

Communication Management Plan to Prevent Social Violence in the Digital Era

¹Kritiya Rujichok, ²Marisa Sujittavanich

³Malinee Nakyai and ⁴Suprawee Sirinukulwatana

Faculty of Management Science, Nakhon Pathom Rajabhat University, Thailand

E-mail: ¹Rujichokkritiya@gmail.com, ²Voon58@hotmail.com

³malinee@webmail.com, ⁴Suprawee@webmail.com

Received October 16, 2023; **Revised** December 27, 2023; **Accepted** December 28, 2023

Abstract

This study aimed to: 1. create a management proposal and media governance mechanism to prevent social violence in the digital era; 2. study knowledge management and lifelong learning for future skills of mass media to prevent social violence in the digital era; 3. manage media literacy for youth to prevent social violence in the digital era; 4. develop a virtual media to prevent social violence in the digital era; and 5. create a communication management plan to prevent social violence in the digital era. The concepts and theories used were knowledge management, management, news value, media violence, media literacy, virtual media, and attitudes and behaviors (KAP). The research areas were in Bangkok and Nakhon Pathom Province. The population used in the study were media regulators, media executives, journalists, junior high school students, and kindergarten teachers in Nakhon Pathom Province and Bangkok. The research methods combined qualitative and quantitative methods, as well as research and development. Data were collected through surveys, in-depth interview forms, and group discussions to specify the factors in the creation of a communication management plan to prevent social violence in the digital era. The results were as follows:

1. The main factors in the creation of the communication management plan to prevent social violence in the digital era are divided into three groups: media organizations, professional journalism associations, and mass media cooperation.

2. Media organizations and professional journalism associations gained the knowledge of professional journalists.

3. Media organizations, professional journalism associations, primary school teachers, and parents gained media literacy knowledge. The developed virtual media and non-violence platforms can prevent media violence in primary schools and exchange knowledge to prevent social violence in the digital era.

4. The communication management plan to prevent social violence in the digital era was developed and presented to the public and three organizations.

The knowledge from this research on the plan of management to prevent social violence in the digital era is useful to government agencies, media organizations, professional journalism associations, primary school teachers, and parents to prevent media violence in the digital era.

Keywords: Media Violence; Digital Era; Media Literacy; Virtual Technology Media

Introduction

The phenomenon of media power and the power of media effect, especially digital media which audiences can access from all platforms, can create many activities to strengthen social power. For example, the campaign to save the environment through the 7 Greens concept at home, on websites, fan pages, Twitter, Instagram, etc. succeeded in persuading people to join the activities. It is considered a positive energy to create society as well. However, the negative impacts of media are still found, and it greatly affects a large group of audiences. The evidence can be found in a study by Intharaprasert (2014), titled “the relationship between media influence and violent behavior of children and youth in Bangkok”. This research found that the negative factors of media that related to violent behaviors of children and youth were violent videos, pictures, and songs.

Not only state regulators monitor media content to prevent social violence, but also the online community has helped to eliminate media that create violence in society. Chinnapong (2007) stated that news violence directly impacts children in terms of violent images, imitative behavior, negative social standards, and depressive disorder. Deawkee and Chaisuwan (2007) found that the media factors affecting children violence in social media are divided into three aspects: violation of children's rights, information accuracy, and reliability issues.

Besides, some research stated that the problem of news violence can be solved by creating media literacy of people and rejecting unethical media by society. Media workers must obtain knowledge for reporting suitable content to prevent social violence. From this situation, social media that arouses violent behaviors in users and leads to negative social consequences is growing. This research, therefore, proposed to create a communication management plan to prevent social violence in the digital era. The plan was developed by integrating management concept, knowledge management, media literacy, and artificial technology.

The research objectives are as follows:

- 1) to create a management proposal and media governance mechanism to prevent social violence in the digital era;
- 2) to study knowledge management and lifelong learning for future skills of mass media to prevent social violence in the digital era;
- 3) to manage media literacy for youth to prevent social violence in the digital era; and
- 4) to develop virtual media to prevent social violence in media in the digital era.

Literature Review

The research was conducted based on the following concepts and theories: management, knowledge management, media governance, violence, media literacy, and technology for knowledge management. The concept of modern management was used to conduct the study. It includes a variety of management strategies to maximize work efficiency, for example, the implementation of a wage system based on the amount of quality work and abilities of employees. Fayol, the founder of the modern management method, gave importance to personnel management, work system, compensation system, and welfare to create a balance between the amount of work and the compensation rate (Fayol & Henri, 1949). This theory, called Fayolism or business administration theory, mentioned the factors related to work or POCCC—planning, organizing, coordinating, commanding, and controlling. This management concept was applied and analyzed the factors to create the communication management plan to prevent social violence in the digital era.

Next, knowledge management concepts were applied in creating knowledge management to produce good quality news for journalists and media literacy knowledge management for the

audience. Knowledge management comprises four components (Desouza & Paquette, 2011, including explicit and tacit knowledge, knowledge management process, knowledge content, and technologies driving knowledge management in media organizations. Media organizations must encourage knowledge management among journalists.

Furthermore, media governance is used to control media through regulations and laws, such as tort laws and laws governing the offense on news. In this study, the main laws used by the state regulator to regulate and control digital media were as follows: Section 14 of the Computer Crime Act, Sections 326–330 of the Criminal Code, Section 423 of the Civil and Commercial Code, Section 35 of Constitution of The Kingdom of Thailand 2007 and 2017, and Article 7 and 12 of Guidelines of the National Press Council of Thailand.

The use of social media for resentment or bullying is done by posting malicious messages either for fun or to make people aware of what was posted. The offender may be punished with imprisonment for a period of not exceeding two years and a fine not exceeding two hundred thousand baht. If the posting of the message is an opinion or message in good faith, they may not be considered guilty.

Regarding violence concept, the World Health Organization (2002) defined violence as an act to cause others suffering both physically and mentally or feeling unsafe and a cause of death. Acts include intentional and unintentional physical acts, coercion, injury, death, trauma, loss, or neglect to an individual, a group of people, or a community. The World Health Organization divided violence into three main components—input, victim, and results, and defined violence as an act to eliminate civil liberties.

Honderich (2002) described violence as an act of using a body or an object to cause pain, damage, or bodily harm. Similarly, Steger (2003) defined violence as meaningful acts, including coercion, destruction, and defamation, consistent with Wade's definition of violence (1971). The ideas of violence were used as a framework to analyze the media content and effects of violence in the digital society.

The concept of media literacy mentioned in Porter's approach was used as a framework to study media literacy for creating a communication management plan. Poter (as cited in Grundy, 2006) outlined the importance of creating a media literacy audience as follows: 1. increase media literacy for everyone; 2. media literacy knowledge and the media impact; 3. interpretation of the audience; 4. creation of ideas to share the meaning of social violence; and 5. knowledge creation of the audience from direct experience and the media. In addition, UNESCO created a framework

for promoting freedom and empowerment to inform the knowledge to the public. For the development of the learning skills in media literacy, there were four elements: access, analyze, evaluate, and create.

Regarding technology for knowledge management, this research used Augmented Reality (AR) technology as a channel of communication to share the synthesized knowledge from the knowledge management process with the target group. In addition, the content was used to create media in the form of Animation Augmented Reality. Dam et al. (2000) stated that it was a technology capable of displaying virtual 3D simulation graphics based on computer vision techniques that combined image processing techniques, digital tracking, and pattern recognition with AR marker.

Augmented Reality (AR) is a virtual media technology that youths are interested in. It is a technology that combines virtual reality with technology to create something virtual through 3D and 2D reconstruction process. The users who enter a more complete virtual environment can interact with virtual images and create real objects in the real world. Technology development can combine the real world and virtual reality through various software programs, such as webcams, or related devices. The virtual image displayed on the computer screen or mobile phone screen can help users of virtual technology media gain knowledge and incorporate the attitudes or behaviors in creating and developing virtual technology media to prevent social violence in the digital era. The aforementioned concepts are used as an analytical framework to find the factors for creating a communication management plan to prevent social violence in the digital era, as presented in the following diagram.

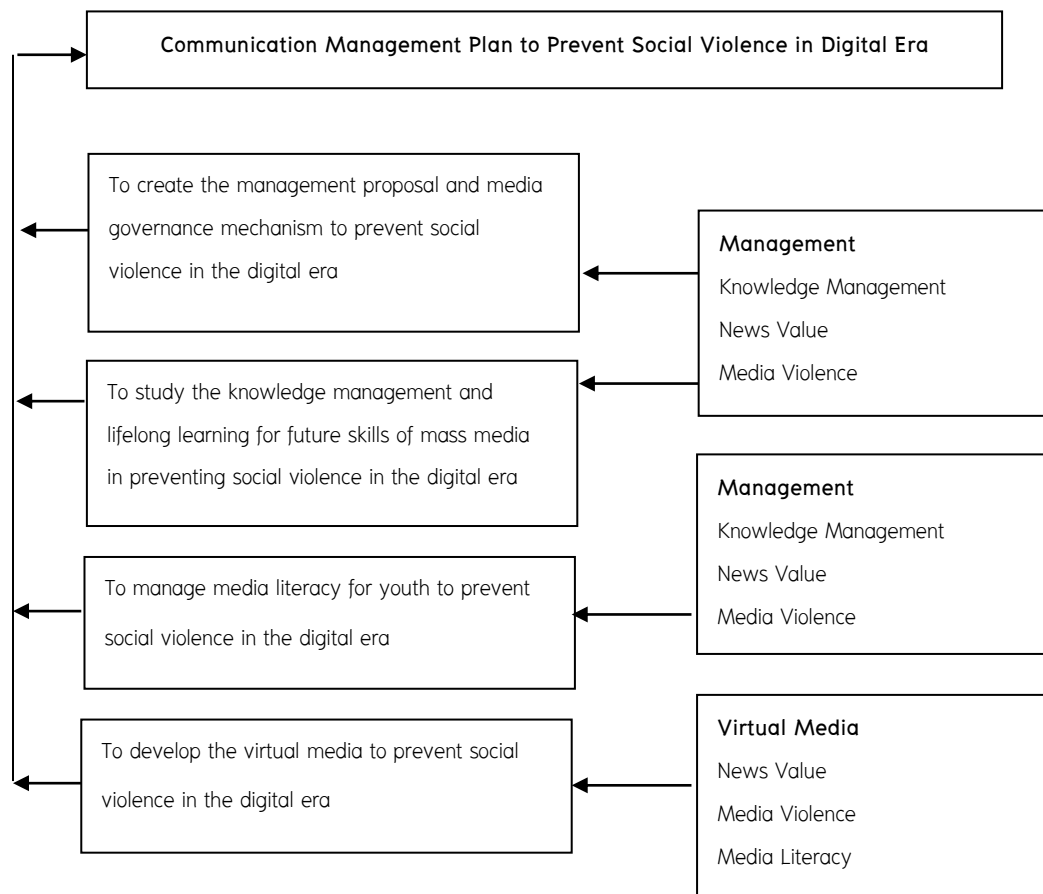


Figure 1. Conceptual Framework of Communication Management Plan to Prevent Social Violence in the Digital Era.

Research Methodology

The research framework was synthesized based on the objectives as follows: 1. determining the objectives; 2. defining the concept (media governance system for managing digital media, and violence); 3. summarizing the information used; 4. prioritizing the synthesis issues; 5. Explaining; 6. Interpreting; and 7. summarizing the results. The scope of the study was the analyzed content, consisting of two aspects, namely, historical dimension and violent content. Data collection in this research was divided into gathering information from the research results of the four sub-projects and creating a communication management plan to prevent social violence in the digital era. The research tools were the conceptual framework arising from four sub-projects and the application of concepts and theories, namely, management concept, knowledge management, news value, violence, human capital, media literacy, attitude, behavior (KAP), virtual media, technology adoption, intelligence, and media governance. The research population and sample

were data obtained from the four sub-projects. Measurement and analysis of research results were the content synthesis of the project's results under the research plan.

Research Results

The research result reported the research's first objectives as the management proposal for the NBTC to create a control system through an AI chatbot, a blocking and screening system, a notification and closing policy, and an e-book (news procedure and examples of unethical news). The management proposal integrated the collaboration of NBTC, media organizations, professional journalism associations, and individuals for media governance to prevent social violence in the digital era.

The result according to the second objective found the factors that affected knowledge management as follows: 1. assigning knowledge from the editorial team to the Human Resources Department, 2. creating and seeking knowledge by transferring knowledge in various channels, e.g., a training system both inside and outside organizations, 3. learning knowledge from experts, 4. sharing knowledge (tacit and explicit) in the news department by using internal information technology systems, 5. assessing knowledge from the editorial team, 6. creating journalist skills to encourage lifelong learning by technology in research and development based on the principle of participation awareness, and 7. establishing the central agency to create common practices to give rewards and penalties.

The research result according to the third objective showed the factors affecting the creation of media literacy. They were the knowledge set of media in accessibility, skills, analytics, assessment, credibility content, credibility source, trusted websites, and content utilization for learning and understanding online media.

The fourth objective result found the factors supporting and developing media production. They were 1. increase of children violence on social media; 2. youth behaviors in using social media—posting, sharing, and creating supportive content; 3. a little knowledge of youth about the impact of online media content, including, physical, mental, and imitative behavior; 4. knowledge about violence patterns from online media which had positive effects on creating media to change the mindset in using online media; 5. development of media to create activities for changing behaviors in using social media; and 6. warning the family to take good care of youth.

The result according to the fifth objective synthesized the findings from the four research objectives to create a communication management plan to prevent social violence in the digital era. The following figure represents the developed plan.

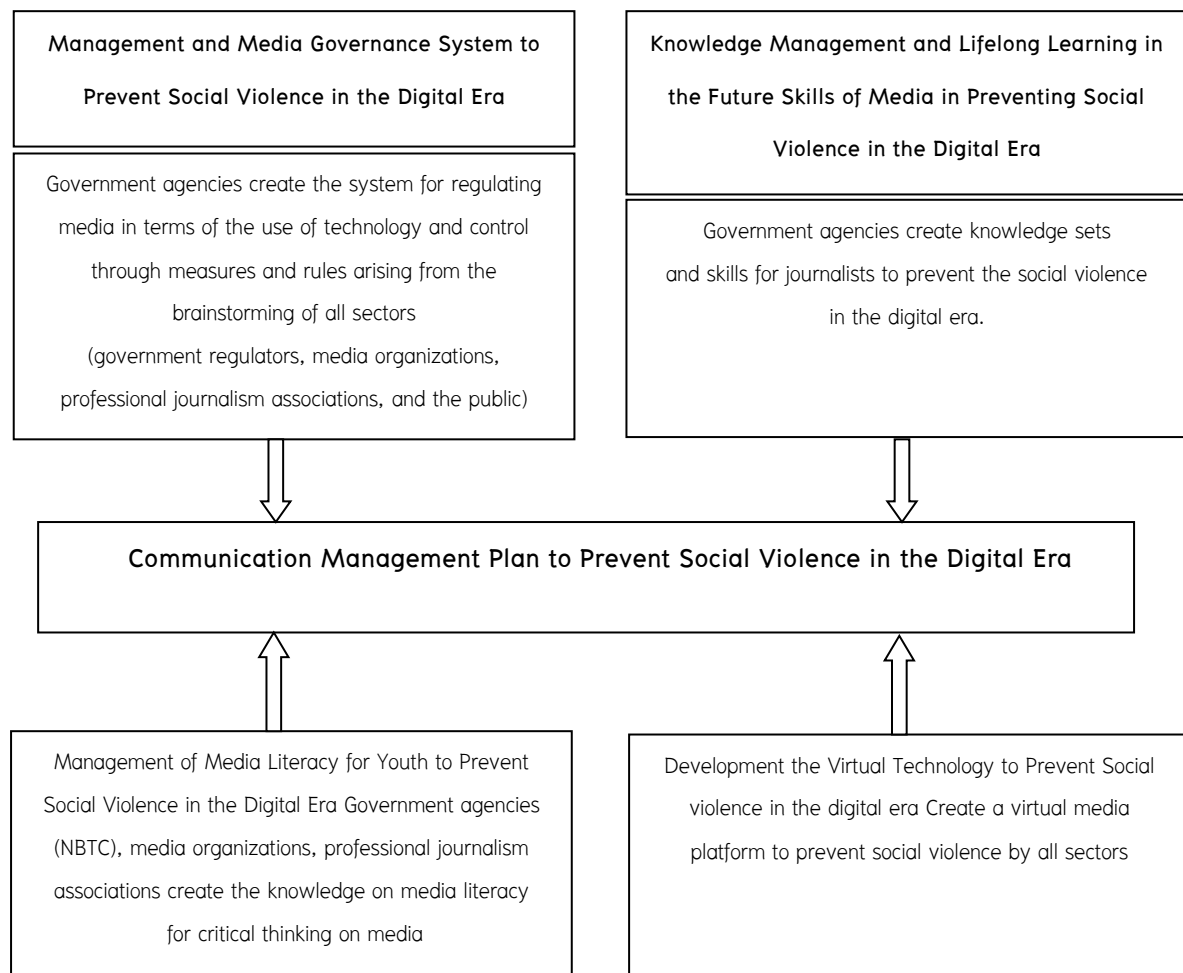


Figure 2. Communication Management Plan to Prevent Social Violence in the Digital Era.

Discussion of Research Results

The research findings according to the study objectives are as follows:

Regarding the first objective, the roles and responsibilities of the government agency (National Broadcasting and Telecommunication Commission: NBTC), as a regulator to prevent social violence in the digital era, are divided into the work division according to the mission and philosophy of the organization, knowledge, abilities, objectives, and expertise of the staff. This is consistent with the research study of Urwick (1970) on administrative and management processes. Regarding the media regulation system in the digital era of the NBTC, the laws used to govern

and control the media content are as follows: Section 14 of the Computer Crime Act, Section 362–330 of the Criminal Code, sections 423 of the Civil and Commercial Code, section 35, section 37, and other sections related to the control and punishment for violent content of online media.

For the second objective, the knowledge management and the lifelong learning process of mass media consists of knowledge identification, knowledge creation and acquisition, knowledge sharing, knowledge learning, and evaluation. This is consistent with the research study of Praphon (2007). The violent factors in social media such as content, audio, and video shared on YouTube, Facebook, Twitter, and TikTok are found to be in line with the research of Elsaesser et al. (2021), stated that “Adolescent perceptions of how social media features escalate the online conflicts to offline violence”. Most television and internet violence on online media is in the form of pictures, sounds, and violent content through movies, television, internet, and mass media. Moreover, young people also saw violence in the news on social media. This result is in line with the research of Popadic et al. (2016) who mentioned the violent content in social media as commercial violence, aggression, or inappropriate sexual behaviors.

The result of the third objective was that the NBTC which has applied the law to regulate media content, should make a policy to educate the media and create media literacy knowledge. The result is in line with the study of Silverblatt (1995). The positive factor that created knowledge management and approached lifelong learning as a future skill of mass media in preventing social violence in the digital era includes creating knowledge, both explicit and tacit, based on knowledge management concepts. This is consistent with the research study of Arshad, Farooq, and Farooq (2019). Besides, the negative factors affecting the creation of the plan were the performance of private media organizations, consistent with the study of Galtung and Ruge (1965) in theoretical news value factor, and Ponte and Mascheroni (2009) in research on children and the Internet in the news: agency, voices and agendas.

The fourth objective result was the development and creation of virtual technology media to prevent social violence in digital age media caused by educational factors. It is believed that the developed media affected solving social violence problems because it made the youths aware of the problem. It is consistent with the research study of Patareeya and Kulchai (2019) in media awareness. Regarding violent content, young people perceive violent news on social media as causing the risk of social violence, consistent with the research study of Kuzmanovic and Popadic (2013) who studied the content that risks social violence in social media.

Lastly, the result of the fifth objective, the communication management plan to prevent social violence in the digital era was created by synthesizing the supported variables obtained from all four objectives as presented in Figure 2. This includes laws, education on news reporting, media literacy, and new media technology to apply in media regulators, media organizations, professional journalism associations, and primary schools for building cooperation of all sectors to prevent social violence in the digital era.

New Knowledge from the Study

The new knowledge of the research is the model of communication management plan to prevent social violence in the digital era that integrated the factors affecting the creation of a communication management plan to prevent social violence problems. It comprises management and media governance system to prevent social violence in the digital era; knowledge management and lifelong learning as the future skills of media in preventing social violence in the digital era, management of media literacy for youth to prevent social violence in the digital era, and development of virtual technology to prevent social violence in digital media. It is presented in Figure 3 below.

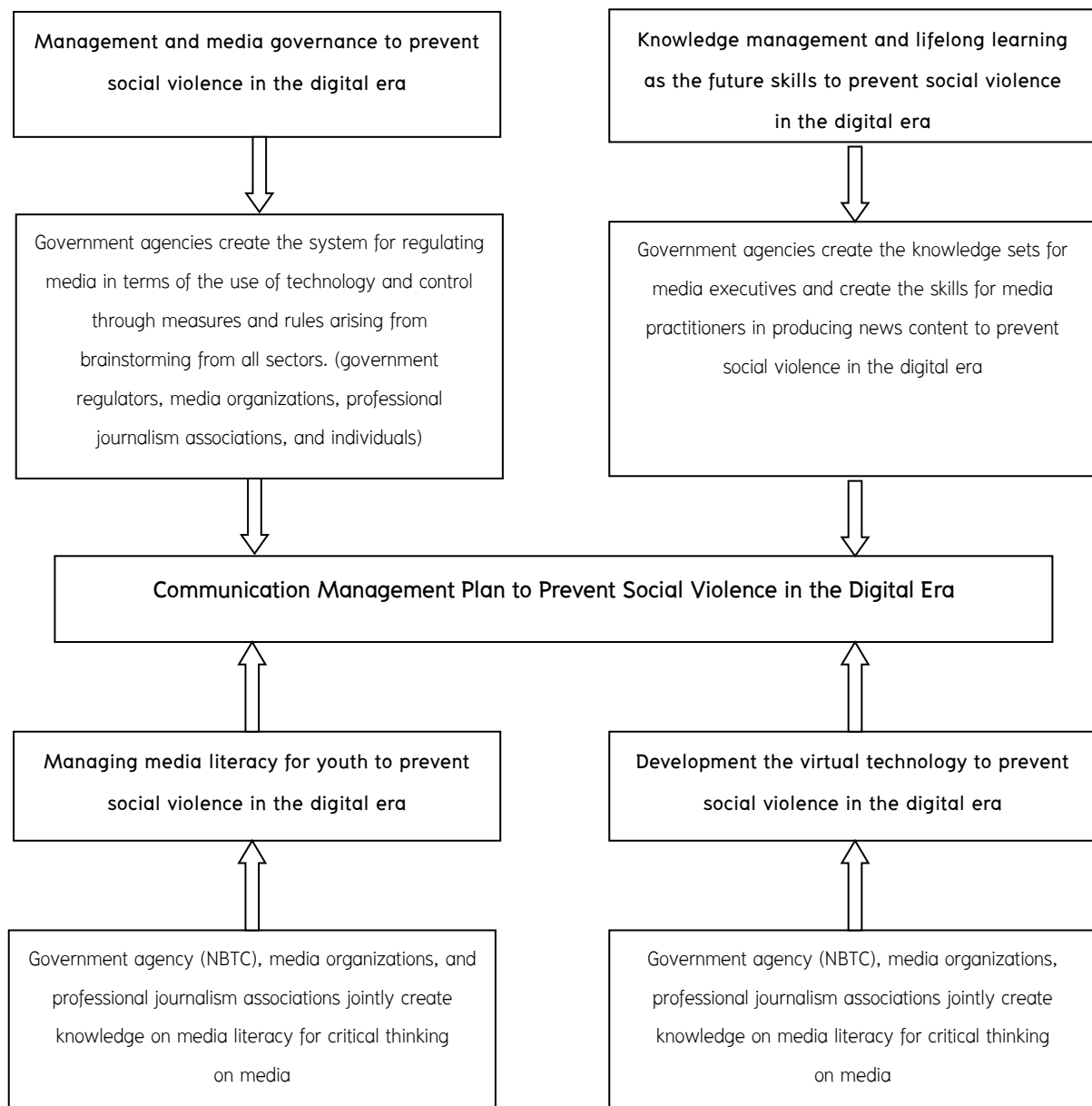


Figure 3. The Model of Communication Management Plan to Prevent Social Violence in the Digital Era

Conclusion

This article reports the research on a communication management plan to prevent social violence in the digital era using qualitative and quantitative methods. The sample consisted of government agencies, media organizations, professional journalism associations, mass media, students, and teachers. The results of the study were the model of communication management plan to prevent social violence in the digital era which will be proposed to targeted organizations for further implementation.

Suggestions

From the research results, the researchers have suggestions as follows:

1. Suggestions for applying research results

The results of the first objective, the factors in creating management proposals and media governance mechanisms to prevent social violence problems in the digital era, should be studied in other areas in Thailand.

From the second objective, the efficiency of knowledge management and lifelong learning should be studied and promoted in every media organization for effective prevention of social violence in digital era.

The implementation of media literacy models in schools across the country regarding the third objective should be studied for their effectiveness in solving the problem of social violence in the digital age media.

Consequently, relevant organizations—government agencies, media organizations, professional journalism associations, mass media, and schools—should take action.

2. Suggestion for next research

1. There should be a study of other factors involved in creating a communication management plan to prevent social violence in digital media in the future.

2. There should be a study of factors leading to success in the administration of government organizations, especially independent organizations.

3. There should be a way to explore quantitative factors that enable media practitioners and media organizations to generate business revenue without reporting violence.

References

Arshad, M., Farooq, O., & Farooq, M. (2019). The effect of intrinsic and extrinsic factors on entrepreneurial intentions: The moderating role of collectivist orientation. *Management Decision*, 57(3), 649–668. Retrieved from <https://www.emerald.com/insight/content/doi/10.1108/MD-04-2016>

Chinnapong, P. (2007). *How violence in the news has a direct impact on children*. Retrieved from <https://mgronline.com/qol/detail/9600000059439>

- Deawkee, T. & Chaisuwan, B. (2007). The ethics of citizen journalist on children news reporting via social media. *E-Journal Silpakorn University (Humanities, Social Science and Arts)*, 11(2) 582–597.
- Desouza, K., & Paquette, S. (2011). *Knowledge management: An introduction*. Neal-Schuman.
- Elsaesser, C., Patton, D. U., Weinstein, E., Santiago, J., Clarke, A., & Eschmann, R. (2021). Small becomes big, fast: Adolescent perceptions of how social media features escalate online conflict to offline violence. *Children and Youth Services Review*, 122, 105898. <https://doi.org/10.1016/j.chilyouth.2020.105898>
- Fayol, H. (1949). *General and industrial management*. London: Sir Isaac Pitman & Sons.
- Galtung, J. (1965). Institutionalized conflict resolution: A theoretical paradigm. *Journal of Peace Research*, 2(4), 348–397. <https://doi.org/10.1177/002234336500200404>
- Grundy, T. (2006). Rethinking and reinventing Michael Porter's five forces model. *Strategic Change*, 15(5), 213–229. <https://doi.org/10.1002/jsc.764>
- Honderich, T. (2014). *Actual consciousness*. USA: Oxford University Press.
- Intharaprasert, S. (2014). The relationship between media influence and violent behavior of children and youth in Bangkok. *Journal of Multidisciplinary in Social Sciences*, 10(3), 17–36. Retrieved from <https://so03.tci-thaijo.org/index.php/sduhs/article/view/29156>
- Kuzmanovic, D., & Popadic, D. (2013). *Use of the Internet by youth in Serbia: Opportunities and risks*. Retrieved from https://www.researchgate.net/publication/272111955_Use_of_the_Internet_by_Youth_in_Serbia_Opportunities_and_Risks
- Lukchansuk, P., & Kultawanit, K. (2019). Photography exhibition to promote the image of virtual agriculture: Online for the new generation of youth. *Rattana Bundit University Academic Journal*, 14(2), 1–16. Retrieved from <https://so02.tci-thaijo.org/index.php/etcedumsujournal/article/view/259492>
- Ponte, C., Bauwens, J., & Mascheroni, G. (2009). *Children and the Internet in the news: Agency, voices and agendas*. In Kids Online (pp. 159–172). Policy Press. <https://doi.org/10.51952/9781847427342.ch013>
- Phasukyued, P. (2007). *Knowledge management from principles of thought to actual practice*. Bangkok: Silk.
- Popadić, D., Pavlović, Z., Kuzmanović, D., & Petrović, D. (2016). *Global kids online Serbia: Balancing between opportunities and risks. Results from the pilot study*. Retrieved from https://reff.f.bg.ac.rs/bitstream/id/7821/bitstream_7821.pdf

- Silverblatt, A. (1995). *Media literacy: Keys to interpreting media message*. Westport Connecticut: Praeger. Retrieved from https://www.unicef.org/serbia/media/12526/file/Internet_and_Digital_Technology_Use_among_Children_and_Youth.pdf
- Steger, M. B. (2013). *Judging nonviolence: The dispute between realists and idealists*. Routledge.
- Urwick, L. F. (1970). Papers in the science of administration. *Academy of Management Journal*, 13(4), 361–371. <https://doi.org/10.5465/254827>
- Van Dam, A., Forsberg, A. S., Laidlaw, D. H., LaViola, J. J., & Simpson, R. M. (2000). Immersive VR for scientific visualization: A progress report. *IEEE Computer Graphics and Applications*, 20(6), 26–52. Retrieved from <https://ieeexplore.ieee.org/abstract/document/888006>
- Wade, K. (1971). The structural significance of the number of skeletal bonding electron-pairs in carboranes, the higher boranes and borane anions, and various transition-metal carbonyl cluster compounds. *Journal of the Chemical Society D: Chemical Communications*, (15), 792–793. <https://doi.org/10.1039/C29710000792>
- World Health Organization. (2002). *Conceptual framework and definition of violent acts*. Retrieved from <http://stin.ac.th/th/file.pdf>.