

The mediating role of motivation to defend in the relationships
between empathy and defending behaviors among Thai
secondary school students: A Multi-group analysis

Miss Jannapas Tubtimpairoj



A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts in Psychology
Common Course
FACULTY OF PSYCHOLOGY
Chulalongkorn University
Academic Year 2020
Copyright of Chulalongkorn University

ความสัมพันธ์ระหว่างความเห็นอกเห็นใจและพฤติกรรมปกป้องเหยื่อจากการกลั่นแกล้งในนักเรียน
ไทยระดับมัธยมศึกษาตอนต้น โดยมีแรงจูงใจในการปกป้องเหยื่อเป็นตัวแปรส่งผ่าน: การ
วิเคราะห์พหุกลุ่ม



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
สาขาวิชาจิตวิทยา ไม่สังกัดภาควิชา/เทียบเท่า
คณะจิตวิทยา จุฬาลงกรณ์มหาวิทยาลัย
ปีการศึกษา 2563
ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

จันทร์นภัทร์ ทับทิมไพโรจน์ : ความสัมพันธ์ระหว่างความเห็นอกเห็นใจและพฤติกรรมปกป้องเหยื่อจากการกลั่นแกล้งในนักเรียนไทยระดับมัธยมศึกษาตอนต้น โดยมีแรงจูงใจในการปกป้องเหยื่อเป็นตัวแปรส่งผ่าน: การวิเคราะห์ทุกกลุ่ม. (The mediating role of motivation to defend in the relationships between empathy and defending behaviors among Thai secondary school students: A Multi-group analysis) อ.ที่ปรึกษาหลัก : ศศ. ดร.ประพิมพ์า จรัสรัตนกุล

การกลั่นแกล้งในโรงเรียนเป็นปัญหาที่ขยายวงกว้างขึ้นและเพิ่มความกังวลในเรื่องสุขภาพของนักเรียน นักเรียนผู้เห็นเหตุการณ์ที่มีพฤติกรรมปกป้องเหยื่ออาจเป็นแปรตัวสำคัญในการหยุดการกลั่นแกล้งและเปลี่ยนแปลงบรรยากาศของโรงเรียน การศึกษานี้เป็นการสำรวจความสัมพันธ์ของความเห็นอกเห็นใจ แรงจูงใจในการปกป้องเหยื่อและพฤติกรรมปกป้องเหยื่อจากการกลั่นแกล้งจากเหตุการณ์กลั่นแกล้งในนักเรียนไทยระดับมัธยมศึกษาตอนต้น กลุ่มตัวอย่างคือนักเรียนชั้นมัธยมศึกษาปีที่ 2 และมัธยมศึกษาปีที่ 3 จำนวน 1,138 คน (เด็กชาย 43.9% และเด็กหญิง 56.1%) อายุ 12 ถึง 15 ปี ($M = 13.83$, $SD = .66$) ที่มีเครื่องมือสื่อสารออนไลน์และตอบแบบสอบถามออนไลน์ครบถ้วน จากการวิเคราะห์อิทธิพลส่งผ่านและการวิเคราะห์ทุกกลุ่มด้วยการสร้างแบบจำลองสมการ โครงสร้าง (SEM) เพื่อตรวจสอบความสัมพันธ์ระหว่างตัวแปรในการศึกษาด้วยโปรแกรม Mplus 8.2 ผลการศึกษาพบว่า ความเห็นอกเห็นใจมีความสัมพันธ์เชิงบวกกับแรงจูงใจที่เป็นอิสระและแรงจูงใจแบบกำกับขินยอมอย่างมีนัยสำคัญและมีความสัมพันธ์เชิงลบกับแรงจูงใจภายนอกในการปกป้องเหยื่ออย่างมีนัยสำคัญ ความเห็นอกเห็นใจยังมีอิทธิพลทางอ้อมต่อพฤติกรรมปกป้องกันเหยื่อโดยตรงและพฤติกรรมปกป้องกันเหยื่อโดยอ้อมผ่านแรงจูงใจภายนอกและแรงจูงใจแบบกำกับขินยอมในการปกป้องเหยื่อ ในขณะที่ไม่พบอิทธิพลส่งผ่านของแรงจูงใจที่เป็นอิสระในการปกป้องเหยื่อจากการกลั่นแกล้ง เนื่องจากนักเรียนไทยอาจมีการสนับสนุนให้เรียนรู้อย่างอิสระน้อยด้วยบริบททางวัฒนธรรม ความคิดและพฤติกรรมอาจได้รับอิทธิพลจากสภาพแวดล้อมนั้น ผลการศึกษายังพบว่าความเห็นอกเห็นใจไม่มีอิทธิพลทางตรงต่อพฤติกรรมปกป้องเหยื่อ ทั้งนี้ พบว่ามีอิทธิพลกำกับของเพศและการรับรู้นโยบายต่อต้านการกลั่นแกล้งของนักเรียนในโรงเรียนอย่างมีนัยสำคัญ นอกจากนี้ ความเชื่อในความสามารถของตนเองในการปกป้องเหยื่อพบว่ามีความสัมพันธ์กับพฤติกรรมปกป้องเหยื่อ การศึกษานี้ชี้ให้เห็นว่าแรงกดดันจากเพื่อนและสิ่งจูงใจจากภายนอกสามารถเพิ่มโอกาสในการแสดงพฤติกรรมปกป้องเหยื่อของผู้เห็นเหตุการณ์ในหมู่นักเรียนไทย อย่างไรก็ตาม การวิจัยเชิงอนาคตจำเป็นต้องให้ความสนใจกับแรงจูงใจที่เป็นอิสระในวัยเรียน ซึ่งอาจสามารถส่งเสริมพฤติกรรมปกป้องเหยื่อได้ต่อเนื่องกว่าปัจจัยภายนอก และควรศึกษาตัวแปรอื่น ๆ ร่วมกับความรู้สึกเห็นอกเห็นใจ (เช่น บัณฑิตระหว่างบุคคลและปัจจัยตามบริบท)

CHULALONGKORN UNIVERSITY

สาขาวิชา จิตวิทยา
ปีการศึกษา 2563

ลายมือชื่อนิติ
ลายมือชื่อ อ.ที่ปรึกษาหลัก

6177642438 : MAJOR PSYCHOLOGY

KEYWORD Empathy, Autonomous motivation to defend, Extrinsic motivation to defend, Introjected motivation to defend, Defending behaviors

D: Jannapas Tubtimpairoj : The mediating role of motivation to defend in the relationships between empathy and defending behaviors among Thai secondary school students: A Multi-group analysis. Advisor: Asst. Prof. PRAPIMPA JARUNRATANAKUL, Ph.D.

School bullying has been a spreading and a growing concern of students' well-being. A student bystander with defending behaviors may be a key player to stop bullying and changing school climate. The present study was to explore the linkages of empathy, motivations to defend with defending behaviors in school bullying incidents among Thai secondary school students. The participants were 1,138 students in Mathayom II and Mathayom III (43.9% boy and 56.1% girl), aged 12 to 15 years ($M = 13.83$, $SD = .66$) who had online communication tools and completed the online questionnaire. Mediation analysis and multigroup analysis with structural equation modeling (SEM) were conducted to investigate the relationships among the study variables by using Mplus 8.2. The research findings displayed that empathy had a significant positive association with autonomous motivation and introjected motivation to defend, and a significant negative association with extrinsic motivation to defend. Empathy also had an indirect effect on direct defending and indirect defending via extrinsic motivation and introjected motivation to defend, while the mediating effect of autonomous motivation to defend was insignificant. As Thai students may have less autonomy supportiveness regarding the cultural context, their thoughts and behaviors could be influenced by that environment. The findings also found that there was no significant direct effect of empathy on two subtypes of defending. Furthermore, the moderating effect of gender and students' perception of school anti-bullying policy were found. Additionally, defending self-efficacy was found to be associated with defending behaviors. This study suggests that peer pressure and external incentives can increase the likelihood of defending behaviors to peer witnesses among Thai students. However, future research is needed to place particular attention to autonomous motivation in young adolescents which could ultimately encourage defending behaviors, instead of external contingencies as well as empathic feeling should be focused more, with other factors (e.g., interpersonal factor and contextual factor).

Field of Study: Psychology

Student's Signature

Academic Year: 2020

.....
Advisor's Signature

Year:

.....

ACKNOWLEDGEMENTS

It is a genuine pleasure to express a deep sense of gratitude to my advisor Asst. Pro. Prapimpa Jarunratanakul for her invaluable advice, assistances, support, wealth of knowledge and insights to accomplish this task. Her keen interest and kind gesture were source of inspiration.

I would like to thank the Faculty of Psychology, Chulalongkorn University for the support of the scholarship to accomplish this research successfully.

My sincere thanks extends to thesis committee, Asst. Pro. Apitchaya Chaiwutikornwanich, Lecturer Kris Ariyabuddhiphongs and Lecturer Sunthud Pornprasertmanit for valuable comments, suggestions, and provisions that benefited in the completion of this research.

I am truly appreciative of the time and effort owed to Asst. Pro. Ujsara Prasertsin, Asst. Pro. Rewadee Watakakosol and all that involved in helping to networking to the schools and assisting me in data collection of this research. This study cannot move forward or be completed without their help.

Many thanks to all the staffs of Faculty of Psychology and Reseach Ethics office, Chulalongkorn University for all kind help and co-operation throughout my study period, especially Mr. Wanlop Seehadechveera. His overwhelming attitude to help his students was incredible.

My greatest gratitude to my family, for their constant encouragement and support throughout my study and research period, and for all the good and bad times. Their love, care and gentle support in the back-and-foreground was my constant push and strength to make it possible.

Thanks to Popo for the guidance and the attempt to putting me straight during many of my stressful times. His word, laugh and stories reminded me of the lights at the

nd of the tunnel. Thanks Nan and Petch who supported, shared many memories and being by my side, all along during this beautiful and tough journey. Their sincerity and the bonds we had created fulfilled my time during this study and beyond. Great friends are like precious gold. They are my golden nuts! Thanks to Up, Maude, Mork and Tin for all of the guidance, assistances, correction and ideas that they shared.

I am extremely thankful to my best friend Jay, a busy person who will always find time for me. "Side by side or miles apart, real friends are always close to heart."

Jannapas Tubtimpairoj



TABLE OF CONTENTS

	Page
ABSTRACT (THAI)	iii
ABSTRACT (ENGLISH).....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vii
CHAPTER ONE	1
INTRODUCTION	1
Bullying and Bystander Roles	5
Defending Behavior.....	9
Empathy as a Predictor of Defending Behavior	13
Motivation to Defend as a Mediator.....	19
Other Variables	24
Defending Self-efficacy Beliefs.....	24
Gender Differences	25
Perception of school Anti-Bullying Policy.....	26
Statement of the Purpose	29
Hypotheses:.....	30
Conceptual and operational definitions	31
CHAPTER TWO	34
METHODOLOGY	34
Participants	34
Instruments	35
<i>Demographic Questions</i>	36
<i>Basis Empathy Questionnaire</i>	36
<i>Motivation to Defend Questionnaire</i>	37
<i>Defending Behaviors Questionnaire</i>	38

<i>Defending Self-efficacy Questionnaire</i>	39
<i>Gender Differences</i>	40
<i>Perception of School Anti-Bullying Policy Questionnaire</i>	40
<i>Perceived Prevalence of School Bullying Questionnaire</i>	41
<i>Class Size</i>	43
Procedure	44
<i>Pilot Study</i>	44
<i>Informed Consent</i>	44
<i>Data Collection</i>	45
Research Ethics and Protection of Human Rights.....	45
Statistical Analyses	46
CHAPTER THREE	48
RESULTS	48
Preliminary examination of the main study.....	48
Descriptive statistics	49
Correlational analysis	50
Sampling weights.....	52
Data analyses	52
<i>Mediation</i>	53
<i>Moderation</i>	55
CHAPTER FOUR.....	64
DISCUSSION	64
Discussion.....	64
Strengths	68
Limitations	68
Recommendations for future research	69
REFERENCES	72
APPENDICES	90
Appendix A.....	90

Instructions and full questionnaire set for student-report	90
Appendix B	106
Instructions and full questionnaire set for teacher-report	106
Appendix C	111
Statistical analysis criteria for Structural equation modeling	111
Appendix D	113
CITC, Factor loadings and Cronbach's alpha.....	113
Appendix E	116
The summary of hypotheses and the results of the study	116
Appendix F.....	118
Auxiliary Data	118
Appendix G.....	120
Standardized coefficients for Multigroup Mediation SEM	120
Appendix H.....	123
Measurement Invariance for Multigroup Moderation	123
List of Abbreviations	125
VITA.....	128

CHAPTER ONE

INTRODUCTION

Bullying has been a major problem worldwide with negative health consequences and poor psychosocial functioning (Nansel et al., 2001; Ttofi et al., 2014). Bullying has continued increasing attention (Nickerson, 2017) over the last 10 years due to the concern for negative effects on youth development. Previous studies indicated that about 600,000 children were bullied at school per year. Thailand currently has the world's second-highest rate, accounting for approximately 40% (Triruangworawat, 2018). The 2015 WHO Global School-based Student Health Survey (GSHS), focused on 13 to 17 years old, demonstrated that 33.2% of students experienced bullying during the past 12 months. However, the circumstances take place widely around the globe. According to a global summary report on school violence and bullying released by UNESCO, one in three of 150 million students have experienced peer victimization at school on one or more days in the past month. Around 16.1% of victims revealed that they have been hit, kicked, shoved or locked indoors (UNESCO, 2018). School bullying affects both male and female students. Data from 25 countries indicated that 20% of girls and 50% of boys have been attacked by at least one other student. Physical bullying is more common among boys, whereas psychological bullying is more prevalent among girls. The survey showed that many students have been victimized and neglected from society causing long term damages. As a consequence of bullying, stress, depression, anxiety and school avoidance have been commonly found in the victims (Department of Mental Health, 2018; Williams et al., 2009, as cited in Ayad, 2017) as well as poorer academic

achievement. In severe cases, they have a tendency to hurt others (bullies) or themselves or even commit suicide (Department of Mental Health, 2018).

Relatively, bystanders have an impact on bullying occurrence as they are part of bullying issues such as reinforcer, assistant or even outsider. However, they can also be part of solution known as “defenders” who represent a primary role in protecting victims, including restraining the bully, seeking help from adults, and consoling the victim (Salmivalli, 2010). Like so, defending bystanders can make a difference within the bullying incidents. A bystander who has defending behavior could intervene in a bullying incident and defend victims by gathering in a group with their peers to minimize the adverse effects for those who are victimized. This could gradually change the classroom climate as a group dynamic (Ttofi & Farrington, 2011). Research showed that bystanders who witness the defending scene come to like victims more compared to those witness other bystanders taking side with the bully (Gini et al., 2008). Furthermore, defending behavior often appears to be effective in stopping bullying (Hawkins et al., 2001) and decreasing the frequency of bullying within classrooms (Salmivalli et al., 2011). More importantly, victims reported that they endured fewer negative psychological and social consequences when their classmates defended them, compared to those victims without defenders (Sainio et al., 2011). This implies that victims who are not neglected to face adversity alone, tend to live a better school life. Therefore, understanding of defending behavior and its antecedent is needed to influence less victimization in schools.

According to Caravita et al. (2009), empathy has been suggested as a necessary precursor of defending behavior. Several studies have shown that empathy was positively associated with defending the victims (Caravita et al., 2009; Gini et al.,

2008; Nickerson et al., 2008; Pöyhönen, Ju-vonen, & Salmivalli, 2010; Thornberg et al., 2012). Additionally, empathy is a determinant of altruistic prosocial which is characterized by intrinsic motivations to aid others (Eisenberg & Mussen, 1989). Observing other person in distress could encourage an empathic response and motivate a desire to alleviate their suffering, which result in helping behavior (Batson, 1991; Eisenberg & Miller, 1987, as cited in Batson et al., 2002; Lockwood. Et al., 2014). This was consistent with the results from Thornberg et al. (2012) study in which empathetic reactions toward the victim might actuate bystanders to intervene in bullying situations. It indicated that even though defender bystanders do not like the victims, they understand how the victim's feeling of being the target might be. Moreover, this knowledge of the antecedents of defending behaviors in bullying episodes can be realized by exploring the different motivations that can drive bystanders to defend victims.

The current study focuses on the aspects of empathy and defending through self-determination theory of motivation to address what energize bystanders' behaviors and drive them into action (Deci & Ryan, 2000). Based on Deci and Ryan (2000), there are two types of motivation in human beings, which are extrinsic motivation (including external, introjected, identified, and integrated regulation), and intrinsic motivation. The former refers to a drive that is encouraged by external sources in order to gain external rewards (e.g., praise). The latter refers to an internal drive that undoubtedly comes from inner self (e.g., sense of morality). However, introjected motivation (regulation) is distinct from extrinsic motivation based on guilt or moral pressure (Deci & Ryan, 1985). An example is when a person feels bad for not giving help to someone in pain. Moreover, motivation varies along a continuum

between controlled and autonomous motivation (Ryan & Deci, 2000). Identified and integrated regulation can be defined as autonomous motivation, while external and introjected can be defined as controlled motivation. Typically, autonomous motivation consists of intrinsic motivation and internalized extrinsic motivation. Research suggests that helping with autonomous motivation tends to give more help and is perceived as more helpful than those helpers with extrinsic motivation (Weinstein & Ryan, 2010). Correspondingly, empathy is found to be positively associated with intrinsic and introjected motivation to defend but negatively associated with extrinsic motivation to defend (Longobardi et al., 2019).

However, there has been little research done regarding the relationship of empathy, motivation to defend, and defending behaviors. Several previous studies have investigated the linkage between empathy and defending behavior. Nevertheless, they have not yet identified how empathy arouses various forms of defending behaviors as direct and indirect defending behaviors (Longobardi et al., 2019). The conceptual framework of this study was derived from self-determination theory of motivation (Deci & Ryan, 1985; Ryan & Deci, 2000), and underlining the importance of empathy in eliciting defending behaviors (Hoffman, 2000). Emphasizing the idea that genuine empathy is part of altruism which influences helping behaviors, and the various forms of motivation to defend encourage bystanders to act on defending behaviors dissimilarly. A self-report questionnaire will be used to explore the relationships among the study variables in this study, using self-report among Mathayom II and Mathayom III students from the four schools in Bangkok, with convenience sampling techniques.

The goal of this study is to explore the relationship among empathy, motivation to defend and subtypes of defender bystander behaviors based on self-determination theory of motivation. Multiple group analysis will be employed to estimate all variables by grouping gender and perception of school anti-bullying policy. In the model, all variables will include predictor variable (i.e., empathy), mediators (i.e., autonomous, extrinsic, and introjected motivation) and criterion variable (i.e., direct defending and indirect defending). Regarding the effect of self-efficacy on defending behaviors (e.g., Pöyhönen et al., 2010; van der Ploeg et al., 2017), self-efficacy will be included as control variable. This study will explore a unique effect of empathy on different forms of motivation to defend which will have a positive effect on defending behavior. Empathy will be positively associated with defending behaviors, autonomous motivation and introjected motivation, whereas it will be negatively associated with extrinsic motivation. Autonomous motivation will be positively associated with both direct and indirect defending. Extrinsic motivation will be positively associated with direct defending, while introjected motivation will be associated with indirect defending. With a better understanding of these associations, we can promote defending behavior in students by establishing and developing empathy on bystander intervention programs in order to reduce victimization and bullying in schools.

Bullying and Bystander Roles

What is Bullying?

Olweus (1993) proposed the definition of bullying “A student is being bullied or victimized when he is exposed repeatedly and over time to negative actions on the part of one or more other students.” (p.9). Bullying can occur in a variety of forms such as the form of physical aggression (e.g., hitting, throwing things), verbal aggression (e.g., threatening, name-calling), relational aggression (e.g., spreading rumors, shaming, ignoring or excluding a person), and cyberbullying (Gladden et al., 2014). Moreover, bullying can occur as an indirect form of physical aggression, such as hiding or destroying a personal belonging. There are three types of characters in bullying episodes including a bully, a victim and a witness of the bullying, known as bystanders.

For a *victim*, Graham et al. (2006) found that a victim of bullying was likely to experience many psychosocial adjustment problems, including low self-esteem, high loneliness which was associated with greater depression, anxiety and suicidal thoughts (Rigby & Slee, 1999; Smith & Brain, 2000; Williams et al., 2009, as cited in Ayad, 2017). This can affect the school life of those students who were being victimized, which resulted in lower academic achievement and the increased likelihood of school avoidance or refusal (Waasdorp et al., 2011). The previous study by Nansel et al., 2001, has examined the prevalence of bullying and its psychosocial consequences. The findings indicated that those students who had terrible relationships with classmates, increased loneliness and was not able to make friends were more likely to be the victim of bullying. For *bullies*, Broidy et al. (2003) investigated a cross-national study of developmental trajectories of childhood disruptive behaviors and juvenile delinquency. The results displayed that being a bully was related to an increase in delinquent behaviors. Bullying behaviors were

related to increased smoking and alcohol use, poorer perceived school climate and poorer academic achievement (Nansel et al., 2001). Additionally, people engaged in relational aggression were found to present an increase in internalized behaviors, depression and social isolation, as well as lack of prosocial behavior (Card et al., 2008; Storch et al., 2004, as cited in Ayad, 2017). For *bystanders*, evidence suggested that the experience of being a *bystander* at bullying led to negative mental health outcomes, even if a person was not directly involved as a victim or a bully (Gini et al., 2008; Hutchinson, 2012; Salmivalli, 2014). For example, Rivers et al. (2009) indicated that being a bystander was associated with increased levels of anxiety, depression, and drug or alcohol use. Furthermore, students who try really hard to fit in with their peers, and observe the bullies and victims may heighten anxiety around their weaknesses (Glover et al., 2000).

Why Do Bystanders Matter?

Bystanders are essential to make a positive difference in a bullying situation, either intervene in bullying or not depending on what role they take in the situation. *Salmivalli et al.* (1996) have identified several bystander roles that students have in bullying. The role of reinforcer such as, laughing at the victim, cheering or encouraging the bully to keep teasing the victim. The role of assistant is defined in terms of being active, joining in the bullying when someone (or ringleader) starts it (Davis, 1983; McMahon et al., 2006; Roberts & Strayer, 1996). The outsider is an uninvolved person in the bullying episodes such as leaving the spot and pretending to notice nothing (Salmivalli et al., 1996). The defender of the victim who gives a hand to the victim with indirect or direct defending, including consoling or making friend

with the victim, supporting the victim and telling a teacher as well as, stopping the bullying by physical or verbal actions (e.g., pushing the bully away, asking the bully to stop).

Bystanders comprise about 80% of the students involved in bullying episodes (Oh & Hazler, 2009). Bystanders are the majority of students who are present in the school bullying context and witness what happens. Several studies indicate and suggest that bystanders have and can displayed an influence on bullying that occurs in their environment. In a negative way, they could reinforce the bullying causing the increase of victimization, or in a positive way, they could intervene the bullying, by gathering the peer group to support the victim which is a considerable action to *reduce the adverse effects for the victims*. Research has demonstrated that protective friendships have prevented the negative influences of victimization and further victimization (Hodges et al., 1999, as cited in Salmivalli, 2010). Therefore, bystanders could be the essential player who can influence the outcome of the bully within the bullying framework. For example, the observational study by Hawkins et al. (2001), showed that bystanders were present for 88% of the bullying episodes, and when they intervened in the bullying, they were often effective in putting an end for 57% of the bullying. Therefore, changing of bystander behavior is perhaps easier than changing of the bully's behavior. By intervening with bystanders, the social reinforcers who correlated with bullying could be gradually eliminated (Cowie & Olafsson, 2000; Salmivalli, 1999) as the bullying happens in the group level, no particular individuals are involved as a bystander, and interventions are supposed to target a group of students (Salmivalli et al., 2011).

As mentioned previously, bystanders can be the effective representatives in diminishing the bullying in schools. Therefore, the current study aims to explore bystander intervention by understanding a positive bystander behavior like defending behavior. As noted by Salmivalli et al. (2011), defender behavior was negatively associated with the frequency of bullying. Their findings suggested that typically providing negative feedback to those bullies by challenging or supporting the victim can decrease bullying episodes. Furthermore, the defensive bystanders' reactions could also influence the victims' adjustment such as positive well-being. More importantly, to promote bystander's defender behavior, it is critical to understand empathic feeling (empathy) as it is an antecedent of this behavior.

Defending Behavior

What is called "Defending Behavior"?

Defenders of peer victimization were first assessed as a part of participant roles investigated by Salmivalli et al. (1996). Generally, defending behaviors are defined as an act to stop bullying by confronting the bully and consoling the victim. In school literature, defending behavior refers to action, including verbal or physical active defending, reporting the bullying circumstance or asking an adult for help, comforting or taking side with the victim (Pozzoli & Gini, 2010; Salmivalli et al., 1997), or other behaviors of an intention to support the victim (Salmivalli et al., 1996). Defending bystander is known as the defender, expressing and exposing motivation to stand up for peers who are being bullied.

Why is defending behavior important?

Defending bystander role is important in bullying episodes. Many studies illustrated that when defending bystander defends, he/she tends to restrain peer victimization or stop bullying successfully (Hawkins et al., 2001), resulting in less bullying and less victimization (Cowie & Olafsson, 2000; Hawkins et al., 2001). For example, the findings of Sainio et al. (2010) implied that victims were less likely to feel depressed, anxious and had more self-esteem when they had at least one classmate supporting or defending them, compared to victims without defenders, despite encountering the experience of bullying frequently. Next, when bystanders witness another bystander confronting bullies and supporting the victim, they're more likely to feel positive with the victim more than when witnessing other bystanders help or cheer the bully (Gini et al., 2008). Furthermore, standing up for those being victimized, makes some change in the classroom climate. For example, the findings of Peets et al. (2015) indicated that the more classmates tend to defend and support the victim, the more other classmates take side with the victim.

Heterogeneous of Defending Behaviors

Accordingly, recent studies have proposed that defending behaviors in bullying situations are heterogeneous (e.g., Belacchi & Farina, 2010; Reijntjes et al., 2016). There are two subtypes of defending behaviors that can be distinguished (Casey et al., 2018; Lambe & Craig, 2020; Pronk et al., 2013; Reijntjes et al., 2016). Direct defending refers to behaviors that involve the defender directly encountering the bullying scene, which includes all bully-oriented defending behaviors, similarly bringing both physical and verbal end to the bullying (e.g., asking the bully to stop, pushing the bully back). Indirect defending, on the other hand, refers to behaviors that

attempt to lessen the detrimental effects of bullying, which includes all victim-oriented defending behaviors (e.g., consoling victims, being nice to them and seeking help from a teacher). Direct and indirect defending have different effects on victims, that is, direct defending does not calm or heal victims who mire down in feeling victimized by the bullying and that indirect defending does not stop the bullying incidents or help victims from being further victimization. In addition, the combination of direct and indirect defending behavior is called hybrid defending. A person directly shows action in bullying situations, stops the bullying, and comforts a victim (Pronk et al., 2019), bringing a beneficial outcome upon the well-being of the victims.

As mentioned above, defending behavior is a heterogeneous construct. Several studies investigated whether the different subtypes of defending stem from different behavioral motivations. For example, Pronk et al. (2019) examined the differences in adolescents' motivations for indirect, direct, and hybrid defending, in a sample of 549 secondary school students in the Netherlands. The findings demonstrated that hybrid defending and direct defending were associated with both agentic and communal goals. Indirect defending was positively associated with communal goals. Furthermore, hybrid defending and indirect defending were associated with an altruistic motivation for prosocial behavior. Direct defending has no association with either an altruistic or egocentric motivation for prosocial behavior. Another finding found that direct defending was associated with popularity, whereas indirect defending was associated with social preference, and hybrid defending was associated with both popularity and social preference (Reijntjes et al., 2016). Thus, if a person has neither popularity nor social preference, increasing defending behavior may not

be possible for bystander intervention at the interpersonal level because it is impossible to make all students become popular and endeared by everyone. Therefore, the present study aims to examine the intrapersonal process in which explains the empathy - motivation to defend - defending behavior relations of which it would aid in developing effective intervention for future research.

Empathy and Defending Behavior

According to meta-analytic study by Nickerson et al. (2015), numerous studies have emphasized the bullying-prevention programs on bullying and victimization, which some studies focused on prosocial behavior (Eisenberg & Miller, 1987) and the impact of bystander intervention programs (Kärnä et al., 2011; Polanin et al., 2012) on empathy. Nevertheless, neither of these studies was particularly measured the defending behavior and its relationship with empathy in school bullying (Nickerson et al. (2015). For example, Nickerson and Taylor (2014) examined relationships among empathy and bullying roles from a suburban school. The findings displayed that empathy was positively associated with defending and negatively associated with bullying and outsider behavior. This indicates that empathy is particularly associated with defending, rather than other bystander roles. Theoretically, however, recent studies have shown that empathy has been positively associated with defending behavior (e.g., Longobardi et al., 2019; Meter & Card, 2015; Pozzoli et al., 2017; for a meta-analysis, see Nickerson et al., 2015). Nevertheless, the researchers did not specifically explore what subtypes of defending behaviors were highly correlated with empathy. Therefore, the present study aims to investigate the unique effect of

empathy on different types of motivation to defend, which might lead to different forms of defending behavior among students in schools.

The association between empathy and the different forms of defending behavior has not been uncovered, the present study will explore whether different subtypes of defending behavior will be influenced by different types of motivation to defend the victim of bullying. First, altruistic and egocentric motivation as prosocial behavioral motivation can be related to autonomous motivation (e.g., Hardy et al., 2015) and controlled motivation respectively. Second, personality factors such as prosocial orientation and altruism can be related to helping behavior, known as a defender (e.g., Tani et al., 2003). Last, altruistic or prosocial behavior can be related to empathy as many studies have displayed that altruistic behavior and empathy have a positive relationship (e.g., Eisenberg & Miller, 1987) as well as empathy which has been positively related to defending behavior in previous research (e.g., Gini et al., 2007; Longobardi et al., 2019; Meter & Card, 2015; Pozzoli et al., 2017; for a meta-analysis, see Nickerson et al., 2015). Thus, the relationships between empathy, motivation to defend, and defending behaviors would be rigorously explored in the present study by prevalence of school bullying variables into account. The result could provide empirical support for the idea of bystander intervention by raising an importance of empathy and defending in school bullying episodes.

Empathy as a Predictor of Defending Behavior

Many researchers have commonly defined empathy as an affective response that stems from emotional state of others, in an effort to experience and comprehend

what another person is experiencing (e.g., Cohen & Strayer, 1996; Davis, 1983; Miller & Eisenberg, 1988).

Empathy vs. Sympathy

There is a significant yet subtle difference between sympathy and empathy (David, 1996). Empathy is defined as an emotional response that results from another person's emotional state or condition (Eisenberg & Fabes, 1990; Eisenberg & Miller, 1987). Sympathy is defined as an emotional response of concern resulting from another person's emotional state or condition (Eisenberg & Miller, 1987). That is to say, sympathy does not need an identically affective reaction. Instead, sympathy implicates the appraisal of how a person feels about another person's emotional state (Eisenberg & Strayer, 1987). Therefore, empathy and sympathy are different and separable constructs (Feshbach, 1975).

Empathy as a Multidimensional Construct

Empathy is typically conceptualized as a multidimensional construct that has both cognitive and affective components (David, 1994). A cognitive component refers to a person's ability to identify and understand the perspective of other persons (Davis, 1983; McMahon et al., 2006; Roberts & Strayer, 1996; Zych et al., 2016), whereas an affective component refers to a person is being able to experience feeling of concern toward others (Lovett & Sheffield, 2007). However, the different components of empathy can be separately measured, however both components have to be placed together and collectively considered in order to comprehend and articulate construct (Davis, 1994; Hoffman, 2001; Strayer & Roberts, 1997). For

example, Caravita et al. (2009) found that cognitive empathy was positively correlated with bullying behavior during the age of mid-childhood, whereas affective empathy was significantly correlated with defending behavior and was negatively correlated with bullying behavior in age of adolescence. Another study illustrated that both affective and cognitive empathy were correlated with higher levels of defending behavior (Van Noorden et al., 2015, as cited in Nickerson et al., 2015), which was contradict to the result from van der Ploeg et al.'s (2017) study as it stated that only affective empathy was more likely to linked with defending behavior.

The role of empathy as a determinant of prosocial or altruistic behavior has been an interesting topic for psychologists for many years (e.g., Eisenberg & Miller, 1987) and been supported by significant number of theories and evidences (e.g., Eisenberg et al., 2010). Altruistic behavior is characterized by higher morality as well as by intrinsic motivations to help others (Eisenberg & Mussen, 1989). Some researchers argued that altruistic behavior was encouraged by empathy rather than a mere personal distress (Eisenberg & Fabes, 1998). In contrast, other prosocial behaviors which is generic prosocial behavior (e.g., reciprocal altruism and competitive altruism), could be said to solely set for the benefit of others. It could also be motivated by any other self-serving interests (Eisenberg, 2003). Hence, it could be seen that such generic prosocial behavior is not driven by empathic feelings.

Most studies have focused on the empathy and altruism in domains. By noticing another person in distress, it stimulates an empathic response and a desire to alleviate the suffering, which results in helping behavior (Lockwood et al., 2014). Recently, children and adolescents have been emphasized as a sample in empathy and prosocial behavior research. For example, Wentzel et al. (2007) found that early

adolescents showed both affective and cognitive empathy which were linked to internal reasons for prosocial behavior, not external reasons. Based on Hoffman (2000), empathic responsiveness normally influences individuals to moderate their aggressive behavior, in that, highly empathic individuals are able to emotionally predict the negative outcomes generated by their behavior toward another person. Several studies found that high levels of empathic responsiveness enhance prosocial behavior (e.g., Davis, 1994; Eisenberg & Fabes, 1998; Hoffman, 2001) and were positively associated with a decrease in aggressive behaviors (e.g., Gini et al., 2007).

In school bullying literature, several studies have been conducted on topics related to bullying, bystander intervention, prosocial behavior and empathy (for meta-analysis, see Nickerson et al., 2015). Mostly, those studies have focused on the effectiveness of bullying-prevention programs on bullying and victimization (e.g., Merrell et al., 2008). Recently, empathy and bystander intervention (defender) have received more attention in this field (Belacchi & Farina, 2010; Gini et al., 2006; Peets et al., 2015; Pöyhönen et al., 2010; Pozzoli et al., 2017), although several related factors were involved in the research investigation such as intrapersonal factors (e.g., self-efficacy), interpersonal factors (e.g., popularity and social preferences), and contextual factors (e.g., classroom norms). At individual-level, however, the present study aims to emphasize empathy as a primary predictor, intervening to defending behavior.

According to Caravita et al.'s (2009) study, empathy has been suggested as an important precursor of defending behavior. Several studies have shown that empathy was positively associated with defending the victims (e.g., Pöyhönen et al., 2010; Thornberg et al., 2012) and negatively associated with bullying (Gini et al., 2007). In

bullying situations, empathic emotional responses may directly give attention to the victim and bring out goals of defending (Meter & Card, 2015). On the other hand, absence of empathic arousal may induce pro-bullying behaviors. A systematic review and meta-analysis conducted by Zych et al. (2016) showed that the differences between defenders and non-defenders on empathy were that defenders had significantly higher scores on cognitive empathy, affective empathy, and when uniting both components.

As mentioned previously, several studies have examined several predictors of defending behavior including empathy with which association was positively found. For example, Thornberg et al. (2012) investigated empathetic responses by conducting a qualitative study that used an open-ended and semi-structured interview. The results indicated that empathetic reaction toward the victim may prompt bystanders to intervene in bullying situations. The participants described that they would stand up for the victim. Regardless of their personal relationship with those being bullied, the empathic feeling is strong. Furthermore, Caravita et al. (2010) found that defending the victim was associated with a higher affective empathy. Implying that people with empathy has a moral sense, they would help the victim without involving personal feelings because they understand victim's distress and know that it's not right to bully others. This is in line with Gini et al. (2007), who examined the relationship between empathy and helping behavior in a bullying situation. The researchers found that students who had higher empathetic concern were more likely to display helping behavior. Similar to previous findings (Gini et al., 2008), which indicated that higher empathy scores were associated with defender bystander behaviors when examining what differentiates defenders from passive

bystanders by using peer ratings. Moreover, those students who were nominated as defenders, displayed higher empathy which led them to perceive the victim's distress and help the victim (Gini et al., 2008). These studies imply that empathic feeling does stimulate people to have concerns for another person who is in trouble (i.e., being bullied), which leads to defending behavior. This explanation raises the question that empathy can be measured separately, although other factors can logically impact more, yet empathy is a determinant of actual altruistic behavior.

Interestingly, Peets et al. (2015) scrutinized classroom norms of the bullying and defending behavior in response to affective empathy. The results indicated that affective empathy had a stronger relationship with defending behavior, surrounded by high levels of bullying. In other words, the more bullying occurs in classrooms, the more children are likely to show empathy to protect the victims. Researchers explained that peers with empathy notice and experience victim distress as good as perceive a threat closer to other classmates, which increases the likelihood of peers acting on their affective empathy. Meaning, empathy is a genuine feeling of what they desire to do for victims in spite of risky situations, and prioritize the safety of the victims to that of themselves in such unhealthy situations. Another study of Longobardi et al. (2019) revealed that empathy was positively related to defending behavior and a mediator of intrinsic motivation to defend and introjected motivation to defend. It was, however, negatively related to extrinsic motivation to defend. The suggestion is, hence, that empathy can predict defending behavior as well as empathy has direct effect and indirect effect on defending behavior.

The hypotheses of this study then reveal that empathy will be positively associated with direct defending (1a) and indirect defending (1b), empathy will be

positively associated with autonomous motivation to defend (2), and introjected motivation to defend (3), but negatively associated with extrinsic motivation to defend (4).

Motivation to Defend as a Mediator

What is Self-determination theory?

Self-determination theory represents a broad framework for the study of human motivation and personality. According to Deci and Ryan (1985), *intrinsic motivation* refers to an internal drive that comes from inner self. That is to say, a person has a greater feeling of autonomy with a full sense of volition and initiative (e.g., core values, interests, sense of morality), and without material reward needed. Extrinsic motivation refers to a drive encouraged by external sources in order to gain external rewards (e.g., praise, awards, admiration of others). Deci and Ryan (1985) identified four types of extrinsic motivation, namely external, introjected, identified, and integrated forms of regulation. Self-determination theory proposes that these four types were from the process of internalization (Deci & Ryan, 1985). External regulation is the most controlled form of *extrinsic motivation*. It refers to behaviors that, for an individual, determine the locus of initiation is external (Deci et al., 1991). The behavior is controlled by external contingencies in terms of attaining tangible rewards or avoiding threatened punishments. (Ryan & Deci, 2017). *Introjected regulations* refer to behaviors for which are controlled in order to avoid feeling ashamed or guilty, seeking approval, and protecting ego. Such regulation involves internalized rules that pressure a person to behave. Although they are within a person but have not become part of the self (Deci & Ryan, 1991). *Identified regulation* is

closer to self-determined behavior. It refers to when a person has come to recognize value of a behavior, identify with it and accept the regulatory process (Deci et al., 1991). Identification allows the person to feel more about the sense of choice or the volition about behaving than behaviors regulated by external contingencies or introjects. *Integrated regulation* is closest to intrinsic motivation and the most evolutionarily form of extrinsic motivation. It refers to when a person integrates the identification of important behaviors with other aspects of the self. An example is that when a person says, “I help people because helping is part of who I am” (Iotti et al., 2019; Jungert et al., 2016). However, it is important to distinguish between introjected and external motivation, as introjected motivation is associated with internal pressure and tension, and has a greater internal perceived locus of causality than external regulation, which is transcendentally controlled by external sources (Ryan & Deci, 2017).

More importantly, self-determination theory frequently defines identified and integrated regulations as autonomous motivation; external and introjected regulations as *controlled motivation* (Deci & Ryan, 2000). *Autonomous motivation* includes motivation that comes from internal sources – intrinsic motivation and the internalized extrinsic motivation. For example, Weinstein and Ryan (2010) investigated the impact of autonomous and controlled motivation for helping others on well-being. The researchers found that participants who reported helping with autonomous motivation provided more help and were perceived as more helpful than helpers with controlled motivation.

Three forms of Motivation to Defend as a Mediator

Many studies have examined a self-determination theory approach to motivation in various domains. For example, bullying-prevention programs on bullying and victimization (Nickerson et al., 2015) – bystander motivations and behaviors in school bullying. The knowledge of the antecedents of defending behaviors in bullying episodes can be realized by exploring the different motivations that can encourage witnesses to defend victims. As mentioned previously, those studies have demonstrated that autonomous motivation predicts stronger domains than those of controlled one (e.g., Weinstein & Ryan, 2010). Furthermore, as compared to controlled motivation, autonomous motivation to engage in prosocial behavior links with actual prosocial behavior (Hardy et al., 2015).

Recently, several researchers have scrutinized the differentiation between external, introjected, identified, and integrated regulations, or between autonomous and controlled motivations to defend the victims of bullying. The results have displayed that autonomous motivation is associated with prosocial and defending behavior in school bullying occurrence. For example, Iotti et al. (2019) investigated the early adolescents' emotional and behavioral difficulties, student - teacher relationships, and motivation to defend among students in 5th to 8th grade in elementary schools in Sweden. The results showed that close relationships were positively related to autonomous motivation and negatively related to extrinsic motivation to defend, while all forms of motivation to defend the victim were related to negative expectations concerning teachers. Moreover, emotional and behavioral difficulties were only related with introjected motivation to defend among girls. Another study found similar findings as it examined the adolescents' motivations to defend victims and their perceptions of student - teacher relationships. The

researchers found that autonomous motivation to defend a victim was positively related to defending and negatively related to passive bystanding, whereas extrinsic motivation to defend was positively related to pro-bullying behaviors (Jungert et al., 2016). Nevertheless, no direct effect between the warm relationship and defending behavior. However, many studies have highlighted that empathy and defending behaviors have a direct association (e.g., Gini et al., 2007; Longobardi et al., 2019).

Theoretical Framework of Self-determination Theory

From a theoretical point of view, the idea of this current study is to, identify the relationship between empathy and defending behavior via self-determination theory of motivation, as empathy has been associated with autonomous motivation (Gini et al., 2012; Pavey et al., 2012) and defending behavior (Caravita et al., 2010; Gini et al., 2008). Recent research has shown similar findings. A quantitative study conducted by Longobardi et al. (2019), examined the association between empathy and defending behaviors with self-determination theory of motivation as a mediating role among student 6th to 8th grade in Italian public middle schools. The results established that empathy significantly predicted defending behavior and had a significant effect on all three forms of motivation to defend, which are intrinsic (or autonomous), extrinsic, and introjected motivation to defend. High levels of empathy were related to greater intrinsic motivation and introjected motivation to defend, whereas empathy was negatively related to extrinsic motivation to defend the victim. Moreover, both empathy and intrinsic motivation to defend were related to a higher prevalence of defending behaviors. In addition, this finding showed that empathy has both direct and indirect effects on defending. Meaning, empathy can plausibly drive

peers to defend without reward expectation. Nevertheless, the findings of Longobardi et al. (2009) did not illustrate subtypes of defending behaviors. Therefore, the present study aims to investigate how various forms of motivation to defend might be associated with all subtypes of defending behaviors. In addition, the motivation of defending will be considered as validation to verify the indirect association between empathy and defending via autonomous motivation to defend.

Theoretically, self-determination theory of motivation will be applied as a framework for understanding the relationship between empathy, motivations to defend and defending behaviors in school bullying. As mentioned above, it is expected that the association between empathy and three forms of motivation to defend will reveal the similar findings as Longobardi et al. (2019), in hope that bystanders who have genuine empathy will always initially focus on trying to understand what the victim is feeling and experiencing. The desire to assist the victim with unselfish nature is a part of altruism. It is hereby eager to see the intrinsic or autonomous motivation to defend associated with both direct and indirect defending behavior. Assumably, the extrinsic motivation to defend does not have any relation with the defending behaviors except those of bullying ones. On the other hand, if empathy is uninvolved, there is a plausibility that it links with direct defending due to the expectations that urge them to stand up for the victims and needs for external rewards such as popularity (Pronk et al., 2017; van der Ploeg et al., 2017), social acceptance in particular context, in this case – school premise (Jungert et al., 2016). Next, introjected motivation to defend may possibly be relevant to the indirect defending behavior more than the direct one as it may concern the feeling of shame or guilt for not helping the victim in distress due to moral emotions (Hoffman, 2000, as

cited in Jungert et al.,2016; Pronk et al.,2016). However, it is probable that the involvement in such unhealthy situation holds some risk. In which case, the support, such as consoling, may come after as it will lessen the discomfort feeling.

To summarize, the hypotheses concern that autonomous motivation to defend will be positively associated with both direct (5a) and indirect defending (5b), extrinsic motivation to defend will be positively associated with direct defending (6), and introjected motivation to defend will be positively associated with indirect defending (7). For the mediator, autonomous motivation to defend will mediate the relationship between empathy and direct defending (8a), and indirect defending (8b), extrinsic motivation to defend will mediate the relationship between empathy and direct defending (9), and introjected motivation to defend will mediate the relationship between empathy and indirect defending (10).

Other Variables

Defending Self-efficacy Beliefs

Bandura (1995) defined self-efficacy as “the belief in one’s capability to organize and execute the courses of action required to manage prospective situations” (p. 2). In bullying situations, bystanders who believe in their ability to defend the victim will intervene in the bullying. For example, a cross-sectional study by Pöyhönen et al. (2010) found that perceived self-efficacy was positively associated with actual defending behavior. In contrast, another finding showed no significant effect of self-efficacy beliefs on defending behavior when examining a longitudinal study on peer aggression (Barchia & Bussey, 2011). However, recent studies have

found that self-efficacy does not amplify the influence of empathic feelings on defending. As noted by van der Ploeg et al. (2017) investigated predictors of defending among primary school students in Finland, while distinguishing victims and non-victims. The findings indicated that high levels of affective empathy and self-efficacy beliefs were associated with defending behavior, however, direct defending comes with high self-efficacy, while indirect defending comes with higher levels of empathy. Another study found similar findings, empathy has a positive association with defending and passive bystander behavior, on the other hand, high social self-efficacy was correlated with defending, whereas lower social self-efficacy was correlated with passive bystander behavior (Gini et al., 2008). These findings on self-efficacy beliefs imply that self-efficacy could be measured separately with defending behavior. The higher self-efficacy belief in bystanders, the higher levels of defending in bullying incidents.

Gender Differences

Several previous studies have found that girls are more likely to defend the victims than boys in bullying. Gini et al. (2007) analyzed the relationship between empathy and helping behavior in a bullying situation, including a sample of 318 Italian students who ranged in ages from 12 to 14 years old. Researchers found that girls had higher empathetic concern and perspective-taking than boys. This is consistent with the study of Gini et al. (2008), investigated empathy and defenders in a sample of 294 Italian adolescents. The study illustrated that girls scored higher on empathy than boys. Another finding of Almedia and colleagues (2010) found that girls showed higher empathy, while boys showed fewer positive attitudes toward the

defender role than girls when examining empathy among 292 Portuguese students, ages 10 to 18. Most findings on gender differences revealed that girls reported higher levels of empathy and defending behavior, compared to their boy counterparts. As for girls, they have compassion (Becker & Eagly, 2004) and communal goals (Lambe et al., 2019; Pronk et al., 2019), even if victims are outgroup, they still help victims for building or maintaining relationships. Although there are exceptions, Cappadocia et al. (2012) investigated empathetic responsiveness in 108 Canadian aged 8 to 16 years old who attended a summer camp. The researchers found that boys who had witnessed the bullying events were more plausibly to intervene in the incidents and reported high levels of empathy. In addition, boys were found to prefer direct defending, while girls showed more indirect and hybrid defending (Pronk et al., 2013; Reijntjes et al., 2016). Another finding, however, boys were associated with hybrid defending, which refers to a bystander who has a combination of direct defending and indirect defending. Research suggests that hybrid defending can build a social network in order to gain popularity for boys (Pronk et al., 2019).

To summarize, the findings on gender differences may vary on individual differences or context or emotional difficulties. However, the present study expects to include this variable as a moderator in order to examine whether girls or boys will be more related to defending behaviors if identifying empathy as a predictor and motivation to defend as a mediator.

Perception of school Anti-Bullying Policy

School anti-bullying policies typically promote positive behaviors against bullying, such as training teachers on supporting, teaching empathy to students during

classroom lessons, maintaining staff supervision throughout school settings, and collaborating with parents about student behavior (Hall, 2017). Policies may prohibit certain behaviors, such as aggressive behaviors (e.g., threatening or attacking), taking revenge against the witnesses who report bullying situations so that students can have courage to help the victim. Some school may state heavy punishments for those behaviors (e.g., suspending or expelling the bullies). The policy may vary on how to prevent, handle and resolve issues in each school. Woods and Wolke (2003) found that fewer students who reported being directly bullied were likely to rate high scores in school policy. However, high policy scoring schools also had more students who reported being indirect bullied (e.g., social exclusion or rumor spreading) instead of direct bullying (as cited in Smith et al., 2008). According to Woods and Wolke (2003), the effectiveness of school anti-bullying policy would be differences in the schools. High-quality policy would affect lower rates of verbal and physical bullying in schools rather than low-quality policy (Ordonez, 2006). Another study illustrated that the students who reported their school had clear rules on bullying were associated with lower levels of bullying (Wales et al.; in press), which consistent with the finding of Glover et al. (1998, as cited in Smith et al., 2008). These findings imply that the effectiveness of school anti-bullying policies may plausibly have association with bullying episodes, victimization and defending behaviors. In other words, a bullying may raise in higher rate if the school has no policy or ineffective policy which can explain the level of defending behaviors better. However, few studies found that neither the presence of bullying policy nor the quality of the policy had association with bullying; that is – the policy may not influence school bullying among students (Hall, 2017). The present study will therefore address students' perception of school

anti-bullying policy as grouping variable to clarify whether the school anti-bullying policy will moderate the empathy – motivation to defend – defending behavior relationships.

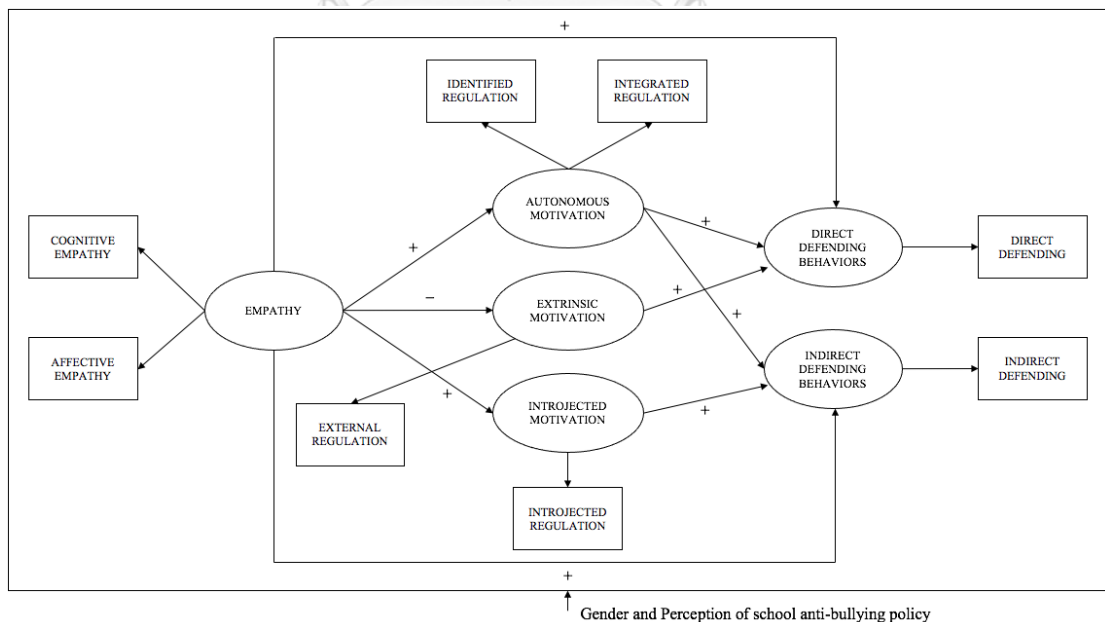


Statement of the Purpose

The purpose of this study is to examine the relationships among empathy, motivation to defend and defending behavior by emphasizing the effects of intrapersonal factor (i.e., empathy) on defending the victimized students. The research questions are that empathy predicts defending or not: Is empathy related to defending behaviors? Is empathy related to motivation to defend? Do motivation to defend variables mediate the relationship between empathy and defending behaviors? In order to reduce victimization and design school bullying prevention programs, these relationships need to be focused.

Figure 1

Proposed model of linkages among empathy, motivation to defend and defending behavior with gender and perception of school anti-bullying policy as moderators



Hypotheses:

After controlling the effects of individual differences (i.e., self-efficacy), the following hypotheses will be examined as gender and school policy will moderate the relationships among empathy, motivation to defend and defending behaviors.

Hypothesis 1 – Empathy will be positively associated with 1a) direct defending, and 1b) indirect defending.

Hypothesis 2 – Empathy will be positively associated with autonomous motivation to defend.

Hypothesis 3 – Empathy will be positively associated with introjected motivation to defend.

Hypothesis 4 – Empathy will be negatively associated with extrinsic motivation to defend.

Hypothesis 5 – Autonomous motivation to defend will be positively associated with 5a) direct defending, and 5b) indirect defending.

Hypothesis 6 – Extrinsic motivation to defend will be positively associated with direct defending.

Hypothesis 7 – Introjected motivation to defend will be positively associated with indirect defending.

Hypothesis 8 – Autonomous motivation to defend will mediate the relationship between empathy and 8a) direct defending, and 8b) indirect defending.

Hypothesis 9 – Extrinsic motivation to defend will mediate the relationship between empathy and direct Defending.

Hypothesis 10 – Introjected motivation to defend will mediate the relationship between empathy and indirect defending.

Hypothesis 11 – Gender will moderate the relationships among empathy, motivation to defend and defending behaviors.

Hypothesis 12 – Perception of school anti-bullying policy will moderate the relationships among empathy, motivation to defend and defending behaviors.

Variables

A criterion variable is *Defending behaviors (direct and indirect)*

A predictor variable is *Empathy*

Mediator variables are *Autonomous motivation to defend, Extrinsic motivation to defend and Introjected motivation to defend*

Control variable is *Defending Self-efficacy beliefs*

Moderators are *Gender differences and Perception of school anti-bullying policy*

Conceptual and operational definitions

Defending behavior refers to an action including verbal or physical active defending, or comforting in order to help and protect students who are the victim of bullying at school. Direct defending describes a bystander who confronts the bully and defends the victimized peer by pushing the bully away or asking the bully to stop. Indirect defending describes a bystander who consoles or supports the victim, be nice to the victim who is being left out, or seek help from a teacher when witnessing a peer is being bullied. Defending Behavior Scale will be modified from the subscale of the *Bullying Participant Behaviors Questionnaire* of Demaray et al. (2014). Both subscale scores will

be calculated for each student by averaging item scores, a higher score indicating a higher level of defending for each subscale.

Empathy is defined as an emotional response that results from another person's emotional state or condition. A *cognitive component* refers to a bystander being able to understand the victimized peer's feeling. An *affective component* refers to a bystander can experience and feel the suffering toward the victim. Basic Empathy Scale will be adapted from *BES Scale* of Jolliffe and Farrington (2006). Subscale scores will be averaged across all items scores for each student. The total score will be calculated from the sum of subscale scores, with higher total scores on empathy indicating greater empathy.

Motivation to defend will be described to autonomous, extrinsic and introjected motivation to defend in this study. *Autonomous motivation* refers to a drive that a bystander desires to protect the victimized peer who is distressed with the sense of volition, and lessen peer's suffering without selfish reasons, a swell as it is important to help. Extrinsic motivation refers to an external drive that a bystander wants to defend the victim for the expectation of rewards, such as gaining popularity, being accepted by and praising from teacher, parents, or peers. *Introjected regulation* refers to a forceful drive that a bystander may want to help the victim to avoid the feeling of guilt based on the moral sense that they will feel bad for not helping the victimized peer. Motivation to Defend Scale will be developed from the *Motivation to Defend*

Scale of Jungert et al. (2016), Iotti et al. (2019), and Jungert and Perrin (2019). Subscale scores will be calculated by summing up the responses of each subscale's items. A higher score indicating a higher level of motivation to defend for each subscale.

Covariates:

Defender Self-efficacy beliefs refers to a bystander who believes in their ability to defend the victim in the bullying episodes. They will intervene in bullying and help victimized peers from those bullies. Self-efficacy Beliefs scale will be pulled from the *Defending Behavior Scale* after the scale was modified, and integrate with the pattern adapted from the *Self-efficacy scale* of Pöyhönen et al. (2010). Scored scales will be averaged across all items to create a single self-efficacy score such that a higher score indicates a higher level of self-efficacy for defending.

CHAPTER TWO

METHODOLOGY

This study was a cross-sectional survey on Mathayom II and Mathayom III investigating the relationships among empathy, motivation to defend in school bullying occurrences and defending behaviors with gender and school anti-bullying policy as moderators. Researcher expected that higher levels of empathy would have a positive relationship with both direct and indirect defending behaviors through autonomous motivation to defend as well as a direct effect on defending behavior. Those relationships might be altered by gender and perception of school anti-bullying policy.

Participants

The study participants contained 1,138 participants from four schools located in Bangkok by using convenience sampling techniques. The research sample represented girl students ($n = 639$, 56.1%) and boy students ($n = 499$, 43.9%), ages 12 to 15 ($M = 13.78$, $SD = .66$) from lower secondary schools in Mathayom II and Mathayom III. The classrooms were conveniently selected or entire class year after the permission from the respective schools. The study sample was evenly account of both boys and girls in every permitted school. Moreover, the participation in this study was on voluntary basis. Importantly, the inclusion criteria for participation was only student who had online communication tools (e.g., smartphone or personal computer) as the questionnaire survey was conducted online. Sample size was determine based on the rule of thumb for multigroup modeling (Kline, 2005). Kline (2005) suggested that the sample of 100 observations per group was needed in order

to achieve the unbiased estimates for all of the parameters and the standard errors. Therefore, the minimum sample size of this study was 400 observations – 200 with 100 in each group for two gender groups (boys and girls) and two groups of school anti-bullying policy (those holding the high quality of school anti-bullying policy or activities and those holding low quality of anti-bullying policy or activities). However, the larger sample of 1,314 participants were drawn from schools in the present study. During data analysis, 13.4% of participants were excluded from the study due to non-response and incomplete response. To understand school bullying background, the frequency of school bullying episodes was also acquired in this study to compare whether these schools would be similar or different in bullying.

Instruments

At first, some research instruments required permission from the original tool's developer for use of the instruments. Once permitted, all instruments were translated from the English version to Thai by two bilingual speakers (English-Thai), and also were back-translated by another Thai-English translator for maintaining the equivalence of concepts in the questionnaires (linguistic equivalence and cultural equivalence), using the back-translation criteria of Spencer (2014). Moreover, the readability of the questionnaire items was targeted at lower secondary school level (Mathayom I to III). The translation was reviewed and approved by the advisor and supervisors of this study. In the pre-testing questionnaire, the snowball sampling was conducted for the online test via social media (i.e., Facebook). There were a sample of 51 students from Mathayom I to Mathayom III who tested the questionnaire. The readability level of the test was satisfactory (See Table F1). More than 70% of

respondents reported that the items were easy to read and understand. After analyzing the results and suggestions from respondents, some complicated words or sentences were modified into the simpler and relatable one while retaining original meaning. The reliability and validity of the research instruments were tested using SPSS and Mplus 8.2. The criteria of coefficient alpha and fit indices were presented in Table C1 and C2.

Demographic Questions

General information included gender, age, educational stages, and school name. (see Appendix A, section 1)

Basis Empathy Questionnaire

Basic empathy scale was originally developed by Jolliffe and Farrington's questionnaire (2006), comprising a 20-items self-report questionnaire that measured to what degree students recognized the bullying situations in which someone was bullied, and how did they think and feel about them among students in Mathayom II and III. This study modified items into the following context. The scale of cognitive empathy consists of nine items (3, 6, 9, 10, 12, 14, 19, 20), describing the understanding of another person's feeling, for instance "I can often understand how people are feeling even before they tell me". Affective empathy scale consists of eleven items (1, 2, 4, 5, 7, 8, 11, 13, 15, 17, 18), sensing another person's feelings, for instance "After being with a friend who is sad about something, I usually feel sad". Participants assessed whether they agree or disagree with each statement on a 5-point Likert scale, from 1 (strongly disagree) to 5 (strongly agree). Eight items were

reversely coded (1, 6, 7, 8, 13, 18, 19, 20). The reliability of this instrument was satisfactory, with Cronbach's alpha of .75 and .78 for affective and cognitive empathy, respectively, and the total score was .82. The model fit was acceptable, $\chi^2/df= 1.38$, RMSEA = .05, CFI = .92, TLI = .90, SRMR = .07, supporting the construct validity of the tool. Subscale scores were averaged across all items scores for each participant. The total score was calculated from the sum of subscale scores, with higher total scores on empathy indicated greater empathy (see Appendix A, section 2).

Motivation to Defend Questionnaire

Motivation to defend scale (MDS) was developed by Jungert et al. (2016), a 15-items of self-report questionnaire adapted from the Motivation scales in the Self-determination theory (SDT; Deci & Ryan, 1980; Ryan & Deci, 2000) literature, including the Prosocial motivation in children (Ryan & Connell, 1989), the Motivation to help scale (Weinstein & Ryan, 2010), and the Academic motivation scale (Vallerand et al., 1992). However, this study considered autonomous motivation to defend by averaging two subscales from intrinsic and identified regulation (adapted from Iotti et al., 2019; Jungert & Perrin, 2019). The questionnaire of this scale initially states that 'Why you would engage in helping the victim' by presenting reasons, consisting of 11 items, such as "because I like to help other people" (intrinsic), "because I think it is important to help people who are treated badly" (identified), "because I would feel like a bad person if I did not try to help" (introjected), and "to become popular" (extrinsic). Participants reported the answer of each item conducting on a 5-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree). The internal consistency reliabilities of this scale were .65,

.60, and .70 for autonomous motivation, introjected motivation, and extrinsic motivation, respectively. The tool was then confirmed in a confirmatory factor analysis. The fit of the model indicated good fit; $\chi^2/df= 1.529$, RMSEA = .06, CFI = .97, TLI = .94, SRMR = .07. Subscale scores were calculated by summing up the responses of each subscale's items. A higher score in that subscale indicated a higher level of that motivation to defend (see Appendix A, section 3).

Defending Behaviors Questionnaire

Investigator modified and devised two subscales in the defending behaviors scale as two subtypes of defending behaviors could be distinguished (Lambe & Craig, 2020; Pronk et al., 2019; Pronk et al, 2013; Reijntjes et al., 2016) that were direct defending like verbally or physically attacking the bully, and indirect defending like comforting the victim. In school bullying, a bystander may directly stand up for the victim or indirectly console the victim in distress after incidents so they could be separately measured. The defending behavior scale was adapted from the Bullying Participant Behaviors Questionnaire of Demaray et al. (2014), established reliability and validated by Demaray et al. (2014), consisting of 12 items, for instance “I defended someone who was being pushed, punched, or slapped” (as direct defending), “I tried to become friends with someone after they were picked on” (as indirect defending). Participants evaluated how often they had engaged in the behavior described in each item on the current school year. The answers were given on a 5-point Likert scale ranging from 1 – 5 (1 = Never happened during the past year, 2 = Happened just once, 3 = Two or three times a month, 4 = About once a week, 5 = More than once a week). The internal consistency analysis had a Cronbach's alpha

coefficient of .79, .83 and .89 for indirect defending, direct defending, and the total defending score. For construct validity, the goodness of fit was acceptable ($\chi^2/df = 1.92$, RMSEA = .08, CFI = .94, TLI = .92, SRMR = .05). Both subscale scores were calculated for each student by averaging item scores, a higher score in direct defending indicated a higher level of direct defending as well as a higher score in indirect defending indicated a higher level of indirect defending. Additionally, a student who had higher scores on both direct and indirect defending reflect the likelihood to combine both types of defending behaviors (Pronk et al., 2019). (see Appendix A section 4)

Defending Self-efficacy Questionnaire

Self-efficacy for defending scale was adapted from Pöyhönen et al.'s (2010) patterns. The Defending behaviors scale was used to create the 12-items, for instance “Defending someone who was being pushed, punched, or slapped would be... for me” (see Appendix A section 5). Participants evaluated on the level of difficulties it would be for them to defend and support a victim of bullying. The answers were given on a 4-point Likert scale ranging from 1 (very easy) to 4 (very difficult), and all items were reversely coded before the analysis. This instrument demonstrated good reliability with Cronbach’s alpha as of .82 for the total. The internal consistency of the self-efficacy beliefs for indirect defending was .67 and for direct defending was .77. For a CFA, the model fit indicated good fit; $\chi^2/df = 1.49$, RMSEA = .06, CFI = .94, TLI = .92, SRMR = .05. Scored scales were averaged across all items to create a single self-efficacy score such that a higher score indicated a higher level of self-efficacy for defending. (see Appendix A section 5)

Gender Differences

Participants filled in the questionnaire asking about their gender. The codes 1 and 2 was assigned to each gender (1 = boy, 2 = girl).

Perception of School Anti-Bullying Policy Questionnaire

School anti-bullying policies were derived from the international schools and Office of Basis Education Commission (OBEC) in Ministry of Education in Thailand. As most of international schools committed to provide high quality of the policy/activities in order to make sure all members are around safe and caring environment. Ministry of Education requires all schools to formally implement the anti-bullying policy set by OBEC, however, the restriction policy depends on each school. The perception of school anti-bullying policy as perceived by the teachers and the students (as each school already confirmed having these policies). In the questionnaire started with an item, “Do you know or aware that there are rules and policies for preventing the bullying in your school?”. The answer was “Yes” or “No” (1, 0). Students who reported “yes” evaluated a school policy checklist. Students who reported “no” skipped this part as provided information was counted scores. The school anti-bullying policy’s information was divided into statements for checking what the students have known about the school policy which contained eight-statements, for instance “Holding an annual anti-bullying week,” “Having peer-support community,” “Having bullying awareness training,” “Setting the core values,” “Supporting and following up with the victims”, “Helping and changing the bullies on bullying behavior”, “Establishing the rules for both students and teachers in each

class”, and “Having an appropriate punishment for bullying behaviors”. The answer was given Yes (1) or No (0) for each statement (see Appendix A, section 7). The scores were computed by summing up each response. Their responses were to validate that they have perceived the anti-bullying school policy, and also indicated that the school’s bullying policy are in use. (see Table F3)

Perceived Prevalence of School Bullying Questionnaire

Investigator used the perceived prevalence of school bullying questionnaire for student and teacher/staff to obtain the information of the bullying episodes to observe the frequency of bullying and the effectiveness of school policy in each school as they might affect the study results. This information, thus, could explain the outcomes more clearly. It also might be as additional variable (i.e., auxiliary variable) for making estimates on incomplete data. Moreover, it was employed as control variable if there was any difference among schools.

Student – report:

In the present study, perceived prevalence of school bullying scale was assessed by using three scales (see Appendix A, section 6). First, the Bullying Scale (Pozzoli et al., 2016), which was derived from the Participant Roles Questionnaire scale (Salmivalli et al. 1996). This tool used the formulation in third person of verbal tenses, consisting of 4 items; “Some classmates are aggressive towards other classmates, they hit or push some of those classmates”. Participants evaluated how often they had seen the scenes from the behavior described in each item on the past school year. The answers were given on a 5-point Likert scale ranging from 1 (never)

to 5 (almost always). The scores on the scale were averaged across each subscale's items for each student (Cronbach's $\alpha = .75$), and the degree of mean scores indicated the frequency of bullying within the classrooms.

Second, the Perceived social norm regarding bullies (Bradshaw et al., 2007) was used to assess perceived prevalence of school bullying, which consists of 3 items; "Do you agree that the bullies in your class are popular by other students?", "Do you agree that the bullies in your class are disliked by other students?", "Do you agree that the bullies in your class are feared by other students?". Students evaluated whether agree or disagree. The answers were given on 1 (agree) or 0 (disagree). The scores were averaged across all items and the degree of mean scores indicated the perceived bullying within the classroom.

The perception of the school climate was also measured by using 2 items; "I feel safe at school" and "I feel like I belong at this school" (Cronbach's $\alpha = .69$). Participants rated whether they agree or disagree with each statement on a 4-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). The scores were calculated by averaging across all item and the degree of mean scores indicated the perception of the bullying. (see Table F4)

Teacher – report:

Teacher-report of Perceived Prevalence of School Behaviors in Bullying

The three scales used for the student-report of perceived bullying was adjusted for a teacher report version by describing the statements in the third person, including 4 items; "Some students tease some classmates, calling them nasty nicknames, threatening or offending them". Teacher/staff evaluated how often these behaviors

had occurred during the past school year. The answers were given on a 5-point Likert scale ranging from 1 (never) to 5 (almost always). The scores were calculated by averaging across each subscale's responses. A higher score indicated a higher students' proneness to those behaviors at school (Cronbach's $\alpha = .70$). The questionnaire of perceived social norm regarding bullies contains three items; "Are the bullies at your school popular by other students?", "Are the bullies at your school disliked by other students?", "Are the bullies at your school feared by other students?" (Bradshaw et al., 2007). Teacher/staff evaluated whether agree or disagree. The answers were given on 2 (agree) or 1(disagree). The scores were averaged across all items and the degree of mean scores indicated the perceived bullying in school. The perception of the school climate was the same tool as the student one (see Appendix B). A Cronbach's alpha coefficient was .79 for teacher/staff (Institute of Behavioral Science, 1990 as cited in Bradshaw et al, 2007). The details of inclusion criteria were lower secondary school teachers (Mathayom II-III) and support staffs (e.g., school counsellor, homeroom teacher) who have been working there at least a year with full understanding of the school rules, policies and procedures. One representative was asked to evaluate it for each school as it depended on school permission and the limitation of time on the teacher schedule. (see Table F4)

Class Size

Class size was measured by the number of students in each classroom. The class size information was received from the schools (See Table F2).

Procedure

Pilot Study

To conduct a pilot study, school permission for participation and the approval of IRB was crucial for ethics before students tried out the designed questionnaires. In this study, data was collected by using Qualtrics (web-based online survey) as it is convenient for students. The pilot testing was considered to ensure the validity and reliability on accuracy of measurements with a sample of 155 students from Mathayom I to Mathayom III. After conducted the investigation for the study of the measurement tools, the next step was to collect actual data.

Informed Consent

Prior to actual data collection, the investigator had contacted and requested permission from schools, school principals and homeroom teachers by explaining the objectives and the benefits that their schools and their students would gain from this study. Details of the study and investigator's contact information were provided for parents' consideration for the study consent. Parents provided written consent to the homeroom teachers if they agreed for the child to participate in the study. Each student provided individual verbal consent to participate in the study to the homeroom teachers and provided consent on the online survey platform before beginning the survey. Preparation of the study was discussed within a week, included timeline for data collection, detailed instructions with homeroom teachers and relevant persons, the information of the school anti-bullying policy as well as the questions of bullying

situations in their schools (in terms of frequency of bullying occurrences to compare with another school) by using online questionnaire.

Data Collection

The data collection took place in participants' classroom and links and QR code of online questionnaire (i.e., Qualtrics) were provided by homeroom teachers. The questionnaire began with the details of the study, a brief purpose of the study, the rights and responsibilities of a research participant, and the instructions on the first page. The title and the purpose of the study was designed to prevent or reduce the occurrence of socially desirable responding which might affect the validity of the research. Next, participants were informed that their data are de-identified and confidential, and also had the right to withdraw from the study at any time. A brief definition of bullying was then described to establish the similar ground of the terms used in the study such as name calling, appearance teasing, and ignoring – all of which are part of bullying patterns. Participants could ask for help via online (i.e., email) if they have any questions regarding the items. After the completion of the data, the thank you message for participation was presented on the last page. The debriefing was also provided with the full explanation of the goals of the study, and the contact details was attached for any further information or any issue as a result of the study.

Research Ethics and Protection of Human Rights

The study received ethical approval from the Research Ethics Review Committee for research involving human subjects and the Faculty of Psychology at

Chulalongkorn University on July 21, 2020. Participants were priority for the study. The school's permission and parental consent were obtained with the study's details. Informed consent was obtained from all participants individually before data collection. The participants were anonymous and voluntary for the study, and all data (e.g., responses) were confidential. The debriefing was carried out at the end of the study. The contact was given to all students, parents and schools for further information, or any student who wants to remove their responses from the data file after reading the debriefing information, or any health problem (e.g., feeling anxious) occurred after the participation. The student responses will be permanently eliminated from every device after the publication of the study.

Statistical Analyses

The research study managed with missing data before data analyses, using SPSS to handle missing individual items and unnecessary data. The missing values were excluded from non-missing values for further analyses. After the data cleaning process, this data analysis was developed into the following steps. Initially, this study encompassed descriptive statistics to summarize a given datasets, then Pearson's correlation coefficient was investigated to describe the relationship of all variables, indicating the degree of a linear correlation between two variables.

Multiple group analysis

Following, mediation and multi-group analysis were utilized to test the hypothesis regarding the associations of empathy and defending behaviors through motivation to defend in bullying using Mplus. Gender and school anti-bullying policy

were included as grouping variables for comparing group difference and testing invariance across group. Self-efficacy beliefs were used as control variable to make the outcome clearer. In order to clarify the models with multiple mediators and group, all relevant variables in the model were selected, following by estimating the effect mediated through multiple mediators (autonomous motivation, extrinsic motivation, introjected motivation to defend) and the effects through other pathways, scrutinizing direct and indirect effects of variables on the relationships between empathy and defending behaviors (direct and indirect defending). Also, multi-group analysis examined the moderating effects of gender and perception of school anti-bullying policy in the relationships among empathy, motivation to defend and defending behaviors. In the model, sampling weight calculated for complex sampling data to reduce biased and inconsistent estimates that lies between classes accordingly to classroom and school differences.

CHAPTER THREE

RESULTS

This chapter presents analyses and interpretation of the data from the study. The preliminary testing, the play of figures and tables may aid to present the results in a more understandable way.

Preliminary examination of the main study

Data screening, Missing data, and Outliers

Missing data was screened out from the dataset (e.g., items missing, age and gender missing). Mahalanobis Distance (MD) was used to identify multivariate outliers with SPSS. This study determined the chi-square distribution with 6 degrees of freedom and the critical value at a .01 significance level. Any data values of the probability variable presented less than .01 were considered outliers. In this study, six cases were removed from dataset. Moreover, there was an insignificant difference between the mean values and 5% trimmed mean when compared each item. In other words, no outliers were detected between these two values. Hence, the output data excluded 13.4% responses ($n = 176$) of the original participants sample size, which brought to the final sample size of 1,138.

Descriptive statistics

To conduct statistical analyses, descriptive analysis was presented to summarize the basic characteristics of the dataset with SPSS. The demographic information is presented by gender, age, and educational level.

Table 1

Demographic Characteristics of Respondents

Dimensions	Characteristics	Frequency	Percentage
Gender	Male	499	43.9%
	Female	639	56.1%
Age	12 years old	5	0.4%
	13 years old	346	30.4%
	14 years old	623	54.8%
	15 years old	164	14.4%
Educational level	Mathayom II	578	50.8%
	Mathayom III	560	49.2%
Total/Response Rate		1,138	100%

Table 1 shows the total sample of respondents comprised 1,138 lower secondary school students. The gender composition of the respondents was male 43.9% ($n = 499$) and female 56.1% ($n = 639$), whose age varied from 12 to 15 years ($M = 13.78$, $SD = .66$). Regarding the educational background, the sample was distributed evenly between the school year levels: 50.8% Mathayom II students, and 49.2% Mathayom III students. Moreover, the perceived prevalence of school bullying showed no difference among schools for both student and teacher-reports.

Correlational analysis

Table 2

Intercorrelations, Mean, Standard Deviation, Skewness, Kurtosis of the study variables

	EMP	COG	AFF	AM	EM	IM	DDF	IDF	SES
EMP	(.82)	.87**	.88**	.55**	-.22**	.26**	.16**	.18**	.29**
COG		(.78)	.52**	.49**	-.21**	.19**	.19**	.18**	.33**
AFF			(.75)	.47**	-.17**	.26**	.10**	.13**	.17**
AM				(.70)	-.19**	.36**	.17**	.20**	.33**
EM					(.75)	.137**	.06*	.06*	-.15**
IM						(.60)	.15**	.19**	.10**
DDF							(.83)	.77**	.29**
IDF								(.79)	.27**
SES									(.82)
<i>M</i>	3.79	3.92	3.65	3.82	2.27	3.44	2.33	2.54	2.88
<i>SD</i>	.47	.49	.58	.63	.74	.66	.92	.89	.45

Notes. EMP = Empathy, COG = Cognitive empathy, AFF = Affective empathy, AM = Autonomous motivation to defend, EM = Extrinsic motivation to defend, IM = Introjected motivation, DDF = Direct defending behavior, IDF = Indirect defending behavior, SES = Defending Self-efficacy.

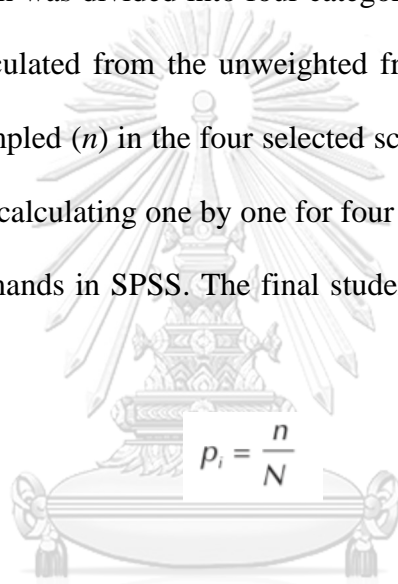
The Cronbach's alpha coefficients alpha are depicted in parentheses along the diagonal.

* $p < .05$, ** $p < .01$ (one-tailed).

In Table 2, Pearson's correlation coefficient was used to investigate the relationship among variables of the present study. The results from correlational analyses display that in regard to empathy, strong positive correlations were observed with cognitive empathy ($r = .87, p < .01$) and affective empathy ($r = .88, p < .01$) as well as a moderate positive correlation was found with autonomous motivation to defend ($r = .55, p < .01$), while a positive correlation was found with introjected motivation to defend ($r = .26, p < .01$) and a negative correlation was found with extrinsic motivation to defend ($r = -.22, p < .01$). Furthermore, empathy was positively correlated with direct defending ($r = .16, p < .01$) and indirect defending ($r = .18, p < .01$), and defending self-efficacy ($r = .29, p < .01$). Regarding the three different forms of motivation to defend, the findings demonstrated that autonomous motivation, extrinsic motivation and introjected motivation to defend were positively correlated with direct defending ($r = .17$ and $.15, p < .01$ and $.06, p < .05$ in that order) and indirect defending ($r = .20$ and $.19, p < .01$ and $r = .06, p < .05$, respectively). Moreover, the two subtypes of defending behaviors were highly and positively correlated with each other ($r = .77$). Besides, defending self-efficacy was found to positively correlated with autonomous motivation and introjected motivation to defend, whereas it was negatively correlated with extrinsic motivation. In examining the normality, the values for skewness of each variable were between $-.29$ to $.60$, and kurtosis was between $-.39$ to 1.31 . The results satisfied the conditions as a normality distribution on Likert-type scale as suggested if skewness and kurtosis are less than 2 and greater than 2 (Bryne, 2010, George & Mallery, 2010).

Sampling weights

The complex sampling data was randomly and evenly weight, using weight cases in SPSS before analyzing the data in Mplus to reduce biased and inconsistent estimates (variance) between classes regarding classroom and school differences (see OECD, 2009 for an overview). This calculation included data from class size and total number of students from each school year in four schools. The variable of weight cases was school, which was divided into four categories (i.e., Schools 1, 2, 3 and 4). The data was first calculated from the unweighted frequency distribution. The total number of students sampled (n) in the four selected schools divided by the number of students in school (N), calculating one by one for four schools. Then, the data was run by the following commands in SPSS. The final student probability was then utilized for further analysis.



Data analyses

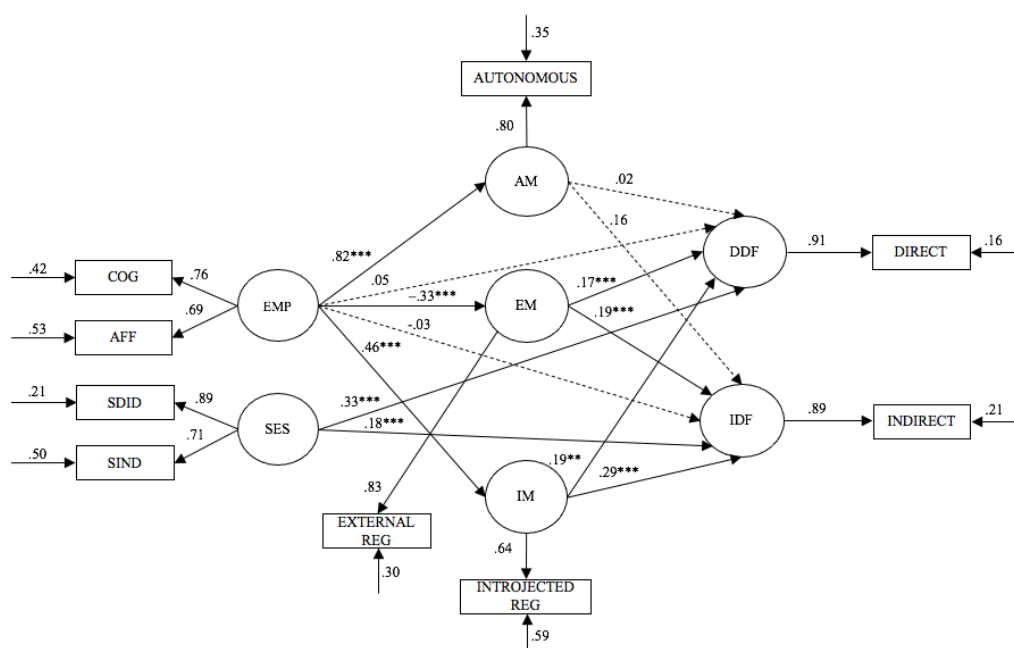
The structural equation modeling (SEM) was conducted to scrutinize the mediating effects of autonomous motivation, extrinsic motivation, and introjected motivation to defend in the relationship between empathy and defending behaviors. The multiple group path analysis was performed to test whether gender and perception of school anti-bullying policy display significant differences for the specific groups. These findings were examined by using Mplus 8.2 (Muthén & Muthén, 1998-2018).

Mediation

The mediation analysis with SEM, the model provided an adequate fit to the data: $\chi^2 = 42.40$, $df = 12$, $\chi^2/df = 3.53$, RMSEA = .05, CFI = .99, TLI = .97, SRMR = .02 as per recommendation of previous studies (Hooper et al., 2008; Kula, 2011) as showed in Table C1 for the cutoff criteria.

Figure 2

Mediation model for the relationship between empathy and defending behaviors (direct and indirect defending) as mediated by different forms of motivation to defend.



Notes. EMP = Empathy, COG = Cognitive empathy, AFF = Affective empathy, AM = Autonomous motivation to defend, EM = Extrinsic motivation to defend, IM = Introjected motivation, DDF = Direct defending behavior, IDF = Indirect defending behavior, SES = Defending Self-efficacy.

* $p < .05$, ** $p < .01$, *** $p < .001$.

The findings illustrated that empathy significantly correlated with autonomous motivation, extrinsic motivation, and introjected motivation to defend. Empathy was positively associated with higher levels of autonomous motivation to defend ($\beta = .82, p < .001$), and introjected motivation to defend ($\beta = .46, p < .001$). On a contrary, empathy had a significant negative association with extrinsic motivation to defend ($\beta = -.33, p < .001$). The results above were supportive of Hypotheses 2, 3, and 4. It was hypothesized that the three different forms of motivation had association with defending behaviors in dissimilar paths. Strong supports were found only for the associations of extrinsic motivation to defend (Hypothesis 6) and introjected motivation (Hypothesis 7). Extrinsic motivation to defend reported a significant link with direct defending ($\beta = .17, p < .001$) and indirect defending ($\beta = .19, p < .001$). Introjected motivation appeared to be positively related to both direct defending ($\beta = .19, p < .01$) and indirect defending ($\beta = .29, p < .001$). Moreover, empathy significantly predicted defending behaviors with complete mediation through extrinsic motivation and introjected motivation to defend, which were supportive of Hypotheses 9 and 10. Besides, the results demonstrated that these mediators came to have links with both defending subtypes, not just one of them. But interestingly, there was no direct effect of empathy on both defending subtypes, and also indirect effect through autonomous motivation to defend was happened to be insignificant which failed to support Hypotheses 1, 5 and 8 as shown in Figure 2. Additionally, the findings revealed that defending self-efficacy had a positively significant association with both direct defending ($\beta = .33, p < .001$) and indirect defending behaviors ($\beta = .17, p < .001$) as it was indicated as a covariate. For R-squared, the antecedent variable (i.e., empathy) explained 83.6%, 79%, 69.6%, 64.6% and 40.9% of variance

in direct defending, indirect defending, extrinsic motivation, autonomous motivation and introjected motivation to defend, respectively.

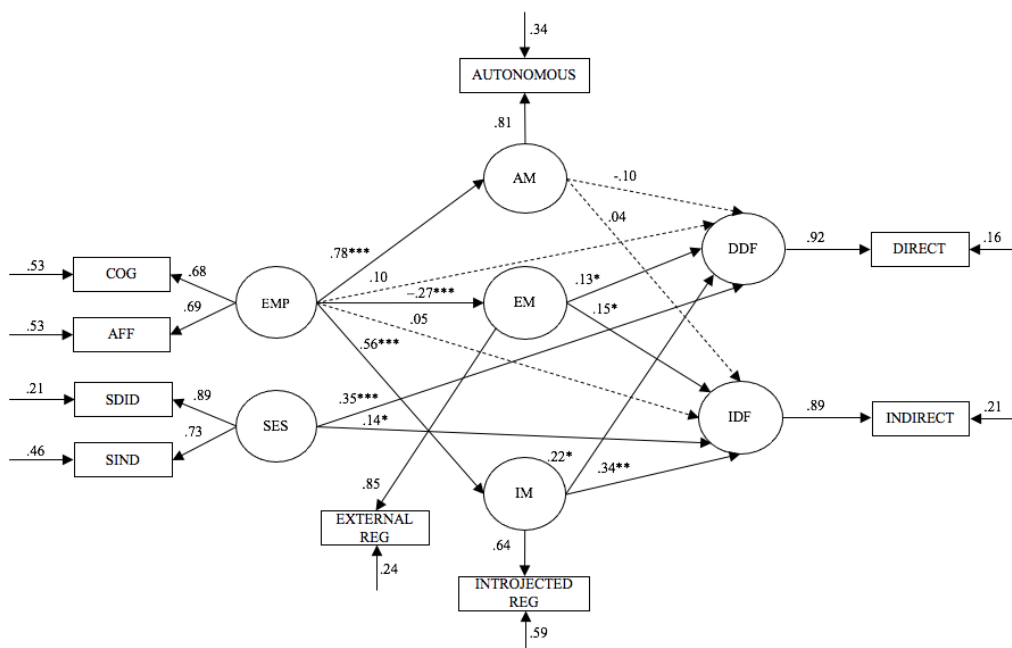
Moderation

A multiple group path model was tested across genders and school anti-bullying policy as moderators in this study. In unconstrained model, empathy significantly predicted positive effect on autonomous motivation ($\beta = .79$, $p < .001$ for boys; and $\beta = .83$, $p < .001$ for girls) and introjected motivation to defend ($\beta = .56$, $p < .001$ for boys; and $\beta = .40$, $p < .001$ for girls), while negatively predicted effect of empathy on extrinsic motivation to defend ($\beta = -.27$, $p < .001$ for boys; and $\beta = -.32$, $p < .001$ for girls). In both gender groups, introjected motivation to defend was significantly related to direct defending ($\beta = .22$ and $.17$, $p < .05$ for boys and girls in that order) as well as extrinsic motivation to defend ($\beta = .13$, $p < .05$ and $.18$, $p < .01$ for boys and girls), whereas autonomous motivation to defend was not related to direct defending. Introjected motivation to defend significantly predicted indirect defending in both boys ($\beta = .34$, $p < .01$) and girls ($\beta = .20$, $p < .001$) as well as extrinsic motivation to defend ($\beta = .15$, $p < .05$ and $.24$, $p < .01$ for boys and girls). Autonomous motivation to defend insignificantly predicted both subtypes of defending behaviors among gender groups. Moreover, no significant direct association existed between empathy and defending behaviors among gender groups as well. Correspondingly, defending self-efficacy (as control variable) was found to be related to direct defending ($\beta = .35$ and $.30$, $p < .001$ for boys and girls) and indirect defending ($\beta = .14$ and $.19$, $p < .05$ for boys and girls in order) as presented in

Figures 3 and 4. The R-squared value indicated that 83.9%, 78.6%, 71.7%, 66.2% and 41.1% of the variance in DDF, IDF, EM, AM and IM were explained by the variance of the antecedent variable among boys. For girls, the antecedents explained 83.3%, 79.4%, 66.5%, 59.6% and 40.4% of variance in DDF, IDF, EM, AM and IM, respectively.

Figure 3

Standardized coefficients for boys (unconstrained model)

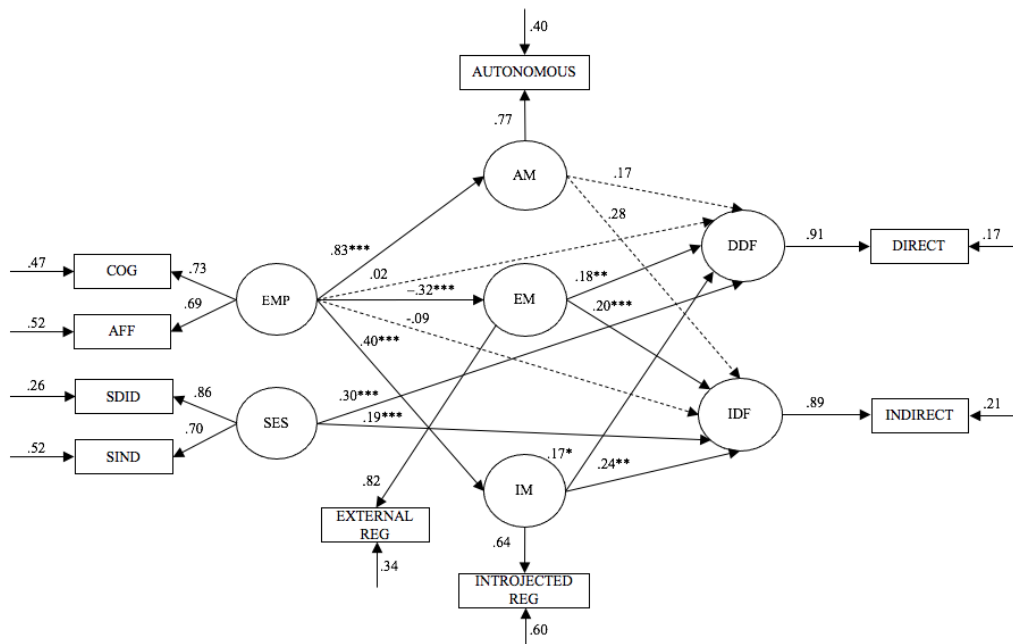


Notes. EMP = Empathy, COG = Cognitive empathy, AFF = Affective empathy, AM = Autonomous motivation to defend, EM = Extrinsic motivation to defend, IM = Introjected motivation, DDF = Direct defending behavior, IDF = Indirect defending behavior, SES = Defending Self-efficacy.

* $p < .05$, ** $p < .01$, *** $p < .001$.

Figure 4

Standardized coefficients for girls (unconstrained model)



Notes. EMP = Empathy, COG = Cognitive empathy, AFF = Affective empathy, AM = Autonomous motivation to defend, EM = Extrinsic motivation to defend, IM = Introjected motivation, DDF = Direct defending behavior, IDF = Indirect defending behavior, SES = Defending Self-efficacy.


* $p < .05$, ** $p < .01$, *** $p < .001$.

Table 3 shows the goodness of fit statistics for unconstrained and constrained model by gender. This study simultaneously tested a model across two gender groups with imposing equality constraints. The Chi-square difference test presented a statistically significant difference between the unconstrained and constrained models. A gender effect by correlating effect size indicated that the positive effect of extrinsic

motivation on direct and indirect defending was stronger for girls. In sample of boys, introjected motivation appeared to have a stronger positive effect on both subtypes of defending than girls. This denotes that extrinsic motivation and introjected motivation to defend served as significant mediators for both groups, and gender moderated the relationships of these study variables in which were supportive of Hypothesis 11.

Table 3

Goodness of Fit Statistics for Multiple Group Structural Equation Modeling by Gender



	χ^2	df	<i>p</i>	RMSEA	CFI	TLI
Unconstrained model	82.65	28	.00	.06	.98	.95
Fully constrained model	137.31	49	.00	.06	.97	.95
Comparison of constrained model with unconstrained model	$\Delta\chi^2 = 54.66$	$\Delta df = 21$	$p < .01$	The two models were not invariant.		
Chi-Square Contributions from Each Group						
Unconstrained model	Boy			37.45		
	Girl			45.20		
Constrained model	Boy			76.43		
	Girl			60.872		

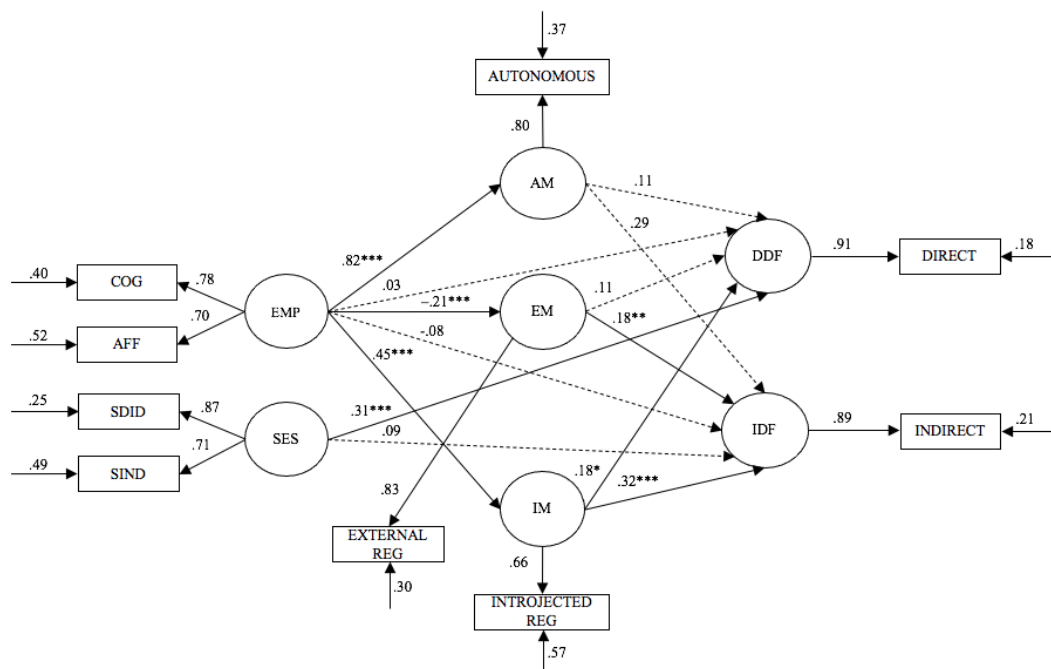
Notes. χ^2 = Chi-square; df = Degree of Freedom; RMSEA = Root Mean Square Error of Approximation; CFI = Comparative Fit Index; TLI = Tucker-Lewis Index.

Figures 5 and 6 below show the standardized unconstrained models for the moderating effect of students' perception on school anti-bullying policy. The findings demonstrated that empathy significantly and positively predicted autonomous motivation ($\beta = .82, p < .001$ for low perception; and $\beta = .78, p < .001$ for high perception) and introjected motivation to defend ($\beta = .45, p < .001$ for low perception; and $\beta = .43, p < .001$ for high perception), and had a negative influence on extrinsic motivation to defend ($\beta = -.21, p < .001$ for low perception; and $\beta = -.39, p < .001$ for high perception). For both groups, there was no significant mediating effect of autonomous motivation to defend in the association between the two variables. Both extrinsic motivation and introjected motivation to defend were significantly and positively associated with direct defending ($\beta = .24$ and $.27, p < .001$, respectively) and indirect defending ($\beta = .22$ and $.32, p < .001$ in order) for high perception group. On the other hand, these two different forms of motivation significantly associated with indirect defending for low perception group ($\beta = .18, p < .01$ and $\beta = .32, p < .001$ in order that) but only introjected motivation to defend was found association with direct defending ($\beta = .18, p < .05$). Moreover, the direct effect of empathy on defending behaviors was not significant for both groups. In other words, the relationships between empathy and defending behaviors was completely mediated by different forms of motivation to defend. The results confirmed a significant moderation of students' perception on school anti-bullying policy in these study variables which were supportive of Hypothesis 12. In addition, the results displayed a significant connection between defending self-efficacy and defending behaviors – direct defending ($\beta = .31, p < .001$) for low perception, and found relationship to both

direct and indirect defending ($\beta = .32, p < .001$ and $.18, p < .05$ respectively) for high perception. The results of the coefficient of determination can be interpreted that the antecedent variable explained 82.4%, 78.9%, 69.6%, 63.1% and 43.1% of the variance in DDF, IDF, EM, AM and IM for low perception group, and it explained 83.9%, 78.6%, 70.3%, 65.7% and 44% of the variance in DDF, IDF, EM, AM and IM for high perception group.

Figure 5

Standardized coefficients for low students' perception of school anti-bully policy (unconstrained model)

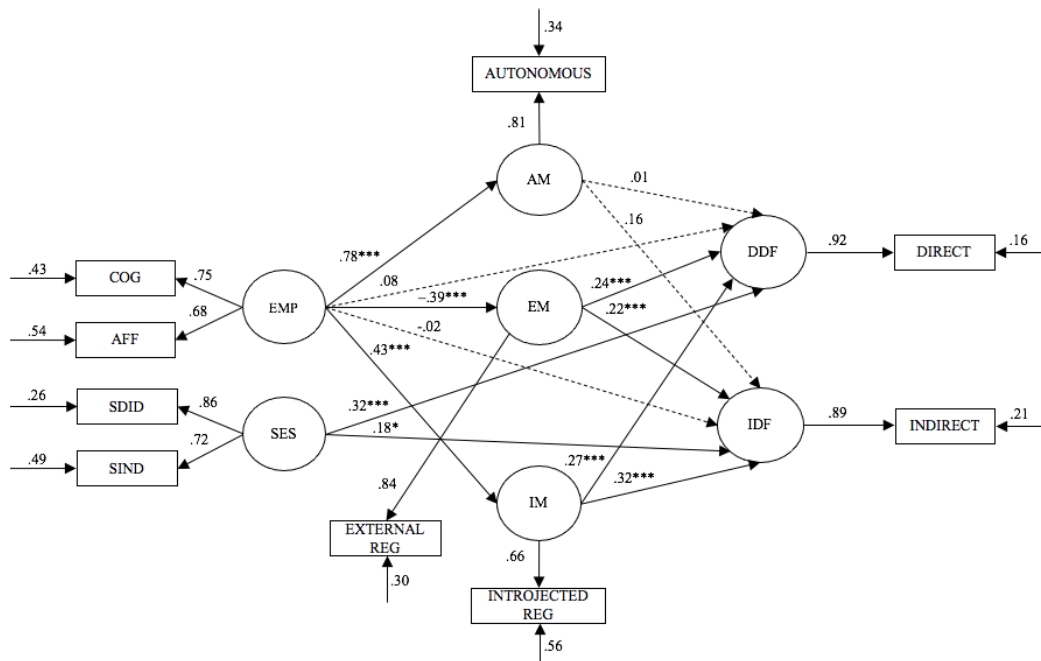


Notes. EMP= Empathy, COG = Cognitive empathy, AFF = Affective empathy, AM = Autonomous motivation to defend, EM = Extrinsic motivation to defend, IM = Introjected motivation, DDF = Direct defending behavior, IDF = Indirect defending behavior, SES = Defending Self-efficacy.

* $p < .05$, ** $p < .01$, *** $p < .001$.

Figure 6

Standardized coefficients for high students' perception of school anti-bully policy (unconstrained model)



Notes. EMP= Empathy, COG = Cognitive empathy, AFF = Affective empathy, AM = Autonomous motivation to defend, EM = Extrinsic motivation to defend, IM = Introjected motivation, DDF = Direct defending behavior, IDF = Indirect defending behavior, SES = Defending Self-efficacy.

* $p < .05$, ** $p < .01$, *** $p < .001$.

The goodness of fit statistics for unconstrained and constrained model by perception of school anti-bullying policy was presented in Table 4. The Chi-square difference statistic indicated that path coefficients were not invariant for low and high students' perception of school anti-bullying policy. In other words, the perception of

school anti-bullying policy was a significant moderator of the antecedents-motivations to defend-defending behaviors associations. For high perception of school anti-bullying policy, IM had greater effect on indirect defending, compared to EM. Similarly, IM had a more significant impact on both direct and indirect defending than EM for weak school anti-bullying policy. The antecedent for high perception group explained more variance in DDF (83.9%), EM (70.3%) and IM (44%) than the model for low perception (82.4%, 69.6% and 43.1% for DDF, EM and IM, respectively). In contrast, the antecedent for low perception group explained more variance in IDF (78.9%) than the model for high perception group (78.6% for IDF).

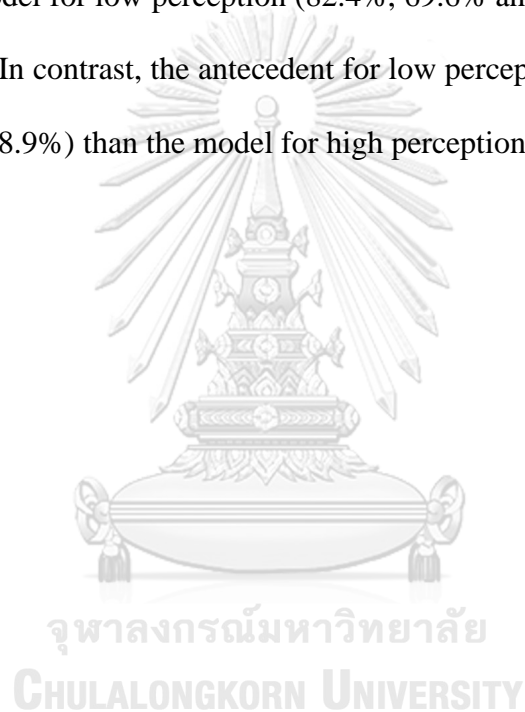


Table 4

Goodness of Fit Statistics for Multiple Group Structural Equation Modeling by Perception of School Anti-bullying Policy

	χ^2	df	<i>p</i>	RMSEA	CFI	TLI
Unconstrained model	51.52	28	.000	.04	.99	.97
Fully constrained model	100.48	49	.000	.04	.98	.97
Comparison of constrained model with unconstrained model	$\Delta\chi^2 = 48.96$	$\Delta df = 21$	$p < .01$	The two models were not invariance.		
Chi-Square Contributions from Each Group						
Unconstrained model	Low			26.77		
	High			24.75		
Constrained model	Low			55.82		
	High			44.66		

Notes. χ^2 = Chi-square; df = Degree of Freedom; RMSEA = Root Mean Square Error of Approximation; CFI = Comparative Fit Index; TLI = Tucker-Lewis Index.

CHAPTER FOUR

DISCUSSION

This chapter presents the discussion of the study findings, the limitations of the study and the recommendations as well be explained for further research study.

Discussion

The main aim of the present study was to investigate the relationship between empathy, defending behaviors with motivations to defend as a mediator in bullying situations among Thai students in Mathayom II and III. This study focused on an intrapersonal factor (i.e., empathy) as a predictor variable and explored how it might have direct and indirect effects on the two subtypes of defending behaviors. Another aim of the study was to examine whether the three forms of motivation to defend have a mediating effect among predictor variable and criterion variables. The results of this study showed that empathy had a significant positive association with on autonomous and introjected motivation to defend, and a significant negative impact on extrinsic motivation to defend. The findings also revealed that only introjected motivation and extrinsic motivation to defend encouraged defending behaviors (i.e., direct defending and indirect defending) among Thai students. This was inconsistent with the recent study of Longobardi et al. (2019), indicating that students with higher levels of empathy had greater autonomous motivation to intervene in a bullying incident, yet the present study found no significance among them. It could explain that Thai students showed a tendency of low autonomy supportiveness due to culture, tradition, and hierarchical norm in Thai society (e.g., family and schools) which might exert an

influence on way of thinking and behaviors (Boontinand, 2015). They can also be influenced by the behavior of their peers (Ryan, 2001) as young adolescents at this age are seeking for peer acceptance and a sense of belonging (Deci & Ryan, 2000). Peer relationships become of central importance in their social life. Hence, they may focus on peer groups' values as they are learning and developing and self-identity among peers. Nonetheless, the current findings demonstrated that motives in which could drive young adolescent's behavior, were found to be external contingencies and introjected regulation. Adolescents who engage in bullying situations for extrinsic rewards were found to oppose the bullies or console vulnerable peers. This implies that they would stand up for the victims if it would achieve their goal, such as gaining popularity, maintaining power, influential position, or warm relationships with their fellow (Pronk et al., 2017; van der Ploeg et al., 2017), or they would get rewards (e.g., praise and grade) or punishments (e.g., be condemned) from teachers and parents. The similar findings were found in introjected motivation to defend. Students might concern the feeling of shame or guilt for not helping the victim in distress due to moral emotions (e.g., Bandura, 1999; de Hooge, 2013; Tangney et al., 2007, as cited in Jungert et al., 2016). They also might feel peer pressure to take actions in order to fit in those peer groups (e.g., Hardy et al., 2015; Ryan & Patrick, 2001). However, the victims of bullying would be notably inclined more positive well-being, such as less depressed and more self-esteem if there was one friend support or urge to help them during bullying incidents (Salmivalli, 2010).

Gender as a moderator

The present results indicated that girls show more empathic feeling than boys, consistent with previous findings (e.g., Almedia et al., 2010; Gini et al., 2007; Gini et al., 2008). Furthermore, defending behaviors were actuated by extrinsic motivation and introjected motivation for boys and girls. It previously described that young adolescent might be motivated by peer groups, rewards, or punishments to take an action because some of them might have only school friends as their social networking, and they might feel worried when seeing someone being bullied or feel peer pressure. Prior research on defending behaviors, boys showed more direct defend against bullying behaviors, while girls prefer indirect defending (Pronk et al., 2013; Reijntjes et al., 2016). The current study revealed that boys who were motivated by introjected regulation tend to intervene in a bullying situation than girls in both direct and indirect ways, while girls who were motivated extrinsically prone to defend the victims than boys. Yet both groups would rather be inclined towards indirect defending when comparing between two different forms of motivation. It is possible that whether boys or girls at this age like to have a good relationship among their peers. Also, they may perhaps feel that it is necessary to show their existence. However, direct defending or indirect defending are all good for the victims. Especially if defender students show a tendency towards hybrid defending, it would alleviate the suffering of the victims even more (Salmivalli, 2010). In addition, self-efficacy was observed to be as an important competence when defending the victims of bullying for boys and girls.

Perception of school anti-bullying policy as a moderator

The study of students' perception of school anti-bullying policy may influence the relationships of empathy, defending behaviors and motivations to defend. The findings demonstrated that the mediating effects of extrinsic motivation and introjected motivation to defend were found in both high and low students' perception groups on school anti-bullying policy. According to a study by Hall (2017), the high quality of school anti-bullying policy or the school's recommended protocol can influence students, staffs' behavior and school organizational practices. Regarding defending behaviors, the policies generally prohibit certain behaviors such as threatening or retaliating against students who stop or report bullying events. It might be because of that, student defenders with high perception of the school policy were likely to take action on both direct and indirect defending, yet along with different motivations. Moreover, students had a tendency to indirectly intervene in the bullying incidents rather than direct confrontations when they had extrinsic goals while students with introjected motivation would rather be inclined toward direct defending. Student defenders with low perception of school anti-bullying policy were likely to help a peer victim indirectly when a bullying occurs around them and avoiding direct physical confrontations or use of violence as it would possibly put themselves in danger or risky situations to help others, even if they were motivated by different conditions. In other words, students who perceived a low level of anti-bullying policy might not find adequate school rules and regulations concerning bullying which inhibit them from intervening directly (Hall, 2017). However, students with introjected motivation would also get themselves directly involved in bullying incidents as to lessen emotional discomfort from peer pressure (Poster & Smith-Adcock, 2016). Additionally, the findings displayed that students reported higher level

of self-efficacy on both direct and indirect defending behaviors for high perception of school anti-bullying policy. This implies that they believe in their capability to restrain bullying incidents by following the school regulations. The effect of defending self-efficacy was only observed in direct defending for the low perception group, which is consistent with the above explanation. This finding corresponds with the results of other studies (e.g., Pöyhönen et al., 2010; van der Ploeg et al., 2017).

Strengths

The present study investigated the two subtypes of defending behaviors in which can be used to distinguish student behavior on defending in case of bullying incidents happens so that the information will be used for establishing and improving several policies in preventing a bullying by focusing on defender bystander. The study emphasizes on individual level as previous study has found that changing the bystander's behavior is easier than changing the bullies' behavior as a group (Salmivalli, 2014). It's also easier to promote empathy at this young age. Furthermore, the forms of motivation to defend (i.e., extrinsic motivation, introjected motivation) in Thai students were different from the study in other countries (i.e., autonomous motivation), which provides a guideline for promoting positive behaviors such as helping behavior in the future.

Limitations

Limitations of this study should be noted. First, the self-report questionnaire was employed for data collection, which was susceptible to social desirability bias and confounding. The cross-sectional study of the data did not determine cause and effect, and also did not explain behavior over a period of time. In research

questionnaire, some parts asked participants to report their behaviors in the past period. This might be a threat that distort the true intention. Second, intrapersonal variable (i.e., empathy) was only a predictor in this study. Single indicator might not be enough to explain the study findings. Third, only Mathayom II and Mathayom III students were involved as observations in the interest of the prevalence of the bullying incidents in secondary schools was higher than other school year levels (Sakarinkhul & Wacharasindhu, 2014). Hence, the results are not broadly generalizable in terms of age groups, educational levels and country. The limitation number of schools and classroom context (e.g., class size) were as well be narrowed due to school permission to conduct research during that time. The variation between classrooms may affect the precision of the study. However, this study used the sampling weights to scope the effects and unequal probabilities of selection. Last, the process of multigroup analysis was examined by comparing an unconstrained alternative model (freely estimates) and constrained model from a baseline model in which all hypothesized structural path coefficients in a single test round through chi-square difference test. The multigroup invariance was tested only at factor level (i.e., metric invariance) as testing for the equality of error variances is overly strict criteria (Byrne, 2004). However, it could be ambiguous to determine if the differences observed across groups were true differences or different psychometric responses to the items.

Recommendations for future research

Several recommendations for future studies are outlines. Self-report measures should be included the victim-report regarding the victim experiences of peer defending and bullying since this study carefully chose not to bring any causes that

could recall the victim's suffering so it could not explain how defending behaviors affect the victims. The use of peer nomination measure may also be useful for the study assessment of bullying. The teachers' perception of anti-bullying policy should provide on teacher-report as its probably investigate the quality of school policy. Another suggestion is to conduct a longitudinal study to demonstrate the accurate sequence of events. Future studies should as well focus on other factors such as moral disengagement, anti-bullying attitude, social preferences, student-teacher relationships, or classroom norms. Another possible recommendation is multi-level analysis with three-level (i.e., student, classroom and school-level) may be an alternative method for complex data (e.g., nested data) to improve the accuracy of the further investigation's study. Furthermore, measurement invariance (i.e., multi-group invariance) should be tested in which set of parameters are constrained one at a time in each round of tests (e.g., factor loadings, intercept, error variances, structural paths) which provides evidence of invariance for each level (e.g., Byrne, 2004; Teo et al., 2009). A single parameter invariance testing was also proposed in order to reduce noninvariant parameters (i.e., single factor loading) from sets of parameters marked by group effect (Chin et al., 2016). According to Asparouhov and Muthén (2012b), it does not mean that the model does not fit the data for the present study but there is a solution that is suitable with a simpler interpretation as it offers simplicity criterion. The present study highlighted the fact that Thai adolescents' defending behaviors might be encouraged by external contingencies and peer pressure, instead of autonomy supportive (or internal rewards). Therefore, future research is needed to better understand individuals from diverse and different cultural contexts as well as sociodemographic factors. It is also needed to investigate among high level of

prevalence of bullying schools as it may be different in empathy and level of defending behaviors. Additionally, it should pay particular attention to autonomous motivation in young adolescents which would rather ultimately stimulate defending behaviors than external rewards in which occurs transiently.

In the field of school bullying, the knowledge of the study, however, could be applicable for schools and other relevant agencies to design the bystander intervention program by focusing on empathy. On some level, empathic feeling encourages the students to respond on helping behavior. Regardless of the weather it is indirect form such as comforting or supporting, it remains significant to the victimized peers. Schools can also promote positive defending behaviors toward students by inducing empathy and cultivating autonomous motivation which can be taught through role play, storytelling, and autonomy-supportive teaching styles at school, resulting in a decrease of other bystander behaviors and bullying.

REFERENCES



จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

REFERENCES

- กรมสุขภาพจิต. (2561). ไทยอันดับ 2 “เด็กรังแกกันในโรงเรียน” พบเหยื่อปีละ 6 แสนคน.
กระทรวงสาธารณสุข. สืบค้นจาก <https://www.dmh.go.th/news-dmh/view.asp?id=27485>
- บุญเรือง ไตรเรืองวรวัฒน์. (2561). ไทยอันดับ 2 “เด็กรังแกกันในโรงเรียน” พบเหยื่อปีละ 6 แสนคน. (28 มกราคม 2561). มติชนออนไลน์. สืบค้นจาก https://www.matichon.co.th/local/quality-life/news_819657
- Asparouhov, T. & Muthén, B. (2014). Multiple-group factor analysis alignment. *Structural Equation Modeling: A Multidisciplinary Journal*, 21:4, 495-508.
DOI: [10.1080/10705511.2014.919210](https://doi.org/10.1080/10705511.2014.919210)
- Ayad, E. (2017). Bystanders’ Motivation to Intervene in Bullying Situations in Urban Schools.
- Bandura, A. (1997a). *Self-efficacy: The exercise of control*. New York: Freeman.
- Barchia, K., & Bussey, K. (2011). Predictors of student defenders of peer aggression victims: Empathy and social cognitive factors. *International Journal of Behavioral Development*, 35(4), 289–297.
<https://doi.org/10.1177/0165025410396746>
- Batson, C. D. (1998). Altruism and prosocial behavior. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (Vol. 2, pp. 282–316). Boston, MA: McGraw-Hill.
- Batson, C. D., Ahmad, N., Lishner, D. A., & Tsang, J.-A. (2002). Empathy and altruism. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (p. 485–498). Oxford University Press.

- Becker, S. W., & Eagly, A. H. (2004). The heroism of women and men. *American Psychologist*, 59(3), 163-178. doi:10.1037/0003-066X.59.3.163
- Belacchi, C. & Farina, E. (2010). Prosocial/Hostile Roles and Emotion Comprehension in Preschoolers. *Aggressive behavior*, 36, 371-89. doi:10.1002/ab.20361.
- Belacchi, C., & Farina, E. (2012). Feeling and thinking of others: affective and cognitive empathy and emotion comprehension in prosocial/hostile preschoolers. *Aggressive behavior*, 38(2), 150-65.
- Boontinand, V. (2016). The Construction of Democratic and Autonomous Citizens in a Progressive Thai School: Possibilities and Challenges. *Thammasat Review*, 18, 18-39. doi:10.14456/tureview.2015.2.
- Bradshaw, C. P., Sawyer, A. L., & O'Brennan, L. M. (2007). Bullying and peer victimization at school: Perceptual differences between students and school staff. *School Psychology Review*, 36(3), 361-382.
- Broidy, L. M., Brame, B., Fergusson, D., Horwood, J. L., Laird, R., Moffit, T. E., et al. (2003). Developmental trajectories of childhood disruptive behaviors and adolescent delinquency: A six-site, cross-national study. *Developmental Psychology*, 39, 222–245. doi:10.1037/0012-1649.39.2.222.
- Cappadocia, M. C., Pepler, D., Cummings, J. G., & Craig, W. (2012). Individual motivations and characteristics associated with bystander intervention during bullying episodes among children and youth. *Canadian Journal of School Psychology*, 27(3), 201-216.
- Caravita, C. S. C., Di Blasio, P., & Salmivalli, C. (2009). Unique and interactive

- effects of empathy and social status on involvement in bullying. *Social Development, 18*, 140–163. <https://doi.org/10.1111/j.1467-9507.2008.00465.x>
- Caravita, C. S. C., Di Blasio, P., & Salmivalli, C. (2010). Early adolescents' participation in bullying: Is ToM involved? *Journal of Early Adolescence, 30*, 138–170. doi:10.1177/0272431609342983
- Casey, E. A., Storer, H. L., & Herrenkohl, T. I. (2018). Mapping a continuum of adolescent helping and bystander behavior within the context of dating violence and bullying. *American Journal of Orthopsychiatry, 88*(3), 335–345. <https://doi.org/10.1037/ort0000245>
- Chen, F. (2007). Sensitivity of goodness of fit indexes to lack of measurement invariance. *Structural Equation Modeling, 14*(3), 464–504. <https://doi.org/10.1080/10705510701301834>
- Cheung, G. W., & Rensvold, R. B. (2002). Evaluating goodness-of-fit indexes for testing measurement invariance. *Structural Equation Modeling, 9*(2), 233–255. https://doi.org/10.1207/S15328007SEM0902_5
- Chin, W., Mills, A., Steel, D., & Schwarz, A. (2016). Multi-group Invariance Testing: An Illustrative Comparison of PLS Permutation and Covariance-Based SEM Invariance Analysis. *173*, 267-284. DOI:10.1007/978-3-319-40643-5_20.
- Coelho, V. A., & Sousa, V. (2018). Class-level risk factors for bullying and victimization in Portuguese middle schools. *School Psychology International, 39*(2), 121–137. <https://doi.org/10.1177/0143034317749992>
- Cohen, D., & Strayer, J. (1996). Empathy in conduct-disordered and comparison youth. *Developmental Psychology, 32*(6), 988-998.

<https://doi.org/10.1037/0012-1649.32.6.988>

Coke, J. S., Batson, C. D., & McDavis, K. (1978). Empathic mediation of helping: A two-stage model. *Journal of Personality and Social Psychology*, 36(7), 752–766. <https://doi.org/10.1037/0022-3514.36.7.752>

Cowie, H., & Olafsson, R. (2000). The role of peer support in helping the victims of bullying in a school with high levels of aggression. *School Psychology International*, 21(1), 79-95.

Davis, M. H. (1983a). The effects of dispositional empathy on emotional reactions and helping: A multidimensional approach. *Journal of Personality*, 51, 167-184.

Davis, M. H. (1983b). Measuring individual differences in empathy: Evidence for a multidimensional approach. *Journal of Personality and Social Psychology*, 44, 113-126.

Davis M.H. (2006). Empathy. In: Stets J.E., Turner J.H. (eds) *Handbook of the Sociology of Emotions. Handbooks of Sociology and Social Research*. Springer, Boston, MA.

Deci, E., & Ryan, R. (1980). Self-determination Theory: When Mind Mediates Behavior. *The Journal of Mind and Behavior*, 1(1), 33-43. Retrieved March 18, 2020, from www.jstor.org/stable/43852807

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.

Deci, E. L., & Ryan, R. M. (1991). *A motivational approach to self: Integration in*

- personality. In R. A. Dienstbier (Ed.), *Current theory and research in motivation, Vol. 38. Nebraska Symposium on Motivation, 1990: Perspectives on motivation* (p. 237–288). University of Nebraska Press.
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*, 227–268. https://doi.org/10.1207/S15327965PLI1104_01
- Deci, E.L., Vallerand, R.J., Pelletier, L., & Ryan, R.M. (1991). Motivation and Education: The Self-Determination Perspective.
- Demaray, M. K., Summers, K. H., Jenkins, L. N., & Becker, L. D. (2016). Bullying Participant Behaviors Questionnaire (BPBQ): Establishing a reliable and valid measure. *Journal of School Violence, 15*(2), 158-188.
doi:10.1080/15388220.2014.964801
- Eisenberg, N., Eggum, N.D., & Giunta, L.D. (2010). Empathy-related Responding: Associations with Prosocial Behavior, Aggression, and Intergroup Relations. *Social issues and policy review, 4 1*, 143-180.
- Eisenberg, N., & Fabes, R. A. (1998). Prosocial development. In W. Damon & N. Eisenberg (Ed.), *Handbook of child psychology: Social, emotional, and personality development* (p. 701–778). John Wiley & Sons Inc.
- Eisenberg, N., & Mussen, P. H. (1989). The roots of prosocial behavior in children. New York: Wiley. <http://dx.doi.org/10.1017/CBO9780511571121>
- Eisenberg, N., & Strayer, J. (1987). Empathy and its development. New York: Cambridge University Press.
- Feshbach, N. D. (1975). Empathy in Children: Some Theoretical and Empirical Considerations. *The Counseling Psychologist, 5*(2), 25–30.

<https://doi.org/10.1177/001100007500500207>

- Garandeau, C. F., Yanagida, T., Vermande, M. M., Strohmeier, D., & Salmivalli, C. (2019). Classroom Size and the Prevalence of Bullying and Victimization: Testing Three Explanations for the Negative Association. *Frontiers in psychology, 10*, 2125. <https://doi.org/10.3389/fpsyg.2019.02125>
- Gini, G., Albiero, P., Benelli, B., & Altoe, G. (2007). Does empathy predict adolescents' bullying and defending behavior? *Aggressive Behavior, 33*, 467–476. doi:10.1002/ab.20204
- Gini, G., Albiero, P., Benelli, B., & Altoe, G. (2008). Determinants of adolescents' active defending and passive bystanding behavior in bullying. *Journal of Adolescence, 31*, 93–105. doi:10.1016/j.adolescence.2007.05.002
- Gini, G., Pozzoli, T., Borghi, F., & Franzoni, L. (2008). The role of bystanders in students' perception of bullying and sense of safety. *Journal of School Psychology, 46*, 617–638. doi:10.1016/j.jsp.2008.02.001
- Gladden, R. & Vivolo-Kantor, A., Hamburger, M., & Lumpkin, C. (2014). Bullying Surveillance Among Youths: Uniform Definitions for Public Health and Recommended Data Elements, Version 1.0.
- Graham, S.H., Bellmore, A., & Mize, J.A. (2006). Peer Victimization, Aggression, and Their Co-Occurrence in Middle School: Pathways to Adjustment Problems. *Journal of Abnormal Child Psychology, 34*, 349-364.
- Haddock, A. D., & Jimerson, S. R. (2017). An examination of differences in moral disengagement and empathy among bullying participant groups. *Journal of Relationships Research, 8*, Article e15. <https://doi.org/10.1017/jrr.2017.15>
- Hall, W.B. (2017). The Effectiveness of Policy Interventions for School Bullying: A

Systematic Review. *Journal of the Society for Social Work and Research*, 8 1, 45-69.

Hardy, S. A., Dollahite, D. C., Johnson, N., & Christensen, J. B. (2015). Adolescent motivations to engage in pro-social behaviors and abstain from health-risk behaviors: A self-determination theory approach. *Journal of Personality*, 83, 479–490. <https://doi.org/10.1111/jopy.12123>

Hawkins, D. L., Pepler, D. J., & Craig, W. M. (2001). Naturalistic observations of peer interventions in bullying. *Social Development*, 10, 512–527.

<https://doi.org/10.1111/1467-9507.00178>

Hoffman, M. L. (1982). Development of prosocial motivation: Empathy and guilt. In N. Eisenberg (Ed.), *The development of prosocial behavior* (pp. 281-313). New York: Academic Press.

Hoffman, M. L. (2000). *Empathy and moral development*. Cambridge: Cambridge University Press.

Hoffman, M. L. (2001). Toward a comprehensive empathy-based theory of prosocial moral development. In A. C. Bohart & D. J. Stipek (Eds.), *Constructive & destructive behavior: Implications for family, school, & society* (pp.61–86).

American Psychological Association. <https://doi.org/10.1037/10433-003>

Hooper, D., Coughlan, J.P., & Mullen, M.R. (2008). Structural equation modelling: guidelines for determining model fit. *The Electronic Journal of Business Research Methods*, 6(1), 53-60. doi:10.21427/D7CF7R

Iotti, N.O., Thornberg, R., Longobardi, C., & Jungert, T. (2019) Early Adolescents'

Emotional and Behavioral Difficulties, Student–Teacher Relationships, and Motivation to Defend in Bullying Incidents. *Child Youth Care Forum* 49, 59–75. <https://doi.org/10.1007/s10566-019-09519-3>

Jolliffe, D., & Farrington, D. (2006). Development and Validation of the Basic Empathy Scale. *Journal of adolescence*, 29, 589-611.
<https://doi.org/10.1016/j.adolescence.2005.08.010>.

Jungert, T., & Perrin, S. (2019). Trait anxiety and bystander motivation to defend victims of school bullying. *Journal of Adolescence*, 77, 1–10.
<https://doi.org/10.1016/j.adolescence.2019.10.001>

Jungert, T., Piroddi, B., & Thornberg, R. (2016). Early adolescents' motivations to defend victims in school bullying and their perceptions of student–teacher relationships: A self-determination theory approach. *Journal of Adolescence*. 53. 75-90. doi:10.1016/j.adolescence.2016.09.001.

Kärnä, A., Voeten, M.J., Little, T.D., Poskiparta, E., Kaljonen, A., & Salmivalli, C. (2011). A large-scale evaluation of the KiVa antibullying program: grades 4-6. *Child development*, 82, 311–330. doi:10.1111/j.1467-8624.2010.01557.x

Kaukiainen, A., Björkqvist, K., Lagerspetz, K.M., Österman, K., Salmivalli, C., Rothberg, S., & Ahlbom, A. (1999). The relationships between social intelligence, empathy, and three types of aggression. *Aggressive Behavior*, 25(2), 81–89.
[https://doi.org/10.1002/\(SICI\)1098-2337\(1999\)25:2<81::AID-AB1>3.0.CO;2-M](https://doi.org/10.1002/(SICI)1098-2337(1999)25:2<81::AID-AB1>3.0.CO;2-M)

M

Khoury-Kassabri, M., Benbenishty, R., Astor, R.A., & Zeira, A. (2004). The

- Contributions of Community, Family, and School Variables to Student Victimization. *American Journal of Community Psychology*, 34, 187-204.
- Kula, S. (2011). Statistical analysis criteria for structural equation modeling (SEM).
- Lambe, L.J., Cioppa, V.D., Hong, I.K., & Craig, W.M. (2019). Standing up to bullying: a social ecological review of peer defending in offline and online contexts. <https://doi.org/10.1016/j.avb.2018.05.007>
- Lambe, L.J., & Craig, W.M. (2020). Peer defending as a multidimensional behavior: Development and validation of the Defending Behaviors Scale. *Journal of School Psychology*, 78, 38-53. <https://doi.org/10.1016/j.jsp.2019.12.001>
- Łaszkiwicz, E. (2013). Sample Size and Structure for Multilevel Modelling: Monte Carlo Investigation for the Balanced Design.
- Lockwood, P. L., Seara-Cardoso, A., & Viding, E. (2014). Emotion regulation moderates the association between empathy and prosocial behavior. *PLoS ONE*, 9(5), Article ID e96555. <https://doi.org/10.1371/journal.pone.0096555>
- Longobardi, C., Borello, L., Thornberg, R., & Settanni, M. (2019). Empathy and defending behaviours in school bullying: The mediating role of motivation to defend victims. *British Journal of Educational Psychology*.
doi:[10.1111/bjep.12289](https://doi.org/10.1111/bjep.12289)
- Lovett, B. T., & Sheffield, R. A. (2007). Affective empathy deficits in aggressive children and adolescents: A critical review. *Clinical Psychology Review*.
Journal of Personality and Social Psychology, 85(5), 881-893.
- Mcmahon, S., Wernsman, J., & Parnes, A. (2006). Understanding Prosocial Behavior:

- The Impact of Empathy and Gender Among African American Adolescents. *The Journal of adolescent health : Official Publication of the Society for Adolescent Medicine*, 39, 135-7. doi:10.1016/j.jadohealth.2005.10.008.
- Meter, D. J., & Card, N. A. (2015). Defenders of victims of peer aggression: Interdependence theory and an exploration of individual, interpersonal, and contextual effects on the defender participant role. *Development Review*, 38, 222-240. doi:10.1016/j.dr.2015.08.001
- Meter, D. J., & Card, N. A. (2015). Effects of defending: The longitudinal relations among peer-perceived defending of victimized peers, victimization, and liking. *Social Development*, 24(4), 734-747. doi:10.1111/sode.12129
- Miller, P. A., & Eisenberg, N. (1988). The relationship of empathy to aggressive and externalising/antisocial behavior. *Psychological Bulletin*, 103, 324–344.
- Muthén, L. K., & Muthén, B. O. (1998-2018). Mplus User's Guide. Eighth Edition. Los Angeles, CA: Muthén & Muthén.
- Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bully behaviors among US youth: Prevalence and association with psychosocial adjustment. *Journal of the American Medical Association*, 285, 2094–2100. doi:10.1001/jama.285.16.2094
- Nickerson, A. B., Aloe, A. M., & Werth, J. M. (2015). The relation of empathy and defending in bullying: A meta-analytic investigation. *School Psychology Review*, 44(4), 372-390. doi:10.17105/spr-15-0035.1
- Nickerson, A. B. (2017). Preventing and intervening with bullying in schools: A framework for evidence-based practice. *School Mental Health*, 1-14. doi:10.1007/s12310-017-9221-8

- Nickerson, A. B., Mele, D., & Princiotta, D. (2008). Attachment and empathy as predictors of roles as defenders or outsiders in bullying interactions. *Journal of School Psychology, 46*(6), 687-703. doi:10.1016/j.jsp.2008.06.002
- Nickerson, A. B., & Mele-Taylor, D. (2014). Empathetic responsiveness, group norms, and prosocial affiliations in bullying roles. *School Psychology Quarterly, 29*(1), 99-109. doi:10.1037/spq0000052
- OECD. (2009). Sample Weights. PISA Data Analysis Manual: SPSS. Second Edition. OECD Publishing, Paris. <http://doi.org/10.1787/9789264056275-4-en>
- Oh, I., & Hazler, R. J. (2009). Contributions of personal and situational factors to bystanders' reactions to school bullying. *School Psychology International, 30*(3), 291–310.
- Olweus, D. (1993). *Bullying at school: What we know and what we can do*. New York, NY: Blackwell Publishing.
- Pavey, L., Greitemeyer, T., & Sparks, P. (2012). "I help because I want to, not because you tell me to": empathy increases autonomously motivated helping. *Personality & social psychology bulletin, 38* 5, 681-9.
- Peets, K., Pöyhönen, V., Juvonen, J., & Salmivalli, C. (2015). Classroom norms of bullying alter the degree to which children defend in response to their affective empathy and power. *Developmental Psychology, 51*(7), 913-920.
doi:10.1037/a0039287
- Penner, L., Dovidio, J., Piliavin, J., & Schroeder, D. (2005). Prosocial Behavior: Multilevel Perspectives. *Annual review of psychology, 56*, 365-92.
doi:10.1146/annurev.psych.56.091103.070141.
- Polanin, J. R., Espelage, D. L., & Pigott, T. D. (2012). A meta-analysis of school-

based bullying prevention programs' effects on bystander intervention behavior. *School Psychology Review*, *41*, 47–65.

Porter, J., & Smith-Adcock, S. (2016). Children's tendency to defend victims of school bullying. *Professional School Counseling*, *20*(1), 1-13. Retrieved July 19, 2021, from <https://www.jstor.org/stable/90014830>

Pöyhönen, V., Juvonen, J., & Salmivalli, C. (2010). What does it take to defend the victimized peer? The inter- play between personal and social factors. *Merrill-Palmer Quarterly*, *56*, 143–163. doi:10.1353/mpq.0.0046

Pozzoli, T., & Gini, G. (2010). Active defending and passive bystanding behavior in bullying: The role of personal characteristics and perceived peer pressure. *Journal of Abnormal Child Psychology*, *38*, 815–827. doi:10.1007/s10802-010-9399-9

Pozzoli, T., Gini, G., & Thornberg, R. (2017). Getting angry matters: Going beyond perspective taking and empathic concern to understand bystanders' behavior in bullying. *Journal of Adolescence*, *61*, 87-95. doi:10.1016/j.adolescence.2017.09.011

Pronk, J., Goossens, F. A., Olthof, T., de Mey, L., & Willemen, A. M. (2013).

Intervention strategies in case of victimization by bullying: Social cognitions of outsiders versus defenders. *Journal of School Psychology*, *51*, 669–682.

<https://doi.org/10.1016/j.jsp.2013.09.002>

Pronk, J., Olthof, T., & Goossens, F. A. (2016). Factors influencing interventions on behalf of victims of bullying: A counterfactual approach to the social cognitions of outsiders and defenders. *Journal of Early Adolescence*, *36*(2), 267-291. doi:10.1177/0272431614562836

- Pronk, J., Olthof, T., Goossens, F.A., & Krabbendam, L. (2019). Differences in adolescents' motivations for indirect, direct, and hybrid peer defending. *Social development*.
- Reijntjes, A.H., Vermande, M., Olthof, T., Goossens, F.A., Aleva, L., & Meulen, M.V. (2016). Defending victimized peers: Opposing the bully, supporting the victim, or both? *Aggressive behavior*, 42, 585-597. <https://doi.org/10.1002/ab.21653>
- Rivers, I., Potteat, V. P., Noret, N., & Ashurst, N. (2009). Observing bullying at school: The mental health implications of witness status. *School Psychology Quarterly*, 24(4), 211–223. <https://doi.org/10.1037/a0018164>
- Roberts, W., & Strayer, J. (1996). Empathy, emotional expressiveness, and prosocial behavior. *Child Development*, 67(2), 449–470. <https://doi.org/10.2307/1131826>
- Ryan, R. M., & Connell, J. P. (1989). Perceived locus of causality and internalization: Examining reasons for acting in two domains. *Journal of Personality and Social Psychology*, 57(5), 749–761. <https://doi.org/10.1037/0022-3514.57.5.749>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory*. New York, NY: The Guilford.
- Saarento, S., Boulton, A.J., & Salmivalli, C. (2015). Reducing Bullying and

- Victimization: Student- and Classroom-Level Mechanisms of Change. *Journal of Abnormal Child Psychology*, 43, 61-76.
- Saarento, S., Kärnä, A., Hodges, E.V., & Salmivalli, C. (2013). Student-, classroom-, and school-level risk factors for victimization. *Journal of school psychology*, 51 3, 421-34.
- Sainio, M., Veenstra, R., Huitsing, G., & Salmivalli, C. (2011). Victims and their defenders: A dyadic approach. *International Journal of Behavioral Development*, 35, 144–151. <https://doi.org/10.1177/0165025410378068>
- Sakarinkhul, C., & Wacharasindhu, A. (2014). Prevalence of bullying and associated psychosocial factors among lower secondary school students in Muang, Chiangmai. *Journal of Psychiatric Association of Thailand*, 59(3), 221-230.
- Salmivalli, C. (1999). Participant role approach to school bullying: Implications for interventions. *Journal of Adolescence*, 22(4), 453-459.
- Salmivalli, C. (2010). Bullying and the peer group: A review. *Aggression and Violent Behavior*, 15, 112–120. <https://doi.org/10.1016/j.avb.2009.08.007>
- Salmivalli, C. (2014). Participant roles in bullying: How can peer bystanders be utilized in interventions? *Theory Into Practice*, 53(4), 286-292.
doi:10.1080/00405841.2014.947222
- Salmivalli, C., Huttunen, A., & Lagerspetz, K. M. J. (1997). Peer networks and bullying in schools. *Scandinavian Journal of Psychology*, 38(4), 305-312.
doi:10.1111/1467- 9450.00040
- Salmivalli, C., Lagerspetz, K., Bjorkqvist, K., Osterman, K., & Kaukiainen, A.

- (1996). Bullying as a group process: Participant roles and their relations to social status within the group. *Aggressive Behavior*, 22, 1–15. doi:10.1002/(SICI)1098-2337(1996)22:1<1:AID-AB1>3.0.CO;2-T
- Salmivalli, C., Lappalainen, M., & Lagerspetz, K. M. J. (1998). Stability and change of behavior in connection with bullying in schools: A two-year follow-up. *Aggressive Behavior*, 24(3), 205-218. doi:10.1002/(SICI)1098-2337(1998)24:3<205::AID-AB5>3.0.CO;2-J
- Salmivalli, C., Voeten, M., & Poskiparta, E. (2011). Bystanders matter: Associations between reinforcing, defending, and the frequency of bullying behavior in classrooms. *Journal of Clinical Child & Adolescent Psychology*, 40(5), 668-676. doi:10.1080/15374416.2011.597090
- Smith, P.K., Smith, C., Osborn, R., & Samara, M. (2008). A content analysis of school anti-bullying policies: progress and limitations.
- Strayer, J., & Roberts, W. (1997). Children's personal distance and their empathy: Indices of interpersonal closeness. *International Journal of Behavioral Development*, 20, 385– 403.
- Tani, F., Greenman, P. S., Schneider, B. H., & Fregoso, M. (2003). Bullying and the big five: A study of childhood personality and participant roles in bullying incidents. *School Psychology International*, 24, 131–146.
- Teo, T., Lee, C., Chai, C., & Wong, S. (2009). Assessing the intention to use technology among pre-service teachers in Singapore and Malaysia: A multigroup invariance analysis of the Technology Acceptance Model (TAM). *Computers & Education*. 53, DOI:1000-1009. 10.1016/j.compedu.2009.05.017.

- Thornberg, R., Tenenbaum, L., Varjas, K., Meyers, J., Jungert, T., & Vanegas, G. (2012). Bystander motivation in bullying incidents: to intervene or not to intervene?. *The western journal of emergency medicine*, *13*(3), 247–252.
<https://doi.org/10.5811/westjem.2012.3.11792>
- Thornberg, R., & Wänström, L. (2018). Bullying and its association with altruism toward victims, blaming the victims, and classroom prevalence of bystander behaviors: a multilevel analysis. *Social Psychology of Education*, *21*, 1133–1151.
- Ttofi, M.M., & Farrington, D.P. (2011). Effectiveness of school-based programs to reduce bullying: a systematic and meta-analytic review. *Journal of Experimental Criminology*, *7*, 27–56.
- Ttofi, M.M., Farrington, D.P., & Lösel, F. (2014). Interrupting the Continuity From School Bullying to Later Internalizing and Externalizing Problems: Findings From Cross-National Comparative Studies. *Journal of School Violence*, *13*:1, 1–4. DOI: [10.1080/15388220.2013.857346](https://doi.org/10.1080/15388220.2013.857346)
- UNESCO. (2018). *Thailand assault is a global wake-up call on school violence and bullying*. UNESCO Bangkok. Retrieved from
<https://bangkok.unesco.org/content/thailand-assault-global-wake-call-school-violence-and-bullying-0>
- Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallieres, E. F. (1992). The Academic Motivation Scale: A Measure of Intrinsic, Extrinsic, and Amotivation in Education. *Educational and Psychological Measurement*, *52*(4), 1003–1017.
<https://doi.org/10.1177/0013164492052004025>

- van der Ploeg, R., Kretschmer, T., Salmivalli, C., & Veenstra, R. (2017). Defending victims: What does it take to intervene in bullying and how is it rewarded by peers? *Journal of School Psychology, 65*, 1–10.
<https://doi.org/10.1016/j.jsp.2017.06.002>
- Waasdorp, T. E., Pas, E. T., O'Brennan, L. M., & Bradshaw, C. P. (2011). A multilevel perspective on the climate of bullying: Discrepancies among students, school staff, and parents. *Journal of School Violence, 10*(2), 115-132.
- Weinstein, N., & Ryan, R. M. (2010). When helping helps: Autonomous motivation for prosocial behavior and its influence on well-being for the helper and recipient. *Journal of Personality and Social Psychology, 98*(2), 222.
- Wentzel, K. R., Filisetti, L., & Looney, L. (2007). Adolescent prosocial behavior: The role of self-processes and contextual cues. *Child Development, 78*, 895–910.
- Wispé, L. (1986). The distinction between sympathy and empathy: To call forth a concept, a word is needed. *Journal of Personality and Social Psychology, 50*(2), 314–321. <https://doi.org/10.1037/0022-3514.50.2.314>
- Zych, I., Ttofi, M. M., & Farrington, D. P. (2016). Empathy and callous-unemotional traits in different bullying roles: A systematic review and meta-analysis. *Trauma, Violence, & Abuse, 1-19*. doi:10.1177/1524838016683456

APPENDICES

Appendix A

Instructions and full questionnaire set for student-report

Section 1: Please answer the following questions regarding your information.

Gender	Male <input type="checkbox"/>	Female <input type="checkbox"/>	<i>(as you considered)</i>
Grade Level	Grade 8 <input type="checkbox"/>	Grade 9 <input type="checkbox"/>	
Name of School	School 1 <input type="checkbox"/>	School 2 <input type="checkbox"/>	School 3 <input type="checkbox"/>
Please write your Age	Years _____	Months _____	

Please read the following statements carefully and mark R your most appreciate response in the boxes provided.

จุฬาลงกรณ์มหาวิทยาลัย

Section 2: Please rate your level of agreement with each of the following statements.

The degree to which you agree or disagree	Strongly disagree				Strongly Agree
	(1)	(2)	(3)	(4)	(5)
My friends' emotions don't affect me much.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After being with a friend who is sad about something, I usually feel sad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand my friend's happiness when she/he does well at something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get frightened when I watch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

characters in a good scary movie.	
I get caught up in other people's feelings easily.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I find it hard to know when my friends are frightened.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I don't become sad when I see other people crying.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Other people's feelings don't bother me at all.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
When someone is feeling 'down' I can usually understand how they feel.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I can usually work out when my friends are scared.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I often become sad when watching sad things on TV or in films.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I can often understand how people are feeling even before they tell me.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Seeing a person who has been angered has no effect on my feelings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I can usually work out when people are cheerful.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I tend to feel scared when I am with friends who are afraid.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I can usually realize quickly when a friend is angry.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I often get swept up in my friends' feelings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

My friend's unhappiness doesn't make me feel anything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am not usually aware of my friends' feeling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have trouble figuring out when my friends are happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: Thinking of the situations you had engaged in the bullying episodes on the current school year. Why would you engage in helping a victim of bullying? Please indicate your agreement or disagreement with the following reasons.

<i>The degree to which you agree or disagree</i>	Completely disagree (1)	(2)	(3)	(4)	Completely agree (5)
"Because I think it is important to help people who are treated badly"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Because I am the kind of kid who cares about others"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Because I think it's important to fight violence and injustice"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Because I like to help other people"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Because I would feel like a bad person if I didn't help"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"To avoid feeling guilty"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Because I feel I must help others"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"To be rewarded by a teacher"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

“To become popular”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because I would get into trouble if I didn't help”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
“To make new friends”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 4: How many times you had engaged in the behavior described on the current school year?

<i>How many times. . .?</i>	Never happened during the last semester	Happened just once	Two or three times	About once a week	More than once a week
I tried to become friends with someone after they were picked on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encouraged someone to tell an adult after they were picked on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I defended someone who was being pushed, punched, or slapped.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I defended someone who had things purposely taken from them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I defended someone who was being called mean names.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I tried to include someone if they were being purposely left out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I helped someone who had their books knocked out of their hand on purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I helped someone who was purposely tripped.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I saw someone being physically harmed, I told an adult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I defended someone who I thought was being tricked on purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I comforted a student who had been slapped, punched, or pushed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encouraged a student who had been bullied to express their unpleasant to those bullies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 5: How easy or difficult it would be for you to defend or support a victim of bullying?

<i>How easy or difficult for me?</i>	Very easy	Easy	Difficult	Very difficult
Becoming friends with someone after they were picked on would be. . . for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraging someone to tell an adult after they were picked on would be. . . for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defending someone who was being pushed, punched, or slapped would be. . . for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defending someone who had things purposely taken from them would be. . . for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defending someone who was being called mean names would be. . . for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trying to include someone if they were being purposely left out would be. . . for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Helping someone who had their books knocked out of their hand on purpose would be. . . for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
helping someone who was purposely tripped would be. . . for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telling an adult when I saw someone being physically harmed would be. . . for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defending someone who I thought was being tricked on purpose would be. . . for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comforting a student who had been slapped, punched, or pushed would be. . . for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraging a student who had been bullied to express their unpleasant to those bullies would be. . . for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 6: How often you had seen the scene from the behavior described on the current school year?

<i>How often. . .?</i>	Never	Rarely	Sometimes	Often	Almost always
Some classmates are aggressive towards classmates, they hit or push some of those classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some classmates tease classmates, calling him/her nasty nicknames, threatening or offending him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Some classmates exclude classmates from the group or do something so that he/she is isolated.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Some classmates spread rumors about classmates or say mean things about other students behind their back.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

What do you think about the bullies in your class?

Do you think. . .?	Disagree	Agree
Do you think the bullies in your class are popular by other students?	<input type="checkbox"/>	<input type="checkbox"/>
Do you think the bullies in your class are disliked by other students?	<input type="checkbox"/>	<input type="checkbox"/>
Do you think the bullies in your class are feared by other students?	<input type="checkbox"/>	<input type="checkbox"/>

CHULALONGKORN UNIVERSITY

Please evaluate your level of agreement with each of the following statements.

<i>The degree to which you agree or disagree</i>	Strongly disagree	Strongly agree
I feel safe at school	<input type="checkbox"/>	<input type="checkbox"/>
I feel like I belong at school	<input type="checkbox"/>	<input type="checkbox"/>

Section 7: Have you ever known that there are rules and policies for preventing the bullying in your school?

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

Please answer the following questions.

Do your school have. . .?	Yes	No
Holding an annual “Anti-Bullying Week” for all relevant members (i.e., student, parents, teacher, staff)	<input type="checkbox"/>	<input type="checkbox"/>
Having “peer community” for mentor, homework, activities between seniors and juniors	<input type="checkbox"/>	<input type="checkbox"/>
Having “Bullying Awareness Training” for school staff	<input type="checkbox"/>	<input type="checkbox"/>
Setting “the Core Values” (i.e., respect, basic right, fairness, justice, and reasonable action)	<input type="checkbox"/>	<input type="checkbox"/>
Supporting and following up with the victims (i.e., school life, mental health)	<input type="checkbox"/>	<input type="checkbox"/>
Helping and changing the bullies on “Bullying Behavior” with counselors, teachers and parents	<input type="checkbox"/>	<input type="checkbox"/>
Establishing “the rules for both students and teachers in each class”	<input type="checkbox"/>	<input type="checkbox"/>
Having “an appropriate punishment for bullying behaviors”	<input type="checkbox"/>	<input type="checkbox"/>

ภาคผนวก ก

การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อศึกษามุมมองของนักเรียนระดับชั้นมัธยมศึกษาตอนต้น ต่อประสบการณ์ในการดำเนินชีวิต โรงเรียน ข้อมูลที่ได้รับจากการสำรวจนี้มีความสำคัญในการ พัฒนาสถานศึกษาให้เหมาะสมกับผู้เรียน สำหรับนักเรียนที่เข้าร่วมตอบแบบสอบถามจะได้รับ ประโยชน์ถึงโอกาสในการประเมินคุณภาพชีวิตในโรงเรียนของตนเองในช่วงภาคการศึกษาที่ผ่านมา นอกจากนี้ข้อมูลจากการวิจัยจะสามารถนำไปใช้ประโยชน์เพื่อพัฒนาโครงการหรือกิจกรรมที่จะ ช่วยส่งเสริมคุณภาพชีวิตของนักเรียนในอนาคต

คำสั่ง: โปรดประเมินข้อความด้านล่างดังต่อไปนี้และเลือกคำตอบที่ตรงกับนักเรียนมากที่สุด โดย แบบสอบถามประกอบด้วย 7 ส่วนด้วยกัน และใช้เวลาในการตอบคำถามประมาณ 15 – 20 นาที ทั้งนี้ ข้อมูลทั้งหมดจะไม่ถูกเปิดเผยและไม่ระบุตัวตนของผู้ตอบ รวมถึงการเข้าร่วมการวิจัยในครั้งนี้ เป็นไปด้วยความสมัครใจของนักเรียน หากมีข้อความที่นักเรียนไม่สะดวกใจในการตอบ โปรด ข้ามข้อความเหล่านั้นหรือสามารถถอนตัวจากการเข้าร่วมได้ทุกเมื่อ ขอขอบคุณล่วงหน้าสำหรับการ ให้ความร่วมมือเป็นอย่างดีในครั้งนี้

Section 1: โปรดกรอกข้อมูลดังต่อไปนี้

เพศ	ชาย	หญิง	
	<input type="checkbox"/>	<input type="checkbox"/>	
ระดับชั้นเรียน	ม. 2	ม. 3	
	<input type="checkbox"/>	<input type="checkbox"/>	
ชื่อโรงเรียน	โรงเรียน 1	โรงเรียน 2	โรงเรียน 3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
โปรดระบุอายุของนักเรียน	ปี	เดือน	
	_____	_____	

โปรดอ่านข้อความดังต่อไปนี้อย่างละเอียดถี่ถ้วนและใส่เครื่องหมาย ในกล่องคำตอบที่ตรงกับนักเรียนมากที่สุด

Section 2: นักเรียน “เห็นด้วย” หรือ “ไม่เห็นด้วย” กับข้อความดังต่อไปนี้

ระดับความเห็นด้วยกับข้อความ	ไม่เห็นด้วย				เห็นด้วย
	อย่างยิ่ง (1)	(2)	(3)	(4)	อย่างยิ่ง (5)
อารมณ์ความรู้สึกของเพื่อนไม่มีผลกับฉันมากนัก	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
หลังจากอยู่กับเพื่อนที่เศร้าเสียใจกับอะไรบางอย่าง ฉันมักรู้สึกเศร้าไปด้วย	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ฉันเข้าใจถึงความสุขของเพื่อน เวลาที่เพื่อนทำอะไรบางอย่างได้ดี	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ฉันรู้สึกกลัวเวลาดูตัวละครในภาพยนตร์สยองขวัญ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ฉันรู้สึกร่วมไปกับความรู้สึกของคนอื่นได้ง่าย	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ฉันไม่รู้เวลาเพื่อนรู้สึกหวาดกลัว	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ฉันไม่รู้สึกเสียใจเวลาเห็นคนอื่นร้องไห้	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ความรู้สึกของคนอื่นไม่อาจรบกวนใจฉันได้เลย	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
เวลาใครรู้สึกแค้น ฉันสามารถเข้าใจว่าเขารู้สึกอย่างไร	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ปกติฉันสามารถรู้ได้เมื่อเพื่อนกลัว	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ฉันมักจะเศร้าเวลาดูเรื่องที่น่าเศร้าทางโทรทัศน์หรือในภาพยนตร์	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ฉันมักจะเข้าใจว่าคนอื่นรู้สึกอย่างไรก่อนที่พวกเขาจะบอกฉัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
การได้เห็นคนที่โกรธแค้นนั้นไม่มีผลกับความรู้สึกของฉัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

โดยปกติแล้ว ฉันสามารถรู้ได้เมื่อคนรอบข้างรู้สึก ร่าเริง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ฉันมักจะกลัวไปด้วยเมื่ออยู่กับเพื่อนที่รู้สึกกลัว	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
โดยปกติแล้ว ฉันสามารถรู้ได้อย่างรวดเร็วเมื่อ เพื่อนรู้สึกโกรธ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
บ่อยครั้งที่ฉันรู้สึกถึงความรู้สึกของเพื่อน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ความทุกข์ของเพื่อนไม่ได้ทำให้ฉันรู้สึกอะไรเลย	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ปกติฉันไม่ค่อยรู้ถึงความรู้สึกของเพื่อนเลย	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ฉันดูไม่ออกเลยเวลาเพื่อนมีความสุข	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: จงคิดถึงเหตุการณ์การกลั่นแกล้งที่เกิดขึ้นในโรงเรียน และ เพราะเหตุใดนักเรียนจึงเข้าช่วยเหลือและ
ปกป้องคนที่ถูกกลั่นแกล้ง? โดยประเมินจากเหตุผลดังต่อไปนี้

ระดับความเห็นด้วยกับข้อความ	ไม่เห็นด้วย อย่างยิ่ง				เห็นด้วย อย่างยิ่ง
	(1)	(2)	(3)	(4)	
“เพราะฉันคิดว่ามันสำคัญที่จะช่วยคนที่ได้รับการปฏิบัติไม่ดี”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
“เพราะฉันเป็นเด็กที่ห่วงใยผู้อื่น”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
“เพราะฉันคิดว่ามันสำคัญที่จะต่อสู้กับความรุนแรงและความไม่ยุติธรรม”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
“เพราะฉันชอบช่วยเหลือผู้อื่น”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

“เพราะฉันจะรู้สึกเหมือนเป็นคนไม่ดี ถ้าไม่เข้าไปช่วย”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
“เพื่อหลีกเลี่ยงความรู้สึกผิด”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
“เพราะฉันรู้สึกว่าจะต้องช่วยเหลือผู้อื่น”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
“เพื่อที่จะได้รับรางวัลจากคุณครู” เช่น คำชมเชย	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
“เพื่อที่จะได้เป็นที่นิยม (ป๊อบปูล่า)”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
“เพราะฉันจะเดือดร้อนถ้าไม่เข้าไป ช่วย”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
“เพื่อที่จะได้เพื่อนใหม่”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 4: ในเทอมที่ผ่านมา นักเรียนเคยแสดงพฤติกรรมดังต่อไปนี้กับคนที่ถูกกลั่นแกล้งประมาณกี่ครั้ง?

เกิดขึ้นกี่ครั้งในเทอมที่ผ่าน มา?	ไม่เคยเกิดขึ้นเลย	เพียง 1 ครั้ง	2 - 3 ครั้ง	ประมาณ	มากกว่า
	ในเทอมที่ผ่าน มา	ในเทอมที่ ผ่าน มา	ในเทอมที่ ผ่าน มา	สัปดาห์ละ 1 ครั้ง	1 ครั้งต่อ สัปดาห์
ฉันพยายามเป็นเพื่อนกับคนที่โดน กลั่นแกล้งมาก่อน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ฉันสนับสนุนให้คนที่โดนกลั่นแกล้ง บอกผู้ใหญ่	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ฉันปกป้องคนที่กำลังโดนผลัก ต่อย หรือตบ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ฉันปกป้องคนที่เคยถูกเอาสิ่งของ ๑ ตนไป	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ฉันปกป้องคนที่ถูกเรียกอย่างเสีย ๑ หาย ๑(เช่น ล้อเลียนชื่อหรือ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

รูปลักษณะ)					
ฉันพยายามเอาคนที่ถูกเพื่อนคนอื่น ทอดทิ้งมาเข้ากลุ่ม	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ฉันช่วยคนที่โดนเพื่อนคนอื่นจ้องใจ ทำให้หนังสือหลุดมือ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ฉันช่วยคนที่โดนเพื่อนคนอื่นจ้องใจ ทำให้สะดุดล้ม	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ตอนที่ฉันเห็นใครสักคนถูกทำร้าย ร่างกาย ฉันเอาเรื่องนั้นไปบอก ผู้ใหญ่	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ฉันเคยปกป้องคนที่ฉันคิดว่าเขา น่าจะถูกลอกหลวงโดยตั้งใจ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ฉันปลอบใจคนที่โดนกลั่นแกล้งมา	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ฉันสนับสนุนให้เพื่อนที่โดนกลั่น แกล้งแสดงออกว่าตนไม่พอใจ	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 5: พฤติกรรมดังต่อไปนี้เป็นสิ่ง “ง่าย” หรือ “ยาก” สำหรับนักเรียน

ระดับความง่าย - ยาก สำหรับฉัน	ง่ายมาก	ง่าย	ยาก	ยากมาก
การเป็นเพื่อนกับคนที่โดนกลั่นแกล้งเป็นเรื่องที่ ง่าย - ยาก สำหรับฉัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
การสนับสนุนให้คนที่โดนกลั่นแกล้งบอกผู้ใหญ่เป็นเรื่องที่ ง่าย - ยาก สำหรับฉัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
การปกป้องคนที่กำลังโดนผลึก ต่อย หรือตบเป็นเรื่องที่ ง่าย - ยาก สำหรับฉัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
การปกป้องคนที่ถูกเอาสิ่งของ ๆ ตนไปโดยตั้งใจเป็นเรื่อง ที่ ง่าย - ยาก สำหรับฉัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
การปกป้องคนที่ถูกเรียกอย่างเสีย ๆ หาย ๆ เป็นเรื่องที่ ง่าย - ยาก สำหรับฉัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
การพยายามดึงคนที่ถูกเพื่อนคนอื่นจ้องใจทิ้งให้อยู่คน เดียวเข้ากลุ่มเป็นเรื่องที่ ง่าย - ยาก สำหรับฉัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
การช่วยคนที่โดนเพื่อนคนอื่นจ้องใจทำให้หนังสือหลุดมือ เป็นเรื่องที่ ง่าย - ยาก สำหรับฉัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

การช่วยคนที่โดนเพื่อนคนอื่นจงใจทำให้สะดุดล้มเป็น เรื่องที่ <u>ง่าย – ยาก</u> สำหรับฉัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
การบอกผู้ใหญ่เมื่อฉันเห็นคนถูกทำร้ายร่างกายเป็นเรื่อง ที่ <u>ง่าย – ยาก</u> สำหรับฉัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
การปกป้องคนที่ฉันคิดว่าเขาน่าจะถูกหลอกลวงโดยตั้งใจ เป็นเรื่องที่ <u>ง่าย – ยาก</u> สำหรับฉัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
การปลอบใจคนที่โดนกลั่นแกล้งมาเป็นเรื่องที่ <u>ง่าย – ยาก</u> สำหรับฉัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
การสนับสนุนให้เพื่อนที่โดนกลั่นแกล้งแสดงออกว่าตนไม่ พอใจเป็นเรื่องที่ <u>ง่าย – ยาก</u> สำหรับฉัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 6: ในช่วงปีการศึกษาที่ผ่านมา นักเรียนเห็นพฤติกรรมเหล่านี้บ่อยแค่ไหน?

<i>บ่อยแค่ไหน?</i>	ไม่เคย	นาน ๆ ครั้ง	บางครั้ง บางครั้ง	บ่อยครั้ง	เกือบ ตลอดเวลา
เพื่อนร่วมห้องบางคนมีพฤติกรรมก้าวร้าวต่อ เพื่อนคนอื่น พวกเขาตีหรือผลักเพื่อนบางคน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
เพื่อนร่วมห้องบางคนแกล้งเพื่อนคนอื่นด้วย การเรียกชื่อเล่นที่น่ารังเกียจ ชมชู้ หรือทำให้ เขาหรือเธอขุ่นเคือง/ไม่พอใจ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
เพื่อนร่วมห้องบางคนกีดกันเพื่อนคนอื่นไม่ให้ เข้ากลุ่ม หรือทำบางอย่างเพื่อให้เขาหรือเธอ ต้องอยู่โดดเดี่ยว	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
เพื่อนร่วมห้องบางคนกระจายข่าวลือเกี่ยวกับ เพื่อนคนอื่น หรือพูดจาว่าร้ายลับหลังพวกเขา	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

นักเรียนคิดอย่างไร “เกี่ยวกับพวกที่กลั่นแกล้ง” คนอื่น ๆ ในห้องเรียนของนักเรียน?

<i>ฉันคิดว่า...</i>	ไม่เห็นด้วย	เห็นด้วย
ฉันคิดว่าพวกที่กลั่นแกล้งคนอื่นในห้องเรียนของฉัน <u>เป็นที่นิยม</u> (คนดัง) ในหมู่นักเรียนคนอื่น	<input type="checkbox"/>	<input type="checkbox"/>
ฉันคิดว่าพวกที่กลั่นแกล้งคนอื่นในห้องเรียนของฉัน <u>เป็นที่ถูก</u> เกลียด/ไม่ชอบในหมู่นักเรียนคนอื่น	<input type="checkbox"/>	<input type="checkbox"/>
ฉันคิดว่าพวกที่กลั่นแกล้งคนอื่นในห้องเรียนของฉัน <u>เป็นที่น่าเกรง</u> กลัวในหมู่นักเรียนคนอื่น	<input type="checkbox"/>	<input type="checkbox"/>

นักเรียน “เห็นด้วย” หรือ “ไม่เห็นด้วย” กับข้อความดังต่อไปนี้

ระดับการเห็นด้วยกับข้อความ	ไม่เห็น ด้วยอย่าง ยิ่ง (1)	(2)	(3)	เห็นด้วย อย่างยิ่ง (4)
ฉันรู้สึกปลอดภัยที่โรงเรียน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ฉันรู้สึกเป็นส่วนหนึ่งของโรงเรียน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 7: นักเรียนรู้หรือไม่ว่าโรงเรียนของนักเรียนมีกฎ นโยบาย หรือกิจกรรมเพื่อป้องกันการกลั่นแกล้งในโรงเรียน?

ใช่	ไม่รู้
<input type="checkbox"/>	<input type="checkbox"/>

โปรดตอบ “ใช่” หรือ “ไม่ใช่” จากข้อความดังต่อไปนี้

ในโรงเรียนของนักเรียนมี...	ใช่	ไม่ใช่
มีการจัด “สัปดาห์ต่อต้านการกลั่นแกล้ง” หรือกิจกรรมอื่น ๆ ที่รณรงค์ให้หยุดการกลั่นแกล้ง สำหรับบุคคลที่เกี่ยวข้อง เช่น นักเรียน ผู้ปกครอง ครู บุคลากรของโรงเรียน เป็นประจำทุกปี	<input type="checkbox"/>	<input type="checkbox"/>
มีการจัด “ชุมชนเพื่อนช่วยเพื่อน” หรือกิจกรรมอื่น ๆ ที่ส่งเสริมการช่วยเหลือกัน เช่น ช่วยสอนการบ้านกัน รุ่นพี่ให้คำปรึกษา รุ่นน้อง หรือกิจกรรมระหว่างรุ่นพี่-รุ่นน้อง	<input type="checkbox"/>	<input type="checkbox"/>
มีการจัด “ฝึกอบรมให้ความตระหนักถึงเรื่องการกลั่นแกล้ง และการระมัดระวังเหตุ” สำหรับบุคลากรของโรงเรียน (เช่น ครู แม่บ้าน ผู้รักษาความปลอดภัย) ในการควบคุมดูแลตามสถานที่ต่าง ๆ (เช่น ห้องเรียน ระเบียงทางเดิน สนามโรงเรียน หลังโรงเรียน และจุดลับตาหรือมุมอับ)	<input type="checkbox"/>	<input type="checkbox"/>
มีการสร้าง “ค่านิยมหลัก” เช่น การเคารพซึ่งกันและกัน สิทธิขั้นพื้นฐาน ความเท่าเทียม ความเที่ยงธรรม และการกระทำที่สมเหตุสมผล ให้แก่ นักเรียน ผู้ปกครอง ครู และบุคลากรของโรงเรียน	<input type="checkbox"/>	<input type="checkbox"/>
มีการสนับสนุนและติดตามดูแลนักเรียนที่ถูกกลั่นแกล้ง เช่น การใช้ชีวิตในโรงเรียน และ สุขภาพจิต	<input type="checkbox"/>	<input type="checkbox"/>
มีการช่วยเหลือและการเปลี่ยนพฤติกรรมของนักเรียนที่กลั่นแกล้งผู้อื่น พร้อมกับที่ปรึกษาเฉพาะทาง/ผู้เชี่ยวชาญ ครูและ	<input type="checkbox"/>	<input type="checkbox"/>

ผู้ปกครอง		
มีการสร้างกฎสำหรับครูและนักเรียนในแต่ละห้องเรียน	<input type="checkbox"/>	<input type="checkbox"/>
มีการลงโทษที่เหมาะสมแก่นักเรียนที่มีพฤติกรรมก่อกวน (เช่น ตักเตือน พักการเรียน หรือ ไล่ออก)	<input type="checkbox"/>	<input type="checkbox"/>



Appendix B

Instructions and full questionnaire set for teacher-report

Section 1: How often these behaviors described had occurred during the current school year?

<i>How often. . .?</i>	Never	Rarely	Sometimes	Often	Almost always
Some students are aggressive towards their classmates, they hit or push some of their classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some students tease their classmates, calling him/her nasty nicknames, threatening or offending him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some students exclude their classmate from the group or do something so that he/she is isolated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some students spread rumors about their classmate or say mean things about other students behind his/her back.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2: What do you think about the bullies in your school?

Do you think. . .?	Disagree	Agree
Are the bullies at your school popular by other students?	<input type="checkbox"/>	<input type="checkbox"/>
Are the bullies at your school disliked by other students?	<input type="checkbox"/>	<input type="checkbox"/>
Are the bullies at your school feared by other students?	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: Please evaluate your level of agreement with each of the following statements.

<i>The degree to which you agree or disagree</i>	Strongly disagree			Strongly agree
I feel safe at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel like I belong at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 4: Have you ever known that there are rules and policies for preventing the bullying in your school?

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

Please answer the following questions.

Do your school have. . .?	Yes	No
Holding an annual “Anti-Bullying Week” for all relevant members (i.e., student, parents, teacher, staff)	<input type="checkbox"/>	<input type="checkbox"/>
Having “peer community” for mentor, homework, activities between seniors and juniors	<input type="checkbox"/>	<input type="checkbox"/>
Having “Bullying Awareness Training” for school staff	<input type="checkbox"/>	<input type="checkbox"/>
Setting “the Core Values” (i.e., respect, basic right, fairness, justice, and reasonable action)	<input type="checkbox"/>	<input type="checkbox"/>
Supporting and following up with the victims (i.e., school life, mental health)	<input type="checkbox"/>	<input type="checkbox"/>
Helping and changing the bullies on “Bullying Behavior” with counselors, teachers and parents	<input type="checkbox"/>	<input type="checkbox"/>
Establishing “the rules for both students and teachers in each class”	<input type="checkbox"/>	<input type="checkbox"/>
Having “an appropriate punishment for bullying behaviors”	<input type="checkbox"/>	<input type="checkbox"/>

ภาคผนวก ข

โปรดอ่านข้อความดังต่อไปนี้อย่างละเอียดถี่ถ้วนและใส่เครื่องหมาย ในกล่องคำตอบที่ตรงกับคุณมากที่สุด

Section 1: ในช่วงปีการศึกษาที่ผ่านมาพฤติกรรมเหล่านี้เกิดขึ้นในโรงเรียนของคุณบ่อยแค่ไหน?

บ่อยแค่ไหน...?	ไม่เคย	นาน ๆ ครั้ง	บางครั้ง	บ่อยครั้ง	เกือบตลอดเวลา
นักเรียนบางคนมีพฤติกรรมก้าวร้าวต่อเพื่อนร่วมห้อง พวกเขาตีหรือผลักเพื่อนบางคน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
นักเรียนบางคนแกล้งเพื่อนร่วมห้อง ด้วยการเรียกชื่อเล่นที่น่ารังเกียจ ชมชู้ หรือทำให้เพื่อนขุ่นเคือง/ไม่พอใจ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
นักเรียนบางคนกีดกันเพื่อนร่วมห้อง ไม่ให้เข้ากลุ่ม หรือทำบางอย่างเพื่อให้เพื่อนต้องอยู่คนเดียว	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
นักเรียนบางคนกระจายข่าวลือเกี่ยวกับเพื่อนร่วมห้อง หรือพูดจาวว่าร้ายลับหลังพวกเขา	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2: คุณคิดอย่างไร “เกี่ยวกับนักเรียนที่ก่อกวน” นักเรียนคนอื่น ๆ ในโรงเรียนของคุณ?

ฉันคิดว่า...	ไม่เห็นด้วย	เห็นด้วย
ฉันคิดว่านักเรียนที่ก่อกวนคนอื่นในโรงเรียนของฉัน เป็นที่นิยม (คนดัง) ในหมู่นักเรียนคนอื่น	<input type="checkbox"/>	<input type="checkbox"/>
ฉันคิดว่านักเรียนที่ก่อกวนคนอื่นในโรงเรียนของฉัน เป็นที่เกลียดชัง/ไม่ชอบในหมู่นักเรียนคนอื่น	<input type="checkbox"/>	<input type="checkbox"/>
ฉันคิดว่านักเรียนที่ก่อกวนคนอื่นในโรงเรียนของฉัน เป็นที่น่าเกรงกลัวในหมู่นักเรียนคนอื่น	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: โปรดประเมินว่าคุณ “เห็นด้วย” หรือ “ไม่เห็นด้วย” กับข้อความดังต่อไปนี้

ระดับการเห็นด้วยกับข้อความ	ไม่เห็นด้วยอย่างยิ่ง			เห็นด้วยอย่างยิ่ง
	(1)	(2)	(3)	(4)
ฉันรู้สึกปลอดภัยที่โรงเรียน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ฉันรู้สึกเป็นส่วนหนึ่งของโรงเรียน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 4: นักเรียนรู้หรือไม่ว่าโรงเรียนของนักเรียนมีกฎ นโยบาย หรือกิจกรรมเพื่อป้องกันการกลั่นแกล้งในโรงเรียน?

รู้	ไม่รู้
<input type="checkbox"/>	<input type="checkbox"/>

โปรดตอบ “ใช่” หรือ “ไม่ใช่” จากข้อความดังต่อไปนี้

ในโรงเรียนของนักเรียนมี...	ใช่	ไม่ใช่
มีการจัด “สัปดาห์ต่อต้านการกลั่นแกล้ง” หรือกิจกรรมอื่น ๆ ที่รณรงค์ให้หยุดการกลั่นแกล้ง สำหรับบุคคลที่เกี่ยวข้อง เช่น นักเรียน ผู้ปกครอง ครู บุคลากรของโรงเรียน เป็นประจำทุกปี	<input type="checkbox"/>	<input type="checkbox"/>
มีการจัด “ชุมชนเพื่อนช่วยเพื่อน” หรือกิจกรรมอื่น ๆ ที่ส่งเสริมการช่วยเหลือกัน เช่น ช่วยสอนการบ้านกัน รุ่นพี่ให้คำปรึกษารุ่นน้อง หรือกิจกรรมระหว่างรุ่นพี่-รุ่นน้อง	<input type="checkbox"/>	<input type="checkbox"/>
มีการจัด “ฝึกอบรมให้ความตระหนักถึงเรื่องการกลั่นแกล้งและการระมัดระวังเหตุ” สำหรับบุคลากรของโรงเรียน (เช่น ครู แม่บ้าน ผู้รักษาความปลอดภัย) ใน การควบคุมดูแลตามสถานที่ต่าง ๆ (เช่น ห้องเรียน ระเบียงทางเดิน สนามโรงเรียน หลังโรงเรียน และจุดลับตาหรือมุมอับ)	<input type="checkbox"/>	<input type="checkbox"/>
มีการสร้าง “ค่านิยมหลัก” เช่น การเคารพซึ่งกันและกัน สิทธิขั้นพื้นฐาน ความเท่าเทียม ความเที่ยงธรรม และการกระทำที่สมเหตุสมผล ให้แก่ นักเรียน ผู้ปกครอง ครู และบุคลากรของโรงเรียน	<input type="checkbox"/>	<input type="checkbox"/>
มีการสนับสนุนและติดตามดูแลนักเรียนที่ถูกกลั่นแกล้ง เช่น การใช้ชีวิตในโรงเรียน และ สุขภาพจิต	<input type="checkbox"/>	<input type="checkbox"/>

มีการช่วยเหลือและการเปลี่ยนพฤติกรรมของนักเรียน ที่กลั่นแกล้งผู้อื่น พร้อมกับที่ปรึกษาเฉพาะทาง/ ผู้เชี่ยวชาญ ครูและผู้ปกครอง	<input type="checkbox"/>	<input type="checkbox"/>
มีการสร้างกฎสำหรับครูและนักเรียนในแต่ละ ห้องเรียน	<input type="checkbox"/>	<input type="checkbox"/>
มีการลงโทษที่เหมาะสมแก่นักเรียนที่มีพฤติกรรมกลั่น แกล้ง (เช่น ตักเตือน พักการเรียน หรือ ไล่ออก)	<input type="checkbox"/>	<input type="checkbox"/>



Appendix C

Statistical analysis criteria for Structural equation modeling

In this study, the reliability and validity were tested using SPSS and Mplus 8.2. Cronbach's alpha was used as an indicator of scale reliability on the multiple Likert-type scales of questionnaire. The acceptable Cronbach's alpha was $\geq .70$ following the typical rule of thumb (George & Mallery, 2003; Nunnally, 1978). The critical value of the Pearson's correlation coefficient (r) was used to determine item deletion on corrected item-total correlation (CITC) with a significance level of .05. The confirmatory factor analysis (CFA) was conducted to assess the construct validity of the measures. All items were identified with standardized factor loading of $\geq .30$ and p -value $< .05$ were considered for the study. The cutoff criteria of fit indices are followed by the study of Hooper et al. (2008) and Kula (2011), as presented in Table 1.

Table 1*Fit indices, Cut-off Criteria and Author*

Fit indices		Cut-off criteria	Author
Chi-square	χ^2	Smaller the better	Garson (2009); Wan (2002)
Chi-square/Degree of Freedom	χ^2/df	≤ 4	Kline (1998); Wan (2002)
Root Mean Square Error of Approximation	RMSEA	$\leq .05$; good $.05 < \text{value} \leq .08$; acceptable	Garson (2009); Brown & Cudeck (1993) Schermelleh-Engel et al. (2003); Wan (2002)
Comparative Fit Index	CFI	$.90 \leq \text{value} < .95$; acceptable $\geq .95$; good	Hu & Bentler (1999) Schreiber et al. (2006)
Tucker-Lewis Index	TLI	$.90 \leq \text{value} < .95$; acceptable $\geq .95$; good	Hoe (2003); Hu & Bentler (1999)
Standardized Root Mean Square residual	SRMR	$\leq .05$; good $\leq .08$; acceptable	Garson (2009); Wan (2002) Hu & Bentler (1999)

Appendix D

CITC, Factor loadings and Cronbach's alpha

In the present study, there was no item having CITC value of less than critical r (.16, $df = 155$, $p = .05$) as shown in Table 1. For CFA, the basic empathy scale showed standardized factor loading ranged from .18 to .72 for affective empathy, and from .41 to .67 for cognitive empathy. The 3-items (BE_4,13,15) were removed from the scale due to low factor loading. The motivation of defending scale, the defending behavior scale and the defending self-efficacy beliefs scale also illustrated that factor loadings were all above .30. There were no items yielding low factor loadings.

Table 1

Scale, Items, CITC, Factor loading, Cronbach's alpha coefficient (N=155)

Scale	Item	CITC	Checked	Factor loading	Checked	Cronbach's α
Basic Empathy						
Affective Empathy	BE_1	.37	✓	.47	✓	$\alpha = .73$
	BE_2	.46	✓	.60	✓	
	BE_4	.27	✓	.24	✗	
	BE_5	.39	✓	.49	✓	
	BE_7	.34	✓	.37	✓	
	BE_8	.32	✓	.49	✓	
	BE_11	.37	✓	.39	✓	
	BE_13	.19	✓	.25	✗	
	BE_15	.17	✓	.18	✗	
	BE_17	.58	✓	.53	✓	
	BE_18	.60	✓	.72	✓	

Table 1 Continue

<i>Cognitive Empathy</i>	BE_3	.44	✓	.56	✓	$\alpha = .81$
	BE_6	.21	✓	.41	✓	
	BE_9	.46	✓	.48	✓	
	BE_10	.41	✓	.55	✓	
	BE_12	.44	✓	.52	✓	
	BE_14	.49	✓	.66	✓	
	BE_16	.35	✓	.43	✓	
	BE_19	.52	✓	.62	✓	
	BE_20	.47	✓	.67	✓	
					Total	$\alpha = .81$
<hr/>						
Motivation to Defend						
<i>Autonomous Motivation</i>	AM_1	.41	✓	.53	✓	$\alpha = .68$
	AM_2	.54	✓	.49	✓	
	AM_3	.40	✓	.45	✓	
	AM_4	.52	✓	.52	✓	
<hr/>						
<i>Introjected Motivation</i>	IM_1	.50	✓	.46	✓	$\alpha = .61$
	IM_2	.36	✓	.68	✓	
	IM_3	.40	✓	.92	✓	
<hr/>						
<i>Extrinsic Motivation</i>	EM_1	.68	✓	.81	✓	$\alpha = .75$
	EM_2	.66	✓	.86	✓	
	EM_3	.72	✓	.60	✓	
	EM_4	.77	✓	.37	✓	
<hr/>						
Defending Behaviors						
<i>Indirect Defending</i>	DF_1	.58	✓	.63	✓	$\alpha = .79$
	DF_2	.56	✓	.60	✓	
	DF_6	.50	✓	.51	✓	
	DF_9	.63	✓	.62	✓	

Table 1 Continue

	DF_11	.59	✓	.69	✓	
	DF_12	.59	✓	.68	✓	
<i>Direct</i>	DF_3	.62	✓	.73	✓	$\alpha = .83$
<i>Defending</i>	DF_4	.63	✓	.63	✓	
	DF_5	.62	✓	.67	✓	
	DF_7	.56	✓	.59	✓	
	DF_8	.60	✓	.59	✓	
	DF_10	.74	✓	.83	✓	
					Total	$\alpha = .89$
<hr/>						
Defending Self-efficacy Beliefs						
<i>Indirect</i>	SE_1	.49	✓	.55	✓	$\alpha = .69$
<i>Defending</i>	SE_2	.49	✓	.58	✓	
	SE_6	.33	✓	.38	✓	
	SE_9	.52	✓	.63	✓	
	SE_11	.42	✓	.44	✓	
	SE_12	.45	✓	.52	✓	
<i>Direct</i>	SE_3	.46	✓	.49	✓	$\alpha = .74$
<i>Defending</i>	SE_4	.46	✓	.52	✓	
	SE_5	.53	✓	.56	✓	
	SE_7	.52	✓	.63	✓	
	SE_8	.66	✓	.80	✓	
	SE_10	.35	✓	.41	✓	
					Total	$\alpha = .82$

Notes. BE = Basic Empathy Scale item, AM = Autonomous Motivation Subscale item, IM = Introjected Motivation Subscale item, EM = Extrinsic Motivation Subscale item, DF = Defending Behaviors Scale item, SE = Defending Self-efficacy Beliefs Scale item.

Appendix E

The summary of hypotheses and the results of the study

The findings indicated that empathy had a significant connection with motivations to defend and had an indirect effect on defending behaviors through introjected motivation and extrinsic motivation to defend. Gender and school anti-bullying policy significantly moderated the relationships among empathy, motivations to defend and defending behaviors.

Table 1

Hypotheses and Results of the study

	Hypotheses	Results
Hypothesis 1	Empathy will be positively associated with 1a) direct defending, and 1b) indirect defending.	1a) Rejected 1b) Rejected
Hypothesis 2	Empathy will be positively associated with autonomous motivation to defend.	Supported
Hypothesis 3	Empathy will be positively associated with introjected motivation to defend.	Supported
Hypothesis 4	Empathy will be negatively associated with extrinsic motivation to defend.	Supported
Hypothesis 5	Autonomous motivation to defend will be positively associated with 5a) direct defending, and 5b) indirect defending.	5a) Rejected 5b) Rejected
Hypothesis 6	Extrinsic motivation to defend will be positively associated with direct defending.	Supported
Hypothesis 7	Introjected motivation to defend will be positively associated with indirect defending.	Supported
Hypothesis 8	Autonomous motivation to defend will mediate the relationship between empathy and 8a) direct defending, and 8b) indirect defending.	8a) Rejected 8b) Rejected

Hypothesis 9	Extrinsic motivation to defend will mediate the relationship between empathy and direct defending.	Supported
Hypothesis 10	Introjected motivation to defend will mediate the relationship between empathy and indirect defending.	Supported
Hypothesis 11	Gender will moderate the relationships among empathy, motivation to defend and defending behaviors.	Supported
Hypothesis 12	School anti-bullying policy will moderate the relationships among empathy, motivation to defend and defending behaviors.	Supported

Appendix F

Auxiliary Data

Table 1

Level of Readability and the number of Respondents (N=51)

Level of readability	Respondent (%)
Very easy	9 (17.7%)
Fairly easy	27 (52.9%)
Plain	13 (25.5%)
Fairly difficult	2 (3.9%)
Very difficult	0 (0%)
Total	51

Table 2

Class Size, Number of Class, Number of students per Class and Total Number of Students

Schools	No. of Class	No. of Student/Class	Total
School 1	10	35	350
School 2	12	45	540
School 3	6	60	360
School 4	16	47	752

No. of students in school: School 1 = 2,000 students; School 2 = 3,000 students;
School 3 = 3,130 students; School = 4,068 students

Table 3*The Results of Students' Perception of the School Anti-Bullying Policy (N=1,138)*

Perception		<i>n</i>	percentage
Have you ever known that there are rules and policies for preventing the bullying in your school?	Yes	616	54.1%
	No	522	45.9%
	Total	1,138	

Table 4*The Results of the Perceived Prevalence of School Bullying by Students*

Schools	Mean					
	Prevalence of School Bullying		Perceived Social Norm Regarding Bullies		School Climate	
	Student	Teacher	Student	Teacher	Student	Teacher
School 1	2.70	2.5	1.35	1.33	2.63	3.5
School 2	2.60	2.5	1.39	1.33	2.79	3
School 3	2.74	2.0	1.41	1.33	2.89	4
School 4	2.77	2.5	1.39	1.67	2.61	3.5

Appendix G

Standardized coefficients for Multigroup Mediation SEM

Table 1

Mediation analysis, Standardized Coefficients and Unstandardized Coefficients

	Standardized Coefficient		Unstandardized Coefficient	
	β	Standard error	B	Standard error
Direct defending on				
EMP	.05	.11	.11	.24
AM	.02	.11	.04	.17
IM	.19**	.06	.38**	.12
EM	.17***	.04	.23***	.06
SES	.33***	.04	.62**	.08
Indirect defending on				
EMP	-.053	.11	-.06	.24
AM	.16	.11	.26	.16
IM	.29***	.06	.54***	.12
EM	.19***	.04	.24***	.06
SES	.18***	.05	.31***	.08
Motivations to defend on Empathy				
AM	.82***	.03	1.10***	.08
IM	.46***	.06	.51***	.08
EM	-.33***	.04	-.54	.07
<i>N</i>				
$\chi^2 = 42.40$; $\chi^2/df = 3.53$; RMSEA = .05; CFI = .99; TLI = .97; SRMR = .02				

Notes. EMP= Empathy, AM = Autonomous motivation to defend, EM = Extrinsic motivation to defend, IM = Introjected motivation, SES = Defending Self-efficacy.

* $p < .05$, ** $p < .01$, *** $p < .001$.

A sample of 1,138 are selected by calculating sampling weights. ($N=659$, randomly).

Table 2

Multigroup Analysis by Gender, Standardized Coefficients and Unstandardized Coefficients

	Boys		Girls	
	β (SE)	<i>B</i> (SE)	β (SE)	<i>B</i> (SE)
Direct defending on				
EMP	.10 (.16)	.24 (.38)	.02 (.16)	.04 (.41)
AM	-.10 (.13)	-.16 (.22)	.17 (.17)	.30 (.32)
IM	.22 (.10) *	.45 (.21) *	.17 (.08) *	.33 (.15) *
EM	.13 (.06) *	.17 (.08) *	.18 (.06) **	.27 (.08) **
SES	.35 (.05) ***	.63 (.10) ***	.30 (.07) ***	.60 (.14) ***
Indirect defending on				
EMP	.05 (.17)	.12 (.38)	-.09 (.17)	-.23 (.42)
AM	.04 (.14)	.52 (.21)	.28 (.17)	.50 (.31)
IM	.34 (.10) **	.63 (.21) **	.24 (.08) **	.46 (.15) **
EM	.15 (.07) *	.19 (.08) *	.20 (.06) ***	.28 (.08) ***
SES	.14 (.06) *	.24 (.10) *	.19 (.07) *	.35 (.14) *
Motivations to defend on Empathy				
AM	.78 (.05) ***	1.18 (.13) ***	.83 (.05) ***	1.15 (.09) ***
IM	.56 (.09) ***	.69 (.13) ***	.40 (.08) ***	.50 (.11) ***
EM	-.27 (.07) ***	-.49 (.13) ***	-.32 (.05) ***	-.56 (.09) ***
<i>N</i>				
$\chi^2 = 82.65$; $\chi^2/df = 2.95$; RMSEA = .06; CFI = .98; TLI = .95; SRMR = .05				

Notes. EMP= Empathy, AM = Autonomous motivation to defend, EM = Extrinsic motivation to defend, IM = Introjected motivation, SES = Defending Self-efficacy.

* $p < .05$, ** $p < .01$, *** $p < .001$.

A sample of 1,138 are selected by calculating sampling weights. ($N=659$, randomly).

Table 3

Multigroup Analysis by School anti-bullying policy, Standardized Coefficients and Unstandardized Coefficients

	Low		High	
	β (SE)	<i>B</i> (SE)	β (SE)	<i>B</i> (SE)
Direct defending on				
EMP	.03 (.17)	.06 (.34)	.08 (.14)	.18 (.31)
AM	.11 (.16)	.18 (.26)	.04 (.14)	.06 (.22)
IM	.18 (.09) *	.33 (.16) *	.27 (.08) ***	.51 (.15) **
EM	.11 (.06)	.14 (.09)	.24 (.06) ***	.33 (.08) ***
SES	.31 (.06) *	.55 (.12) ***	.32 (.07) ***	.61 (.13) ***
Indirect defending on				
EMP	-.08 (.18)	-.17 (.36)	-.02 (.17)	-.04 (.29)
AM	.10 (.16)	.46 (.26)	.16 (.17)	.25 (.21)
IM	.26 (.09) ***	.56 (.17) **	.32 (.08) ***	.55 (.14) ***
EM	.24 (.06) **	.23 (.08) **	.22 (.06) ***	.27 (.08) ***
SES	.11 (.08)	.16 (.14)	.18 (.07) *	.31 (.13) *
Motivations to defend on Empathy				
AM	.82 (.05) ***	1.01 (.11) ***	.78 (.05) ***	1.07 (.10) ***
IM	.45 (.10) ***	.50 (.11) ***	.43 (.09) ***	.50 (.11) ***
EM	-.21 (.07) ***	-.33 (.11) ***	-.39 (.06) ***	-.65 (.10) ***
<i>N</i>				
$\chi^2 = 51.52$; $\chi^2/df = 1.84$; RMSEA = .04; CFI = .99; TLI = .97; SRMR = .03				

Notes. EMP= Empathy, AM = Autonomous motivation to defend, EM = Extrinsic motivation to defend, IM = Introjected motivation, SES = Defending Self-efficacy.

* $p < .05$, ** $p < .01$, *** $p < .001$.

A sample of 1,138 are selected by calculating sampling weights. ($N=659$, randomly).

Appendix H

Measurement Invariance for Multigroup Moderation

Table 1 and 2 show fit indices for measurement invariance in gender group and perception of school anti-bullying policy group. Model 1 was a baseline model in which all parameters freely estimated in the two groups. The factor patterns were constrained to be equal across group in Model 2. The equivalence of factor loadings for each observed were tested by comparing the configural invariance and the metric invariance, using fit indices.

Table 1

Fit indices in tests of measurement invariance across gender group

	χ^2	df	RMSEA	90% CI		Δ	CFI	Δ	SRMR	Δ
				LL	UL					
Model 1	82.65	28	.059	.04	.07		.98		.045	
Model 2	96.87	30	.056	.05	.08	.004	.97	.00	.046	.01
Boy	23.13	12	.043	.01	.07		.99		.024	
Girl	30.89	12	.050	.03	.07	.007	.987	.01	.024	.00


Notes. χ^2 = Chi-square; *df* = Degree of Freedom; RMSEA = Root Mean Square Error of Approximation; CI = Confidence Interval; LL = Lower Limit; UL = Upper Limit; Δ RMSEA = Difference in Root Mean Square Error of Approximation; CFI = Comparative Fit Index; Δ CFI = Difference in Comparative Fit Index; SRMR = Standardized Root Mean Squared Residual; Δ SRMR = Difference in Standardized Root Mean Squared Residual.

*** $p < .001$.

The $\Delta CFI \leq .010$, $\Delta RMSEA \leq .015$ and $\Delta SRMR \leq .030$ were employed to determine multigroup invariance and the acceptable model fit (Chen, 2007; Cheung & Rensvold, 2002). As a result, factor loading parameters were found to be invariant across groups. In addition, the study as well investigate each group separately as presented in Table below. The findings showed a good model fit for all groups.

Table 2

Fit indices in tests of measurement invariance across perception of school anti-bullying policy group



	χ^2	df	RMSEA	90% CI		Δ	CFI	Δ	SRMR	Δ
				LL	UL					
Model 1	51.52	28	.038	.02	.06		.99		.025	
Model 2	59.51	30	.042	.03	.07	.004	.98	.00	.034	.01
Low	21.83	12	.040	.01	.07		.99		.022	
High	22.27	12	.037	.01	.06	.003	.99	.00	.024	.00

Notes. χ^2 = Chi-square; df = Degree of Freedom; RMSEA = Root Mean Square Error of Approximation; CI = Confidence Interval; LL = Lower Limit; UL = Upper Limit; $\Delta RMSEA$ = Difference in Root Mean Square Error of Approximation; CFI = Comparative Fit Index; ΔCFI = Difference in Comparative Fit Index; SRMR = Standardized Root Mean Squared Residual; $\Delta SRMR$ = Difference in Standardized Root Mean Squared Residual.

*** $p < .001$.

List of Abbreviations

EMP	Empathy
DDF	Direct defending behavior
IDF	Indirect defending behavior
AM	Autonomous motivation to defend
IM	Introjected motivation to defend
EM	Extrinsic motivation to defend
SES	Defending Self-efficacy beliefs
χ^2	Chi-square
<i>df</i>	Degree of freedom
RMSEA	Root Mean Square Error of Approximation
CFI	Comparative Fit Index
TLI	Tucker-Lewis Index
SRMR	Standardized Root Mean
BE_1	My friends' emotions don't affect me much.
BE_2	After being with a friend who is sad about something, I usually feel sad.
BE_3	I can understand my friend's happiness when she/he does well at something.
BE_4	I get frightened when I watch characters in a good scary movie.
BE_5	I get caught up I. other people's feeling easily.
BE_6	I find it hard to know when my friends are frightened.
BE_7	I don't become sad when I see other people crying.
BE_8	Other people's feelings don't bother me at all.
BE_9	When someone is feeling 'down' I can usually understand how they feel.
BE_10	I can usually work out when my friends are scared.
BE_11	I often become sad when watching sad things on TV or in films.
BE_12	I can often understand how people are feeling even before they tell me.
BE_13	Seeing a person who has been angered has no effect on my feelings.
BE_14	I can usually work out when people are cheerful.
BE_15	I tend to feel scared when I am with friends who are afraid.
BE_16	I can usually realize quickly when a friend is angry.

- BE_17 I often get swept up in my friends' feelings.
- BE_18 My friend's unhappiness doesn't make me feel anything.
- BE_19 I am not usually aware of my friends' feeling.
- BE_20 I have trouble figuring out when my friends are happy.
- AM_1 "Because I think it is important to help people who are treated badly"
- AM_2 "Because I am the kind of kid who cares about others"
- AM_3 "Because I think it's important to fight violence and injustice"
- AM_4 "Because I like to help other people"
- IM_1 "Because I would feel like a bad person if I didn't help"
- IM_2 "To avoid feeling guilty"
- IM_3 "Because I feel I must help others"
- EM_1 "To be rewarded by a teacher"
- EM_2 "To become popular"
- EM_3 "Because I would get into trouble if I didn't help"
- EM_4 "To make new friends"
- DF_1 I tried to become friends with someone after they were picked on.
- DF_2 I encouraged someone to tell an adult after they were picked on.
- DF_3 I defended someone who was being pushed, punched, or slapped.
- DF_4 I defended someone who had things purposely taken from them.
- DF_5 I defended someone who was being called mean names.
- DF_6 I tried to include someone if they were being purposely left out.
- DF_7 I helped someone who had their books knocked out of their hand on purpose.
- DF_8 I helped someone who was purposely tripped.
- DF_9 When I saw someone being physically harmed, I told an adult.
- DF_10 I defended someone who I thought was being tricked on purpose.
- DF_11 I comforted a student who had been slapped, punched, or pushed.
- DF_12 I encouraged a student who had been bullied to express their unpleasant to those bullies.
- SE_1 Becoming friends with someone after they were picked on would be. . . for me.

- SE_2 Encouraging someone to tell an adult after they were picked on would be. . . for me.
- SE_3 Defending someone who was being pushed, punched, or slapped would be. . . for me.
- SE_4 Defending someone who had things purposely taken from them would be. . . for me.
- SE_5 Defending someone who was being called mean names would be. . . for me.
- SE_6 Trying to include someone if they were being purposely left out would be. . . for me.
- SE_7 Helping someone who had their books knocked out of their hand on purpose would be. . . for me.
- SE_8 helping someone who was purposely tripped would be. . . for me.
- SE_9 Telling an adult when I saw someone being physically harmed would be. . . for me.
- SE_10 Defending someone who I thought was being tricked on purpose would be. . . for me.
- SE_11 Comforting a student who had been slapped, punched, or pushed would be. . . for me.
- SE_12 Encouraging a student who had been bullied to express their unpleasant to those bullies would be. . . for me.

VITA

NAME Jannapas Tubtimpairoj

DATE OF BIRTH 19 October 1987

PLACE OF BIRTH Bangkok

INSTITUTIONS ATTENDED Assumption University, Bachelor of Arts



จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY