



Assessing the Feasibility of Supporting Mechanisms for Addressing Cyberbullying Against Higher Education Students in Bangkok

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Abstract

Despite increasing cyberbullying incidents, there is limited empirical evaluation of institutional mechanisms designed to prevent, intervene in, and support recovery from cyberbullying among higher education students in Thailand. This study aimed to assess the feasibility of the proposed supporting mechanisms designed to address cyberbullying against higher education students in Bangkok, Thailand. The research used quantitative methods to evaluate the feasibility of the proposed mechanisms through a survey given to one MHESI administrator and ten public higher education institution administrators in Bangkok, who were selected through purposive sampling based on their responsibilities related to student affairs or relevant institutional functions. The research used mean and standard deviation descriptive statistics to analyze the data which received interpretation based on a feasibility benchmark of 3.50.

The research results show that all proposed mechanisms received high levels of support from institutions and were perceived as feasible for implementation. The assessment of all evaluated dimensions including feasibility and appropriateness and accuracy and coverage and usefulness showed high levels of agreement. The usefulness dimension received the highest level of support from participants as the most valuable dimension (Mean = 4.55). The lowest rating went to a dedicated complaint-handling unit but it still performed better than the benchmark which shows it has operational potential. The research findings suggest that the proposed mechanisms have practical potential to support ongoing cyberbullying management in higher education institutions. These results indicate that the proposed Policy, People, and Law mechanisms are feasible and applicable within higher education institutions in Bangkok.

The study concludes that a systematic institutional framework for prevention, intervention, and remediation can strengthen universities' capacity to address cyberbullying in a practical and sustainable manner. The findings provide policy implications for developing cyber safety standards in higher education and practical implications for universities in establishing clear reporting systems, trained support personnel, psychological recovery services, and legally aligned response procedures.

Keywords: Online Harassment, Cyber Aggression, Viability Analysis, PDCA, Student Support System

Introduction

The development of information and communication technologies has created new forms of aggression, with cyberbullying becoming one of the most significant forms of online harm in educational settings. The definition of cyberbullying describes when people use digital tools including social media and email and messaging apps to perform hostile actions against others. Unlike traditional face-to-face bullying, cyberbullying can occur continuously, anonymously, and across multiple digital platforms, making it more difficult for institutions to detect, monitor, and prevent. The main target of cyberbullying attacks focuses on psychological damage instead of physical attacks which happen during traditional face-to-face bullying. People who engage in cyberbullying activities use digital platforms to send hostile messages and share inappropriate content and reveal personal details which damage individual reputation. The online nature of these incidents makes it difficult to detect and prevent them from causing damage. People who experience cyberbullying develop negative emotions which include sadness and anger and fear and a feeling of being trapped with no solution to stop the harassment (Sittichai & Smith, 2018).

The Office of the United Nations High Commissioner for Human Rights (OHCHR) under the United Nations has identified cyberbullying against children and adolescents as a worldwide problem that affects educational



success as well as physical and mental health. Although international attention has largely focused on children and adolescents, cyberbullying among older learners and university students has also become increasingly important because higher education students depend heavily on digital platforms for learning, communication, and social interaction. Adult users experience online harassment and threats and defamation and privacy violations which result in emotional suffering and damage to their work performance (Al-Nashif, 2023).

The Sustainable Development Goals (SDGs) identify cyberbullying as a barrier to inclusive and safe learning environments. The physical and psychological harm caused by cyberbullying is directly related to SDG 3: Good Health and Well-being, which aims to ensure healthy lives and promote well-being for all. Cyberbullying may also lead to absenteeism, disengagement, or educational disruption, which affects SDG 4: Quality Education, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Verma & Petersen, 2018).

Previous studies have explored the definition and the different forms of cyberbullying, as well as the reasons for and the effects of it (e.g. online harassment and online bullying by impersonation with negative psychological, social and educational effects for the victim, e.g. distress, isolation and difficulties in education and school). However, less empirical evidence exists about whether higher education institutions have the practical mechanisms in place to prevent, to intervene in and support students who are victims of or who are engaged in cyberbullying. There is strong evidence of the harm that can be caused by cyberbullying, but little evidence of the accuracy, practicality, appropriateness and comprehensiveness of the institutional response to cyberbullying in university settings.

In Thailand, the Ministry of Higher Education, Science, Research and Innovation (MHESI) of Thailand operates under a mandate to enhance higher education through policies which respond to international developments. The ministry leads efforts to create protective policies for student welfare and university cyberbullying prevention and safe educational spaces (Strategy and Policy Division, Office of the Permanent Secretary, Ministry of Higher Education, Science, Research and Innovation, 2023). Nevertheless, the 5-Year Action Plan (2023–2027) of MHESI contains no specific measures to prevent cyberbullying among university students and to protect them from cyberbullying incidents (Strategy and Policy Division, Office of the Permanent Secretary, Ministry of Higher Education, Science, Research and Innovation, 2023).

To examine the existing mechanisms for addressing cyberbullying in higher education institutions in Bangkok, a document analysis was conducted. The researcher reviewed relevant rules, regulations, disciplinary codes, and institutional policies issued by the MHESI as well as public higher education institutions in Bangkok under its supervision. The analysis focused specifically on identifying whether current regulations explicitly address cyberbullying behaviors. The review revealed substantial variation among institutions. Seven institutions—Chitralada Technology Institute, Kasetsart University, King Mongkut's University of Technology North Bangkok, Mahidol University, Princess Galyani Vadhana Institute of Music, Srisavarindhira Thai Red Cross Institute of Nursing, and Suan Dusit University—possess regulations that directly or indirectly reference behaviors related to cyberbullying, such as prohibiting harmful electronic media dissemination, defamatory online conduct, or unauthorized system access (Academic Services Division, King Mongkut's University of Technology North Bangkok, 2011; Chitralada Technology Institute, 2018; Division of Student Affairs, Mahidol University, 2018; Office of Educational Administration, Kasetsart University, 2023; The Office of Law, Suan Dusit University, 2018; Princess Galyani Vadhana Institute of Music, 2013; Srisavarindhira Thai Red Cross Institute of Nursing, 2017).



In contrast, MHESI itself, along with several universities in Bangkok—including Chulalongkorn University, King Mongkut's Institute of Technology Ladkrabang, King Mongkut's University of Technology Thonburi, National Institute of Development Administration, Silpakorn University, Srinakharinwirot University, Thammasat University—do not yet have explicit regulatory provisions that directly address cyberbullying (Division of Student Affairs, Silpakorn University, 1993; Educational Service Division, National Institute of Development Administration, 1998; Legal Affairs Division, Thammasat University, 2021; Office of Law, King Mongkut's Institute of Technology Ladkrabang, 2016; Office of the Registrar, Chulalongkorn University, 1984; Student Affairs Office, King Mongkut's University of Technology Thonburi, 2003; Student Affairs Office, Srinakharinwirot University, 2016). This uneven regulatory landscape shows that some universities have partial or indirect measures, while others lack explicit cyberbullying provisions. Therefore, the central issue is not only whether cyberbullying is recognized as a problem, but whether institutions have feasible and integrated mechanisms to manage it systematically.

This study addresses this research gap by empirically assessing the feasibility of proposed supporting mechanisms for addressing cyberbullying against higher education students in Bangkok. The proposed framework integrates the PDCA cycle with three institutional mechanisms: Policy, People, and Law. The Policy Mechanism focuses on institutional rules, prevention guidelines, reporting systems, coordination among relevant units, and resource allocation for cyberbullying prevention and response. The People Mechanism focuses on trained staff, academic advisors, student support networks, counselors, psychologists, and peer-support systems that assist students during prevention, intervention, and recovery. The Law Mechanism focuses on legally aligned institutional regulations, evidence management, deterrence, protection of student rights, and coordination with relevant legal authorities. These three mechanisms are connected through the PDCA cycle: planning preventive and response systems, implementing support and intervention measures, checking outcomes and institutional readiness, and acting to improve policies and practices.

This article presents Phase 3 of a broader research project entitled Supporting Mechanisms for Addressing Cyberbullying Against Students of Higher Institutions in Bangkok (Valapaichitra, 2025). Phase 1 examined existing mechanisms through documentary research and qualitative interviews. The documentary research reviewed rules, regulations, policies, and institutional measures related to student discipline and conduct in MHESI and public higher education institutions in Bangkok. The qualitative component collected in-depth data from six key informants, including one MHESI representative and five administrators from public higher education institutions in Bangkok that had measures relevant to cyberbullying management. Phase 2 analyzed and synthesized the findings from Phase 1 to develop the proposed supporting mechanisms based on three dimensions: Policy, People, and Law, within the PDCA framework. Building on these earlier phases, the present article reports Phase 3, which used a quantitative feasibility assessment involving 11 policy-level representatives, comprising one MHESI administrator and ten administrators from public higher education institutions responsible for student affairs or related functions. Therefore, Figure 1 illustrates the conceptual framework developed from the earlier phases and used as the basis for assessing feasibility in this article.

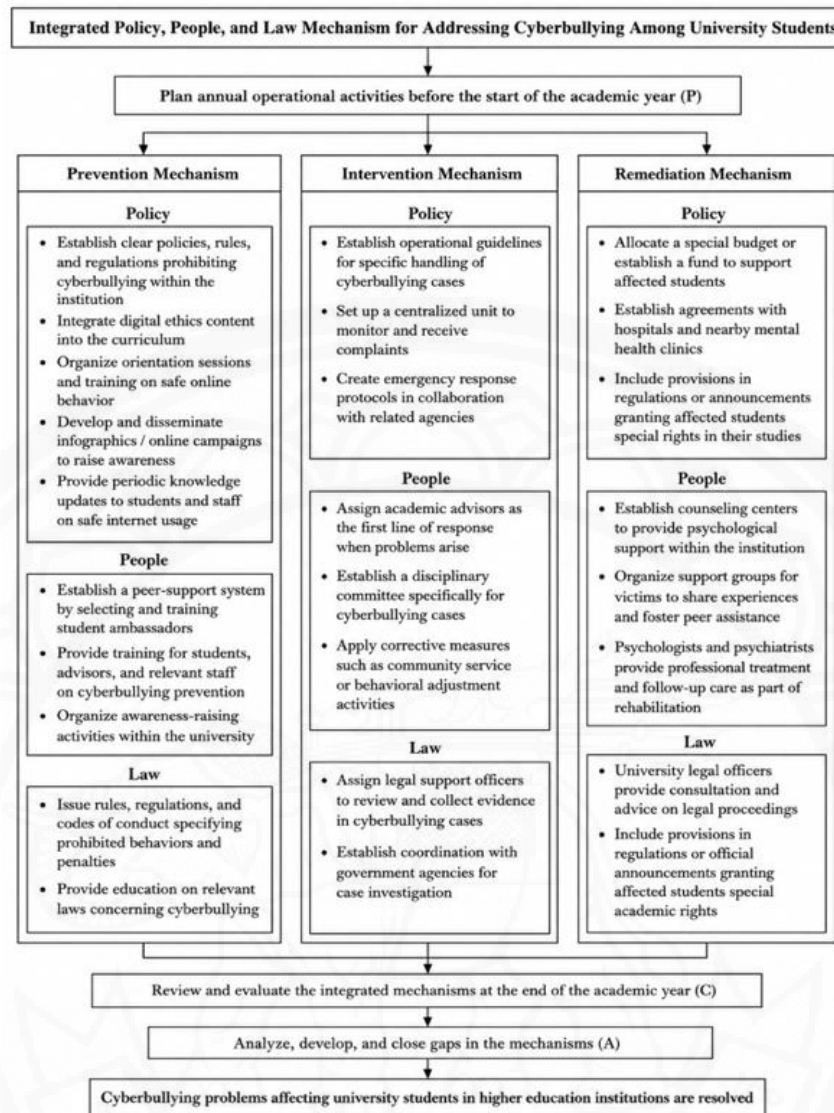


Figure 1 Conceptual framework of PDCA-based supporting mechanisms for addressing cyberbullying among higher education students in Bangkok.

Source: Authors.

Accordingly, instead of presenting three separate mechanism diagrams, this article summarizes the mechanisms through a single conceptual framework that connects PDCA with the Policy, People, and Law mechanisms across prevention, intervention, and remediation. This framework provides the basis for evaluating whether the proposed mechanisms are feasible, appropriate, accurate, comprehensive, and useful for higher education institutions.

The researcher conducted a systematic evaluation to determine the feasibility of all three proposed mechanisms which include policy and people and law through executive perceptions from Bangkok higher education institutions and MHESI administrators. The evaluation provides empirical evidence regarding the potential implementation of a prevention, intervention, and remediation framework for cyberbullying management in Bangkok higher education institutions.

Research Objective

This study aimed to assess the feasibility of the proposed supporting mechanisms, specifically policy, people, and legal mechanisms, for addressing cyberbullying among higher education students in Bangkok, Thailand.



Literature Review

Cyberbullying Definition

Cyberbullying occurs when people use digital tools including email and social media and messaging platforms and chat rooms to perform aggressive hostile actions which target victims for harassment and humiliation and physical harm. The main distinction between cyberbullying and traditional bullying exists because cyberbullies hide their identities while their attacks continue indefinitely and victims experience harassment through digital devices at any time and from any location (Hunter, 2011). It appears through different forms of behavior which include text message harassment and threatening emails and direct messaging and sharing of inappropriate content. The combination of chat rooms and anonymous discussion boards and social media platforms makes it difficult to detect and hold people accountable (Hunter, 2011). Ministry of Higher Education, Science, Research and Innovation in Thailand established cyberbullying definitions which include online activities that involve mocking and attacking people through manipulated media content and false information dissemination and fake identity creation for purposes of harm (Mueanon, 2022). Similarly, PostToday (2019) and Amnesty International Thailand (2021) agree that cyberbullying causes emotional suffering to people while it breaks their human rights and destroys their personal dignity.

The research in Thailand shows that cyberbullying occurs through impersonation and online threats and doxing and gossiping and exclusion and forced removal from online groups (Sripongplerd, 2024). Asiamah (2024) identifies cyberbullying into five categories which include impersonation and direct verbal attacks and cyberstalking and deception and exclusion and defamation and non-consensual explicit image sharing and video harassment and online game aggression. The following elements determine cyberbullying behavior: revenge seeking and peer pressure and power differences in online spaces and hiding identities and believing one is right and having low empathy and feeling insecure about oneself. Saengcharoensap and Rujiprak (2021) found that these elements create direct and indirect effects which boost the chances of cyberbullying among Bangkok undergraduate students.

Cyberbullying creates multiple severe impacts which affect people and their communities and educational organizations. Cyberbullying victims develop anxiety and depression while experiencing fear and shame which leads to academic decline and social isolation and physical symptoms such as stomach pain and eating issues and sleep disturbances (Gordon, 2024).

Concept of the PDCA Working Mechanism

The PDCA Cycle known as Deming Cycle operates as a continuous improvement system which follows a never-ending sequence of four stages: Plan, Do, Check and Act. The system starts with planned operations which enable teams to execute plans and evaluate results to detect problems before they need improvement for future cycles (Tague, 2005). The PDCA process operates as a structured method for continuous improvement through its core four stages. The Plan stage of PDCA requires organizations to identify and rank problems and conduct situation analysis and establish performance targets and conduct root cause analysis and develop action plans. The Do stage requires organizations to execute their plans through controlled testing which helps them verify feasibility and minimize potential risks while focusing on measurable results. The Check stage requires organizations to gather data for performance assessment and goal verification and to identify both successful elements and required improvements. Organizations need to address their weaknesses at the Act stage to develop sustainable successful practices which will ready their processes for future improvement cycles (Jurevicius, 2024). Similarly, Vargas et al. (2023) explain that PDCA serves as a standard quality management system which organizations use



for lean manufacturing and service delivery and project management and organizational process improvement. PDCA quality control method originated from product manufacturing to become an essential improvement tool which operates at zero financial cost. The quality tools Flow Charts and Pareto Diagrams and Flow Process Charts and Ishikawa Diagrams and 5S principles enhance the effectiveness of PDCA when used together.

The PDCA (Plan–Do–Check–Act) framework proves suitable for creating complete solutions to fight cyberbullying among Bangkok university students according to this research. Organizations need to study cyberbullying problems and understand victim behavior during the Plan stage to develop protection systems and support programs and safety guidelines for cyber environments. The Do stage requires organizations to start their planned initiatives by conducting victim support programs and establishing reporting systems and conducting awareness training for all participants. Organizations need to assess their implemented measures at the Check stage through effectiveness assessments of cyberbullying incident reduction and outcome verification against their established goals. Organizations need to use assessment feedback during the Act stage for practice enhancement but they should maintain flexibility to address unexpected new situations. The PDCA framework enables Bangkok higher education institutions to develop enduring cyberbullying prevention systems which respond to student requirements.

Concept of Project Feasibility

Higher education institutions need to assess the operational feasibility of proposed cyberbullying prevention support systems because these systems must work effectively and remain sustainable. The feasibility study enables institutions to determine operational barriers and advantages and their preparedness for these systems because they function as institutional projects which require planned execution with resource management. Mesly (2017) explains that project reality transformation depends on the 4P model which starts with Plans to establish project vision and structure and measurable results. All promising projects need feasibility assessments to detect adoption-related vulnerabilities and risks which threaten their success. The feasibility analysis delivers stakeholders project viability data through which they can reduce risks and optimize resources better before beginning implementation (Brown, 2026).

A project feasibility assessment needs to evaluate technical aspects and economic elements and operational requirements and legal considerations and scheduling parameters to determine both suitability and execution potential in particular situations. The assessment of present technological systems must take place to establish their ability to support the proposed solutions. Economic feasibility requires cost assessment and revenue projection analysis to demonstrate that investments will create value. The operational feasibility assessment verifies that the project supports institutional objectives and current organizational resources. The legal feasibility assessment shows that all necessary laws and university rules have been followed correctly. The schedule feasibility assessment evaluates project deadline achievability by identifying obstacles which could block project advancement. Robinson (2024) explains that feasibility assessment requires a step-by-step evaluation which begins with initial screening then moves to legal assessment and market evaluation and financial analysis and technical assessment and economic impact assessment and social acceptance evaluation to achieve full resource understanding and risk management and community outcome assessment before starting implementation. The evaluation of these dimensions ensures the proposed cyberbullying mechanisms will work effectively as sustainable student support systems for Bangkok higher education institutions.



The three concepts reviewed above are theoretically connected within a single conceptual framework. Cyberbullying represents the core problem or input of the study because it creates psychological, social, academic, and institutional risks for higher education students. These risks require universities to develop systematic mechanisms rather than relying only on individual responses or disciplinary action after incidents occur. In this study, the PDCA cycle functions as the intervention mechanism because it provides a continuous process for planning preventive measures, implementing support and response systems, checking institutional performance, and improving policies and practices. Feasibility assessment then serves as the evaluation layer, allowing the proposed mechanisms to be examined in terms of feasibility, appropriateness, accuracy, coverage, and usefulness before practical implementation.

Therefore, the conceptual relationship can be understood as follows: the cyberbullying problem provides the input that requires institutional action; the PDCA cycle structures the intervention process through the Policy, People, and Law mechanisms; and feasibility assessment evaluates whether these mechanisms are practical and suitable for implementation in higher education institutions. This integrated framework strengthens the analytical foundation of the study by linking the problem, the response process, and the evaluation criteria into one coherent model.

Methods and Materials

This study employed a quantitative research design using an assessment questionnaire to evaluate the feasibility of the proposed supporting mechanisms for addressing cyberbullying against higher education students in Bangkok. The study was designed as an expert-informed institutional feasibility assessment. Therefore, the findings were interpreted descriptively as policy-level institutional perspectives rather than as statistically generalizable results. The study did not aim to measure the opinions of the general student population or all university personnel, but to obtain informed judgments from institutional representatives who were directly involved in student affairs, student support, policy implementation, or relevant administrative functions.

Population and Sample

The assessment respondents consisted of 11 individuals, including one administrator from MHESI and 10 administrators responsible for student affairs or related areas in public higher education institutions under MHESI located in Bangkok. The respondents were selected through purposive sampling as institutional representatives. Each respondent represented one relevant institution or policy-level organization and was selected because of their role in student affairs, student support, institutional policy, or administrative decision-making. Therefore, the sample was not intended to represent individual-level opinions, but to reflect institutional-level perspectives on the feasibility of implementing the proposed mechanisms.

The inclusion criteria for institutional selection were as follows: 1) the institution was a public higher education institution located in Bangkok, 2) the institution was under the supervision of MHESI, and 3) the institution had administrative relevance to student affairs, student discipline, student support, or institutional mechanisms related to student protection. The exclusion criteria were: 1) private higher education institutions, 2) institutions located outside Bangkok, and 3) institutions without accessible or relevant administrative representatives for the feasibility assessment.

The inclusion criteria for participant selection were as follows: 1) the participant held an administrative, policy-making, student affairs, student support, or related position, 2) the participant had knowledge of institutional processes related to student welfare, student discipline, complaint handling, or student support, and 3) the participant



was able to provide an institutional-level assessment of the proposed mechanisms. Participants who did not hold relevant administrative or student-support responsibilities were excluded from the assessment.

Although the number of respondents was limited, the sample was considered appropriate for the purpose of this feasibility assessment because the study focused on informed institutional judgement rather than population-level opinion. However, the limited sample size is acknowledged as a methodological limitation. The findings should therefore be interpreted as expert-informed institutional perspectives and should not be generalized statistically to all higher education institutions or all students in Bangkok.

The demographic characteristics of the participants included their institutional affiliation, administrative role or area of responsibility, and involvement in student affairs, student support, institutional policy, or related functions. These characteristics were used to confirm that the respondents were appropriate key informants for assessing the feasibility of the proposed mechanisms.

Instrument Construction and Validation

The survey contained three sections which asked participants to provide demographic details and evaluate the proposed solutions and offer additional comments. The objective of the instrument was to assess the perceived feasibility of the proposed Policy, People, and Law mechanisms for addressing cyberbullying among higher education students. The questionnaire was developed based on the proposed conceptual framework, which integrated cyberbullying as the institutional problem, the PDCA cycle as the process mechanism, and feasibility assessment as the evaluation layer.

The instrument consisted of three main components. The first section collected demographic and institutional information from respondents. The second section assessed the proposed mechanisms across five dimensions: feasibility, appropriateness, accuracy, coverage, and usefulness. The third section allowed respondents to provide additional comments or recommendations. The assessment items were rated using a five-point Likert scale, ranging from 1 = Strongly Disagree to 5 = Strongly Agree. Higher scores indicated stronger agreement that the proposed mechanisms were feasible, appropriate, accurate, comprehensive, and useful for institutional implementation.

The Index of Objective Congruence (IOC) served as the method to validate the instrument which was assessed by three experts. The research team determined item acceptability based on IOC values which needed to reach 0.50 or higher (Vallakitsasemsakul, 2024). The use of IOC strengthened the content validity of the questionnaire by ensuring that the items were aligned with the research objective, the proposed Policy, People, and Law mechanisms, and the five feasibility assessment dimensions. The experts reviewed the relevance, clarity, and consistency of the items before the questionnaire was used for data collection.

Data Analysis

The researcher used descriptive statistics to present mean values for central tendency measurement and standard deviation for data variability assessment (Levin et al., 2016). Descriptive statistics were considered appropriate because the study aimed to assess the perceived feasibility of the proposed mechanisms based on the informed judgments of policy-level institutional representatives. Due to the small and purposively selected sample of key institutional informants, inferential statistics were not applied. The findings were therefore interpreted as expert-informed institutional perspectives rather than statistically generalizable results.

To interpret respondents' levels of agreement, class intervals (Bluman, 2013, p. 41) were applied as follows: 4.21–5.00 = Strongly Agree, 3.41–4.20 = Agree, 2.61–3.40 = Moderately Agree, 1.81–2.60 = Disagree, and 1.00–1.80 = Strongly Disagree. In addition, mean feasibility ratings were compared against the researcher-

defined benchmark of 3.50, representing a high level of feasibility, to determine whether the proposed mechanisms met the expected implementation standard. The benchmark of 3.50 was justified because it is above the midpoint of the five-point scale and falls within the “Agree” level. Therefore, a mean score of 3.50 or higher was interpreted as indicating that respondents accepted the proposed mechanism as having sufficient feasibility for institutional implementation. This benchmark was used as a practical decision criterion for feasibility assessment, not as an inferential statistical cut-off.

The analysis focused on five assessment dimensions: feasibility, appropriateness, accuracy, coverage, and usefulness. These dimensions were used to determine whether the proposed Policy, People, and Law mechanisms were practical, suitable, conceptually correct, sufficiently comprehensive, and beneficial for addressing cyberbullying in higher education institutions. Because the study did not use inferential statistics, conclusions were limited to the assessed respondents and were framed as institutional feasibility insights rather than generalizable claims.

Results

The quantitative results show how the proposed solutions for cyberbullying protection of Bangkok higher education students performed regarding feasibility and appropriateness and accuracy and coverage and usefulness. The analysis of descriptive statistics through mean and standard deviation values evaluated the proposed mechanisms against the 3.50 feasibility benchmark which indicated strong agreement. The results are presented descriptively, while broader interpretation and implications are discussed in the Discussion section.

Table 1 Feasibility of the proposed mechanisms

Item	Mean	SD	Interpretation
1. Overall Feasibility	4.09	0.73	Agree
1.1 Policy (Prevention): Ability to establish concrete prevention guidelines	4.00	0.77	Agree
1.2 Policy (Prevention): Collaboration among internal units	4.09	0.54	Agree
1.3 People (Intervention): Ability to establish a specialized unit for complaints	3.73	0.9	Agree
1.4 People (Remediation): Psychological recovery process accessibility	4.45	0.69	Strongly Agree
1.5 Law (Intervention): Ability to implement legal deterrence	4.18	0.75	Agree
2. Overall Appropriateness	3.87	0.78	Agree
2.1 Policy (Prevention): Alignment with institutional mission	4.09	0.7	Agree
2.2 People (Intervention): Staff trained to assist students	3.82	0.75	Agree
2.3 People (Remediation): Recovery and follow-up procedures	3.82	0.75	Agree
2.4 Law (Intervention): Legal measures are suitable	3.73	0.9	Agree
3. Overall Accuracy	3.85	0.84	Agree
3.1 Policy Mechanism (Prevention): Clear policies for preventing cyberbullying	3.91	0.83	Agree
3.2 People Mechanism (Remediation): Provides a counseling and recovery system for students that can be implemented correctly and appropriately.	3.73	0.65	Agree
3.3 Law Mechanism (Deterrence): Legally sound processes for deterring cyberbullying that comply with legal principles and can be effectively enforced.	3.91	1.04	Agree
4. Overall Coverage	4.00	0.76	Agree
4.1 Policy (Prevention): Covers all student groups	4.00	0.89	Agree
4.2 People (Remediation): Expert support for all groups	4.00	0.63	Agree
4.3 Law (Intervention): Legal support for all groups	4.00	0.77	Agree



Table 1 (Cont.)

	Item	Mean	SD	Interpretation
	5. Overall Usefulness	4.55	0.54	Strongly Agree
5.1	Policy (Prevention): Helps prevent cyberbullying	4.55	0.52	Strongly Agree
5.2	Policy (Prevention): Supports collaboration with external networks	4.36	0.67	Strongly Agree
5.3	Policy (Prevention): Provides clear institutional guidelines	4.36	0.67	Strongly Agree
5.4	People (Remediation): Counseling/recovery improves student outcomes	4.64	0.5	Strongly Agree
5.5	People (Prevention): Awareness training reduces incidents	4.73	0.47	Strongly Agree
5.6	People (Remediation): Support from advisors and psychologists	4.55	0.52	Strongly Agree
5.7	Law (Intervention): Enforcement of internal rules reduces incidents	4.73	0.47	Strongly Agree
5.8	Law (Intervention): Enables serious case management	4.45	0.52	Strongly Agree

The assessment of feasibility showed an average score of 4.09 (SD = 0.73), which was interpreted as Agree. The People Mechanism (Remediation) on psychological recovery services received the highest rating at 4.45 (SD = 0.69) and fell into the Strongly Agree category. The complaint unit received the lowest rating among all items in this category, with a mean score of 3.73 (SD = 0.90).

The proposed mechanisms received an average rating of 3.87 (SD = 0.78) which fell into the Agree category. The highest-rated item was Policy Mechanism (Prevention): Alignment with institutional mission (Mean = 4.09, SD = 0.70, Agree). The legal measures received the lowest score (Mean = 3.73, SD = 0.90, Agree).

The participants evaluated the mechanisms for accuracy at 3.85 (SD = 0.84) which was interpreted as Agree. The highest-rated items were Policy Mechanism (Prevention): Clear policies for preventing cyberbullying (Mean = 3.91, SD = 0.83, Agree) and Law Mechanism (Deterrence): Legally sound processes for deterring cyberbullying (Mean = 3.91, SD = 1.04, Agree). The lowest-rated item was People Mechanism (Remediation): Provides a counseling and recovery system for students that can be implemented correctly and appropriately (Mean = 3.73, SD = 0.65, Agree).

The coverage dimension achieved an average score of 4.00 (SD = 0.76) which was classified as Agree. All three items under this dimension received the same mean score of 4.00, covering policy, people, and legal support for student groups.

The usefulness dimension received the highest rating at 4.55 (SD = 0.54) which was interpreted as Strongly Agree. The People Mechanism (Prevention) received the highest rating for its awareness and training initiatives (Mean = 4.73, SD = 0.47, Strongly Agree) and the Law Mechanism (Intervention) received the highest rating for its internal rule enforcement (Mean = 4.73, SD = 0.47, Strongly Agree). The lowest-rated item under this dimension was Law Mechanism (Intervention): Enables serious case management (Mean = 4.45, SD = 0.52, Strongly Agree).

The feasibility benchmark of 3.50 was exceeded in all assessment dimensions. The overall mean scores ranged from 3.85 to 4.55, indicating that the proposed mechanisms met the minimum feasibility criterion across all dimensions.

Cross tabulation analysis between mechanisms and participant groups was not conducted because the study collected data from policy-level institutional representatives and did not include multiple participant categories such as lecturers, students, or general staff. Therefore, the results are reported using descriptive statistics only. Future studies with larger and more diverse participant groups should conduct cross-tabulation or comparative



analysis to examine differences in perceptions across lecturers, administrators, students, and other institutional stakeholders.

Discussion

The assessment results from ministry executives and higher education administrators show that the proposed mechanisms received high to highest ratings for all assessment dimensions. The assessment results show that institutions perceived the proposed mechanisms as useful, feasible, and sufficiently comprehensive for institutional implementation. The assessment results show that institutions need to improve their accuracy and appropriateness assessment for legal alignment and operational structures because these elements may not yet fully match their resource capabilities and operational requirements. These findings align with Martínez-López et al. (2022) who demonstrated that universities needed to distribute their resources and strategic capabilities to handle new conflicts which now include digital harassment and academic cyber threats.

A key strength of this study is that all proposed mechanisms exceeded the feasibility benchmark, indicating that policy-level institutional representatives perceived them as applicable in practice. However, lower ratings for the complaint-handling unit and legal-measure suitability suggest that operational structure, staffing, and legal coordination may still require further development.

The results follow the Deming Cycle (PDCA) framework which Jurevicius (2024) describes as a quality improvement model that consists of Planning followed by Doing and then Checking and finally Acting. The mechanisms developed in this research study match all four stages of the Deming Cycle framework. The Plan stage of the process requires organizations to create cyberbullying prevention policies and operational guidelines and response frameworks. The Do stage requires organizations to execute their plans by providing staff training and student support networks and internal legal enforcement systems. The Check phase of the process requires ongoing assessments which merge data monitoring with student contentment assessments and review of incidents. The Act phase requires organizations to update their policies and procedures for handling new digital behaviors and risk patterns. The system improves its quality through ongoing intervention development and multi-stakeholder participation which bases its operations on established institutional improvement frameworks.

The findings support the conceptual framework of this study by showing that cyberbullying can be treated as the institutional problem, PDCA as the response process, and feasibility assessment as the evaluation layer. This means that universities should not rely only on disciplinary action, but should develop continuous systems involving policy, people, and legal mechanisms.

The research results confirm previous Thai studies which proved PDCA cycles work effectively for building educational support systems. Singkaew (2019) showed in his study that schools achieved better student care through established guidelines and procedural tools and monitoring systems which reduced the requirement for direct supervision. Similarly, Hongkhumme (2022) created a PDCA-based student support model for secondary schools operating under the Buriram Secondary Education Service Area. The research findings from this study match previous studies which demonstrate that PDCA-based systems with defined institutional frameworks and strong coordination systems and ongoing assessment lead to better cyberbullying management in Thai higher education institutions.



At the policy level, the findings imply that MHESI and universities should consider developing common cyber safety standards, clear reporting procedures, staff training, psychological recovery services, and legally aligned institutional responses.

This study has limitations. The sample size was small and consisted only of policy-level institutional representatives. Therefore, the findings should be interpreted as expert-informed institutional perspectives rather than statistically generalizable results. In addition, the study relied on administrators' views, which may not fully reflect the experiences of students, counselors, lecturers, or frontline staff. Cross-tabulation analysis was not conducted because the study did not collect data from multiple participant groups.

Future research should include larger and more diverse participant groups and may use cross-tabulation or comparative analysis to examine differences among administrators, lecturers, students, and support staff. A Delphi technique or mixed-methods design could also strengthen future feasibility assessment.

Conclusion and Suggestions

Conclusion

The research evaluated how well the Policy, People, and Law systems function to combat student cyberbullying in Bangkok higher education institutions. The study results show that MHESI administrators and public university representatives perceived the proposed mechanisms positively because they rated all feasibility aspects at high to highest levels indicating institutional potential for implementation. The People Mechanism received the most support because it offers access to psychological recovery services which shows growing recognition that cyberbullying requires organized emotional and mental health treatments instead of disciplinary or technological approaches. The survey participants agreed that a specific complaint department needs to exist and legal enforcement systems require improvement although they considered these aspects less highly rated than other elements. The research shows that the proposed mechanisms have practical potential to enhance cyberbullying prevention and intervention and recovery systems in Bangkok universities.

Research findings support previous studies which demonstrate that cyberbullying creates multiple negative effects on students through their emotional state and their psychological well-being and their academic performance (Australian Human Rights Commission, 2012; Gordon, 2024; Hunter, 2011; UNICEF, 2026). Higher institutions need to establish systems which prevent cyberbullying while providing intervention services and remediation programs. The research findings show that the PDCA cycle provides a suitable approach to develop these mechanisms. The PDCA framework enables each mechanism to follow its natural sequence from policy creation in the planning stage to training and support service delivery in the implementation stage and then to monitoring evaluation and finally to continuous improvement through iterative enhancements. The addition of feasibility analysis which evaluates technical readiness and operational readiness and legal compliance and scheduling readiness makes the mechanisms more practical and enduring.

The research established mechanisms which create a complete method for universities to stop cyberbullying and handle incidents and support students through recovery. The positive feedback from institutional administrators shows that Bangkok universities have both the ability and willingness to establish these systems. The main contribution of this study is the integration of cyberbullying response mechanisms with the PDCA cycle and feasibility assessment. This provides a practical institutional framework linking the problem, response process, and



evaluation criteria. The research creates an operational framework which helps Thai universities protect students and monitor institutions and digital health services across their entire educational system.

However, the findings should be interpreted within a clear generalization boundary. The study involved 11 policy-level institutional representatives; therefore, the results represent expert-informed institutional perspectives rather than statistically generalizable findings for all universities, staff, or students in Bangkok. Future research should expand the sample size, include students and frontline staff, apply reliability testing, and consider mixed-methods or Delphi-based designs to strengthen the evidence base.

Suggestions

Recommendations for Policy Makers

MHESI should develop a national cyber safety framework that establishes minimum standards for all higher education institutions operating in Thailand. The National Policy on Cyber Safety in Higher Education should include clear requirements for cyberbullying prevention, reporting channels, responsible institutional units, psychological recovery services, and legally aligned procedures for serious cases. Since the findings showed strong support for awareness training, psychological recovery, and internal rule enforcement, these components should be prioritized in national policy guidelines. In addition, a central monitoring center should be established and cyberbullying prevention should be integrated as part of national quality assurance indicators including EdPEX and AUN-QA. The implementation of national-level governance will create standardized university guidelines for prevention and response and recovery and monitoring which will lead to better student well-being and institutional accountability.

Recommendations for Institutions

Universities need to create Zero Cyberbullying Policies which should include specific reporting systems and dedicated support teams and accessible mental health services. Educational institutions should include Digital Citizenship and Cyber Ethics in their general education programs and offer staff and student training sessions. They should also build internal and external partnerships to improve their prevention and response abilities. Universities can develop an improved digital learning environment through PDCA-based systems which enable them to enhance their intervention methods through regular monitoring, evaluation, and policy improvement.

Recommendations for Practitioners

The capacity of student affairs staff and academic advisors and counselors and legal officers should be strengthened through specific training in prevention, intervention, and remediation. The training program needs to teach participants how to detect cyberbullying incidents and deliver trauma-sensitive counseling and manage digital evidence and perform legal procedures and operate institutional reporting systems. Practitioners need to work together across departments to achieve fast communication and precise case evaluation and proper follow-up assistance which supports complete student protection.

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Conflict of Interests

All authors declare that they have no conflicts of interest.

Author Contributions

Thunyathorn Valapaichitra: Conceptualization, Methodology, Investigation, Data Curation, Formal Analysis, Writing-Original Draft, Project Administration, and Funding Acquisition.

Hathairat Marpraneet: Supervision, Methodology, Validation, Writing-Review & Editing, and Project Administration.

Prapaporn Rojsiriruch: Supervision, Validation, Writing-Review & Editing, and Resources.

All authors have read and approved the final version of the manuscript.

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Declaration of Generative AI and AI-assisted Technologies

During the preparation of this work, the authors used ChatGPT (GPT-5) for language refinement, grammar checking, academic style improvement, and editorial formatting. The AI-assisted output was reviewed, revised, and verified by the authors. The authors take full responsibility for the accuracy, integrity, and content of the final manuscript.

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