

CROSS-GENDER STUDENTS: VICTIMS OF “RAPE PRANK”

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Abstract: The purpose of this qualitative research is to study the types of bullying in cross-gender students, and a challenge that cross-gender students have to encounter. This research uses Feagin's (1963) and the concept power relations of Michel Foucault empirical influencing of Power on Stigma Theory was used as a framework. Data collection and analysis were performed by using a structured interview protocol. There were five interviewees who identified themselves as cross-gender (Ka-thoeys in Thai). In addition, they were students at a public school in Chiang Mai, Thailand. Non-participant observations were also used to collect the data by observing their social behavior in the school. The results showed that these cross-gender students were bullied in a form of “rape prank” or sexual forcing which embarrassed them in public by their friends and senior students every day. They felt the school was unsafe. Classrooms and restrooms tended to be the location where the cross-gender students were bullied the most. This bullying led to their depression disorder and suicide. This research helps to inform basic information about school regulations. Every schools should announce bully-free regulations and enforce them. Moreover, these regulations should support all genders. Bullies should be sentenced to punishment. In order to eliminate bully and abuse from schools, regulators should enforce the regulations and create a safe environment for students focusing those who identify themselves as cross-gender students.

Keywords: Cross-gender students, Sexual Stigma, Rape Prank

Introduction

“Sexuality” is defined as ways that people express themselves in individual level and social level which also includes thinking system, sexual beliefs, and sexual orientations. In current Thai society, genders are categorized in to 3 genders, including male, female, and a third gender. The third gender is called “ka-thoe” in Thai. (According to the Royal Institute Dictionary, BE 2554 (2011), Ka-thoe is defined as an individual who has male and female sex organ, and an individual who express him/herself opposite to their own gender. In medical term, it is defined as an individual who is born with both sex organs. However, medical term calls a person who expresses himself in

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the opposite gender as “homosexual”). Ka-thoey is a man who expresses himself in woman’s ways. Scientific term defines ka-thoey as a person who has 2 genders or is born with intersex which means sexual anatomy is unclear. It happens naturally and can be categorized in 2 types, including true hermaphrodite and pseudo hermaphrodite. The true hermaphrodite is an individual who is born with ovarian and testicular tissue. The pseudo hermaphrodite, on the other hands, is an individual who is born with one sex characteristic, either ovarian or testicular tissue but develops the secondary sex characteristics. However, in behavioral science and sociology, ka-thoey is defined as an individual who has physical body and chromosomes in one gender but express him/herself in opposite sex (Sopakoon, A., 2016)

Nowadays, the medical technology can operate to make some organs and male physical structures look female. This technology helps some ka-thoey to express themselves in women’s ways such as dress like women and perform social roles and responsibilities. However, this type of ka-thoey is normally seen in a city society only. In other provinces, in particular the northeastern region of Thailand, ka-thoey still remain their physical male characteristics but express themselves in women’s ways. It is because living conditions including the economy and society in the northeastern region of Thailand are still developing. Thus, lifestyle of country ka-thoey mostly focuses on working rather than having women-like identity. It is different from city ka-thoey who are more focused on obtaining a female-like identity (Samosorn, K., 2013).

Although Thai society still holds traditional culture in genders which refers to a relationship between males and females, the society accepts the third gender more as the time changes. The acceptance includes positive attitudes toward ka-thoey. They are accepted to work in any jobs. They are allowed to have social rights and their private lifestyles. They are also accepted in country societies that used to deny ka-thoey in the societies. For example, ka-thoey can openly express themselves that they like same sex and can openly live with his significant other. However, it is still a shame to be ka-thoey in a country society; they are accepted if they have good roles and responsibilities toward their society. (Kongsakon, K.,2002)

According to Narut Supawattanakun, (2018) stated that “everyone in the world is clearly assigned their own gender. Basically, everyone realizes their own gender through their physical characteristic. However, in cross-gender people, sexual behavior does not express through assigned sex organ. It is a feeling of an individual who is a man but has a feeling of femininity.” This remark shows that a physical characteristic does not classify an identity of an individual.

However, it depends on their preference on what gender they want to be. In the past, the society recognized ka-thoeyes as an expression of fun and joy, nonsense, obsession in men, and sexual activities. These thoughts create bias toward ka-thoeyes and lead to a limitation of welfare and benefits that ka-thoeyes should fairly receive (Sopakoon, A., 2016: 2)

For example, it is believed that universities provide learning sources and are a place that students can express themselves freely. The third gender students can dress like girl students and involve in any activities. However, they are forced to dress according to their gender in their graduation ceremony. As the result, they think that they are not truly accepted by the society. In fact, ka-thoeyes are human and members of the society but Thai people and culture hold on to appropriateness. The appropriateness has created burdens to ka-thoeyes and made them suffer which leads to an aggressive behavior. In fact, ka-thoeyes are nice and soft because they have female-like behavior. However, having ka-thoey friends may help people to have a better attitude towards ka-thoeyes because friends usually open themselves to other friends without any conditions. Whenever the society gives an opportunity to ka-thoeyes, they will fully show their abilities to public. These abilities will help them get accepted in the society such as being makeup artists, hairdressers, cheerleaders, etc. (KrangPibul. K, 2014).

There are some interesting issues about ka-thoeyes in Thai society. It was found that Thai ka-thoeyes still encounter biases from other people. Even though Thai people are open minded to ka-thoeyes, they still don't accept or support ka-thoeyes in careers, other rights, and equality. For example, in a family, who has a son, will not like or hate ka-thoeyes and is unable to accept if any family members are the third gender. A boy, who knows that he tends to be homosexual but doesn't clearly express himself, normally stays away from his family to work and have their own preferred lifestyle in areas that accepts ka-thoeyes (Praekaaao, P. 2013) such as in bars and restaurants. This behavior is their normal preferred lifestyle. However, most of ka-thoeyes still want to prove themselves and create value. They try to change their body to be women by sex reassignment surgery. It can be said that this surgery is their dream and success in their life. The society still thinks that the third gender people have lifestyle problems. Straightforward communication is needed to help solve the problems. It is because the third gender, either gay or lesbian, is not brave to disclose their sexual orientation to society. For example, "Girls love women", the parties that are dandy even though wearing skirts full of female gestures. They don't want to fully express themselves because they are afraid that their sexual orientation may have an effect on their work and be shamed by society. This can indicate that the society still has a negative attitude towards the third

gender. They also face sarcasm from others which creates mental health problems. This verbal abuse also includes sexual verbal. Therefore, the society should stop discriminating on the third gender. It is suggested to give opportunities and empathy to them.

There are many times that the conversations between the third gender and their friends are about fun and joyful but sometimes it may include verbal abuse and sarcasm. These verbal conversations create mental disorders which may lead to hurting themselves. Many people have never realized that this verbal abuse hurts the third gender. The third gender people keep these teasing conversations in their cerebral cortex which has a key role in keeping long-term memories. (Cerebral cortex” is the biggest part in the brain. It consists of frontal, parietal, temporal, and occipital lobe. The cerebral cortex is responsible for receiving and analysis information both from inside and outside the body. Then, the information will be translated in a form of response. In addition, the cerebral cortex is responsible for speaking, learning, remembering, consciousness, sleeping, awakening, feeling, and behavioral (Baanjomyoat, 2011)). These memories have an effect on their daily life. If the third gender people repeatedly receive negative attitudes from others, such as society shaming these people as sexually abnormal or limit their access to resources, then these people will feel lonely and worthless. They will not want to live. In contrast, if the society accepts them, it will help them to have courage, and to be proud of themselves. In other words, cooperation is needed from others in order for the third gender people to live happily within society. The society should accept their identity and behavior. They can dress how they want, and work according to their skills. Most importantly, society should not criticize their love relationship between the same gender. Knowledge and understanding cannot happen naturally, but they come from social ideology and theories.

When thinking about the third gender, the majority will think about ka-thoeyes because their behavior is obvious. Additionally, there are also a lot of ladyboy pageant contests that range from small to international levels. The perception about ladyboys that people receive through media is more negative than positive. The media sometimes shows some behaviors of some groups of ladyboys and conclude that these behaviors are the identity of all ka-thoeyes. An issue that is often seen in society is ka-thoeyes have to be beautiful, and they will have a good job and better life. This perception causes ka-thoeyes, who do not have an opportunity to have plastic surgery, becoming a loser. The question is the value of ka-thoeyes is measured by their beauty only?

Literature Review

Cross-gender situation in school

Assistant Professor Dr. Thomas Guadamuz (2013), a senior researcher states that a place that should be safe like schools, classrooms, and restrooms becomes a hell for some cross-gender students. It is a reason that some cross-gender students have to hold their urinary bladder for more than 4 years. It may not be a serious issue for others, but it is a serious issue for cross-gender students who are bullied every day as it causes stress. A research team conducted a qualitative research and found that cross-gender students who were bullied everyday would have mental health issues such as depression disorder, suicide, unprotected sex, and drugs. These problems can lead to other forms of social problems which people have never talked about in Thailand. (Mahidol University, 2013) Thai people often talk about fighting between students, teasing, and using weapons, however, they have never talked about bullying or abuse. People who are abused or bullied everyday can accumulate stress and lead to other problems (Bangkok Business, 2013: 13). These causes make the cross-gender students feel unsafe in their school. It is similar to a research by Plan International Thailand, UNESCO, Bangkok Metropolitan Administration, and Mahidol University (2013: 83). These studies have proved that there are an increasing number of people who are intensively abused in all regions in the world due to their sexuality or their gender identity. It can happen to young generation in many forms such as physical, verbal, social, and sexual abuses.

Besides the mentioned bullying, it is found that gay students or ka-thoeyes encounter another bullying in a form of “rape prank” or sexual forcing that make them embarrassed. While lesbian students, or tomboys, are a group that other students liked the least. Some schools have organized a hate-tomboys group. These students are often bullied by male students in front of the school restrooms. This bullying makes those students do not want to use the restrooms all day. It is also found that the students who study in their middle school are abused by verbal more than in high school. However, in other aspects, there are not many differences.

Sexual norms

When mentioning “Sexual norms” in schools, which we cannot deny that the school is the primary institution of the student to learn about the social norms, values and interpersonal relationships including sex status, especially in schools where children learn how to socialize. Currently, the school teaches only health education focusing on biological sex. That is, teaching sex in schools, still teaching in the subject. “Masculinity and Femininity” in terms of masculinity and femininity as a result of gender stereotyping. For example,

the characteristics of masculinity are speaking in a loud voice like a leader, wanting to challenge, taking risks with resolute strength with aggression, using violence to solve problems and remove themselves as Center. Besides, the characteristics of femininity are delicate, peaceful, a good listener with a gentle, attentive care for others (gender studies community : 2014) and in the study number 538 books Tansawaswong,P. (2015) has tons of prosper randomly selected for the analysis of information on the subject of “gender status in Thailand schools: we grew up in the way that we have been taught in schools?” found to be present in the male, the female number greater than all these females will be offered at a lower level male. Such as the roles, responsibilities, and activities. The men will have the image of leadership and the role of various profession. While women are limited by the duties of a wife and the role that seems worse than in society. All of this is the question of whether a school has the best environment to cultivate sexual equality or not. However, because sexual prejudices in various angles has formed over the course of instruction in schools and the social values that matter “is a man” and “woman” are transmitted and can be seen from the textbook and teachers too.

The concept of stigma

The concept of stigma or Stigmatization can translate into Thai language can be described in many words include stigma (Pariwutti, A., 2010). Stigma is the feeling that means feeling that is stamped or sin that is embedded in your mind forever. Stigma is what society is created means that the person is seen as a social disorder are very different looks from other people in the society or seen someone with a badge that people completely. This unusual characteristic will be stamped with the party was the social stigma, resulting in a society looking as if that person is a slave or a criminal offence, a study of Feagin's (1963) classification of stigma can win the 3 following categories.

1. The consignor or the stigma caused by physical appearance, physical characteristics, which means different from the usual norms. Physical characteristics, such as incomplete the gender of a chronic disease, etc. Stigma in this manner it can be changed according to the perception of a person or patient or any other person.
2. The stigma or the stigma arising from personality, spotted refers to the appearance of abnormal personality deviations from the standard of a society, such as the HIV drug. Those are habits that do not match the sex self. Chronic alcohol user's Mental disease patients. Patients with sexually transmitted diseases, etc.

3. The stigma or the stigma arising from ethnic or prejudices this stigma occurs when groups of people then discovered that another group, the comparison is faulty in the norms of their own created group. Occurs when a group of people aware of race or ethnic of the self, etc.

The stigma has been developed by researchers associated with the characteristics of a person that is different from others. In a society so this means, including external features and internal features, resulting in the person being valuable in situations (Crocker, Major, & Steele, 1998) and, in other words, Mote is the relationship between negative quality or feature that someone, or something, or the image many people have of a particular type of person or group often is true in reality.

Power relations

Power relations are one of the most fundamental relationship of the organism. For all non-human life, power is often expressed in concrete, such as if the animal has the most strength. The animal then often has power and become the leader of the group, but for human society, then the power is often expressed in a variety of formats. The more social, human development, and the more complicated? Format of power becomes even more complicated. The concept of "power" in Foucault (1995) offer became the model of power with specific characteristics and torn away from me. Long presentation of concepts about power in early modern. And it is the powerful mechanism of complicated power in traditional view. Still stuck to the issue of Coercion, threats, violence. Or even a negotiation, motivation, influence or money in a bargaining chip. But the power to work in the format of a control mechanism for use by creating what the control will look like that. Have to control themselves under the power management. The Foucault called power in this manner. "Biopower" which are the power to control over life of populations, which is the crow. Changeover of power control technique of casting cause death in old style. Come to power in the form of the management body and directed life (Administration of Bodies and Management of Life) of the population since the gae. As the migration in learning to the well-being and health (Foucault, M., 1978: p.112).

According to the concept of power Michel Foucault is based on the hypothesis is 5 issues (Foucault, M, 2004: p.93 -96) as follows.

- 1) Power doesn't look like things. Which one or a group will be able to seek to achieve. Or to share with other people. The power is not what who possess or lost. But the power operating from various points in the society, countless. And moving constantly changing.

- 2) Power relationship is not absolutely relationship which separate from other social relationships in the series, such as ties. Relation in the production relationship in knowledge, or sexual intercourse, but the power to appear in every relationship. Social and appears immediately. If the social relations, these were not equal. But at the same time, the power relations are the cause of the inequality in the social relations. Other objects, so the power relations, therefore, is not the superstructure of society that impede or promote factor j to do or not do one hit but there is also a role in the creation of something else up. The structure of power, so no place fixed.
- 3) The power of the foundation of the relationship. Non-style top-down authority. But the relations of power and insight into the identity of the society. Thus, the existence everywhere and power relations are complex, multi-level relationships in various combinations. In a network the power relations are a fundamental cause of moving power from point-to-point. The seizure of power as a result of operating the network.
- 4) Power relations are both occur intentionally and not subjective (intentional and nonsubjective) that is the relationship. Locus must have a target (target) and aim but does not mean that. The power relations will be the choice and decision of the individual always.
- 5) Where there is power, there has to be a struggle (Where there is power there is, resistance) and defiance never beyond Aqua According to the authority, said that under power. And cannot escape from power. The existence of power based on creating the opposition. This resistance may play a role hostile is the goal, or even as the control relationship. Design of power, resistance is available everywhere in the network of power. Therefore, the existence of power depending on the struggle as well. The defiance will look different variety and have their own unique characteristics.

The concept of Michel Foucault has reveals the historic structures from trying to distort the facts through the things before Intangible up called "Discourse", which is the power into the power if the process established by creating a set of knowledge of Please come. These are the truth in a social context, such as the transgender, built the definition of group According to the classification to distinguish between those with sexual orientation with the taste of the same sex. Depending on the diagnosis of medical experts.

The researcher is interested in situations/ problems that cross-gender students have to encounter at their school because teenagers are in the critical point of life. It aims to study types of bullying and a challenge that cross-gender students have to face. The location that was used in this research was their school because it was a place that these cross-gender students spend their time the most. The school environment, teachers, staff members, and other students

have an effect on bullying. Therefore, the information provided by the school to help understand the types of bullying and the challenges faced by transgender students and a recommendation to the school's policy on bullying prevention for transgender students.

Method and Procedure

A qualitative research was used to collect data. The collected data related to any situations of cross-gender students in their school. The purpose was to understand types of bullying in cross-gender students and a challenge that cross-gender students had to encounter. A target group that was used in this study was 5 cross-gender students who identified themselves as “ka-thoeyes”. They were studying in their second term of grade 7 – 9 (Mathayom 1-3-in Thailand) in the Semester 2, academic year 2017 at a big public school in Chiang Mai. The data was mainly collected by using a structured interview. Before beginning the interview, the interviewees were given handouts of basic information about the research project. The interviewees were also given time to study the information and made the decision whether they wanted to participate in the interview. The handouts included risks of the research and protections. An example of risk, other people may know the interviewees’ information. The interview took place in a private area at the counseling and guidance center in the school. The interviewees were able to deny some questions if they made them uncomfortable to answer. The interviewees were also able to stop the interview at any time. The interviewees were taken care of, and the interview had no effect on their study or any other rights that they may have in the future. If the interviewees had questions, they could then ask the interviewer anytime. All private information of the interviewees was kept secretly. The interview information reported or published as a whole, not individually. The research did not mention the names of the interviewees, instead newly created codenames were used in order to keep the interviewees’ identities in secret. And use the observation, the researcher observed it carefully, the recording, try to observe obtain a lot of information education. Theories that help in the study of the relationship between the event and such information They must set in time course and the rest as the observation to middle.

Area Descriptions

The reason for choosing this research area. Population and samples for research. The researcher sees the school as such. Students mostly mountains, Thailand, 60 percent have lived in the house slept through the halls of the school. Thailand and the ground, with only 40 percent of students are able to go back without staying at the house of a dormitory of the school. The situation of transgender students in schools, it was found that the number of transgender

students who have enough experience with other schools. But the situation of transgendered students is complex and very controversial. Although the school will accept students across gender and ethnicity of students. But hatred and prejudice towards transgender students are still visible. There is also discrimination against this group of students with potential.

Process research

This study is a focus on education. Use the principle of qualitative research to collect the data related to the situation and challenges. Advisory groups of students across gender, faced with stigma. The research steps as follows.

The first step of understanding the meaning of the word "stigma" because of the work of the stigma. As a transgender student to be excluded from society in separate schools. Or being alienated from the society in school. Become marginalized by understanding the implications of various issues related to education.

The second stage. The theory explains that the stigma of sexual happens to transgender, survey / check / consider dimensions. Some other related aspects in education.

The third stage. Leading theories that explain the concepts defined gender and stigma. Linked to the concept of multiculturalism. Namely in the context of school Still see the reflection of the gender bias toward transgender people. This is seen clearly. Lessons in teaching certain subjects continue to offer content that is discrimination and gender harassment of students who are LGBT, too.

Four stages. The permit approved by a research ethics committee in the people. Faculty of Social Sciences Chiang Mai University.

Step five. The criterion for selecting groups willing to interview by way of the Snowball technique with a briefing document subjects and books show the willingness to join the research mode Day received the notice. The researcher explained to the participants were to understand that this research may risk however, and event. Of the research will do in the privacy that is guidance room, and some questions in an in-depth interview may do. To feel uncomfortable or comfortable to answer. Research participants are free to refuse to answer. Or end the interview at any time, and criteria for elimination. The findings of this study will be a group student across gender defined themselves as bisexual and criteria. The elimination of the researcher. Sexuality of the participants were not directly based on sexuality was set as

the target and participants' research. Cannot join the research activities to complete every step of the research process.

Data collection

After coordinating with the essentials. So, let's go into space the assistant teacher guidance. And will continue to request information from the sample. The research instruments the document provides the basis of a research project. The risk that can arise when research participants. And ways to prevent the risk of the project. If you read the papers and have any questions about the project. Participants were also asked to project leader or representative. Or participants can bring this document to be read and discussed with those who need advice. The participants have the freedom to decide whether to cooperate or not. If you do not participate in this research. It will not have any effect on the decision to participate in the research. If side effects are undesirable from research or have any questions, comments or questions about this research. Participants were also able to contact the researcher. Department of Basic Education Development. Faculty of Education Chiang Mai University The personal information of participants will be maintained. Not publicly disclosed individually. It will report its findings as a whole. Most of the participants individually. Researchers will use the code to create a new one. No anonymous participant research. To prevent personal quest later.

Data analysis

In order to manage all the data discussed above. That is, from the interview. Observation. Researchers chose to use ready-made programs Excel because this program has features to help you manage and integrate the kinds of information that are different as well. After the researchers drew information from the document. Transcription of interview and remix data from observations. All data will be published are in the program, so that the data is organized into positive thoughts and aggregate types were identified with clear came out to stand out.

The data collection and data analysis. The researcher did not do one round from the start until the end of the first contact you must comply with the objective that the researcher put it as a topic. Which is based on the realization of the topic as it happens in the resources, we could find. As well as the process processing with emphasis to what was discussed. The researcher will try to keep the true meaning. Without trying to change the words reflect the information from the concept. The presented in quotation marks. While presenting the findings in words in quotation marks. May lessen the ease of

reading the text. However, it is the only chance to readers to look himself to what information to present.

Results

The results showed that the type of bullying that they encountered the most was sexual abuse, in particular “rape prank” or sexual forcing that made them embarrassed in public (mostly from their friends and senior students). The challenge that 5 cross-gender students had to encounter was they had to experience the rape prank from male senior students who are in the same or different ethnicity. They were bullied every day and mostly in their bedroom and restrooms at their dormitory. These cross-gender students had to stay with other male students as assigned by the school. They were seized and locked their hands and legs by those senior students who pretended to rape them from the back. Some of the cross-gender students had their outfit off on the way to shared bathrooms in the dormitory. During that time, other people in the dorm would cheer and laugh which made these students embarrassed and cried. They did not want to stay in the dorm that did not have their cross-gender friends. Sometimes, they would have to wait for everyone to finish using the bathrooms. They told their teacher about these abuses but the teacher said it was just a tease between seniors and juniors. There was no punishment. There were some cross-gender students who could not stand for these abuses and resigned from the school. However, transgender students, some still argue that it is. “I have to put up with being bullied for such a long time ago. Because of this, I can not tell parents to listen to them. My parents, who could not accept that I was the opposite gender. It is my ethnic group and I tend to always cultivate the duty of a man to have a family, a descendant heirs.”



Figure 1: Areas where students cross gender were bullied in their bedroom and restrooms at their dormitory.

They felt that the school was not a safe place because of these abuses that the cross-gender students had to encounter every day in the classrooms, restrooms, and bedrooms in the dormitory. These abuses led to depression disorder and

suicide. It was unfortunate that a place that was supposed to be a safe place like a school could become a hell for those cross-gender students or ka-thoeyes. This problem has become a new social problem that Thai society has never mentioned before.

Discussion

A framework that was used in this research was the Influencing of Power on Stigma Theory by Feagin. The theory stated that stigma will happen based on social power and administration by using the power to label things. Sometimes, roles of power can be seen clearly, but sometimes, it can be disregarded. There are many cases that indicate that having power can result in no problems. The study showed that the school was unfair to those cross-gender students. There was some violence that occurred in the school due to the genders. The cross-gender students had to encounter the sexual abuse, rape prank, by the male senior students. These senior students are in the same and different ethnicities from the cross-gender students. These senior students are older and had more power than the cross-gender students. They were bullied every day at the bedroom, and bathrooms in their dormitory. It can be concluded that this power has an influence on sexual stigma, and this stigma is based on social power and administration (Feagin's: 1996).

Schools are main institutions for students' learning. Students should be able to study or learn about norms, socialization, values, interrelationships, and genders. Sexual norms should also be taught at the schools. However, in the school that the interview took place only taught about "masculinity and femininity" through gender teaching systems in many subjects, including boy scouts, health education and physical education, etc.

When the abuse happened in the school, the cross-genders students chose to keep them in secret because their teachers ignored them. The school had no regulations regarding the abuses or bullying. There was an example that was brought up during the interview. The cross-gender students stated that the rape prank was performed during the boy scout camping. There was a senior student who walked in to their tent and tried to abuse them. There was no help from other students who stayed in the same tent. Instead, they were laughing and cheering at the scene. This problem is an example of social labelling. Society gives an opportunity and right for those people to abuse cross-gender people because they think that cross-gender people are obsessed in sex or are a sex object. The bullies would often claim that they did it because the cross-gender students like to be abused. These cross-gender students are tribe people. It was fine for them during the school time because they did not have to pretend to be a man. However, it was hard for them during the school break

because they had to go back to their hometown. It was uncomfortable to pretend to be a man.

The findings also found that most of school did not have policies or protections regarding abuses. The school principal and teachers did not understand about abuses, bullying, and harassment. They thought that bullying normally referred to physical violence such as fights. They had also never thought that their students would be victims of these problems or it may happen to only a few students. When the students informed their teachers about bullying, there was no report from the teachers to the principal. Even though there were help and advice for those victims, such as guidance teachers, students who were bullied had never used those services. The reason was that after informing, those teachers said it was only a tease between senior and junior students. There was no punishment for those bullies. This research uses a theory regarding the powers that influence the stigma of Feagin's (1963) came as the conceptual framework of the research proposed to the concept that the stigma is dependent on social power. Economic and political power in the stigma, and in some instances, the role of the authority is something which is clearly seen. Sometimes the role of the authority in the stigma is often overlooked because in many cases the difference of power can be made to look like a problem. Which corresponds to the purpose of such research requires understanding the forms bullying students across gender and transgender students' challenges faced.

Conclusion

There should be solutions to solve the problems in the school. As mentioned in the findings, cross-gender students or ka-thoey had to encounter with the "rape prank" or sexual forcing which made them embarrassed. These students felt that the school was unsafe. The places where the abuse occurred the most were the classrooms and restrooms. The abuse led to depression disorders and suicide. It is suggested that the school should clearly regulate rules and regulations to stop bullying, abuse, and harassment. These rules and regulations should cover all genders and be enforced. There should be punishments to those bullies in all genders. The regulators should enact flexible regulations due to student dress codes or hair. These new regulations should be enforced and followed up. The school should provide a safe environment in the school such as providing special restrooms for those cross-gender students in order to avoid any violence or abuses.

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