouraging them to be happy. Such measures are to comply with Standard 4, which emphasizes good quality students with desirable ethics and values. Standard 7 aims to instill students with good habits, excellent physical and mental health, freed from all forms of substance abuse.

The SCSS is the main contributing factor to accomplish such standards through systematic procedures. This process had to comply with the standards of the process outlined in the Guarantee of Educational Quality of the Ministry of Education. Standard 1 (a school provides learner-centered learning activities) and Standard 7 both adhere to "Relations and cooperation among schools, parents, communities, public and private organizations providing and developing education".

According to the Educational Supervisor Unit of the Department of General Education (2001: 5-29), the SCSS supports a process in which the advisory teacher plays the key role in seeing all activities run smoothly.

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The findings of this study can be useful for schools and parents. The results confirmed the relationships between high school students' weekly hours of internet use and their academic performances. This was supported the claim by Rojem (2002), that students can have better retention and understanding of a given topic by learning through the internet. Researching assignments through the internet should also be encouraged. The internet plays a role in making its users smarter where heavier computer users have performed better academically than light users (Subrahmanyam et al., 2000, p.127).

Relationships between high school students could be developed via the internet. As the findings have indicated, the more time the students spend on the internet, the less time they spend with their families. Correspondingly, online activities with families should be simultaneous. Parents can give their advice on how to research assignments quickly and easily. Students and parents can play language or mathematical games together. Moreover, this research found that most parents were internet illiterate unlike their children. Hence, it is better that they learn together.

Additionally, the authorities, such as sub-district and provincial administration organizations should organize creative projects to support friend-to-friend internet learning. This can develop adolescent social and cognitive skills. At the same time, students should be advised on how to use the internet in a healthy way.

The informants have generally suggested the following in order to tackle the issue of internet addiction among students in Pattani. The Ministry of Education; Social Development and Human Security and Ministry of Information and Technology

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should cooperate in blocking all harmful and immoral websites, online games and other malicious website materials. Harmful internet materials should be completely blocked across the country.

Students should be encouraged to use the internet creatively and organize their time well. Like television programs, websites should be categorized according to age appropriate ranking.Website content should be examined and controlled, especially pornographic websites. School internet systems should be improved especially the internet speed.

The government should allocate a budget to support low socio-economic students to have their own effective internet-connected computers (for example, by way of giving computer loans). The Ministry of Education should develop child websites so that all age groups can participate. The Ministry of Information and Technology should filter websites or school networks. Free internet-connected computers should available to all villages or sub-districts in order to give rural students more opportunities to surf the internet. Internet use among high school students should be supported.

Teachers themselves, especially religious ones in private Islamic high schools, need to improve their internet skills in order to keep up with their students. School administrators need to take more of an interest in the advancement of information technology because it affects school development. Curricular on IT should always be revised to keep up with the current situations. There should be regular workshops and/or seminars about the harmful effects of drugs to adolescent students. All parties

including parents, schools, police and public officials should cooperate in coping with this issue. Internet risks and benefits should be more publicized, especially among adolescents. Students should be instructed on how to properly use the internet.

Students need to be informed how to allocate their time for playing online games. Allow them to play games on computers at home is to prevent them from playing games at internet cafés. Internet cafés should have a stipulation of not allowing high school students to surf the internet during school hours to help prevent them from skipping school. Rather than instructing students on appropriate times for on line chatting and playing games they need to be inspired do spend their time on more interesting and useful activities. They need to be constantly made aware of their daily responsibilities.

Students need to be encouraged to help them express their ideas, especially in front of the class so that they can remain active. Assign the students off-school learning activities, such as working in a community so that they can learn the local ways.

Moral ethics should be integrated into all subjects. Communities should participate in student care. Parents should pay more attention to their children. Hours for surfing the internet and playing games should be limited. Have regular meetings between parents to clarify problems and brainstorm for resolutions. Assign one teacher the task of caring and supporting ten students. Teachers should work with parents to organize activities for students. Ask for parent cooperation to educate their children into behaving morally. Parents should have their children work with them to help

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foster positive discipline, assign them household tasks and give them awards when they behave well or achieve difficult tasks.

Additionally, all internet cafés must close before 10 p.m so that they will be at home at sensible hours. The school must set strict rules about this problem. Student superintendents are necessary. There should also be volunteers to closely watch the running of internet cafés. Parents, alumni and students can cooperate in helping to minimize this problem. An internet-connected computer in a child's bedroom should be discouraged. Rules should be established that they should never give their personal details to strangers. Apply positive reinforcement when they abide to the rules. Social workers should introduce parental skills to parents. The internet use should be controlled rather than prohibited.

Their internet use should be used under parent or teacher supervision. They should be instructed the appropriate ways of using the internet. Students must appeal to themselves to avoid and defeat those problems. The public, especially the government, should create programs to support students who perform merits. They also should find ways to compete with the internet, such as having two national learning parks. Parents should organize positive and supportive programs for their families. Internet cafés should be randomly monitored from time to time. Government should awards programs that support adolescents' social well-being.

5.13   Implications to Social Work Education

In addition, school social workers should be included in the teaching curriculum of undergraduate students and all schools should have trained social workers. Each school across the nation should have at least one school social worker. Following the lack of financial support, this idea should be initiated in medium-sized schools first in which the issue under discussion is most prevalent.

Universities that offer social work programs in Thailand should begin looking at introducing a focus on school social work. Thailand is to train more future social workers to be place in schools. The training should focus on the current psychosocial problems that are faced by the young people in school today.

At the same time, social work educators that focus on school social work need to be trained in order to address some of the very complex psychosocial problems that will be encountered by schools in the near future.

5.14   Implication to Social Policy

With respect to social policy, the Ministry of Information and Technology must introduce a sound policy with regards to the internet use for young people. The policy should focus on how to monitor young people for internet use. However, this ministry needs to work with other ministries if we are serious in resolving problems

for young people who become dependent on internet use. Parents also must play a role in monitoring their children at home.

All the internet cafes in Thailand should be given strict rules on helping the Ministry of Information and Technology to promote its policies on internet use among young people in Thailand. Internet cafes that have failed to follow these strict rules should be given stern action by revoking their permits to operate their businesses.

The enforcement officers must comply with rules and regulations that have been set by the Ministry of Information and Technology. At the same time, they need to work closely with the operators of internet cafes as well as with other stakeholders in Pattani.

5.15 Implications to Future Research

As the internet plays a dominant role in the lives of the present adolescents, there should be more studies to look at the psychosocial aspects of internet use among high school students in Pattani and other parts of Thailand. This is qualitative research and therefore, it would be fair to say this is the reality for the whole province of Pattani and for the nation for that matter. A larger study on this issue by employing quantitative data needs to be carried out in order to examine whether this is the real problem facing young people in high schools today with regards to the internet in Pattani.

The present study was only able to look at a small segment of the community on the relationships between internet use and other psychosocial aspects of high school

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students. Perhaps another study could look between the high school students from public high schools and high school students from the private high schools. The study should be designed to compare the two groups of students on how well they perform while using the internet. Additionally, more detailed research can be conducted in the form of case studies to better understand the effects of the internet at certain levels; i.e. other provinces, regions, various economic status, etc.

As the findings currently have shown, mobile phones play a great role in their interactions with friends and families. It would be useful to see how the device is used in order to determine the impacts of mobile phone use on the social relationships of adolescents. It is also interesting to compare the effects of internet use with the use of mobile phones and Facebook.

5.16 Implications for Schools, Parents, Communities and the Authorities

In addition to the internet problems among young people, students in Pattani are also faced with the problems of drug addiction, abandonment, delinquency, a lack of education, and a large orphanage population due to violent situations which have occurred in 2004. There are only two universities in Thailand that have trained social workers - Thammasat University and Hua Chiew Chalermprakiat. Based on their population, the number of social workers that these universities produced is insufficient in order to curb the increasing social problems in Thailand, particularly in Pattani province. Thus, in 2012 the Prince of Songkla University, Pattani campus decided to established a social work program in order to produce more social workers. The program aims to produce competent social work practitioners who are able to practice social work knowledge, skills and values in solving problems that are

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unique to Pattani. Their aim is to have school social workers side by side with teachers and counselors in order to enhance the social well-being of the students. This has been deemed necessary.

Pattani is a multi-cultural province and the informants were gathered from different races and ethnic backgrounds. Thailand will eventually become an ASEAN community that shares one vision, one identity and one community with ten other nations to endure this mission. Most people in Pattani speak *Thai Melayu* or Malay where most of them study in private Islamic high schools given the Arabic language as part of the curriculum.

A relationship between high school students can be developed via the internet. As the findings have indicated, the longer the time spent on the internet, the less time spent with family members. Hence, the researcher concluded that online activities and interaction with family members should also be simultaneous. Parents can advise their children on how to research assignments quickly and easily. Simultaneously, social workers in schools must play their role to enhance the SCSS that exists in Pattani.

5.17 Conclusion

In conclusion the psychosocial aspects of internet use on high school students in Pattani can improve their academic performance. The use of internet can allow them to gain a deeper understanding of certain subjects and also served as a source of relaxation. Students who used the internet have higher cognitive skills compared to

those who do not. Furthermore, they appeared to be more confident and able to articulate and present their school projects better than students who did not used internet. However, the findings also showed that too much time spent on the internet can affect students' academic performance and attitudes. The other negative psychosocial aspect is that it can cause greater distance between the students and their families or friends. The study also found that all students agreed that inappropriate and offensive website should be blocked to prevent students from having different interests that could harm their role as high school students.

Findings from the stakeholders showed that internet use help students to have a broader view of the world and society. In communities and high schools that do not have good library facilities or resources internet use is very beneficial. They felt that students should be allowed to use the internet but with adult supervision. Furthermore, the relevant authorities must regulate contents of the website so that parents and teachers are more confident to allow students using the internet. Some stakeholders were afraid that the internet contains handful of harmful materials therefore it brings more negative psychosocial aspects to the students. Hence, students should be taught on how to use internet appropriately and wisely.

The internet plays a big role in the lives of the youth. The researcher has conducted a qualitative study on various groups in order to set a guideline for the government to find ways to protect adolescents from the harmful aspects of internet use. Interestingly, many of the informants proposed a social work module to collaboratively create better youth in Pattani and other provinces in Thailand. Generally, social workers will have the opportunity to work with school teachers to

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address the social and educational issues faced by school children. Social work intervention can be part of the SCSS in order to enhance the psychosocial well-being of high school students using the internet.

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