

# THE EFFECT OF CHANGES OF VALUE AND BEHAVIOR MODEL OF CONSUMING IN ONLINE SOCIAL NETWORK USING INTEGRATION OF BUDDHIST PSYCHOLOGY FOR THAI NOVICES

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## Abstract

The purpose of this paper was to study the effect of changes of value and behavior model of consuming in online social network following integration of philosophy in Buddhist psychology of novices. The sample consisted of 78 grade 9 novices, participated the training program, of the General Education Section of PhraPariyattidhamma Schools in Nan Province. The random sampling were stratified random sampling based on the level of behavior of consuming in online social network and simple random. The samples were selected into three groups 1) the experimental group A consisting of 26 novices participated in the 3-day training and a 3-month project based learning 2) the experimental group B consisting of 26 novices participated in the 3-day training 3) the control group consisting of 26 novices who did not participate in any training and the research was designed Repeated Measure Design. The instruments used in this research were as follows: 1) Cognitive measurement of online social network consuming 2) Rationality of thinking measurement 3) Value of consuming in online social network measurement 4) Self-control measurement of online social network consuming 5) Online social network consuming behavior change measurement. The data were collected for 4 times: pre-test, post-test after training 1, post-test after training 2 (3-month project based learning) and post-test after 1 month of Project based learning. The data were analyzed by Repeated measures ANOVA

The results of this research were as follow: 1) The average score of value and behavior of consuming in online social network following inte-

gration of philosophy in Buddhist psychology both the experimental group A and B novices after the experiment were higher than before the experiment 2) No statistically significant interaction was found between training formats, number of measurements of cognitive and value of consuming in online social network measurement and Interaction between type of programs and times of measurement was found but found the interaction between the training formats, number of measurements of rationality of thinking, self-control measurement of online social network consuming and online social network consuming behavior at statistically significant .05 3) According to comparison of the average scores of each aspect with the training, the most appropriate format of consuming in online social network behavior following integration of philosophy in Buddhist psychology of novices was Training 1 (experimental group A) which had higher mean score than Training 2 (experiment group B) and controlled group in 4 aspects: cognitive, self-control, value and behavior of consuming in online social network.

**Keywords:** Value and Behavioral Model, Online Social Network, Buddhist Psychology

## **Introduction**

Modern digital media does not just play a role in facilitating the pace of life and speeding up communication with us but it also plays a role in changing behavioral patterns and patterns of living and change the viewpoint, the way of thinking, worldview Including the social and cultural values of the users as well. Children and young people in digital generation have a different perspective on the world, society, culture and relationship linking between their identity and others through the digital world. (Thitinan B.Common, 2013: 27). Nowadays, the Internet that influences the way of life of the new generation is social networking sites such as Facebook Twitter and Line and is deployed at the public and private sectors. Due to the convenience of communication, social networking sites are popular among the new generation in society, especially compared to other ages, teenagers use most internet communication.

According to the survey of media consumption behavior among adolescents aged 15-24 in many Asian countries and comparing the behavior of Thai adolescents with other countries with higher technology potential than Thailand. Thai teenagers took time to use internet up to 3.1 hours

per day and spend most of their time playing online games in Asia on average 60.7 minutes per day which higher than average teenagers in many countries such as Singapore 59.4 minutes / day, Hong Kong 56 minutes / day, South Korea 46 minutes / day and China 43.2 Minutes / days, etc. And the results of the study and research also found that teenagers have a habit of using social media is not appropriate such as opening and receiving pornographic media , using harsh words through the media, sharing inappropriate images , exposing too much personal information which cause fraud through the media. These situations shown that teenagers lacked of though, knowledge and unknowingly media using. However, learning experiences for using appropriate media through the Buddhist concept probably will be the one of the ways to prevent and solve such problems for quality youth living in digital world. (Samthikarn, 2015)

In Buddhist doctrine, there is a holistic educational process for children and youth development which emphasizes reflective thinking, *Yonisomanasikāra*. There are two mains principles of reflective thinking: 1) Take the truth from that experiences and situations 2) Take advantage of it. When children and youth know the way to think, will be able to turn situation what they are facing from bad to good knowingly. Moreover, The wisdom which is practiced regularly will make him think up about advantages and disadvantages from every situations and realize that the objective is learning and life and wisdom development. (Phra Brahma-gunabhorn (P. A. Payutto: 34-35). From such problems, researcher recognizes the importance and necessity of studying the development of value and behavior of consuming in online social network among adolescents with training process for properly online social network use of adolescents by applying the doctrine to psychological immunity through the design of training activities to develop mental and behavioral thinking and project work 3 months.

The samples that researcher choose to study were adolescent Buddhism novice under the age of 20 who difference in bio-social characteristics, family background and habits. Some novices volunteered to be ordained for study but some were forced by the parents to ordain. Moreover, most of them come from relatively poor families and lack of educational opportunities. In PhraPariyattidhamma Schools, they must adapt to new roles to the changing environment and ecclesiastical regulations that is different with the general teenager. By studying the past research, there

were quite a few study about novices and disagreements about appropriateness and social media using behavior that contravene to the disciplines of the priest including using too much social media for entertainment. These reflects the lack of deliberate media awareness and also have affect on the belief in Buddhism doctrine so the researcher hypothesized that novices who participated in training to develop value and behavior of consuming in online social network following integration of philosophy in Buddhist psychology had higher value and behavior of consuming in online social network than before training and control groups.

## **Methods**

### **Study Design**

The study sample consisted of There are 78 novices participating in the program, aged between 13-15 years old, of the General Education Section of PhraPariyattidhamma Schools. The inclusion criteria were as follows, novices:

- (1) Voluntary to participate in research and Signing in Human Research Ethics form
- (2) Continuing to participate in the project throughout the research project

The samples were selected into three groups, the experimental group A, B and control group, which consisting of 26 novices in each group.

All three groups had novices who had high and low consuming in online social network behavior changes. The random sampling were stratified random sampling based on the level of behavior of consuming in online social network and simple and they are divided into 6 sub-groups in equal proportions of 13 people. After that, random number of novices in each group will divide into 2 different training formats by simple random sampling.

### **Procedure**

The experimental design was divided into training formats and experimental groups:

1. Experiment Group A was trained in the consuming in online social network in 2 phases. Phase 1 was developed in three aspects: rational thinking and behavior based on Buddhist psychology consisting 18 activities for 2 nights, 3 days for 25 hours and Phase 2 have been Project Based Learning for 3 months.

2. Experiment Group B was trained in the consuming in online social only phase 1 consisting 18 activities for 2 nights, 3 days for 25 hours

3. Control group did not participate in any training

## **Instruments**

The instruments have created from conceptual and theories related to the values and behavior of consuming in online social network behavior based on Buddhist psychology and tested the quality of the instruments by collecting data from the 30 samples which were similar to the actual samples. There were two types of the instruments in this study:

1. Study measurement for data collection and evaluation

1.1 Cognitive measurement of online social network consuming: This instrument including 10 items uses a 5-point Likert scale response format to obtain data regarding the frequency of the reported behaviors with scores ranging from 'Most true' to 'Not really true'. The Cronbach's alpha value was recorded at 0.70

1.2 Rationality of thinking measurement: The multiple choice with 4 options consists of 16 closed items. The difficulty index was between .40-.60.

1.3 Value of consuming in online social network measurement: This instrument including 10 items uses a 6-point Likert scale response format to obtain data regarding the frequency of the reported behaviors with scores ranging from 'Strongly agree' to 'Strongly disagree'. The Cronbach's alpha value was recorded at 0.80

1.4 Self-control measurement of online social network consuming: This instrument including 10 items uses a 6-point Likert scale response format to obtain data regarding the frequency of the reported behaviors with scores ranging from 'Strongly agree' to 'Strongly disagree'. The

Cronbach's alpha value was recorded at 0.80

1.5. Online social network consuming behavior change measurement: This instrument including 28 items uses a 6-point Likert scale response format to obtain data regarding the frequency of the reported behaviors with scores ranging from 'Always practice' to 'Never Practice'. The cronbach's alpha value was recorded at 0.92

## 2. Study interventions for training

The intervention of this study is a series of activities to develop cognition, reasoning, value and online social network consuming behavior which developed from the conceptual education literature, theories and research related to the development of values and online social network consuming behavior based on Buddhist psychology. To obtain content and activities validity, the interventions were scrutinized by experts. After improving, tested the quality of the interventions by collecting data from the 20 samples which were similar to the actual samples considering the consistency between time, activity contents and what to measure and modified before re-apply.

## Measures

The research was designed Repeated Measure Design which measures Cognitive, Rationality of thinking, value and Online social network consuming behavior based on Buddhist psychology 3 times : First measurement : before experiment(T1), Second measurement : after experiment(T2), Third measurement : after experiment (T3) and Fourth measurement : after a 1-month Project based learning (T 4). The steps are as follows.

1. To measure online social network consuming which was dependent before experiment in all 3 groups

2. Online social network consuming Online Phase 1 Training in 2 groups consisting 18 activities for 2 nights 3 days, 30-60 minute for each activity and a total of 25 hours

3. To measure online social network consuming Phase 1 Training after experiment in all 3 groups by online social network consuming behavior change measurement.



4. Experiment Group A conducted Project-based learning in Phase 2 in schools for 3 months. Samples were divided into 5 groups of 5-6 people and have to go to group meetings which are held twice per 1 hour to plan activities in each project group and reported on activity progress including problems and obstacles. Then advisors and researchers advised, encouraged, suggested and evaluate the activity each month.

5. To measure online social network consuming Phase 2 Training after experiment in all 3 groups by online social network consuming behavior change measurement

The data obtained from this experiment were analyzed to test the hypothesis using Repeated measures ANOVA with computer programs.

## **Result**

The results of this research are summarized as follows

Hypothesis 1: The novice experimental groups were trained in participated the training program had an average score after the experiment higher than before the experiment

Result of Hypothesis 1 testing: The average score of value and behavior of consuming in online social network following integration of philosophy in Buddhist psychology both the experimental group A and B novices after the experiment were higher than before the experiment by ANOVA analyzing as follows.

Table 1 Total mean and SD of online social network consuming behavior of 1st measurement (before training)

Online social network consuming behavior									
measurement	Experiment Group A (training format 1)			Experiment Group B (training format 2)			Control Group $\bar{X}$ control (SD)		
	$\bar{X}_1$ (SD)			$\bar{X}_2$ (SD)					
	Low	High	Total	Low	High	Total	Low	High	Total
Before experimental(T1)	3.915 (.192)	4.909 (.192)	4.412 (.599)	4.410 (.311)	5.072 (.225)	4.805 (.418)	2.978 (1.039)	4.744 (.4241)	4.404 (.905)
After experimental (T2)	4.463 (.459)	5.168 (.219)	4.817 (.580)	4.459 (.391)	5.159 (.322)	4.809 (.573)	4.179 (.367)	5.199 (.362)	4.728 (.629)

As presented in Table 1, experiment group A(training format 1), experiment group B(training format 2) and control group had an average score after the experiment higher than before the experiment ( $\bar{X}_1=4.817$  and 4.412), ( $\bar{X}_2=4.809$  and 4.805) and ( $\bar{X}$  control=4.728 and 4.404)

Hypothesis 2: There was statistically significant interaction between training formats, number of measurements of cognitive, value, rationality of thinking, self-control and online social network consuming behavior

Result of Hypothesis 2 testing: No statistically significant interaction was found between training formats, number of measurements of cognitive, value, rationality of thinking, self-control and online social network consuming behavior but found the interaction between the training formats, number of measurements of rationality of thinking by Two-way analysis of variance (Two-way ANOVA) as follows

Table 2 Two-way analysis of variance of training formats, number of measurements of cognitive



Sources of Variance	cognitive				
	df	SS	MS.	F	Sig.
Training formats	2	31.023	15.512	1308.110*	.020
Number of measurements	3	5.933	1.978	166.781	.057
Training formats x Number of measurements	2	7.635	3.818	321.945*	.039
Error	1	.012	.012		
Corrected Total	8	45.814			

Note:\* statistically significant the .05 level

As presented in Table 2, there was statistically significant interaction between training formats and number of measurements of cognitive ( $F=312.945^*$  sig=.039). There was a significant difference in the main effect of cognitive the .05 level ( $F=1308.11^*$  sig=.020). Multiple comparison test results are shown in Table 3

Table 3 Multiple comparison test of cognitive according to training format (A B and C)

Training format	Mean score $\bar{X}$	Post Hoc	Mean Difference	Std. Error	Sig.
Experiment Group A (training format 1)	9.509	A-B	.253	.083	.202
		A-C	4.519	.094*	.013
Experiment Group B (training format 2)	9.211	B-A	-.253	.083	.202
		B-C	4.771	.099*	.013
Control Group	9.000	C-A	-4.519	.094*	.013
		C-B	-4.771	.099*	.013

Note:\* statistically significant the .05 level

As presented in Table 3, found that 1) experiment group A had higher mean score than control group (C) ( $\bar{X}=9.509$  and 9.000, respectively) 2) experiment group B had higher mean score than control group (C) ( $\bar{X}=9.211$  and 9.000, respectively).

Result of Hypothesis 3 testing: experiment group A had higher mean score of cognitive, value, rationality of thinking and online social network consuming behavior than experiment group B and control group which did not participate in any training.

Table 4 Comparison of mean score ( $\bar{X}$ ) and sum score of Cognitive, Rationality of thinking, Value, Self-control and Online social network consuming behavior between Training Format 1(A) Training Format 2 (B) and Control group(C)

	Experiment Group A (Training Format 1)		Experiment Group B (Training Format 2)		Control group (No training)	
	$\bar{X}$ (SD)	$\Sigma$ (SD)	$\bar{X}$ (SD)	$\Sigma$ (SD)	$\bar{X}$ (SD)	$\Sigma$ (SD)
Cognitive of online social network consuming	4.600 (.523)	-	4.673 (.475)	-	4.575 (.589)	-
Rationality of thinking	-	10.039 (3.549)	-	9.077 (3.097)	-	9.440 (.204)
Value of consuming in online social network	4.374 (.519)	-	4.068 (.350)	-	4.293 (.506)	-
Self-control of online social network consuming	4.319 (.514)	-	4.155 (.306)	-	4.008 (.625)	-
Online social network consuming behavior	4.817 (.580)	-	4.754 (.573)	-	4.728 (.629)	-

As presented in Table 3, found that :

1) experiment Group A(Training Format 1) had less mean score of cognitive of online social network consuming than experiment group B(Training Format 2) ( $\bar{X}$  = 4.600 and 4.673) and experiment group A (Training Format had higher mean score of cognitive of online social network consuming than control group( $\bar{X}$  = 4.600 and 4.575)

2) experiment group A(Training Format1) had higher sum score of cognitive of online social network consuming than experiment group

B(Training Format 2) ( $\Sigma = 10.039$  and  $9.077$ ), experiment group A(Training Format had higher sum score of cognitive of online social network consuming than control group( $\Sigma = 10.039$  and  $9.44$ ) and control group had higher sum score of cognitive of online social network consuming than experiment group B(Training Format 2) ( $\Sigma = 9.440$  and  $9.077$ )

3) experiment Group A(Training Format 1) had higher mean score of value of online social network consuming than experiment group B(Training Format 2) ( $\bar{X} = 4.374$  and  $4.068$ ) and experiment group A(Training Format 1) had higher mean score of value of online social network consuming than control group( $\bar{X} = 4.374$  and  $4.293$ )

4) experiment Group A(Training Format 1) had higher mean score of self-control of online social network consuming than experiment group B(Training Format 2) ( $\bar{X} = 4.319$  and  $4.155$ ), experiment group A(Training Format 1) had higher mean score of self-control of online social network consuming than control group( $\bar{X} = 4.319$  and  $4.008$ ) and experiment group B(Training Format 2) had higher mean score of self-control of online social network consuming than control group( $\bar{X} = 4.155$  and  $4.008$ )

5) experiment Group A(Training Format 1) had higher mean score of online social network consuming behavior than experiment group B(Training Format 2) ( $\bar{X} = 4.817$  and  $4.754$ ), experiment group A(Training Format 1) had higher mean score of online social network consuming behavior than control group ( $\bar{X} = 4.817$  and  $4.728$ ) and experiment group B(Training Format 2) had higher mean score of online social network consuming behavior than control group ( $\bar{X} = 4.754$  and  $4.728$ )

## Discussion

Based on data analysis results, researcher presents discussion of findings according to research hypotheses, which are described as follows

After training, the results revealed that the experimental group A, training format 1, participated in the 3-day training and a 3-month project based learning and the experimental group B, training format 2, participated in the 3-day training had higher mean score than control group. This

may be due to participation in the training program, novices have passed the cognizance and properly online social network consuming through activities which trained about optimistic and pessimistic analysis of online social network consuming and the influence of teachers and peers on persuading them to change their media habits. This result was supported by the study of Wanvisa Sareerasart (2012) who found that the perception of the benefits of the school internet training program had more influence on internet behavior for usefulness than other variables. Furthermore, the parents' control of internet use influenced the peer supportive behavior of safe and useful internet uses. In addition, the samples of this study were novices who were different from the general adolescent, must practice in the daily life according to the discipline of monks and trained in morals and morals according to Buddhist doctrine in monk schools rather than general schools so online social media exposure of novices was less than teenagers. Internet usage restrictions were an important factor which increased awareness of the benefits of online social network consuming training

The results revealed that no statistically significant interaction was found between training formats, number of measurements of cognitive and value of online social network consuming. It may be that the examples are understandable and valuable of online social network consuming but lack of deliberation and inhibition of media misuse and because of the difference in average scores of social networking behaviors of high and low were similar groups, stimulation of learning through the format of training and the number of training sessions did not correlation with cognitive and online social network consuming values.

However, it found that there was interaction between training formats, number of measurements of cognitive, self-control and online social network consuming behavior. It maybe that because the samples have high self-control and leded to highly creative networking using behaviors. This result was supported by the study of Chintana Tansuwannond (2010) who found that self-control is a factor in the individual already and is the ability to define oneself in terms of thoughts, emotions, and actions. In addition, based on the appropriateness of online social networking behavior of the sample record, true and artificial value of Yonisomanasikāra is feedback that influences the development of media exposure behavior and online social network consuming. This result was supported by the study of Chintana Tansuwannond (2007) who said that this development pro-

cess affect on media literacy development and media self-efficacy development especially low media self-efficacy experimental group may have increased their media self-efficacy. This maybe the sample have media literacy and through training and project work by reflective thinking of social network consuming in everyday life and this result was supported by the concept of Phra Brahmaganabhorn (P. A. Payutto) (2011). who said that when children know the way to think or take the truth from experiences, they will be able to turn situation what they are facing from bad to good knowingly. Moreover, the wisdom which is practiced regularly will make him think up about advantages and disadvantages from every situations and realize that the objective is learning and life and wisdom development

When analyzing the each variable after a 1-month Project based learning, it was found experiment Group A(Training Format 1) had less mean score of online social network consuming behavior than experiment group B(Training Format 2). It shown that different training formats did not affect on cognitive change, it may be the experimental group B has understanding of the properly advanced online social media consuming and There was a renewed perception of the benefits of appropriate online social media consuming caused media literacy in appropriate behavior changing. This result was supported by the study of Arapin Chuchom and others (2004) who found that psychosocial factors are associated with higher cognitive and quality of life. Moreover, It may be because of personal factors like self-control, social influence such as control from the teacher and friend as goo model

The mean score analysis results of value, rationality of thinking, self-control and online social network consuming behavior shown that the experiment group A(Training Format 1) had higher mean score of online social network consuming behavior than experiment group B (Training Format 2) and control group, it reflected that time to practice online social network consuming through the project based learning leded to the changing of thinking, value self-control and online social network consuming behavior. The experiment group A (Training Format 1) was reflected through periodic research and follow-up and had higher self-control behaviors and problem solving skills through the scenario of group project based learning practice. This result was supported by the concept of Johnson and Johnson (1994: 60) who said that group thinking practicing can effect on behavior and grouping by learning experiences, self-realization,

and group work skills can develop the process to change cognitive, attitude, and behavioral pattern. Furthermore, this result was supported by the concept of Wannika Chalakbang (2005) was proposed that caused of lack of right consumption is ignorance or intellectual weakness. Problem solving must strengthen the intellectual core of the inner circle to change attitudes or attitude towards things. It will be mental strength, behaviors changing and behavioral strength instead.

Suggestion of next study is that should do quasi-experimental research and development activities for risky youth who use unappropriated online social network. To focus on activities design through project based learning which process of thinking change , self-control and applying doctrine to media literacy activities leads to behavior change and study other causal factors that affect the behavior of using the appropriate online network media.

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