

**A MODEL EXPLAINING VIOLENT BEHAVIOR AMONG YOUTH:
A CASE STUDY OF MIDDLE SCHOOL STUDENTS
IN BANGKOK**

AMORNTHIP AMARAPHIBAL

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
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(CRIMINOLOGY, JUSTICE ADMINISTRATION AND SOCIETY)
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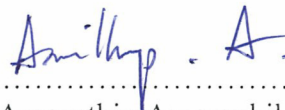
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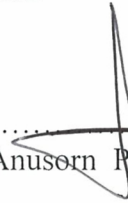
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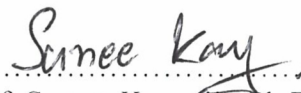
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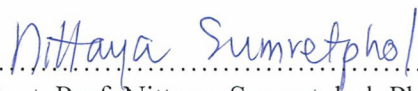
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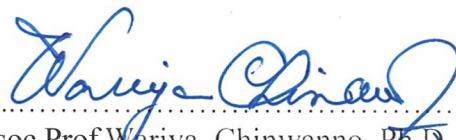
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A MODEL EXPLAINING VIOLENT BEHAVIOR AMONG YOUTH : A CASE STUDY OF MIDDLE SCHOOL STUDENTS IN BANGKOK

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ABSTRACT

This study has investigated the influences of family factors and internal factors on youth violence in middle schools in Bangkok. The family factors were the independent variables involving the exposure to domestic violence based on the concept of environment and youth violence behavior of Benett (2004) and the attachment to family, which was one of four elements of Hirschi's Social Bond Theory (1969). The internal factors, moral and situational (or neutralization) reasoning, were the mediating variables between family factors and violent behaviors, which were both verbal and physical. Moral reasoning was based on Kohlberg Theory (1970) and situational reasoning was based on Sykes and Matza's Neutralization (1957). Gender was adopted as the moderator variable. The mixed method was applied. Four-hundred and sixty-seven participants were involved in the quantitative sample and 8 participants were involved in the qualitative sample. All were drawn from five middle schools in Bangkok. A self-reporting questionnaire and an oral history interview were utilized in this data collection. Structural equation modeling (SEM) with AMOS program, and content and interpretation has been applied in analyses. The quantitative results revealed the two most influential variables for verbal and physical violence were the exposure to domestic violence and situational reasoning, as they directly and indirectly influenced violent behaviors. Moral reasoning and the attachment to family had not much influence as they indirectly influenced behaviors. The model explains male and female behaviors differently. The qualitative findings provided more details for the quantitative results. The research contributes discussion, recommendations for policy, practice, and further studies. The important recommendation, such as for policy. The restorative justice concept should be adopted for sustainable problem solving. For practice, creative space in schools such as after school clubs and activities should serve the needs of youth. For further study, qualitative research should be conducted in cooperation with specialists or psychologists, and the crime prevention concept should be studied such as identifying hot spots or red zones.

KEY WORDS: YOUTH VIOLENT BEHAVIOR / MORAL REASONING /
NEUTRALIZATION / EXPOSURE TO FAMILY VIOLENCE /
ATTACHMENT

205 pages

โมเดลอธิบายพฤติกรรมรุนแรงในวัยรุ่น: ศึกษากรณีนักเรียนมัธยมศึกษาตอนต้นในเขตกรุงเทพมหานคร

A MODEL EXPLAINING VIOLENT BEHAVIOR AMONG YOUTH : A CASE STUDY OF MIDDLE SCHOOL STUDENTS IN BANGKOK

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คณะกรรมการที่ปรึกษาวิทยานิพนธ์: ธัญลักษณ์ รุจิภักดิ์, Ph.D., สุณีย์ กัลยะจิตร, Ph.D., ศรีสมบัติ โชคประจักษ์ชัด, Ph.D., อมรวิรัช นาคทรพรพ, Ph.D.

บทคัดย่อ

การวิจัยนี้เป็นการศึกษาอิทธิพลร่วมกันของปัจจัยครอบครัวและปัจจัยภายในที่มีต่อพฤติกรรมรุนแรงของนักเรียนมัธยมศึกษาตอนต้นโดยปัจจัยครอบครัวเป็นตัวแปรอิสระประกอบด้วย การสัมผัสความรุนแรงในครอบครัวตามแนวคิดมาจากแนวคิดสิ่งแวดล้อมกับพฤติกรรมของ Benett (2004) และความแนบแน่นกับครอบครัวซึ่งเป็นองค์ประกอบหนึ่งใน Hirchi's Social Bonding Theory (1969) ส่วนปัจจัยภายในเป็นตัวแปรแทรกกระหว่างปัจจัยครอบครัวกับพฤติกรรมรุนแรงสองแบบคือทางวาจาและทางกายภาพ โดยปัจจัยภายในประกอบด้วยการให้เหตุผลเชิงจริยธรรมตาม Kohlberg Theory (1971) และการให้เหตุผลเชิงสถานการณ์ตาม Sykes and Matza's Neutralization (1957) เพศถูกนำมาศึกษาในฐานะเป็นตัวแปรกำกับ วิธีการศึกษาแบบ Mixed method กลุ่มตัวอย่างนักเรียน ม. ต้น จาก 5 โรงเรียน เชนปริมาณจำนวน 467 คน เชนคุณภาพ 8 คน การเก็บข้อมูลใช้ Self-report questionnaire และ Oral History Interview การวิเคราะห์ใช้ Structural equation modeling (SEM) ด้วยโปรแกรม AMOS และการวิเคราะห์เนื้อหาพร้อมกับการตีความ ผลการศึกษาเชิงปริมาณพบว่า ตัวแปรที่มีอิทธิพลสูงสุดต่อพฤติกรรมรุนแรงทางวาจาและทางกายภาพสองตัวแรกคือการสัมผัสความรุนแรงในครอบครัวและการให้เหตุผลเชิงสถานการณ์เนื่องจากเป็นอิทธิพล ทั้งทางตรงและทางอ้อม ส่วนความแนบแน่นกับครอบครัวและการให้เหตุผลเชิงจริยธรรมมีอิทธิพลไม่มากนักเนื่องจากเป็นอิทธิพลทางอ้อมเท่านั้น พบว่าตัวแบบอธิบายพฤติกรรมเพศชายและหญิงแตกต่างกัน ข้อค้นพบเชิงคุณภาพได้ข้อมูลรายละเอียดเพิ่มเติมให้กับเชิงปริมาณ งานวิจัยมีการอภิปรายผลและให้ข้อเสนอแนะเชิงนโยบาย เชนปฏิบัติและการศึกษาวิจัยในอนาคต เชน ควรใช้แนวคิดยุติธรรมสมานฉันท์ในโรงเรียนเพื่อการแก้ปัญหาที่ยั่งยืน สร้างพื้นที่ให้นักเรียนได้แสดงออก เชน ชมรม หรือกิจกรรมหลังเลิกเรียน โดยเป็นกิจกรรมที่ตอบสนองความต้องการของนักเรียน ควรทำการวิจัยเชิงคุณภาพภายใต้ความร่วมมือของผู้เชี่ยวชาญหรือนักจิตวิทยา และควรทำการศึกษาโดยใช้แนวคิดการป้องกันอาชญากรรม เชน การค้นหาจุดเสี่ยงหรือจุดอันตรายที่เกิดเหตุบ่อยๆ เป็นต้น

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CHAPTER I

INTRODUCTION

1.1 Rationale or Nature of the Problem

The issue of violent behaviors at middle school has addressed the extreme manifestations of social problems in and around Bangkok over the last decade. The prevalence of potentially violent behaviors among students at vocational schools remains the most severe violence group comparing to every level of school. Whereas students at middle schools account for violent behaviors in second-lower level. The violent behaviors committed by students at middle school have shown the development of higher aggressive tendencies in their presence at vocational schools. This study aims to examine the ongoing exposure to risk factors that shape and reinforce of violent behaviors among male and female juveniles emanating from the social and family environment.

The evidences in various media presented youth violence such as five K.9 students avenge the opposition in the nearby schools who have ever sworded them. They have produced and thrown tennis bombs to them. The previous weeks, an incident of a student carried a Thai-made gun to school and accidentally shot out within the class (Thairat ONLINE 23 May 2012 <http://m.thairath.co.th/content/region/262826>, retrieved 16 June 2012). A new commentary on a clip coercing a junior on knees to pay respect at the feet of a senior just because of male rivalry; it is often happened in a school without fearing rules and regulation during their semesterial ends or before the second semester ends. It is an avenging activity accumulated along the entire semester with a friend group to provoke and VDO-clipped. (20 March 2012, <http://thailandschool.org>, Retrieved 16 June 2012). News of a group of K.9 students of a temple school in Samuthprakhan Province assaulted a group of K.10 students in the same school with 30 by 4. The K.9 group reasoned that the revenged for their

friends assaulted by their seniors first and to retain their dignity of the group (<http://news.mthai.com/general-news/103165.html>, 11 February 2012). Horrible news of a K.9 group of a renowned school in Kalasin Province assaulted a K.7 group from the different school to death because of kidding (<http://news.sanook.com/998207-wild-K.9 Kalasin group beat K.7 Dead-kidded.html>, 28 January 2011). A K.7 student jabbed two K.8 students, one was dead and another was injured because of threat and assault for protection racket (<http://www.oknation.net/blog/print.php?id=522831>, 6 November 2010). A student of K.11 in a secondary level of a leading university set fire on a building. Many analyzed that it might be an imitation of various incidents in the political conflicts (TV7 News: 9 June 2010). The Center of Information and Investigation for Civil Rights persuasively concluded phenomenon from research reports that student brawls were only found in Thailand. Megacities abroad around the world involved in other forms of violence, e.g. narcotic addiction, crimes, homicide, violence in schools and ganging to unrest societies. (<http://thailandschool.org>, 20 March 2012, retrieved: 16 June 2012).

In addition, evidences from the study of Socio-cultural Dimensions Affecting Aggressiveness in Youth by Janphen Pradapmook-Sherer et al (2008) revealed that the problems of violence among the youth in every region of Thailand were surging in models, number and complexity. Youth could be the observers, the actors and victims. Being actors, in particular, showed that they were hectors, spitting, battering boxing, kicking, abusing and sexual violent acting. 30.4% of youth admitted that they have ever battered and boxed others for the past three months. 22.4% involved in group quarrels. 21.4% threw bottles or objects to others. 18% intimidated friends by words or by weapons. 15% injured others from fights. It was also found that violent behavior in male doubled the female.

Official statistics of delinquents charged in Thailand during 2007-2011 revealed the trends of the offenses related to violence (see Table 1.1), i.e. crimes against person, sexual abuses, weapons and explosive are relatively high levels compared to other offenses. Table 1.1 shown that in 2011, there were 4,424 cases for crime against person, 1,584 cases for sexual abuses and 2,458 cases for weapons and

explosive. Total were 8,466 cases or 21.61% among the total. Other years are also similar. In over view, the statistics of delinquencies under lawsuit are declining but one cannot conclude that the situation is alleviated since there are many other factors involved.

Table 1.1: Statistics of delinquents charged of the Observation Homes in Thailand, 2007-2011

Offenses	Years				
	2007	2008	2009	2010	2011
Total	51,128	46,981	46,371	44,057	39,174
Crime against property	14,764	12,658	10,073	9,742	8,430
Crime against person	7,784	6,661	6,388	5,474	4,424
Sexual abuses	2,154	1,916	2,538	1,812	1,584
Peace and order	3,247	2,989	2,407	2,300	1,766
Narcotics	10,279	11,207	12,352	14,695	15,570
Weapon and explosive	3,650	3,251	3,413	2,889	2,458
Others	9,250	8,299	9,200	7,115	4,942

Source: Office of Justice System Development for Children and Youth:

Department of Probation and Observation for Child And Youth 2011

However, the information above do not reflect all youth violence because they have been treated by adults under the concept of their rights protection, offering opportunity as being youth, some delinquents or violent goers are deterred while some are diverted in some justice procedural diversion.

While the social trends are preoccupied with the child and youth rights protection as mentioned above, some opinions are contradicting that societies are insecure because laws against delinquents are protecting them, free from punishment to learn lessons. Violences in educational institutions have especially been distorted that violences committed by children and youth are not frightful but just minor fights, roguishness, and hurting opposition. Criminal behaviors committed by most children

were just theft. Those problems are not displayed because the schools do not want boycott. Consequently, covering them is not only losing opportunities to solve the problems but also affecting the sentiments of the persons involved. For example, the policy job accuses the weakened actions of operation sections. The teachers feel poor supports of to solve problems. Children feel unprotected while the violent students feel they will not be punished (Schwartz, 1996) and so on.

Situation of violence among student in schools were brutal, corresponded with the survey of Child Watch. in 2008, which was revealed that the secondary students and vocational level of certificate and higher vocational certificate fell into the cycle of assaults, battering and beating at one tenth or around 700,000 persons in around seven million students. Violence was heated or group assault of severe injuries or death, using knives, guns, other weapons and clipping for disgrace or discredit (Amornwich Nakornthap, 2007: <http://www.childmedia.net/node/228>). Social was conscious of violence in schools. It was witnessed from the Ministry of Social and Human Resource Development, which adopted the violence statistics in schools as one of the indicator in the problems of Child Watch. In 2010, it was found that children and youth in all levels of education met many intimidations and assaults. The students in junior secondary level were second to the vocational level in intimidations and assaults. Regarding areas, Bangkok has been specified one of the forefront province of the problem or No. 13 compared to 76 provinces (Kanchanburi Province was the first). In addition, the Ministry of Social and Human Resource Development prioritized the indicator of ever seen carrying weapon in the secondary schools. Bangkok was ranked No. 45 compared to 76 provinces (Center of IT and Communication: Office of the Permanent Secretary of the Ministry of Social and Human Resource Development, 2010). Data and indicators showed that the junior secondary group is at risk because it is the age of speedy shift on bio-physiology and social affecting violent behavior and other offensive behaviors (Sriruon Kaewkangwarn, 1997; Sopha Chapillamann, 1997). It is corresponded with the statistics found in the Department of Probation and Observations of Children and Youth in 2010 disclosed that the junior secondary students are the leading troublemakers or 39.28%.

There are multiple dimensions of etiology of violent behavior such as the School of Socio-criminology postulates that socialization plays roles on behavior. Social institutions socialize their members, i.e. families, and schools. The Positivism School believes that environments predetermine delinquency. Etiology of violent behavior and delinquency are associated with multiple factors. They are family/parents, school, friends, and factors within children themselves (Siegel, Welsh & Senna, 2006). Family is the most critical cause leading children and youth to become delinquents. Youth deviance and delinquencies likely come from mal-fostering, absence of closeness and family bond. In addition, the family members behave both good and bad model for them to see and imitate (Jiraporn Petchdam, Phaiboon Yaemkasikor et al., 2011; Nanthaphan Chinlamprasert, 2003; ABAC Poll, 20 October 2009; www.vhckarn.com; Ratchatawan Maliwan, 2005; www.thaihealth.or.th/node/11535, 13-10-2009). On the contrary, if the family is intimate and bond, fosters, trains disciplines and cultivates moral values, they affect children not to do wrong. Family is the root of ethics for children through correct and appropriate fostering (Duongduan Phanthumnavin, 2009; Dujduan Phanthumnavin, 2007).

There are internal or psychological factors besides those external factors playing roles to provide better understanding that why children with similar external factor might differently behave. Some youth commit delinquency because they cannot distinguish right from wrong, absent of self-control or impulsive (Sopha Shiplmann, 1997; Charnkhanit K. Suriyamane, 2006), whereas some of them commit even though they know that it is wrong, if they have adequate reasons. For example, a middle school student jabbed a member of an extorted gang reasoning that he had been extorted for long time (<http://www.oknation.net/blog/print.php?id=522831>, 6 November 2010). Girl students committed group assault and clipped for disgrace reasoning that it was a vengeance for a senior girl student on male lover rivalry (Manger Newspaper, 18 August 2009; <http://loserdog.multiply.com/journal>). The vocational students assaulted students from enmity institution and neutralized retaining dignity of their institution (Khaosod newspaper, September 14, 2010). Sykes and Matza (1957, in Cote, 2000:144-150) viewed that juveniles realizing doing wrong

and violating morals but sought techniques of neutralization such as without intention, harming none, denial of victim, or victims deserving such, retaliated vengeance and appeal to friend loyalty. In addition, Agnew (1994, cited in Pornchai Khanti, et al. 2000:128) noted that juveniles with neutralization felt less wrong or shameful and tended to commit mistakes more. Their neutralization influenced their violence two groups, i.e. youth disagreeing with violence and youth having delinquent friends.

In the past, sex was the biological factor linked to violent behavior which was the male had more violent behavior than the female while the female were more being victims than the male. However, at present, the female had growing number of violent doers with stronger violence such as group beating or using weapons to seriously injured others or even death (Amornwich Nakornthap, information from academic seminar on “Do the Thai children favor to use violence at critical stage?” dated October 1, 2007). The female and the male were characterized with different behaving and thinking in reasoning which was the consequence of biological attributes and from the social structure, which molded them by raring and social expectations.

With the situation of juvenile violent behavior above, there was complexity with tendency of growing both size and velocity having many causes involved both externally and internally around them. However, the external factors such as family, school, friend, media and violent environments were the traditional causes and had been extensively studied. In this study, the researcher selected to investigate their internal or mental factors, i.e. how were their moral reasoning, and techniques of neutralization? What were the sources of variety of reasoning models and were there any differences between the reasoning models and behaviors of the female youth and the male youth? This study would combine the Integrated Theories from multiple disciplines as the conceptual framework and deploy a quantitative approach with qualitative approach to gain data further directed to proper solutions.

1.2 Research Objectives

1.2.1 To study nature of violence behavior through, family factors, and reasoning factors that affect violent behavior of the middle school students in Bangkok.

1.2.2 To study the influences of family factors, and reasoning factors affecting violent behavior of the middle school students in Bangkok, and

1.2.3 To compare models explaining the violent behavior of male and female students.

1.3 Scope of the Study

The targeted group was the middle school student in Bangkok both in public sector and under supervision of the state of Office of the District Education, Office of the Higher Education, Office of the Bangkok Metropolitan Administration and Office of the Private Education. The total number in the year 2011 was 204,444 students.

1.3.1 The quantitative research

A multi-stage sampling was used. Simple random 5 schools from the three school group that is three co-education schools, a girl school and a boy school.

Identifying 400 sample size (based on Yamane's at 95% confidence) and the 500 questionnaire was distributed (400 plus 20%). Data collection was self-report questionnaire.

Descriptive Statistic: Percentage, Mean, Min, Max, SD.; Exploratory Factor Analysis (EFA) and Structural Equation Modeling (SEM) were applied for the data analysis.

1.3.2 The qualitative research

Eight qualitative sample size by instrumental cases which were representative cases of violence youth, and collective cases for confirmation or summarization of the finding. (Stake, 2000; cited in Chaay Phothisita, 2011:154). By the purposive sampling method, criteria were those who had direct variety of experiences (Patton, 1990; cited in Chaay Phothisita, 2011:120-124). This research divided them into two types. The first was typical cases which representative of violence youth in general. (2 males and 2 females). The sample were youth who used to commit verbal violence and a little physical violence, i.e. quarrel, coarse, mocking at inferiority, gossip, rumor, threat and minor harms with pushing, pinching, scratching, and strong kidding until getting injuries. The second was extreme case which represents the violence phenomena (2 males and 2 females). The sample were youth who used to commit strong physical violence such as fights, beating, group fights, group assault, and using objects or weapons to harm others including vandalism.

The qualitative samples, which might or might not be the youth who responded the questionnaire, must be by their willing to participate. The oral history interview was applied. The content analysis and interpretation were utilized for analysis.

1.4 Definition of the Terms

1.4.1 Violent Behaviors

1.4.1.1 Verbal Violence: it is referred to using words, language and other symbols until others were affected, distresses, fear, stressful, suspicious, sorry, being disgusted, being detested, shameful, defaming, confidence

loss, and self-respect loss or the loss of rights and liberty. It here meant using rough words, threat, coarse, sarcasm, mocking, gossip, defaming, rumor, and profane clipping to others.

1.4.1.2 Physical violence: it is referred to physical expressions to threaten individual or group of persons. The ill effects or tendencies were the physical injuries or endangering the mind or property damages. physical expressions here is from minor assaults until dead assaults such as quarrels, pinching, scratching, surging, slapping, boxing, kicking, trampling, and beating by intention or teasing, over bullying until getting pains, injuries, damages, deforming, and dead. Such actions might come from physical actions alone or might associate with tool, object and weapon including damage objects.

1.4.2 Family Factors

1.4.2.1 Exposure to family violence: it is referred to experiences with violence which might see or perceive and directly is victimized. It was divided in to 2 styles, i.e.

-Witness of domestic violence: it is referred to seeing parents, guardians and the family members use coarse words, berate, quarrel, beat, harm and punish each other brutally.

-Victim of domestic violence: it is referred to being coarse, berated, beaten, assaulted and brutally punished by parents or by the family members.

1.4.2.2 Attachment to family: it is referred to the affection, closeness/intimacy, concerns, and empathy, compassion, sympathy, forgiveness, and having common activities among the family members. It was divided in to 2 components, i.e.

-Empathy: it is referred to affection, closeness/intimacy, compassion, understanding, forgiveness, counseling or solving problem together

-Monitoring outside home: it is referred to parent knows their child/children have closed friends, Knows where their child/children's

are, when ever they are not home. Parent knows and used to talk to parent of their child/children's friends.

1.4.3 Behavioral reasoning

1.4.3.1 Moral reasoning: it is referred to rationale the students used in decision for choosing to behave or not to behave any deed, which is depended on environments and the ethical level developed within an individual (six levels based-on Kohlberg). They are here reasons the students will participate or not participate in blood donation with the mobile medical unit to plead blood donation the schools. They are reasons the students will report or not report when seeing close friend smoking in the toilets. They are reasons to walk or not to walk the zebra-lines to cross the road. They are reasons to queue or not to queue for buying lunch though the line is too long and food would be all sold out. They are reasons not to cheat in examination even though opportunity is given. They are reasons to pluck or not to pluck mangos of the neighbor stretched into the students' home. They are reasons to appear or not to appear as witness for the police in the case of seeing thief. Finally, they are reasons to decide on how to react if a person tells a friend badly gossips about the student himself/herself.

1.4.3.2 Situational reasoning: it is referred to excuses for violent behavior to feel less guilty or less shame. It is divided into five types based on Skyes and Matza, i.e.

Type 1: Denial of responsibility is referred to neutralizing the violent behavior is not wrong if over bullying, if fights for self-defense, if being coerced or commanded to do.

Type 2: Denial of injury is referred to neutralizing that violent behavior is possible if none is hurt or troubled. Coarse quarrels are just wording and none is hurt. Accused gossip is possible if it is the fact.

Type 3: Denial of victim is referred to neutralizing that violent behavior is not wrong if being provoked by the victim, being bullied/ assaulted by the victim, misbehaving victim and careless victim.

Type 4: Condemnation of the condemner is referred to neutralizing the teachers are unfair, and uninteresting, which offer them rights to seek fairness and seeing that the real wrongdoers are not seriously punished.

Type 5: Appeal to higher loyalties is referred to neutralizing that they follow the group's way to protect their friends or their group's dignity, to protect their own dignity, to create prestige for showing courage and for the group loyalty.

1.5 Research Variables

Variable was categorized into 4 groups, i.e. independent, mediator, dependent and moderator, below.

1.5.1 Independent variable containing 2 variables, i.e.

- Exposure to family violence
- Attachment to family

1.5.2 Mediator containing 2 sub-mediator variables, i.e.

- Moral reasoning
- Situational reasoning

1.5.3 Dependent variable containing 2 sub-dependent variables, i.e.

- Physical violence
- Verbal violence

1.5.4 Moderator, i.e.

- Sex

1.6 Measurement Scales

	Measurements
Independent variable	
-Exposure to family violence	Interval
-Attachment to family	Interval
Mediator	
-Moral reasoning	Interval
-Situational reasoning	Interval
Dependent variable	
-Physical violence	Interval
-Verbal violence	Interval
Moderator	
-Sex	Nominal

1.7 Research Hypotheses

1.7.1 Exposure to family violence and attachment to family affect moral reasoning, situational reasoning and violent behavior of the middle school students.

1.7.2 Different sex affects causal factors of violent behavior and affects violent behavior of the middle school students.

1.8 Expected Benefits

1.8.1 Recognizing natures of violent behavior and causal factors of family and behavioral reasoning of the middle school students; recognizing natures of the causal factor influence including comparing models explaining the violent behavior of the middle school students.

1.8.2 Academic benefits. Gaining theoretical contribution - the causal relationship model containing multiple causal models gained from the integration of multi-disciplines to explain the violent behavior of school students on social context and the Thai culture, gaining methodological contribution of both quantitative approach and qualitative approach including recommendations of issues or further studies.

1.8.3 Policy and implication contribution. Gaining data for persons involved such as parents, teachers, schools, communities and many state units to understand problems and to adopt them as guides to prevent and to solve problems of violent behaviors of children and youth including gaining data and recommendations, which might identify proper direction and proper policy.

CHAPTER II

LITERATURE REVIEWS

Over view of this chapter is the review of relevant literature regarding youth violence and related factors. They are presented in 5 parts. The first part is concepts of youth violence behavior as the dependent variable. The second part is the independent variable. It contains two family factors namely exposure to family violence and attachment to family. The third part is mediator which is reasoning on behavior containing moral reasoning and situational reasoning. The forth part is sex as the moderator variable. And the fifth part is the concept of the Integrated Theory. Then, the integrated model is concluded and presented as the research conceptual framework. The details are as follows.

2.1 Youth Violence Behavior

2.1.1 Concept of violence

Definition of violence

There are multi - dimensions of violence phenomena that leading to various given definitions, such as;

WHO (World Health Organization, 1995: <http://www.who.int/violence-prevention/approach/definition/en/index.html>) defines ‘violence’ as intention to use physical force or power to threat or to act on oneself, on others and on individual group. It affects or has tendency to be injured, dead and to endanger the mind, to intercept, to inhibit, to lose one’s rights and to lose what one deserves.

The free dictionary (<http://encyclopedia.thefreedictionary.com/violence>) scopes that 'violence' covers the natural part and comes from human hands. The part of human hands means intention to do to others by using the physical force to injure, and to damage; using wordings, writing and using symbols to destroy or to hurt the feeling or the mind of others.

O'Moor (2001) notes about violence as verbal, physical and aggressive expressed to threaten the body, sex and emotion of others or other groups. The damages happened might affect the body such as pains, injuries, death or mental effect such as psychological hurt, fear and stress.

Ampha Vorrakleep (2009:9) defines "violence" as any conducts intended to use the physical force to threaten or impose on oneself or others or individual group which bring injuries or tend to bring injuries, death or to endanger the mind.

Wanpen Sophitkhuenkhan (2008:6) defines "violence" as using force to injure or to threaten or to attempt to hurt others or to coerce, to detain, and to intrude others' personal rights and behavior is the verbal, physical and spiritual expression.

Penjan Pradapmul-Sherrer et al. (2008) define "violence in youth" as experiences of violent incident, violent victimization and violent doer on others or other individual groups mentally, physically, and sexually. It is the definition characterized the youth are the doers and the victims.

Nisanaj Premmanee (2008) defines "violence" as using force intentionally to threaten, to intimidate, and to do to others or group of people to endanger their bodies by physical abuses such as pinching, beating, kicking, and boxing, which might follow from kidding or bullying among an individual and other individual until injury, damage, deforming or death. She defines violence being a physical assault as a physical action against others' bodies or using tools or sharpened or blunt weapons associated that the person (s) gets pain, is endangered, injured until deformed or dead. Such action is criminal violation or transgression, which is assault, attempted physical abuses and chaotic assaults.

Choothit Panpreecha (1997:32 cited in Siranya Srithong, 2007:9) defines “violence” as expressions of aggression, vandalism, physical assault, mental assault. Violence involves since low level such a boxing, vandalism to the very serious level such as very serious vandalism, deploying weapons to seriously injure other or to death.

Anuj Arphaphirom (2000:11) defines “violence” as using force to threaten or assault for control or for possession on individuals or on things.

Types of Violence

From the above definition, it is found that violence has been defined in multi-dimension. Violence is then classified in many modes, e.g.

WHO (1995) classifies violence into 3 groups, i.e. self-directed violence, interpersonal violence and collective violence. The self-directed violences are suicide, attempted suicide, and self-assault. The interpersonal violences are domestic /family violence, and community violence. The collective violences are social violence, political violence and economic violence. All of the three types intentionally abuse oneself, others, body, mind, sex, and deprivation of rights. Who classifies violence by the dimension of persons involves and impact-involved.

Galtung (1990, <http://www.jstor.org/pss/423472>) classifies violence into 3 levels. They are direct/personal violence, structural violence, and cultural violence. The direct violence is an evident phenomenon seen with bare eyes, with traces found in wound, death, vandalism and properties. The structural violence is the advantages and disadvantages between individuals with different social status. People with higher social status will take advantages of people with lower social status. The cultural violence is a symbolic violence covering the course of life such as religion, ideology, language, and arts. It is the values or belief accepting violence directly and structurally. It makes people think that violence is right or acceptable or at least not the serious delinquency. In short, Galtung contends that violence has two dimensions. First, it is the dimension of deploying violence, which is the violence style and

witnessing violence doers and victims. Second, it is the process of legitimizing violence and making violence accepted by overall society.

Boonserm Huttapaet (2009) classifies violence into 3 types, i.e. physical violence, mental violence, and sexual abuses. The physical violence is deploying forces, objects or weapons to injure others from the minor ones to the deadly ones. The mental violence is making other sorrow, hurt, distress, fear, suspicion, de-confidence and de-respect self, and loss of rights and liberty. It is classified by impacts.

With the meaning and types of violence above, it is concluded that “violence” is a complex phenomena, diverse perspectives of problem, and linking to many dimensions in terms of doers/ victims, cause/effect, levels of violence, criminal law violation and the process of formulating values or defined by societies. Violent behaviors evolve wide scope but it might be concluded that the intentional behavior against oneself, others and objects using wording, physical force, objects or weapons with the objective to injure, to take life, to endanger the mind, to threaten on subjection under one’s influence, to demand valuable belongs, and vandalism.

2.1.2 Youth violent behavior

2.1.2.1 Definition of adolescence

The Royal Institute Encyclopedia (1999:1062) defines “adolescence” that they are persons aged 13-19 years.

Wittayakorn Chiangkul (2009:9) explains the meaning of ‘adolescence’ as the transit maturation from childhood to adulthood. In general, it is a person aged 13-19 years. Adolescence is derived from Latin meaning adult or called teenage because age from 13-19 years in English end in teen. In each society, the adolescent ages differ by ethnicity, culture, individual development and era. At present, children grow to adolescence faster such as, at 9-10 years, they become adolescents. Some might be retard in their emotional maturation or even they are 20-22 years, they still have adolescent habits and not full maturation. The present

children faster growing to adolescents are partly from better nutrition, surroundings help them learn about sex faster. The slower maturation of the adolescents might come from the current adolescents rely much on their parents and study longer than in the past.

Sriruon Kaewkangwan (1997) framed “adolescent” in his book, *Psychological Development of All Ages*, as persons aged 13-20 years with criteria of three age ranges and each is characterized as below:

1. The early adolescence aged at 13-15 and this range is preoccupied with physical changes, which affect the mind and lead to irritation, and easy frustration while friends have strong influence.

2. The middle adolescence around 16-18 years is the period to accept the physical conditions that have changed, being oneself more, attempted to win commitment and freedom from parents-dependent.

3. The pre-adult adolescence around 19-20 years fully grow of the sexual organ and are able to full function, and more mental development more than physical development, because the brain development and hormones from the endocrines are more balanced. Adolescents are highly themselves and accept elders in terms of experiences which return adolescents to build relationship with parents and guardian again.

In the book entitled “Childhood and Adolescence” of Stone & Church (1988, cited in Khunaporn Chairote; <http://www.siamsouth.com/smf/index.php? Action = printpage; topic =16588.0>, retrieved August 5, 2010) defines “adolescence” as a childhood developing to adult physically, intelligently, emotionally, and socially. At this period they begin to pay attention to themselves, self-search, values and life philosophy search. At the meantime, they are worry with themselves. Their mind will be developed on sensory domain and emotions, regardless love, rage, gladness, and sorrow are likely strong.

With the meaning and viewpoint from experts above, the scope of adolescence is coved 2 dimensions, i.e. age and development. Age dimension

defines adolescent as persons around 13-20 years old. The adolescent range is divided into 3 ranges, i.e. the early adolescent aged 13-15 years old; the middle adolescent aged 16-18 years old and the pre-adult adolescent aged 19-20 years old. While development dimension defines it as the transit period to adulthood physically, intelligently, emotionally, and socially. It is the speedy shifted period and in many dimensions. If they cannot, many problems will follow.

Even though, age is not the direct cause of behavior but age is likely related to the causal variable of behavior such as age and development of various dimensions of individual, age and friend association, and age and variables of social attachment. In addition, age is the variable distinguishing the individual differences of the targeted group or samples of study.

2.1.2.2 Youth Development

Their development is divided into 4 aspects and each one affects behaviors, i.e.

Body: youth grow internally and externally. Their physical structure and bones are stronger. They feel clumsy, uneasy with their own bodies; development of the reproduction system, menstruation, and the endocrine function would affect their emotion and their behavior. By nature, the development of the female body would be faster than the male and affecting their emotion. The girls feel enter teen-hood faster.

Emotion: youth emotion easily shifts, sensitive, instable. If being poorly controlled, the youth will be flamed, depressed, stubborn, and egoistic. The youth will group together better than other age group because of their understanding and accepting each other.

Social: The youth dramatically change with their body and emotion. They group because they share similar feeling; better understand friends of the same age. Those grouping will establish the group culture, which the member must follow. They will comply with the group to gain the group acceptance.

Thinking: The youth brain fully grows and they express their thought and intelligence, are able to learn difficulties, and understand abstract more. Each youth will have their own development of thinking and intelligence less or more differently, which rely on the brain quality and environments facilitating their learning (Sucha Jan-em, 1998; Sopha Shapeelmann, 1997)

In conclusion, youth development makes them evidently express their characteristics and behavior, i.e. resistance, liberty isolation, self-illusion, abstract understanding more, self-expression, impulsive, imaginative, love and understanding needs, interested in opposite sex, acceptance needs, hate to be compared with others, freedom needs, wish no adult involvement in their privacy, treating them as children. What is the most important is they group as a gang. They needs acceptance from friends and compliance with friends' behavior. They feel hurt and suffer for their friends. In general, girls will faster develop their body and mind than boys.

With the rational concept above, the youth especially the early youth aged 13-15 years old are the start of many changes. They have to encounter new things internally and externally while their intelligence is likely imperfect for rationalization. Seeking to be free from adults and appeal to friends of the same age might misdirect them to involved with violence. This research is focused only on the early youth group to analyze the causes which would not only help understand phenomenon but also help prevent and solve problems that the early youth would have good grounds and grow to be the great adults in future.

2.1.2.3 Scope of violence in youth

In general, youth violence is the actions and their consequences of individuals aged 10-24 years. They can be victims and doers (<http://www.medterms.com/script/main/art.asp?articlekey=40049>, Ministry of Social Development and Human Security, 2008). In case the doers are youth, it might be characterized as aggression such as verbal violence, bully, slap, beat, and box unto very violent behavior and lawbreaking such as assaults, robbery, rape, and murder.

This also includes violence which is destructive to communities such as rising the expenses of healthcare while lowers the community productivities and assets and hindrances to social servicing (<http://www.medterms.com/script/main/art.asp?articlekey=40049>). If focusing on the middle school students; Milsom and Gallo (2006) note that they are at the peak of bully. Jiraporn Petchda; Phaibul Yaewkasikorn, et al (2011) note that behaviors of the middle school students might be pseudo-delinquent or temporal wrongdoing and convertible or true-delinquent, which is habitual recidivism. Besides, O' Moore (2001) Eisenberg and Aalsma (2005) and Smith (2004) indicate about violent behavior acted by students as in verbal violence, physical violence and bullying. Such behaviors are the aggressiveness the youth express to abuse the body, sex and emotion of others. Damages happened might affect the body such as injury, death or the mind such as hurt, fear and stress. Examples of aggressive behavior affecting the body are pushing, shaking, boxing, kicking, burning or assaulting the body or vandalism by any other forms. Examples of the violent behavior affecting the emotion and the mind are verbal attacks, threat, condemnation, taunt, slogging, mocking, bawling, discrimination, and gossip to destroy others. The sexual violent behaviors are such as sexual abuses, and rape.

Georges, S. (2008) defines "violence in school" as a behavioral or psychological expression intended to damage oneself, others and vandalism. It could be temporal or not often while bullying behavior will be differently specific, which is recidivist, continuous and acted against the weaker ones.

With violence mentioned above, it is found that the youth is the risk group to act more violent than the other groups. The causes of violent behavior come from the sudden change biologically and socially of the youth. Most youth today are in the school system or still being students.

In summary, the researcher defines "youth violent behavior" as physical or verbal expression of the middle school students intended to threaten individuals or groups leading to endangering the mind, injury and vandalism. This research divides violence into two forms. First is the physical violence, which is using

the physical force to hurt others from minor ones to deadly ones such as pinching, scratching, pulling, slapping, stamping, beating, kicking, boxing with intention including kidding among individuals from one to the others until having pains, injuries, damages, deforming and death. Such action might use only physical deeds or with tools, with objects and with weapons and also vandalism. Second is the verbal violence, which is using aggressive words, threat, coarse, gossip, defaming wording until others are emotionally hurt, grief, fear, suspicious, disgusted, hatred, loss of confidence, loss of self-respect, and loss of rights and liberty. Student violence phenomenologically found by typical cases is characterized in verbal violence, i.e. quarrel, dispute, coarse, mocking inferiority, gossip, rumor, and threat. Minor assaults are pushing, pinching, scratching, and seriously bullying until injury. The extreme cases are such as harming others with pains and injuries, boxing, slapping, beating, group fights, group assault, using objects or weapons to hurt others. Today, they are also commonly found.

2.1.3 Related researches on youth violent behavior

Related researches on youth violent behavior in abroad such as by O' Moore, M (2001) studied "Defining Violence: Towards a Pupil Based Definition". It was a documentary research on the scope and the meaning of violence among students. She concluded that violence was an aggressive behavior an individual or individual group acts on the body, emotion and mind of others including sexual abuses. The physical abused behaviors were paining others, injuring others, making other dead. Violence behaviors were pushing, shaking, kicking, pinching, burning and others injuring others. Mental violence was wording attacks, coarse, taunt, mocking, ridicule, discrimination, and destructive rumors. Whereas, the sexual violent behaviors were sexual harassment and rape.

Nofziger and Kurtz (2005) studied on "Violent Lives: a Lifestyle Model Linking Exposure to Violence to Juvenile Violent Offending." They found the lawbreaking of violent behavior among youth had relationship with violent environment and victimization. Violent behaviors were gang fighting, forcing or using weapon to snatch money and objects from others, coercing or attempting coercion on

other to have sexual affairs with oneself without willingness and intentionally injuring others or murdering.

Deschenes and Esbensen (1999) studied “Violence and Gangs: Gender Differences in Perceptions and Behavior.” They found that the model to explain the boy and girl violent behaviors was different. They had different nature of violence. The nature of violence contained hiding or carrying weapons to school, intentionally beating to injure others, using weapon to assault others, using force or weapon to take money or objects of others, involving gang fights and shooting others (without manipulator).

The studies of youth violent behavior in Thailand, such as Nisanaj Premmanee (2008) studied “Factors Relating Using Violence of Boy youth and Girl Youth in Assault: a Case Study in the Samuthsakhon Province”. The targeted groups were the middle school students in Samuthsakhon province and it shown that verbal violence was quarrels and course, the physical violence was using weapons. The causes of youth violence were families and association with deviant friends. The attitude on violence was also related to youth violent behavior.

The study of deploying violence among youth in Bangkok was conducted by Ruja Phoophaiboon and Jira Onsawaai (2009). The targeted groups were K7-K12 students. They found that students had violent behavior of mocking and sarcasm, and threat. The physical violence was pushing, pinching, boxing, slapping, and using weapon. There was more verbal violence than physical violence and the senior victimizes the junior. The covariates to predict violent behavior were found in three groups. The first group was the personal data, which were K. 8 students and male. The second was experience, i.e. involvement in violence both at home and in school. The third was psychological factors, i.e. down syndrome, class year, male, and relationship with the fathers. The recommendation were monitoring the risk group, launching campaigns, and assistance for supporting family relations.

Supitcha Yarnvorasiddhidej (2007) studied “Factors of Power Control Theory and Self Control Theory Related to Delinquency against Persons by Juvenile Delinquents in Bangkok Metropolitan and Periphery”. The targeted group was the assault delinquents detained in the Probation and Protection Center of Bangkok and its premises. She found that delinquents injured others or murdered intentionally and unintentionally. The major cause was their families.

The result of studied on youth violent behavior mentioned above, it is concluded that their violence is expressed verbally, physically, and symbolically with the intention of intimidation, threat, assault or tendency to harm the body and mind of others intentionally and unintentionally. It might be by a person or in group. Manipulation is counted the youth violent behavior. Youth violent behavior comes from many associated factors.

2.2 Family Factors

A home is a subunit of a society strongly influences deviance or bias (Jiraporn Petchda; Phaibul Yaewkasikorn, et al., 2011). For the past three decades, the Thai academicians, especially the discipline of psycho-behaviorism found that close rearing, attachment and good role model from family became the important factor to many aspects of mental development or ethical behavior (Dundee Phanthumnavin, 2007). Family is the source of implanting ethics in individual through righteous rearing, good role model, and ethical rationalization would display the growth plan of individual through fulfilling the family duties (Pattharin Pattarakhamphol, 2008).

In abroad, the family is specified importance to children such in the Development Model of Sampson and Loub (2005) contending that the structure and the social process of a family are the sources of deviance and wrongdoing of individuals in various age range (ranges by development concept).the social structure of the family regarding the social class, family size and parental deviance are important to children during the 0-10 years of age. The social control by the family

and peers are Important to the adolescent aged 10-17 years. Finally, the social bond with colleagues and spouses are important to young adult aged 17-32 years as in Figure 2.1

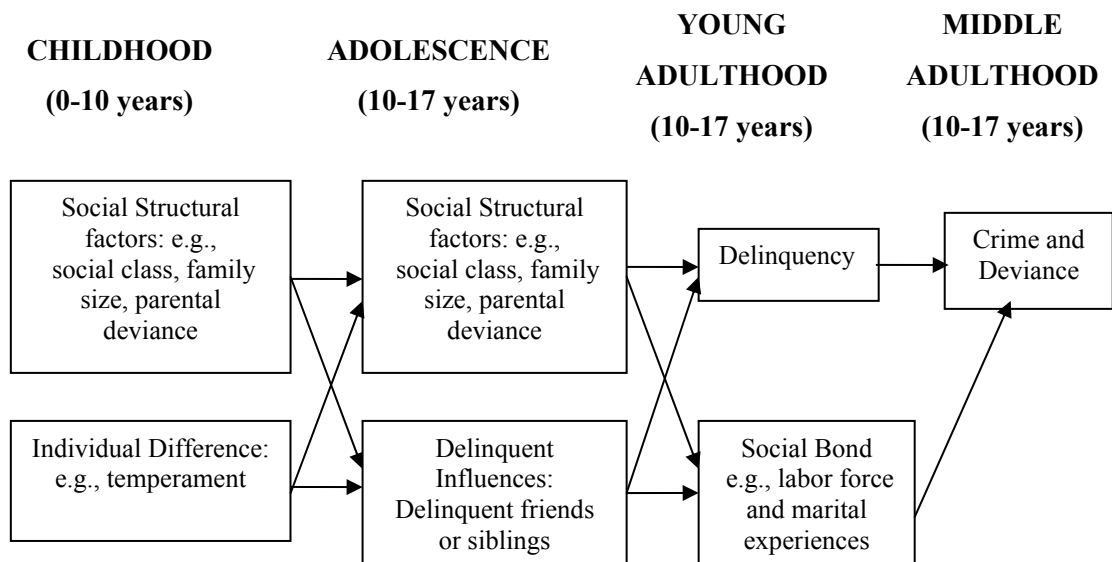


Figure 2.1: Robert J. Sampson and John H. Loub’s Developmental Model

Sources: *Criminology: Explaining Crime and Its Context*,
Brown, S.E., Esbensen, F. & Geis, G. (2010, p380)

Gene H. Brody (2003) believed that children being aggressive or not are depended on rearing and parental monitoring processes. This is similar to Patterson, DeBaryshe and Ramsey (1990) identify that though the development psychologists find that youth violent behavior and their delinquency come from many factors such as friend relationship, education, and poverty but the most interested one is the parental relationship or parental interaction with children. They explain that proper disciplines are not cultivated and children are not well monitored during their childhood, they will have problematic behavior. Entering the early adolescence, their anti-social behavior will not be accepted from peer groups and they likely face problems in learning. After entering the youth hood, they will group and finally had deviance as shown in Figure 2.2

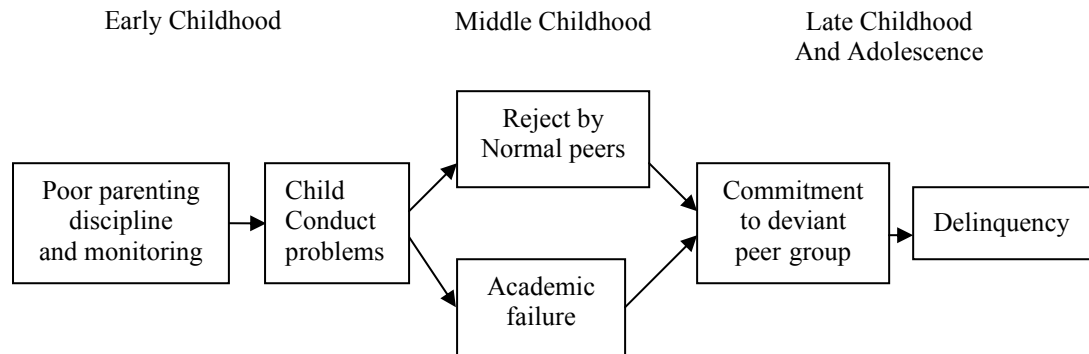


Figure 2.2: Origin of antisocial behavior

Source: A development progress of anti-social behavior, Patterson, DeBaryshe and Ramsey, 1990

With the structural nature and the family process directly and indirectly affecting individual deviance and wrongdoing, especially during childhood and young hood as mention above, family is important as the physical and psychological environment allowing children to positively and negatively experience them.

2.2.1 Exposure to family violence

Milner (2010) mentioned that family violence is the prolong hidden problems in societies for centuries and Children are the forgotten victims of domestic violence. It affects their emotional, psychological and behavioral development in long-term.

Most human behaviors come after learning and nor from heredity. Children imitate the close adults by watching their action rather than from their instructions (Childcare Psychology: <http://www3.assumption.ac.th/articles/boy.pd>). Dujduen Phanthumnavin (2007) mentioned about the parental role model that behaving good role model for children gains strong influence more than verbal instructions. Actions of the Thai parents today have direct influence and have more

influence than any other institutions their children involve with. Rationally, parents are the closest persons to children especially children adhere parents as their prototypes thought and behavior. Witnessing their role models and the family members is the important perception for youth. It is the perception of the parental norms. When they act they mainly imitate their parents thinking that what their parents have done, they will also do and parents will not say anything but might be praised. With any instruction by their parents but doing opposite to what they have instructed their children. For example, parents instruct not to smoke since it harms health but parents do and so on. Such situation, it confuses children between parental instructions and parental deeds. Reasoning that adult can do but not children, they will not obey but they will perceive when they grow that instructions have no values since grown-up does not need to follow.

In summary, displays of the family members are the indirect instruction by being the role model for children to learn and to imitate. If any family members act violently, children perceive through their five senses. They will absorb and imitate things regardless, concepts, attitude, beliefs, personality, gestures, habits and behaviors. Witnessing violence in family leads to learning, imitating, and finally, violent behavior.

2.2.1.1 Definition of exposure to family violence.

Kitzmann et. al. (2003) defined that the family/domestic violence is using aggressive words and assault in a family. Here it is witnessing and victimization.

Neal (2004) defined exposure to domestic violence as witnessing the family members act aggressively to each other and also being victimized such as quarrel, beating, tortured assault, and a very strong punishment.

Ratchaneeporn Mingchai (2005) defined victimized violence from the family guardian that it is against the body, i.e., beating with hands and mental effects by coarse and abandonment and negligence to children's feeding.

From the perspectives above, it is concluded that exposures to family violence are divided into two natures. First, indirect exposures by witnessing the family members violently behave to each other such as the father, the mother, the guardian or the persons in the family use aggressive words, bawl, quarrel, beating, assault, and punishment. Second, the direct exposures are the physical and mental victimization.

2.2.1.2 Concepts of the family violence and delinquencies

Bennett (2004) noted the family violence affects violent behaviors and delinquencies. It is influenced by the structural factors (e.g. economy, culture, surroundings and other residential natures) and factors of member relationship also residing in the house, i.e.

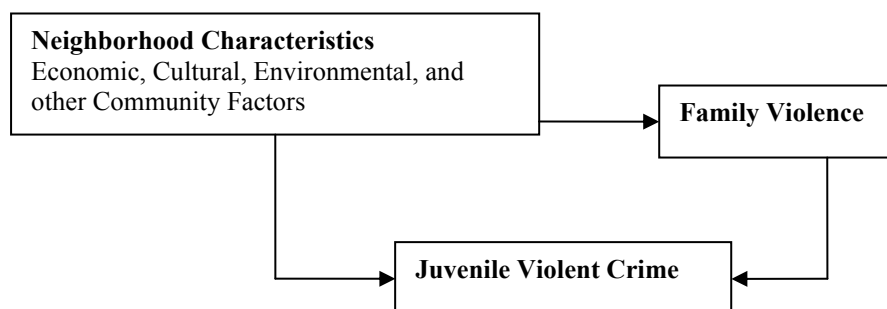


Figure 2.3: Model explaining your violent behavior of Bennett (2004:28)

Figure 2.3 shows that the social structural factors directly affect violent delinquencies and indirectly affect through the family.

Social science criminology and behavioral sciences prioritize environment as an element of the theory explaining the wrongdoing behavior of individuals. For example, the Social Learning of Akers (1998) found that in the environments where the violent behavior is the model for students can imitate. The Social Learning of Bandura (1965, 1976) conceptualized that the violent surrounding factors make individual familiarize, are indifferent and have attitudes that violence is normal. The concept of the ecological criminology holistically finds the

environmental relationship. Individuals affect environments and vice versa. Social structure formulates the individual personalities and behaviors.

Bandura's social Learning Theory (1976) maintained that human beings learn from others through observation, imitation and model. Persons learn by observing others' behavior and the consequences of the behavior. Learning may emerge without the necessity to change behavior. The importance for imitation learning is the learners must pay attention, retention, motor reproduction and motivation.

Individuals and environments influence each other. Individuals meet many environments around them and must choose to observe what ones specifically want to learn and choose to remember or imitate the behaviors from the surrounded environments. The most important environment around children is their families. Parents and the family members is the close environmental model for them to learn and to imitate. Children learn from their parental expression, their idea, attitudes, beliefs, personalities and behaviors. Therefore the good parental role models are the indirect rearing with action rather than verbal instruction (Bandura, 1965, 1976).

In conclusion, the importance of the exposures to family violence and victimization in a family are given the experiences, the children further learn, remember and formulate to gain values, attitudes and violent behavior.

2.2.1.3 Related researches of exposure to family violence

There were studies of violence in families in various countries, such as Lawrence (2009) studied on "Childhood Victimization and Adolescent Delinquency: an Application of Differential Association Theory." He found that victimizations of assault and sexual abuses during childhood directly and indirectly affected their deviance and drug-uses when growing up to be the adolescent.

Baron (2003) studied "Street Youth Violence and Victimization". It was a literature Reviews on the homeless youth violence and victimization. He concluded that being amid the violent environment to solve problems inside their homes and in streets had relationship with victimization and violent behavior among the homeless children.

Nofziger and Kurtz (2005) studied "Violence Live: A Lifestyle Model Linking Exposure to Violence to Juvenile Violent Offending" with the 12-17 age groups. They found that their lifestyle, which surrounding with home and residential community violence, were influenced their delinquency.

Neal (2004) studied "Identifying at Risk Youth for Delinquency in Southern West," and found that there were many factors co-explain the risk situation for delinquency. One of the factors was witnessing violence in family, which was positive direction of their relationships.

Maschi, T. and Bradley, C. (2008) studied "Exploring the Moderating Influence of Delinquent Peers on the Link between Trauma, Anger, and Violence among Male Youth: Implications for Social Work Practice." Their targeted groups are 12-17 age groups. They found that children experiencing violence by witness and victimization would lead to their anger and violent offending. Witnesses of violence were seeing people have jabbed, plundered, intimidated, assaulted with weapon and sexual abuses others. Victimization of violence were being beaten, assaulted, sexual abused, severe punished with burn, chained at home and in school.

Kitzmann, et al. (2003) studied "Child Witnesses to Domestic Violence: A Meta-Analytic Review." It was a documentary analysis on violence in family. Methodologically, it found that the studies in the past applied multiple methods and adopted many variables as the moderator and the mediator. With content, they found that children with exposure to family violence would commit negative behaviors more than children who had never or less exposure to family

violence. The verbal violence and the physical violence had no different effects. In addition, exposure to violence also affected the individual mentality.

Milner (2010) studied “Recognizing Children and Young People Living in the Condition of Domestic Violence,” in England by interviewing persons who involved in solving problems of children. The aims of study were investigating the affect of residing in the violent families. He found that children growing amid the context of domestic violence and witness family violence since they were infant would affect their emotional, psychological and behavioral developments in long term. Violence in the study covered, intimidation, violence against the mind, sexual abuse, finance and emotion support ignorance between adults in family.

There were studies in Thailand about the importance of factors relating the violent environments and youth behaviors, such as the studied of “The social and Cultural Dimensions Affecting Youth Behaviors of Penjan Pradapmuk-Sherrer, et.al. (2008). It found that the prior exposures to violent environments at home and in community were related to later violent behavior of the children.

Penjan Pradapmuk-Sherrer (2006) studied “Research Report on Adolescent Dating Violence in Bangkok Thailand.” It was the study of violence among the youth couples in Bangkok and found that adolescent with records of family violence such as being physically punished by parents, being punished without reasons and being injured would later affect them to commit violence with their dating couples.

Kannika Anghong (2009) studied “Preventive Behavior against Violence of Youth Students in Muang Nakhonpathom District: Nakhonpathom Province.” She found that perceiving the non violent behavioral model and the good relationship in family could be preventive factors for violent behavior among the youth students.

Nisanaj Premmanee (2008) studied, “Factors Relating Violence of the Female Youth: A Case of Physical assaults in Samuthsakhon Province.” She found that exposure to family violence influenced the violent assault of the female middle school students in Samuthsakhon Province.

Ruja Phoophaibul and Jira On-sawaai (2009) studied “Violence Uses of Youth in Bangkok.” The groups of K7-K12 student committed verbal violence, i.e. sarcasm, and intimidation; more than physical violence, i.e. pushes, pinches, boxing, slaps, and weapon-used. They also found that exposure to family violence such as being in the violent situations, both at homes and in schools. Was one of in many causes of their violent behaviors.

Ampha Vorakleep (2009) studied “Examining Factors Affecting Violence of Senior Middle School Students.” She found that community violence was a factor explaining youth violent behavior. The community violence meant violence at homes, in schools, and in community which youth had experiencing and witnesses by themselves.

As the literature reviews of the violent environment above, it could be concluded that violent environments have direct relationship and in the same direction with violent behaviors. Youth residing in violent environments or milieus, witnessing violence and being victimized by violence, at home, in communities and in schools are familiar and indifferent. Youth find that violence is a common incidence. They absorb and imitate such environment. Hence, youth who reside in violent environment would have more violently behaved than youth residing in opposite situation. The violent environments have indirect relationship with violent behavior through internal factors or various psychological factors.

2.2.2 Attachment to family

Hirschi (1969, cited in Cullen and Agnew, 2003: 232-234) noted that children attached to others such as family, parents, and other will not offend because they do not want to hurt the mind of their intimated persons. In addition, attachment is

a basic element leading to accept good social values and norms, handling impulses and compliance to the social rules and regulations.

2.2.2.1 Definition of attachment to family

Hirschi (1969) mentioned about attachment that it contains emotion or affection and further explains that individuals sense bond, affection, concerns and interest of others, it is because their attachment is founded and they accept the values and social norms which drive on the have the sense of self-control.

Vowell and Wells (1997) concluded that the attachment to family is sensing the importance of the close relation to each other among the family members and it is the matter of emotion and feeling.

Thornberry (1987) explained that attachment to family means relationship, communication, parenting skills, and disciplines training (cited in Cote, 2002:338-339).It is a process rising in a family. Therefore, the parental bond is the attachment to family.

Latimore, Tittle and Grasmick (2004) contended that the attachment to family includes supervision, and parenting. It is concluded that effective parenting covers monitoring, recognition of misbehavior, and punishment/disapproval in response to misbehavior.

Ampha Vorakleep (2009:6) defined that attachment to family was the expression of affective bond, closeness, paying attention, empathy, spiritual supports, forgiveness, counseling, and help of solving problems among the family members.

Charnkhanit Krittaya Suriyamanee (2006:6) scoped the parental attachment that it was the affective bonds of parents, relatives, friends and lover. He furthers about rearing that it was the instruction, training to be industrious, self-controlling not to be enticed provocation and punishment when doing wrong.

Jitraporn Jittrathorn (2008:7) defined attachment as affection, bond, concerns and prioritization for the close ones, parents, teachers and friends.

From above, it is concluded that the attachment to family is the feeling or emotion expressed affection, concerns, feeling-focused, closeness, paying attention to, empathy, spiritual; support, forgiveness, counseling, and help of solving problems among the family members. It includes parenting, disciplinary training, punishment, and paying attention to children's behavior by parents or by guardians. The attachment to family is important to youth's behavior and attachment is one of the elements in Social bonding Theory.

2.2.2.2 Hirschi's Social Bonding Theory (1969)

Hirschi's Social Bonding Theory believes that individuals are potential to violate social criteria but social control prevents it (Charnkhanit Krittaya Suriyamanee, 2011:57). The the past the concept of social control prioritized family factors such as Social Control Theory of Nye (1958 cited in Pornchai Khantee, et. al. (2000:124-137). He explains that family is the source of social control. It is divided into three groups, 1) Internal control, which is self control, and restraint not to offend; 2) indirect control which is parenting, and 3) direct control which is laws, rules and regulations of society. Nye finds that the indirect control, i.e. correct parenting help control oneself not to offend. However, in Nye's time, Nye has been criticized that he does not prioritize other environments such as friends, schools, and community. Later in 1978, Hirschi covers other factors and developed into the Social Bonding Theory.

The essence of Hirschi's Social Bonding Theory (1970 cited in Cullen & Agnew, 2003:135-143, 231-239) believes that individuals tend and are potential to violate laws. However, to do or not is relying on their capacity of self-control. It is the internal control, which comes from socialization and social learning. Individuals attempt themselves not to violate laws because they do not wish to destroy their relationship with their families, friends and colleagues. That is, individuals have social bond and social institutions. However, when their social bond is weakened, they will be deviant or offend. In conclusion, Hirschi's Social Bonding Theory believes that the social bond functions to control deviance or individual delinquency.

There are four elements in Hirschi's Social Bonding Theory, i.e.

1. Attachment is an intimacy which is a social counterpart. The individual society involves family, friends and community. Individuals feel the bond through major institution, i.e. family, school and community.

Hirschi (1969 cited in Cullen & Agnew, 2003: 231-239) finds that social attachment turns individuals to accept social norms through internalization. It develops superego and consciousness. Attachment is the first and the most important component. It is the feeling the individuals link to the social norms through the socialization when ones absorb norms, values, attitudes and expectations societies impose on individuals. They will pay attention to the troubles, disappointment or sorrow of the intimate others and sensitively to opinion of other, superego and consciousness, thinking of other interest more or for the common good more than of oneself. Attachment might be the feeling with parents, friends, teachers and schools. In conclusion, individuals will not offend because they do not want their intimate ones are disappointed or grieved.

Hirschi (1969) mentions about the element of the youth attachment, which will help them restrain and do not offend. The most important "other" for them is their parents. Having attachment to parents, they will spend most of the time with their parents, which in turn allow them less time or less opportunity to offend. However, if the family is unhappy, children will leave homes and will meet opportunity to offend more. Parental attachment comes from parenting, intimacy and time spending together. Intimacy allows them to recognize their parental expectation from them their studies, their career and their compliance to the virtuous rules and regulations of the society. Thornberry (1987 cited in Cote, 2002: 335 - 345) complies that attachment with parents is important for children in every age range. He proposes an Integrated Theory to analyze youth behavior in three range age (early, middle, pre-adult), i.e. the three models of attachment to parents and family.

In conclusion; attachment, intimacy, harmony, empathy and proper parenting, help children develop good consciousness, acceptance of social norms, restraint and will not offend social rules and regulations. Attachment with parents or family is more important to youth behavior than other attachments.

2. Commitment is to have ties with family, school, career success and future in conformity with the social regulated lifestyle, i.e. education, good career and bright future. Commitment demands individuals to function to achieve success or their expected goals. Individuals have their own duties to be responsible for their each different life span. For example, their childhood is committed to education and their families have to be responsible for them to be successful and pursuing their family expectations. When they grow, they are committed to society and have duties to work and to advance in working with honest career while being the good citizens as being expected by societies. Individuals will not wish to infringe social tracks because it will collapse their good life opportunity. Sensing the social commitment, allow individual control their own behaviors (Hirschi, 1969).

Thornberry (1987 cited in Cote, 2002: 335 - 345) finds that besides the importance of their families to children, school is one of their most importance's. Commitment to school is the most evident importance from their early youth to the middle youth life. Commitment to family will grow when they reach the youth life ends. Children commit to school during their study life, i.e. study success or achievement. Commitment draws them to spend most of their times in studying which allows them to less time and less opportunity to offend. In addition, children achieving in studies are recognized, have confidence and self-esteem. Conversely, if they do not spend their time in studying, they will have more time to offend more. Siegel, et al. (2006:277) similarly find that the underachieved students find low self-esteem, sense social rejection and they will gang to commit deviant behavior to be accepted such as violating school's rules and regulations, exhortation, using violent force, and addictive substance uses. Prioritizing commitment to school of Thornberry is corresponded with Chapple, et al., (2004) maintaining that attachment to school and

commitment to school have likely strong relationship and in their study they apply only the commitment to school.

In conclusion, commitment allows individuals to fulfill their responsibility to achieve success and social acceptance. Having social commitment allows individuals to scope their behaviors within the social expectations. What individuals are committed with will transit in each life span and rely on the social characteristics close to each life span. For example, the close societies with children are families and schools; they have commitment to studies and their families. On the contrary, the societies of adult are wider than the children's; adults are committed with career and other social institutions.

3. Involvement is participating in activities with societies such as school activity, sport teams, community organization, religious group and social club. Time is spent righteously and usefully and turns individual closer to societies. The school activities where children involve are divided into 2 types, i.e. the academics and other non-academics. For example, sports, music and clubs. Involvement with these activities not only provides them time or opportunity to less offend but also creates their social attachment. Therefore, elements of the involvement cover both studies and creative activities, too.

4. Belief is acceptance in the social values and norms, which are good things/virtues such as honesty, morality, fairness, patriotism and responsibility. If individuals believe in these, they will not offend or infringe the social norms. Belief under Hirschi's lens is different from the delinquency subcultures when the offenders believe that their own behaviors are not wrong or are acceptable at least within their own groups. On the contrary, the Hirschi's social bonding theory means the belief of the social rules and regulations in general when delinquents run short of the belief in the prohibitions or of the rules and regulations.

Based on the Hirschi's Social Bonding Theory and the past researches of many academicians as mentioned above, it is concluded that social bonds affect youth's positive and negative behaviors as the chart below.

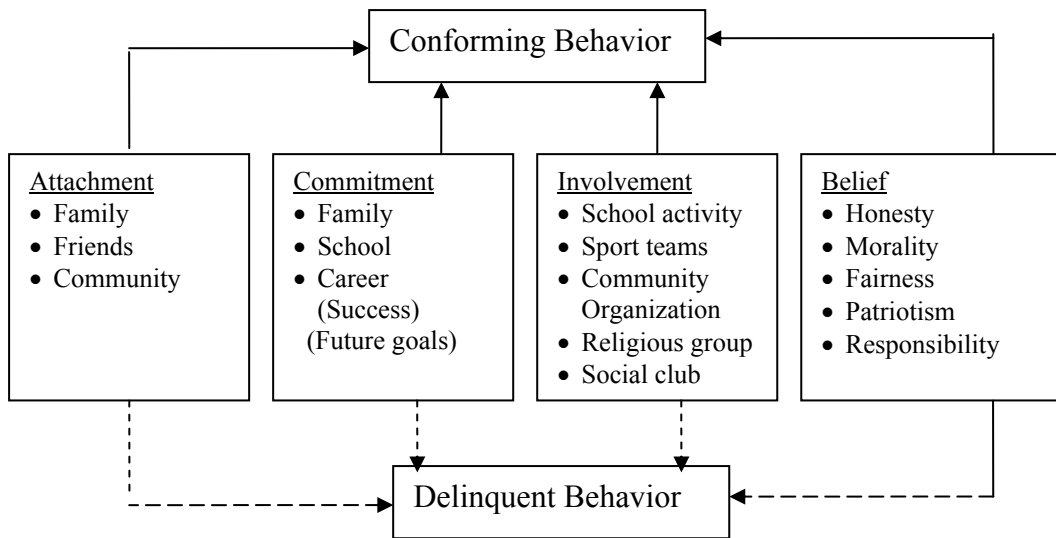


Figure 2.4: Elements of social bond and youth behaviors

Source: Juvenile Delinquency, Theory, Practice and Law, Siegel et al. (2006:128)

Though the social bonding theory has 4 elements but the literature reviews reveal that many academicians prioritize attachment to family, and attachment with others. For example, the study of Hoffmann (2002) applying parents' attachment and supervisor, and the study of Vowell and Wells (1997) applying parents' attachment under the variable of family bond and the study of Thornberry (1987) which proposes the attachment to parents in his model proposal to study the three ranges of youth behavior (early, middle and end). In this study, the researcher applies only the attachment to parents.

In conclusion, the attachment to family is an element in the Social Bonding Theory. It is the most important element to youth behaviors which scopes and defines as feeling or emotion expressed in affection, concerns, empathy, intimacy, paying attention, compassion, spiritual supports, forgiveness, counseling or solving problem assistance, and common activities among the family members.

2.2.2.3 Related Researches of Attachment to Family

There are many researches on attachment to family in various countries. For example, the works of Özbay and Özcan (2006) on “A Test of Hirschi’s Social Bonding Theory Juvenile Delinquency in the High Schools of Ankara, Turkey”. It was a test of the Hirschi’s Social Bonding Theory among the high school students of Turkey. The finding was that, the theory explained variety of youth violent behaviors. Elements of the social bond in this study were the attachment to parents and family supervision.

Hawkins, Herrenkohl, Farrington, Brewer, Catalano, and Cothorn (2000) studied “Predictors of Youth Violence”. It was a Meta analysis of 60 studies conducted in USA. The finding revealed that the family factor was the major predicting factor for youth behaviors. Youth with poor attachment to family, low levels of parental involvement had more violent behavior than youth with the opposite characteristics.

Hoffmann (2002) conducted “A Contextual Analysis of Differential Association, Social Control, and Strain Theories of Delinquency.” It was an analysis of a contextual relationship at the level of community and individual to delinquency in California. His study shown that the community and residential indicators, such as high statistics of lawbreaking and crimes, and high rate of male joblessness were related to statistic of youth delinquency in community. Whereas, the significant individual factor were low parental attachment and supervision.

Vowell and Well (1997) studied “Some Effects of Family and School on the Behavior of Mississippi Youth.” It was an analysis on family influence and the school influence over the youth behavior in Mississippi. The finding reveals that the most important family factor was the attachment to family whereas the most important school factor was the commitment to school. In addition, the family bonding influenced directly and indirectly through other psychological factors.

Morrissey, K.M. and Werner-Wilson, R.J. (2005) studied “Out-of School Activities and Positive Youth Development: an Investigation of the Influences of Communities and Family.” The targeted populations were the K5-K12 in the 14 successful communities, or best practice communities, in a Midwestern State in USA. The study investigated the relationship between the youth attitude and opinion on their families, communities and their positive development outcomes/ pro-social behavior. The finding shown that relationship of positive attitude on family and positive behavior was mediated by positive attitude on communities. In this study, the attitudes to family were the perception of attention, affection, concerns, and intimacy as indicated the attachment of the Hirschi’s Social Bond Theory.

Griffin, Scheier, Botvin, Diaz and Miller (1999) studied “Interpersonal Aggression in Urban Minority Youth: Mediators of Perceived Neighborhood Peer, and Parental Influences.” The targeted groups were the American-African K.6 in two public schools in New York City. The purpose of the study was to examine factor predicting the students’ aggressive behavior with structural equation modeling. The finding shown that perceiving the parental monitoring practice had direct relationship with aggressiveness in negative direction. It was also had indirect relationship through the mediator, that was the skills of temper control.

Cheung (1997) studied “Family, School, Peer and Media Predictors of Adolescent Deviant Behavior in Hong Kong.” It was a study youth groups in Hong Kong. The finding was that. Family factor was one of many factors co-explaining their serious delinquency (including physical assault). The family factor affecting delinquency was the attachment to parents, which were poor family relation, misunderstanding from parents, never seeking counseling from parents when problems arise, parental underestimation and parental delinquencies.

Pratt, T.C, Turner, T.G., and Piquero, A.R. (2004) studied “Parental Socialization and Community Context: A Longitudinal Analysis of the Structural Sources of Low Self-Control.” The targeted population was youth at 10

years old in USA. It was a cohort study of their socialization through their families and their residential environments towards their self-control using the National Longitudinal Survey of Youth = NLSY during 1993 – 2003. The result revealed that parental supervision and parental monitoring/discipline had positive influence over the youth self-control at later ages.

There were also many studies of family factors on youth behaviors in Thailand, for example, Boonserm Huttapaet, et al., (2009) studied “Media and Violence from Media on the Thai Youth.” The target population of study were the 10-18 years old youth in 10 provinces. The finding shown that the family factor regarding the relationship in family had direct and indirect relationship with violent behavior (which youth adopt from Media). The family relations had effected youth emotion and social attributes. However, the study did not find the significant relationship between the family relations and their intelligence.

Sunee Kanyajit (2003) studied “The Analysis of Deviant Juvenile Behaviors during Current Globalization.” The targeted group was the middle school student in Bangkok. She found that the parental supervision and the family relations affected juvenile deviance. The scope of deviance behavior in the study covered a brawl and violence behavior which youth imitated from Medias.

Supitcha Yarnvorrassiddhidej (2007) studied “Factors of Power Control Theory and Self - Control Theory Related to Offenses against Persons by Juvenile Delinquents in Bangkok Metropolitan and Periphery” in juveniles detained in the Probation and Observation Center in Bangkok. The result shown that low level of parental control had negative relationship with assaulting and risk-taking behavior. The risk taking was a component in Self - Control Theory, i.e. impulsiveness, risk-favored, and temper.

Penjan Pradapmuk-Sherrer et al., (2008) studied “Social and Cultural Dimension Affecting Youth Violent Behavior.” The population was youth in the 4 regions of Thailand. The result reveals that youth personalities and behaviors

were the outcome of interactions of youth and their families and their societies. Youth and their family interacted by rearing process, and by expectation and though or believe of parent,

Suree Kanjanawong et al., (2006) studied “Causal Study of Delinquency.” The target group was the juveniles detained in the Probation and Observation Center. The result revealed that negative relationship in family (classified in the social factor) was a cause of law breaking behaviors (include with crimes against person). The delinquents perceived that they were being disliked, disconcerted, distant or non-intimate with parents. Juveniles feel no affection or concerns and no empathy to their parents. In the study shown that their parent had high supervision but less monitoring or discipline.

Nonglak Muenthep (2005) studied “Factors Affecting Criminal Delinquency: a case of juveniles in the Probation and Observation Center of Rayong.” She found that the family conditions affected violent behavior and criminal delinquency. Their family conditions were likely the large-size families, negative climate such as distance and isolation of family member.

Siriluk Wiset (2006) studied “Factors Affecting Juvenile’s Addiction during Rehabilitation in Thanyalak Correction Institution.” It was examined the affecting of social factors on self-control. The result shown that the family factors, which are attachment, commitment, and parenting (elements in Social Bonding Theory), have relationship with juveniles’ self-control.

Charnkhanit Kritaya Suriyamane and Unisa Lerdtomornsakul (2010) studied “Factors Affecting Narcotics Recidivism: a case of serious offender with capital punishment and needs for special care” in the target prisoners of narcotics recidivism in 8 prisons. They find that the narcotics recidivists, which were social violence, had low attachment to families. Their low attachment to family affected low moral knowledge and low self-control.

Ratchatawan Maliwan (2005) studied “Factors of Self-control, Social Bond, and Differential Association Affecting to the Assault Cases: a Case Study of Delinquent Juveniles in Observation and Probation Centers and Training School, Bangkok Metropolis and Premises.” She found that family factors, those were attachment, commitment and involvement had negative relationship with the assault delinquency.

Dujduon Phanthumanwin (2009) studied “Meta analysis to synthesize result of parenting and youth behavior by comparing Thai studies and foreign studies”. The result shown that most Thai and foreign findings were corresponded. That was, parenting with love, supports; rational and good role model of father and mother had positive relationship with positive youth mentality and good youth behavior. This research indicated that proper parenting for youth should be positive psychological method, which was encouraging and supporting positive behavior, instead of punishment for negative behavior. Persons involved, parents and teachers, the multiple personnel such as officials in health stations, hospital personnel, child health officials, baby sitters in nurseries, staffs of child and youth training centers and so on, should have been trained for knowledge and skills to dealing with problem.

The stage of knowledge mentioned above, It could be concluded that, among the 4 elements in the Hirschi’s Social Bonding Theory, the family attachment was the most influences on youth behavior, It had directly and indirectly influences through psychological factors in negative direction that is the more youth attach to their families, the less delinquency they will commit, while the less family attachment the youth have, the more delinquency they will commit.

2.3 Behavioral Reasoning

Yar (2009) mentioned about the present criminological views on understanding the wrongdoing behavior of an individual that criminologists likely divide behavioral reasoning into two types. First, it was the rationality or the pre-

thought act or reasoning on pros and cons, risk, and worth before taking action. Second, it was emotion or non-prethought action. Such divisions brought dichotomy which makes integration of rationality and emotion difficult or conceptualize human wrongdoing behaviors. Philosophically, both had some similarity its applicability to reasoning for behavior. Emotion was counted a reason and sometime emotional act was rational. For example, fear to be threatened on one's peacefulness or the beloved one, security, disparaging of dignity and so on. Rationality and behaving by emotion were called situational phenomena.

Moshman (2011) similarly mentioned that having reasons requires sound reasoning to make others believe or to act something. Logics were used as important reasoning but in some complex situations there would be other illogical method for explanation. Each reasoning relied on cognition, morality and identity.

The following contents were the presenting 2 parts of behavioral reasoning, i.e. moral reasoning, which incapacitates negative behaviors, and situational reasoning, which supports or neutralizes negative behaviors.

2.3.1 Moral reasoning

Bandura (1991) noted that moral theories were important psychological concept for explaining individual behaviors. Many scholars adopted the moral reasoning as the mediator variable in the conceptual framework of studies.

2.3.1.1 Definition of moral reasoning

Somboon Salayacheewin (1983) defined moral reasoning that, it was individual reasoning for making decision to either behave or not to behave. Reason taken would show the motivation underlying the action of individual.

Duongduan Phanthumnawin (1981) defined the moral reasoning similarly to Somboon Salayacheewin that, it revealed the motive or the motivation of actions. Moreover, she further explained the benefits of studying the moral reasoning that the moral reasoning discloses individuals with different levels of

morality are possible to similarly act while individuals similarly act were possible to have different underlying reasons and different levels of morality.

Kohlberg (1975) noted about the moral reasoning and the thinking process of an individual with the objectives to decide which one was right and which one was wrong, and what should do or what should not do. The decision relied on situations or surrounding conditions, too.

With the definitions above, it may conclude that the moral reasoning is the reasons individuals use in decision-making to choose either to behave or not to behave or any. Its action taken is depended on the surrounding conditions and levels of morality developed within the persons.

2.3.1.2 Concept of morality

Morality is a concept attributed very broad abstract. Many attempt to constructively define it more. There are diverse dimensions as below.

The Royal Institute Lexicon (1982) defined morality as religious precepts.

Duongduan Phanthumnawin (1981) defined morality as the characteristics of human society that the society wanted them to be implanted in its members. They were the liken and supported characteristics while the doers are satisfied with their doing as right and proper.

Saraj Buasri (1983) stated that morality was the various levels of goodness, which societies and individuals should adhere.

Nion Klinrat (1983) defined morality as the hidden attributes within an individual and was the precepts for an individual to do what was virtuous to meet the standards of goodness and righteousness where the society accepted. It led to peace and order in society.

Kohlberg (1975) stated that morality was a thing an individual should select to decide on the happening conflict. The selection was the principle of justice and it involved equal rights and duties.

With the definitions above, morality was what one should behave to follow international rules of a society physically, verbally and mentally leading to a life goal with the values of oneself, others and society. Morality was also the standards or ways of behaving and practices to be accepted by society so the society would be in peaceful and in order.

Components of morality

Duongduan Phanthumnawin (1981, 2001) asserted that morality has 3 components. That was:-

1. Cognitive component – it is the accumulation of knowledge, and belief related to moral behavior to help individuals evaluate or judge whether the behavior is good or not, should do or not, and it is the components of thought, such as moral thought, moral values, moral belief, moral cognitive, moral reasoning and moral judgment.

2. Affective component – it is favor or disfavor or reaction to the moral behavior. It is the component of thinking such as moral attitude, moral feeling, and moral reaction.

3. Behavioral component – it is a behavior or an action an individual expresses to oneself, to others and to the environments. It is a behavior which can be judged good or bad, right or wrong, should or should not. It is the behavioral components such as moral conduct, moral act and moral behavior.

The Department of General Education: Ministry of Education (1980) defines that morality is similar to the definitions of Duongduan Phanthumnawin, which contain three components, i.e. moral reasoning, moral attitude and belief and moral conduct. It is elaborated that individual decides to do or not to do is still relying on other factors of environments, situational oppression and individual psychological attributes.

With the above component, it reveals that morality is characterized tangibly as thinking within and intangibly as behavior. With the behaviors expressed, they involve knowledge, thoughts, feeling from inside and external situations.

Natures of morality

Kohlberg (1971, 1975) and Duongduan Phanthumnawin (1979, 1996) attributed human morality into 4 types, i.e.

1. Moral knowledge – it is to know that one's society accept what actions and which actions should be avoided; what actions are appropriate and what actions are not.

2. Moral attitude – it is the feeling of an individual toward attributes or moral behaviors whether to what extent to like or to dislike. This attitude is broader than knowledge because it includes knowledge and feeling.

3. Moral reasoning – it is reasoning an individual chooses to do or not to do any behavior. The reason reveals the underlying, which will help to understand the individuals similarly behave but with different reasons. Individuals may act differently though under the same situation or under the same condition.

4. Moral behavior – it is the behaving individual acts and admired by society or individual avoid behaving what infringes the social rules.

With the four types of morality, it could be maintained that moral reasoning links the morality within a person, i.e. knowledge and attitude to emerge into the external morality evidently seen, i.e. behavior. The moral reasoning is important to the analyses of the individual behaviors.

2.3.1.3 Kohlberg's Stages of Moral Development (1971)

Kohlberg found that human moral development contains many stages. He believed that parts of it came from perception or knowledge gained

from information or direct instruction for others. The other parts came from the knowledge of one's roles, roles of others and social rules. Moral reasoning then came from the perceptive development while youth were associating with others. Opportunities for youth to involve in various types of societies allow them to know their own role and roles of others, which would speedily help develop morality to a higher stage.

Kohlberg mentioned about individual morality that it contained knowledge, attitude, reasoning and moral behavior. Moral knowledge, in general, would be developed since childhood and unlikely change at the later ages, whereas moral behavior will ever be changed by situations. If to understand behavior, Kohlberg views that it needs to understand moral reasoning in deciding to do something in a certain situations. The moral reasoning will display the plans of individual maturation. It helps understand individual behavior in different situations and could help predict the moral behavior of the person in other situations too.

From varieties of ideas above, the moral reasoning and moral behavior involved with social acceptance or social values. Values of social criteria in each society might be different. Kohlberg finds that moral reasoning should not be dependent on the social criteria only but it should be values internationally accepted or called the pure morality.

Results of the study on youth moral reasoning aged 10-16 years old in 1974 allowing them to give reason in order to choose any behavior under the conflict condition by narration or the mock up from ethics characterized in hypothetical moral dilemmas; they were concluded into 6 stage of moral development with three levels, i.e.

Table 2.1: Stages and levels of moral reasoning based on Kohlberg

Levels of Morality		Stages of moral reasoning
1. Pre-convention morality	2-7 years old	Stage1: Punishment-obedience orientation
	7-10 years old	Stage 2: Instrumental relativist orientation
2. Convention morality	10-13 years old	Stage 3: Good boy-nice girl orientation
	13-16 years old	Stage 4: Law and order orientation
3. Post-convention morality	More than 16 years old	Stage 5: Social contract orientation
	Adulthood	Stage 6: Universal ethical principle orientation

Source: Duongduan Phanthumnawin (1981: 29-30)

With the stages and levels, Kohlberg further explained that:-

Level 1: Pre-convention morality (2-10 years old), at this level, the reason used in reasoning which action is good or bad is self-benefit focused and ignoring others which is divided into 2 stages, i.e.

Stage1: applying avoidance from punishment of the action (ages 2-7 years): good or righteous deeds is the unpunished action (Punishment-obedience orientation)

Stage2: applying reward seeking principle to judge the action (ages 7-10 years): good or righteous deeds is the rewarded action (Instrumental relativist orientation).

Level 2: Conventional morality(10-16 years old), at this level, the reason used in reasoning which action is good or bad is following the group's rules, laws and religion, which is divided into 2 stages, i.e.

Stage 3: applying the principles of action legitimized by other (ages 10-13 years): good or righteous deeds are the action legitimized by others such as friends (Good boy-nice girl orientation).

Stage 4: applying the principle of social judgment on an action (ages 13-16 years): good or righteous deeds are to fulfill one's roles and duties in a society or acting by social expectations (Law and order orientation).

Level 3: Post-convention morality (older than 16 years), at this level, the reason used in reasoning which action is good or bad is by reflective thinking, which is divided into 2 stages, i.e.

Stage 5: applying the principle of promise keeping to judge an action (older than 16 years): good or righteous deeds are not to infringe others' rights or an action consistent to the principle of human rights (Social contract orientation).

Stage 6: applying the universal ethical principle to judge an action (older than 16 years): good or righteous deeds are the action aimed at the universal ethics such as action aimed the ultimate goal by the religious teaching or ethics (Universal ethical principle orientation).

The Kohlberg's 6-Stages of Moral Development (1971) are adopted to research on the middle school students' behavior and its literatures had reviewed as follow.

The Relationship between the moral reasoning and behavior

Bandura (1991) mentioned that moral reasoning was the mediator between thought and action. Any stage of moral reasoning reflected the behavior of that stage. Each stage of moral reasoning might be used either to end or to support the behavior depended on either its pro-socialness or its transgressiveness.

Kohlberg (1971, 1976) found that moral reasoning helps understand the individual behaviors in variety of situations. It displayed the motive of the behavior and was also applicable for predicting the behavioral trends of individuals in other situations.

Many relationship studies have been found in Thailand between moral reasoning and behavioral morals. For example, Patcharapha Trinetr (2011) synthesized those studies and found that moral reasoning had relationship with behavioral morals characterized the size of influence, correlation and F-test (analysis of variation).

In summary, moral reasoning has relationship with behaviors and its characterization of the relationship was depended upon the way moral reasoning is given and whether the behavior is positive or negative.

2.3.1.4 Related researches of Moral reasoning

There are many studies of moral reasoning in various countries, such as;

Krebs and Denton (2006) studied “Toward a More Pragmatic Approach to Morality: A Critical Evaluation of Kohlberg’s Model”. They analyzes researches on morals based on Kohlberg and found that moral reasoning and behavioral morals of an individual in their daily life were depended on situation, context, individual internalization process and social reaction. The individual moral decision came from the social mechanism and process, which allowed individuals to be conscious of the consecutive impacts: goal achievement and self- gains. They concluded that adopting Kohlberg’s idea to the real daily life situation requires modification by assimilating context, emotion, and social reaction.

The study of Galotti, Kozberg and Farmer in 2011 conducted with K. 8, K.10 and the college sophomore on moral reasoning with the virtual situation, they found that moral reasoning of students grew by class level and had relationship with the conventional moral reasoning, which someone had studied. The traditional moral reasoning of male and female were unlikely different. However,

there was evidently different with moral reasoning by gender. They conclude that sex was significant in having factors of biology (sex) and factors of social (gender).

Sortino (2009) analyzed Moral Remediation, Multi-systematic Therapy and Effective Interventions for Serious Juvenile Offenders adopting results gained from the study on “Effective Interventions for Serious Juvenile Offenders” of Lipsey, Wilson & Cothorn. It was the study a remedial programs to reduce recidivism of detainees in USA (including juveniles) typically on 200 cases of assault, vandalism and other cases of violence. Sortino found that the most effective program was the Multiple System Therapy, which also included moral remediation. Most detainees had Level 2 morals. The activities were gradual to Level 3 and 4 without crossing any Level. It was corresponded with the moral developments that anyone arriving at any Level would understand that Level or the lower Level only. They could not understand the higher Level.

Raaijmakers, Rutger and Hoof (2005) studied “Delinquency and Moral Reasoning in Adolescence and Young Adulthood.” The research design was the longitudinal and cross sectional analysis to analyze features of increase - decrease deviance and moral reasoning by age range. Results revealed that scores of moral reasoning was risen by age while deviance rapidly decreased by age grows. Relationship between both variables measured at the same time, measured with different time and between the same variable that dropped sharply. Applying SEM (structural equation modeling) and reciprocal correlation or during different time and it found that there was relationship during some age range only. The researchers discussed that it was needed a multidimensional process approach or other variables as covariates to study the relationship between moral reasoning and deviance.

In Thailand, There are also many studies, such as;

Orrapin Khamkom (2005) studied “Moral Reasoning of Juvenile Delinquency in the Observation and Protection of Ubonratchathani Province.” The targeted group was 120 delinquents detained in the Observation and

Protection of Ubonratchathani Province. She found that more than half or 56.7% of delinquents had high level of moral reasoning with the mean of 4.77, which was at Levels 4-5 of Kohlberg. There were three factors affecting their moral reasoning, i.e. witnessing god role model, friends' influence, and self-restraint in future. All the three factors had positive influence over them but unlikely high. All of them could co-explain the juveniles' moral reasoning at 35.3%.

Kanda Samuthrat (2008) studied "A Study on Youth's Moral Reasoning in Polytechnic School, in Rayong Province." It was a study on outcomes of interventions for developing morals among in the group of vocation level students in polytechnic schools in Rayong province. The 55 student's purposive participants had been selected from the group of violated school regulations student in variety of areas. The interventions were educating, parents' meeting, moral camp, friend watch, and home visit to meet parents. Results of the comparative study pre and post - interventions revealed that after participation in the activities, their moral reasoning level grew higher and better behaving in moral reasoning.

Jureeporn Knajanakharoon (2009) studied "Morals, Ethics and Moral Reasoning of Students in King Mongkut's University of Technology Thonburi (KMUTT). It was an opinion survey on morals, ethics and peaceful coexistence with an integration of quantitative and qualitative approach. The quantitative results revealed that students applied moral reasoning higher than the social criteria and likely high perception of social peacefulness. Variables of moral reasoning and perceptions of social peacefulness had positive relationship. That was, students applied moral reasoning at high level would also perceived high level of social peacefulness. Qualitative results revealed that students defined morals and ethics both intangibly and tangibly. The benefits of morals and ethics were found that they both provide personal and common usefulness. Regarding, creating moral and ethical societies, the students viewed that there should be sharing, and implementing the principles of morals and ethics as the foundation in organizing the social activities.

Sujira Sukkhasarn (2002) studied “Developing the Instrument to Measure Morals and Ethics Necessary for Students to Lead a Happy Life Based on the School Standards of Office of National Primary Education Commission, BE 2541 (1998).” The targeted group was the K6. student. The contents of the instrument were questions formulated by the indicators based on the standard indicators of Office of National Primary Education Commission whereas the answers were 3 morals levels based on Kohlberg. The researcher responded that 3 levels are more appropriate for children than 6 levels (regarding complexity, and length, which children must read and understand). Results revealed that 4 sets of questions had been collected under the standards indicator, i.e. set 1: the standards of wishes for others’ happiness, knowing how to share and pay gratitude, set 2, the standard of honesty to duties, set 3: the standard of using materials and property with being economic and set 4: the responsible duties with determination, prudence, and righteousness. All of the 4 sets hold the values of reliability, and content validity in consistent to situation and structural validity consistent to the standard criteria of a qualified instrumentation.

Praedow Kliangklow (2007) studied “Parenting Model and Level of Juvenile Moral Decision-making in Southern Thailand. The targeted group was the juvenile detained in the Training and Correction Institution for Juvenile in Suratthani Province and Songkhla Province. She found that the majority of juveniles, at 40.2%, had the Level 2 of the moral decision-making, while 27.5% and 28.4% had Level 1 and Level 3 respectively. She also found that the parenting model had relationship with the juvenile moral decision-making.

In conclusion, moral reasoning was a psychological factor displaying the moral sense. Individual’s had different moral reasoning, which was depended on their development or cultivation process in their families at their early ages. Families were the most critical sources of the moral reasoning through direct and indirect instructions. The moral reasoning was used in explaining individual behaviors given situation and context as components.

2.3.2 Situational reasoning

Yar (2009) concluded that emotion was a type of reasoning raised by an individual to reduce guilt or to legitimize behavior which was sanctioned by society. It was a reason fit a situation. Yar's conclusion was corresponded with the criminological and psychological concepts related to the concepts of individual multi-behaviors, e.g. The Neutralization theory of Sykes and Matza (1957) postulating reasoning to reduce guilt, and the concept of External Attribution of Bandura (1976). In this research, the terms "situational reasoning" will be used to for the phase "reasoning on violent behavior and delinquency (or neutralization reasoning)".

2.3.2.1 Definition of Situational reasoning

Seigel et al (2006:126) scope the "delinquency reasoning" was an attitude and belief to erase a moral apprehension in an involvement with an delinquency without shame or sorrow. That was, an individual perceived that crime was unjustified but acceptable.

Wharram (2005) defined the "neutralization of violence" was a level of justifiable acceptance or a legitimate rationale (justifications and rationales) to apply violence in variety of situations.

McGivern (2010) defined the "violent behavior reasoning" is a cognitive coping process which was a process to pacify the feeling of fear or shamefulness of children in misbehaving through victim neutralizing and situational neutralizing such as sensing insecurity, being carped first, trailing friends, belonging being stolen, assaulted before, and coercion.

Eliason and Dodder, (1993, cited in Maruna & Copes, 2004: 13) scoped that "delinquency neutralizing" was a finding fault of the justice administration in societies on being unfair to an individual own-self, such as the police was corrupted, which legitimize a person to find justice in various illegal and violent ways.

Jesilow, Pontell, and Geis (1990 cited in Maruna & Copes, 2004:13) defined the “violence neutralizing” as a finding fault of the justice administration in societies, i.e. unfairness from schools or from teachers.

Deschenes and Esbensen (1999) defined the “delinquency and violence neutralizing” as actors finding that an action was possible if being justified such as self-protection, rights protection and family protection.

Job of Habitual Process Development, Office of Research and Corrections Development, Department of Corrections (2005) defined the “criminal neutralizing’ of prisoners was self-sided thinking on being justified in lawbreaking such as financial necessity, the daughter was seriously ill and needed treatment, unfairness from social system, and doing to help friends.

With the definition of reasoning technique for violent behavior and delinquencies as above, it can be concluded that offenders sense or define behavior differently from the majority member of societies. They believe that what they have done is unjustified but righteous to act if with justified reasons. Their reasoning is denial of responsibility, denial of injury, denial of victims, condemnation of the condemner, and appeal to the higher loyalty. The reasoning might be for one’s action or for the others’ actions.

The relationship between situational reasoning and violent behavior

Seigel et al (2006:126) mentioned about the delinquency as a psychological factor to create defense mechanism by reducing feeling guilty within oneself. Baron and Kenny (1986) said about the psychological factors in a study of social psychology that they played roles as mediators and moderators which were depended on objectives and interest of the researchers. Many criminological studies had used psychological factors as mediators such as Vowel and Well (1997) who applied the psychological factors of negative self-perception and negative attitude as mediators to link social factors and delinquencies. Thornberry (1987) used values and

belief to link factors of social bonds and delinquencies. This includes Sykes and Matza (1957) who used neutralization and shamefulness to link biological and social factors with individual delinquencies.

The intrinsic psychological factors (inner) of each individual affecting behavior either by positive behavior was the belief and attachment to the social norms, or affecting negative behavior which was anti- rules and regulation and deviance. The study of youth violent behavior among the middle school students which was the negative behavior here was applied with the neutralization theory of Sykes and Matza which was based on the belief that most criminals respecting law and deny lawbreaking behavior but if they could neutralize them, they would feel free to violate the laws. This concept was applied to study deviance and various delinquencies. If it were the self-behavior reasoning, it was characterized in reference or excuses but if it were for others, it was expressions of viewpoint or feeling.

2.3.2.2 Neutralization Theory

Neutralization or excuse technique is a set of attitude and belief to whitewash the moral apprehension involving with wrongdoing. It makes one feel free to misbehave without sorrow or feeling guilty (Seigel et al. 2006:126). The concepts had been postulated by Gresham Sykes and David Matza in 1957 beginning with attacking the proposal of the subculture theory of Cohen (1955 cited in Pornchai Khantee et al, 2000:97-99) who proposes that the criminal behavior does not come from conflicts of cultures, values and belief. Sykes and Matza see that most criminal still believe in social rules and regulations but criminals will commit crimes when they can find excuses or references (neutralization) for their wrongdoing. Meaning, they feel crimes is unjustified but acceptable.

Later, Matza (David Matza, 1964 cited in Maruna and Copes, 2004) proposed Drift and Delinquency Theory. He believed that surrounding weakens social control mechanism. Individuals feel free from subjections and are enabled to do wrong without punishment. Such concept contradicts the mainstream criminology at the time that criminals are differently attributed from common people and the

differences are the causes of offending. Matza viewed that criminals have no different biological and psychological attribution from general people. They still believed in the social rules and regulations and not all the time resisted or violated laws. It was corresponded with the synthesis of McCarthy, and Stewart (1964 cited in Maruna and Copes, 2004) that the occasional application of neutralization technique was more fit the offenders than habitually or professionally implement it.

Matza (1964) stated that delinquents known their own behavior were wrong but there were reasons to make them feel that it was applicable. This principle was found in laws that was the extenuating circumstance (force majeure, accident, self-protection, and insanity/incompetence) and also was found in the justice administration or extenuation or punishment exemption for juveniles.

Though the neutralization theory has been used criminology for over 50 years but this concept is not outstanding like other theories. With the study by literature review approach explored by Manura and copes (2004), they concluded that part of criminologists find that neutralization theory was a wasteful duplication because of its similarity or a component of other criminological theories. For example, it was similar to provide definition in the Differentiate Association of Sutherland (1974); and similar to Rational Choice Theory of Cornish, Derek and Ronald and Clarke (1987). Susuman (2005:19) was similar to the concept of internalized shaming found in Re-integrative shaming theory of Braithwaite and Cohen (1955 cited in Cullen and Agnew, 2002:186-190). It was like the Legitimization of Aggression in Delinquency Boys Albert Kircidel Cohen (1956). It was also similar to the psychology school of Cognitive such as Attribution, Locus of Control, Moral Disengagement, Self-serving, and Defense Mechanism. In addition, Ribeaud and Eisner (2010), Clarke and Richard comparatively analyze the similarity of the concept of Sykes and Matza with the concept of Bandura as below.

Table 2.2: Comparison of Sykes and Matza' concepts and Bandura's concepts

General Purpose	Sykes and Matza (1957)	Bandura et. al. (1996)	Examples
Minimizing the rule	Appeal to higher loyalties. Euphemistic language (implied) Condemning the Condemners	Moral justification. Euphemistic language. Advantageous comparison Palliative Comparison Euphemistic labeling	"I have to steal to help a friend" "The police are the real crooks" "At least I'm not a child-molester" "It's just tax minimization"
Minimizing personal responsibility	Denial of responsibility	Displacement of responsibility Diffusion of responsibility	"I was drunk and couldn't help myself" "I was only doing what I was told" "I was just part of a group"
Minimizing negative consequences	Denial of injury	Disregarding consequences Distorting consequences	"The shop was insured" "I just gave her a few slaps" "She really enjoyed it"
Minimizing the victim	Denial of victim	Dehumanization Attribution of blame	"She was just a whore" "He deserved what he get"

Sources: *Modified from Ribeaud, D. and Eisner, M. (2010)*

with Ron Clarke and Ross Hormel Richard in Wortley (n.d.)

Such overlapping, the neutralization theory was categorized in many schools such as Akers (cited in Pornchai Khantee et al, 2000:126) stated that it was in the group of social control whereas Seigel et al (2006:127) said, it should be group in social learning theory. However, though it was categorized in many groups but all were relative, that was, neutralization was a psychological factor within the mind of an individual (Inner) (Maruna & Copes, 204:18) which affected individual behaviors.

Though there was dispute, Matza's concept was accepted and applied in criminology to explain the causes of crimes as below.

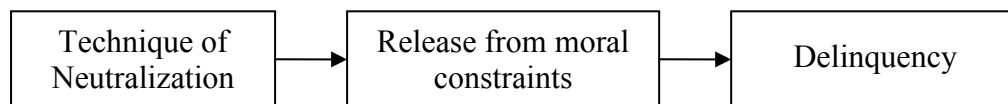


Figure 2.5: Matza's causal explanation of delinquency

Source: Theories and Criminological Researches, Pornchai Khantee et al. (2000:128)

However, the study of Mitchell & Dodder (1983) synthesized that neutralizing of the offenders (with virtualized situation and commented by samples) had likely relationship self-offending. Meaning, individual accepting offending or aggression of other was not necessarily an aggressive person before. There were other factors playing roles as mediator factor and moderator factor, which aroused the behavior such as situation at the moment, and associating with wrongdoing friends. Therefore, neutralizing other delinquency was counted as an attitude or feeling to such affair only.

In conclusion, the neutralization theory of Sykes and Matza (1957) and the drift and delinquency theory of Matza (1964) are criminological theory in the school of psychology for over 50 years. It believes that most criminals respect laws and reject lawbreaking behaviors but if they are able to neutralize, they feel free and violate laws. This concept has been applied in studying deviance and other individual

delinquencies or individuals or other individuals. If neutralizing for one's behavior, it is attributed as references or excuses but if neutralizing for other, one gives opinion or expresses feeling.

Types of neutralization

By the concept of Sykes and Matza (1957) and with the studies of Maruna and Copes (2004:11) it is divided in to 5 types as below details.

1. Denial of responsibility – it means offenders excuse wrongdoing as beyond control such as surrounding environments, self-protection. Offenders see themselves the situational victims. Cohen (2001 cited in Maruna & Copes, 2004:11) say denial of responsibility is mostly used compared to other reasoning.

2. Denial of injury – it means offenders excuse that they harm no one. Such case is found by offenders that it does not contradict with the social values but can be done since it harms no one such as excuses of taking marijuana, stealing other car for car race and return it without knowledge of the owner (Peretti-Watel, 2003, cited in Maruna & Copes, 2004, 12).

3. Denial of victim –it means the offenders excuse about victims into two categories. First, neutralizing that victim is also doing wrong such as provocation or arousal, negligence, carelessness, victim assaulting offender first, bad victim and deserving retribution Horning 1970, cited in Maruna & Copes ,2004, 13; Deschenes1 & Esbensen, 1999). Second, offender denies that there is no victim in such delinquency such as snatching or stealing belonging of no owner, and office belonging (Horning 1970, cited in Maruna & Copes, 2004, 13).

4. Condemnation of the condemner – it means the offender knows what he/she has done is wrong but excuses on external motive to commit the deed. In this case, the offender ignores what he/she has done but motivation and it is the external motivation around them such as police is corrupted, and the teacher is unfair in order to which justify him/her to seek justice for himself/herself through wrongdoing (Eliason and Doddder, 1990, cited in Maruna & Copes,2004, 13) or assuming that the justice administration has prejudice against the offenders themselves (Jesilow, Pontell, & Geis, 1993; cited in Maruna & Copes ,2004, 13).

5. Appeal to higher loyalties or casting delinquency to other (scapegoat approach) – it means excusing that the delinquency is not for oneself but for the family, to protect friends, to achieve the group’s target such as the offender neutralizing on having children to look after, friends are in danger or bullied and being a gangster, there must be lawbreaking behavior as other gang members (Sykes and Matza, 1957; cited in Maruna and Copes, 2004, 13, Zdun, 2007)

Seigel, et al (2006) synthesize the neutralization affecting offending behavior based on the concept of Sykes and Matza as below figure.

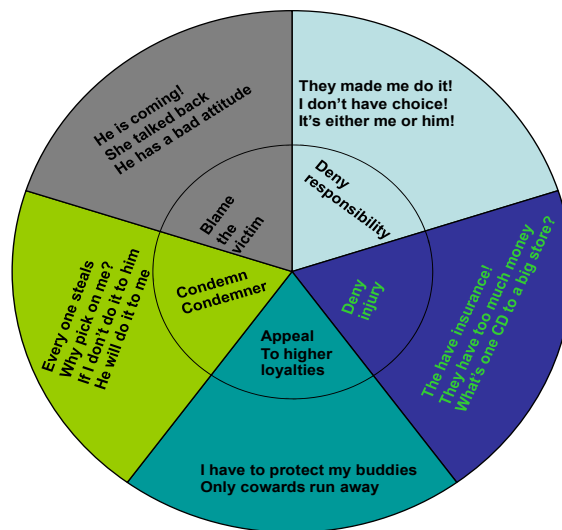


Figure 2.6: Types of reasoning for individual delinquency of Sykes and Matza (1957)

Sources: Juvenile Delinquency, Theory, Practice and Law, Siegel et al., (2006:127)

Each individual wrongdoing could apply a cause or many causes together (Maruna & Copes, 2004). Though most offenders apply denial of victim but if reflecting details, each neutralization technique is depended upon situation such as if decline one is subject to danger, it is a coerced situation and needed self-protection, or coerced situation. In addition, it is relying on type of

delinquency such as youth assaulting other by referring to appeal to higher loyalties, i.e. for the gang, to protect themselves from danger. They steal things from shops excusing the shop owners are bad and take advantages of the poor (Mitchell & Dodder, 1983). Whereas, the male prisoners of group robbery neutralized that they do it to get money to medicate their children or for their family status (Job of Habitual Process Development, Office of Research and Corrections Development, Department of Corrections, 2005). Marijuana takers neutralize that none is troubled (Peretti-Watel, 2003) and so on. Therefore, neutralization is a situational orient rather than a general orient (Mitchell & Dodder, 1983).

With the principle of neutralization technique or neutralization, the researcher finds that the neutralization theory fits to analyze youth violent behavior in general who are still in education system but still believe in the social rules and regulations, occasionally offend and they are not the habitual delinquent group or delinquent group.

2.3.2.3 Related researches of situational reasoning

There are many studies on situational reasoning and circumstance affecting deviance and delinquency in abroad, such as Mitchell & Dodder (1983) studied "Types of Neutralization and Types of Delinquency." They found that male youth and female youth mostly applied denial of victim followed by condemnation of condemner. They unlikely applied appeal to higher loyalties. Situation and friend association were critical factors to arouse their behavior. They concluded that applying each technique was relying on situation and type of delinquency.

Chapple, McQuillan and Berdahl (2004) studied "Gender, Social Bonds, and Delinquency: a comparison of boys' and girls' models". The research was conducted with K9 and K10 groups and found that youth commit violent crime (slap, beat, push, and beating others are included) was drift believing that it was reasonable enough to react since others assaulted them first. This belief was classified in the legal system.

Zdun (2007) studied “Dynamic Strategies to Legitimize Deviant Behavior of Street Culture Youth.” It was a documental approach to analyze concepts and theories to explain neutralization of youth with violent behavior unto their delinquencies. He found that youth group had their own unique culture, which was to maintain relationship with compliance to the group in anything, gangism, group loyalty and no group betrayal. Such cultures were reasons youth neutralization to reduce guilt or seeing what they had done was legitimate though knowing it was delinquency. Zdun analyzes that the neutralization process came from their socialization. Meaning, children saw that sometimes their parents had to be aggressive to protect their families. It was seen that there was conflict between the larger social norms and the families which were the smaller social norms and in practice; it prioritized the minor groups, more. Zdun concluded that explaining delinquency could not be explained with a single theory.

Trickett, L. (2009) studied “Bullying Boys: an Examination of Hegemonic Masculinity in the Playground.” It was conducted with boys and young men in England applying hegemonic masculinity or gun and knife culture. Results revealed that the hegemonic masculinity has relationship with bully. Meaning, the male had bully behavior, using force for fights. The bullied students boxed and fought or dared to violate rules to show their greatness, power, masculine dignity, strength acceptance, gay-free and no bullying. Trickett proposed that solutions to bully and violence from the males adopted distort belief should be through change social values.

McGivern (2010) studied “The impact of cognitive coping on the strain-delinquency relationship: a test of general strain theory.” He found that the cognitive coping process was a factor related to deviance and delinquencies (violence: fights, and forced assaults). Meaning, youth neutralized that doing while thinking that if not done, it would endanger them or in secured them; the others started first; doing as friends do; ever been stolen; and coerced by other students.

Landsheer and Hart (1999) studied “Age and Adolescent Delinquency: the Changing Relationship among Age Delinquent Attitude and Delinquent Activity.” They found that youth with attitude to accept violence (intimidation, threat, and assault with knife) and vandalism would violate laws more than youth rejecting violence.

There are many studies on delinquency reasoning and violent behavior in Thailand, such as in the north, Krittaya Sawaengjaoen and Poontaree Puongsuwan (2008) studied a case of “Sociocultural Dimensions Affecting Youth Violent Behavior conducted by Penjan Pradapmook-Sherer, et al (2008:294-295)”. They found that a case, namely Soo and May, neutralized their violence as helping friends. Meaning, their friends had been attacked in group and their senior assaulted their friends first. It was interesting that, they were not ever violence before, but, when situation grew more critical with friends, it could push them involved.

Nisanaj Premmanee (2008) studied “Factors Relating the Female Youth Assault Violence: a case in Samutsakhon Province.” The targeted group was the middle school female students in Samutsakhon province. She found that acceptance attitude or neutralization of violence had positive relationship with youth assault. Youth with violent acceptance attitude would behave more aggressively than youth who had not.

Peeraphong Wong-upparaj (2007) studied “Roles of Thinking and Behaving in Predicting Sex Recidivism of Juvenile in Bangkok.” He found that neutralization such as victims sharing crime, victims telling lies, and unintentional act are the factors to predict juvenile recidivism on sexual abuses.

Habitual Process Development, Office of Research and Corrections Development, Department of Corrections, (2005) studied “Criminal Gang: a case of theft gang.” In the detainees. The result reveal they neutralized their offense by siding themselves that it was necessity, having no choice, given unfairness such as similarizing act as gangsters, to gain trust, to be the leader, to help friends, to

help gang, the daughter was seriously sick and needed money for medication, to foster family, and being unfair from the superior. Differences in neutralization were not only relying on personal factors but also either the first time or the last time. It also included whether it was a crime against property or also crimes against persons.

The literature reviews on neutralization of youth violent behavior as above, it was concluded that youth neutralized their violent behavior and assault delinquencies in terms of self-protection, protecting or helping friends and not for oneself, not criminal case, harming none, and coerced by situation. With the nature of neutralization of situation and behavior; neutralization had positive relationship with violent behavior and delinquencies. Meaning, youth with high neutralize reasoning would committed more violence than youth with low neutralize reasoning. However, youth accepting others' violent behaviors did not always have violent behavior.

2.4 Moderator

Sex

Sex is the critical factor to study youth behavior (discussed in youth development) which has relationship with causal factors and factors of violence (levels and types of violence). This research takes 'sex' as a factor of moderator to analyze differences of the causal factors and the differences of violence between male and female youth.

Sex is a biological factor of individuals involving offenses. Many academicians find that in the past the male was more violence than the female. The females were more victims rather than the victimizers. However, during the past 1-2 decades, female violence was increasing closer the male. (Siegel et al., 2006, 178-179) However, some scholars found that generally violence in female was less than in the male (Kim&Kim, 2005; Penjan Pradapmook-Sherer, et al (2008)).

Though sex is individual factor but in the feminist view, sex is a structural factor which name as 'gender'. Gender differentiates male from female on socialization, cognitive process and personality. It consistently affects behaviors expressed (Siegel and et. al, 2006, 172-178; Daly and Chesney-Lind, 1988, in Cote, 2002, 267-276). Supports to such idea is like Seigel, et al (2006:178-179) who conclude that the female have more verbal violence while the male have more physical violence. When weapons are used, the female use knives while the male use guns.

It is concluded that sex is not only involved with youth violent behavior but also a socio-structural factor affecting the fulfillment of the family duties and also affect other psychological natures related to behaviors such as personality, attitude and values, too.

Related Researches of Sex and Gender

Piquero, et al (2005) studied "The Influence of Delinquency Peers on Delinquency, Does Gender Matter?" they found that delinquent peer associations were key predictor for delinquencies (assault). Comparative analysis, it found that delinquent peer associations had better predicted on male behavior than on female behavior. They concluded that sex was important variable for analyzing individual behavior. The recommendation was male and female further studies should have specific or unique conceptual model.

Silberman and Snary (2010) studied "Gender Differences in Moral Development during Early Adolescence: the contribution of sex-related variations in maturation." Samples were 190 early youth in USA. They apply the concept of maturation issues (girls are faster grow in thinking and in body than boys for around 2 years) to explain levels of moral development in children and levels of parental morality, social classes, ethnicity, and other backgrounds. They found that girls and boys at the same age had significantly difference in moral development, especially; girls had evidently higher moral development than boys.

Galotti, Kozberg and Farmer (2011) studied “Gender and Developmental Differences in Adolescents' Conceptions of Moral Reasoning” in the K. 8, K.10 and the college sophomore on moral reasoning with the virtual situation, they found that moral reasoning of students grew by class level and had relationship with the conventional moral reasoning, which someone had studied. The traditional moral reasoning of male and female was unlikely different. However, there was evidently different with moral reasoning by gender. They concluded that sex was significant in having factors of biology (sex) and factors of social (gender).

Chapple, McQuillan and Berdahl (2004) studied “Gender, Social Bonds, and Delinquency: a comparison of boys’ and girls’ models”. This was to test the social control theory of Hirschi. The 4 elements from the theory were adopted as the independent variables for explaining the dependent variables (delinquencies). The comparison of boy and girl models found that the model explain the crime against property among girls and boys were not different but likely different in the model of violent behavior. The conclusion was sex and genders are critical to their violence. The recommendation was should be investigated in details of each sex.

Alarid, Burton and Cullen (2000) studied “Gender and Crime Among Felony Offenders: Assessing the Generality of Social Control and Differential Association Theories.” It was a comparative studies between the female youth and male youth in the senior middle school students charged with serious crime/ felony (including sever assault). They found that the number of female detainees were smaller than the male. Female violence was softer than male violence. Moreover, they further found that other factors linking parental attachment affected girls’ behavior more than boy’s whereas peer associations affected the boys’ behavior more than the girls’.

Kim and Kim (2005) studied “Gender Differences in Delinquent Behavior among Korean Adolescents.” It revealed that, in Korea, though female delinquencies were growing but in general they were less than male delinquencies. In addition, female youth had less antisocial, aggression and mental disorders than male youth.

Deschenes and Esbensen (1999) studied “Violence and Gangs: Gender Differences in Perceptions and Behavior” to analyze roles of sex variables in order to explain youth violent behavior in Korea. They found that sex was significant to youth violent behavior. Analysis by sex, it found that model to explain female behavior and male behavior was slightly different. Most significant variables for both sex were similar, but, only commitment to study, which was significant to the female youth behavior and non significant to the male.

Chang, Schwartz, Dodge and McBride-Chang (2003) studied “The Chinese University of Hong Kong Harsh Parenting in Relation to Child Emotion Regulation and Aggression” to investigate direct influence parenting affecting aggression in the Chinese students and the indirect influence of mediator variable, i.e. youth emotional regulation. They found that the model applied was appropriate; interactions between sex of parents and sex of children, and maternal parenting had higher level of influence on child emotional regulation. The paternal parenting had higher impact on their aggression. The father had more influence on sons more than daughters while the mother had no different influence on the daughters than the sons. The researchers emphasized negative emotion that it was the trouble and the problem for adaptation to each other of the parents and children commonly found in the Chinese societies.

In Thailand, Sunee Kalyajit (2003) studied “The Analysis of Deviant Juvenile Behaviors during Current Globalization.” The targeted group was the middle school students in Bangkok. Results revealed that sex had relationship with deviance. Deviances were found more in the male rather than in the female. “Sex” in this research was analyzed as the covariate with other major variables, i.e. parenting, peer association and exposure to media.

Charnkhanit Krittaya Suriyamanee (2006) studied “Factors Related to Property Offence of Juveniles in Bangkok Metropolitan and Periphery.” The targeted group was juvenile in the Probation and Protection Institutions in Bangkok and Premises. He found that sex affected crime against property. Sex was analyzed as the covariate.

Ruja Phoophaiboon and Jira On-sawai (2008) studied “Uses of Youth Violence in Bangkok” in the K1-6 students. The results shown that students behaved verbal violence by mocking, irony, and intimidating and committed physical violence by pushing , pinching, scratching, boxing, beating, and using weapon. Verbal violence was more used than physical violence. The predicted factors for violence were the level of K.8, male, exposures to violence at home and in school, the down syndrome, and relation with father.

Penjan Pradapmuk-Sherrer et al., (2008) studied “Social and Cultural Dimension Affecting Youth Violent Behavior.” They found that sex had significant relationship with youth violence. In particular, the male had greater violence than the female 1-2 times. This research concerned sex as the socio-structural variable which interacted with family and social process; those were their parenting, their expectation, their thinking, their personalities and their behaviors developing.

In summary, Situation of female youth was more violent than in the past. But in general they were remaining less violent than the male. Sex directly and indirectly affected youth behavior. Sex was viewed as biological dimension while gender was viewed as socio-cultural dimension. Female youth and male youth had different nature or behavioral model of violence. Causes of violence in female youth and male youth were similar, but they likely had different size of influence. Peer-association was more important to the male behavior while family and education were more important. In addition, it was also found that each sex detail and specification should be further studied.

2.5 The Concept of Theoretical Integration

Youth violence and delinquencies is a social phenomenon with many factors involved and creating complexity for explanation through any theory just only a theory. Integration of theories is applied to increase the understanding the problems. Integration can be multiple which is depended on natures of the problem and

viewpoint or the interest of the researcher (Pearson & Weiner, 1985 cited in Pornchai Khantee et al., 2000:183-186).

Types of theoretical integration

Pornchai Khantee et al., (2000:183-186) concluded 3 approaches to develop theory, i.e. Theory Competition, Theory Elaboration and Theory Integration. Integrating theories is useful to improve theories better than other approach because it does not only disprove but also integrate contradictory theories.

Regarding the definition, Farworth (1989 cited in Pornchai Khantee et al., 2000) defined that theoretical integration was the combination of two or more theories to explain a phenomenon for better understanding. The integration was not to combine the concept but the combination of the theoretical proposition. On the contrary, regarding the type of integration, Hirschi postulates that it was a strategy to study deviance and delinquency which contains 3 types, i.e. side-by-side (Horizontal Integration), end-to-end (Sequential Integration) and up-and-down (Deduction Integration). Each model is characterized as below.

1. Side-by-side or Horizontal Integration is to adopt more than a concept or a theory to explain a phenomenon, for example, adopting differential association and the concept of socio-structural of gender to investigate predictors of delinquencies of Piquero, N.L., Gover, A.R., Angela R., Macdonald J. M., Piquero A. R. (2005).

2. End-to-end or Sequential Integration is to adopt variables of a theory to be the independent variables of the other theory or to adopt variables of a theory to be the dependent variables of the other theory or both, for example, combining the social oppression theory, the social control theory and the social learning theory to study delinquencies of Elliott, Ageton and Canter (1979: 324-334 cited in Cote, 2002) and to adopt the social control theory and the social bond theory to study delinquencies of Thornberry (1987: 335-345 cited in Cote, 2002).

3. Up-and-down or Deduction Integration is to combine the sub-theory with proposition is just a part of the main theory with wider scope. Such combination is unlikely improve the theory but provide more details. Such integration

is mostly applied in sciences more than in social science (Hirschi, 1989 cited in Pornchai Khantee et al., 2000:183-186).

With the three models above, most social science researches apply side-by-side or Horizontal Integration and end-to-end or Sequential Integration (Pornchai Khantee et al., 2000). The application results of the side-by-side or Horizontal Integration provide a conceptual framework containing independent variables and dependent variables whereas the combination of end-to-end or Sequential Integration provides independent variables, mediator variables and dependent variables. Positions and relationship of variables guide the trail of analysis and further choice of technique for analysis.

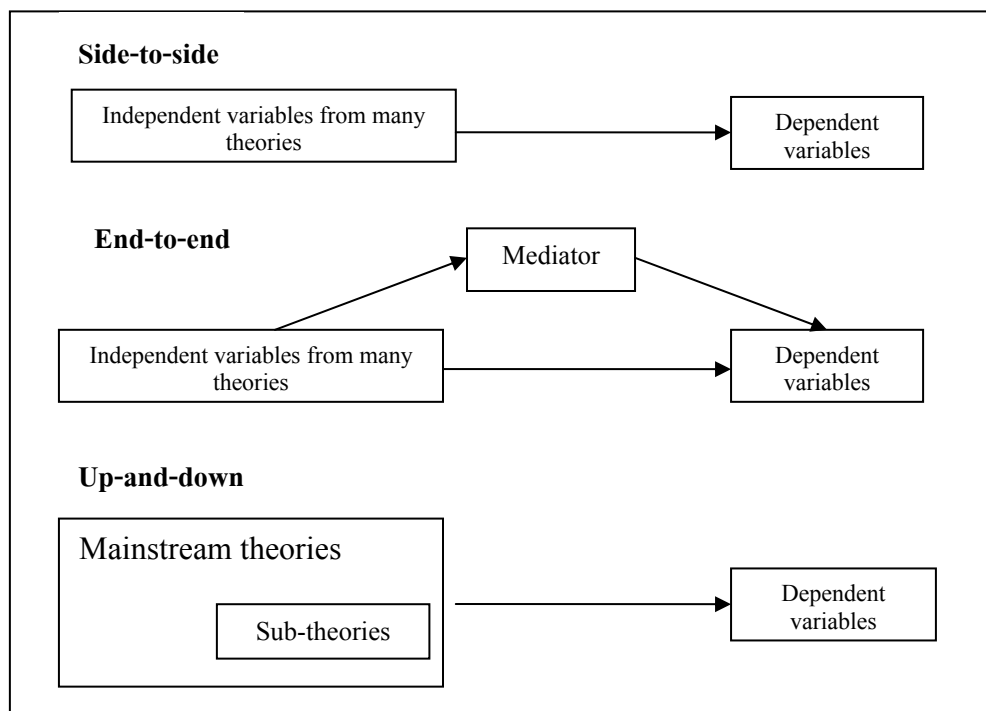


Figure 2.7: Three types of theoretical integration

The conceptual framework prepared by the researcher in this research is to integrate theories through end-to-end approach applying the concept of exposures to family violence, and attachment to family as the independent variables. The concept of moral reasoning and situational reasoning are the mediator variables in order to explain youth violent behavior.

2.6 Conceptual Framework

Results of literature reviews, and related researches involved with variables related to youth violent behavior, i.e. exposure to family/domestic violence and the attachment of family are the sources drawing 2 natures of behavioral reasoning, i.e. moral reasoning and situational reasoning which affect youth violent behavior.

Sex affects every variable and has relationship with every variable. The researcher integrates the concepts, the theories, and the variables to conceptualize the framework as below.

**Conceptual Framework
of
“Model Explaining Youth Violent Behavior: A Case Study
of Middle School Students in Bangkok”**

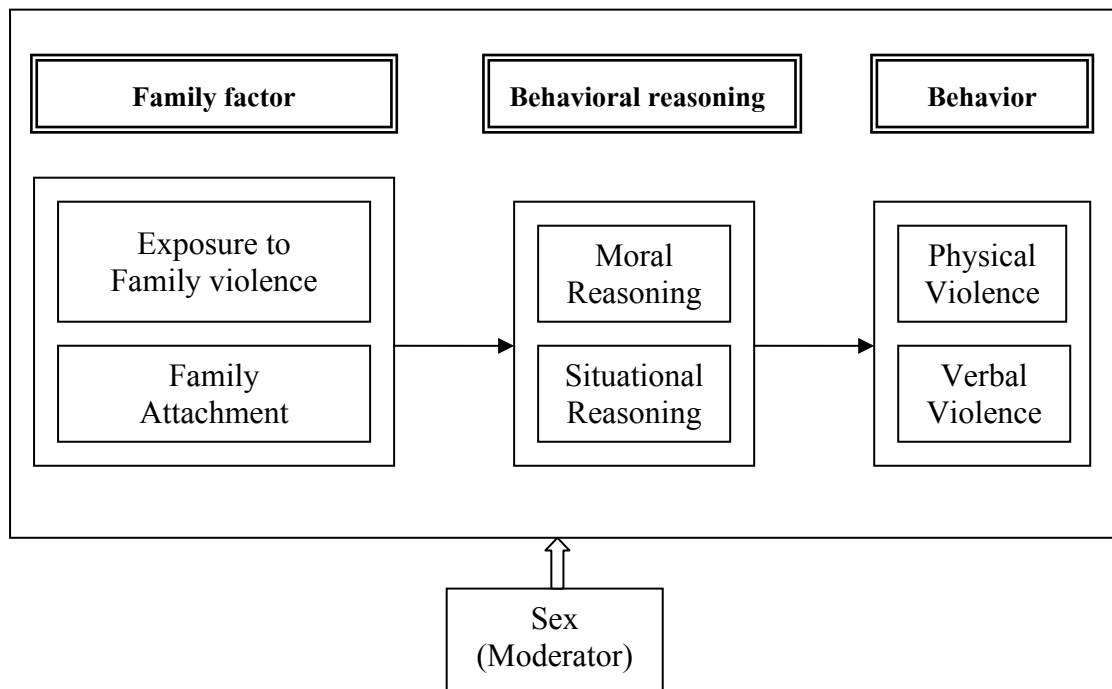


Figure 2.8: Conceptual framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology used in the doctoral research. There are 3 sections. The first section provides the concept of the Mix Method of the quantitative and qualitative. Then, introducing overall research procedures in this study. The second section is the Quantitative Design. The third section is the Qualitative Design. These two sections are elaboration the research design containing three steps of research design. Those were sampling, measurement and analysis design. The final section is the integration of the quantitative data and the qualitative data.

3.1 The Mixed Method Approach

Creswell (2008) observes the quantitative approach and the qualitative approach are different in philosophy, basic belief and knowledge search. They make the findings of each approach unique. Both have pros and cons. The combination of the quantitative approach and the qualitative approach in each research step is to corroborate each other and make the research problems better understood than applying single approach. Maxfield and Babbie, (2005: 1-27, 174-203, 354-389) finds that the combination of the quantitative approach and the qualitative approach is accepted to make a research work more perfect. The researcher can adopt data from one approach to support and to assert and to reduce limitations or weakness of data collected from the other approach which have different aspect. For example, the quantitative approach has strongpoint on covering the content or represents the targeted group enabling to generalize references or has external validity. However, the quantitative approach has weakness to access data in-depth or sensitive data. On the contrary, the qualitative approach has strong point to access data in-depth and internal

validity but its weakness is it cannot access wider data s the quantitative approach. Using both approaches can corroborate each other.

The study of youth violent behavior is sensitive and respondents might be unwilling to give all truth in association with the moral reasoning and the situational reasoning is the psychological factors, which require data in-depth; so both approaches combined would perfect the findings. The researcher divides the study into 2 phases. Phase 1 is the quantitative data collection applying a self-report questionnaire to analyze influences of the family factors, reasoning violent behavior affecting the behavior of the middle school students in Bangkok who are the common student group. Phase 2 is a qualitative approach applying oral history interview for data collection (further explanation in the topic of qualitative design) among students exposed to violent behavior for the purpose of elaborating in-depth data and some sensitive issues. The co-analysis of data from both approaches in terms of comparison and validation and is called corroboration (Creswell, 2008).

Overall research procedures:

Phase 1: it is a quantitative survey beginning with formulating questionnaire from literature review and testing the validity of the instrument first before using it for data collection. Designing sample groups is with multiple approach and collect data with a self-report questionnaire followed by encoding, key-in data and check data before analysis. SEM (structural equation modeling, will be further explained in the topic of quantitative approach) is used for the analysis procedures. When preliminary findings are collected, they will further be corroborated with the qualitative data.

Phase 2: it is a qualitative approach and a purposive sampling for an instrumental case study. For its clarity and confidence in conclusion, the study employs collective cases (Chaay Phothisita, 2005:153-155). The purposive sampling is meant to select students with unlikely aggressive behavior and commonly found, and students with very aggressive behavior. The instrument for data collection is the

3.2 The Quantitative Design

3.2.1 Quantitative Population and Samples

They are 240,444 middle school students in Bangkok (Technology and Information center: Office of the Permanent Secretary of Ministry of Education, Data of 2011). Specifying the sample size of 400 students based on Yamane at 95 at 5% confidential from 5 middle schools under affiliated their supervisions and stratification; the sample design is based on multi-stage sampling (Babbie, 1992: 191-233).

The procedure of sampling the schools begins from grouping them by stratification into 3 groups, i.e. coeducation, boy school, and girl school. A quota sampling is applied to select 3 coeducation schools, a boy school and a girl school, and then simple sampling is used to select the 5 sampled schools.

The 400 samples are selected under quota sampling from the 5-sampled schools and 80 samples each who are studying in K1-2-3. Twenty seven students are selected from each level with equal number of girl students and boy students. Then sampling is conducted in each class to select respondents by volunteering.

Results of data collection from 5 schools (see the list of school in Appendix C) are found that samples distributed by school category, educational levels and sex are relative to the sampling design in Table 3.1

Table 3.1: Quantitative samples by the research design and actual data collection

School Types	K.1 samples		K.2 samples		K.3 samples		Total (persons)	
	Sample design	Actual collection	Sample design	Actual collection	Sample design	Actual collection	Sample design	Actual collection
3 co-ed. schools	M/F 40/40	M/F 39/40	M/F 40/40	M/F 43/43	M/F 40/40	M/F 38/41	240	244
1 girl school	F 27	F 32	F 27	F 54	F 27	F 30	80	116
1 boy school	M 27	M 28	M 27	M 40	M 27	M 30	80	107
Total	134	139	134	180	134	148	400	467

The other personal data of the samples besides illustrated in Table 3.1, they are 11-15 years old, living with their parents among 3-5 family members, which might be the nature of the urban families or a single family rather than extended families (details in Appendix I)

3.2.2 The quantitative instrument and the quantitative data collection

3.2.2.1 Self-report questionnaire

Maxfield and Babbie (2005: 159-163, 247) observe that collecting data of negative behavior such as deviance, violent behavior and delinquencies could be conducted in many methods. Each method is seen having weakness such as collecting from formal statistics of the unit involved might be incomplete because cases or incidents reported into the system are just partial. Many incidents are not reported into the system. Collecting data from victims or witnesses might be impossible with some victimless cases or indirect victim cases or witnessless cases. Collecting data with interviews though interviewer ensures that names of informants will not be disclosed but suspicions are raised whether informants respond with fact for all questions. There might be lies or unwilling to disclose the entire story. Therefore, self-report questionnaire or self-report in written is an acceptable technique enabling to collect as most data and best relative to fact because informants best trust that their status will be covered better than other techniques which is conducted in face-to-face between informants and the data collectors. Their delinquent behaviors will not be reported to police or the state authorities.

The self-report questionnaire is accepted and implemented with current research of delinquent behavior. Many academicians unanimously agree that it can be collected and covering data of criminal behavior or deviance with more reliability, and validity than other techniques (Sigel et. at., 2006: 40-42; Maxfield and Babbie, 2005:159-163, 247)

This research is a study of youth violent behavior covering assault violence such as brawl, assault or death. Such behaviors are deviance and delinquency. Therefore, the research uses self-report questionnaire.

The contents of the self-report questionnaire contain 7 parts, i.e.

Part 1: Backgrounds of the student and their family contain school, education level and sex and their measurements are nominal scale and ordinal scale.

Part 2: Exposure to family violence – the researcher modifies its contents from the inventory of Hurd, et al. 2011 (Cronbach; $\alpha = .69$), the inventory of family and community violence of Ampha Vorakleep (2009; $\alpha = .94$), the inventory of Exposure to family violence of Boonserm Hutapaet et al, (2009) and additional suggestions by experts.

The structure on the survey of exposure to family violence contains two parts, i.e. witnessing family violence and victim of violence in family with below contents.

1. Witness of domestic violence is seeing the family member uses violent wording or words, intimidating, reproofing, quarrelling, assaulting, boxing, and beating family members and outsiders, including vandalism with 11 items.

2. Victim of domestic violence contains being reproved with violent words, beaten, assaulted and violent physical punishment with 10 items.

The question statements allow respondents to reflect to what extent and to what level incidents above occurred while the response has 5 levels of rating scale, i.e.

- 5 = regularly occur /regular
- 4 = often occur/often
- 3 = likely often occur/likely often
- 2 = occasionally occur/occasional
- 1 = least occur/least-unlikely found

Part 3: Attachment to family contains positive and negative questions of intimacy in family modified from the Role Model Antisocial Behavior in Parenting Monitoring of Griffin et al., 1999 ($\alpha = .69$), spiritual attachment to family of Ampha Vorakleep (2009; $\alpha = .94$), and Attachment to parent of Obey and Özcan (2006) (Cronbach alpha = .83) Pratt, Turner and Piquero (2004) (Cronbach alpha = .44). Its survey structure contains questions about feeling, affection, concerns, bond, intimacy and spending time in common activities with 10 items.

The question statements allow respondents to reflect to what extent the statements above are exactly matched with fact while the response has 5 levels of rating scale, i.e.

- 5 = very exact
- 4 = exact
- 3 = exact and inexact alike
- 2 = unlikely exact
- 1 = inexact

Part 4: Moral Reasoning contains questions to provide reasons in decision-making to behave or not to behave in a presumed situation which students could have met in their daily life and mocked up as moral conflict, employing situation and language matched the middle school students. The researcher has modified from the moral reasoning of Duongduan Phanthumnavin (1979, 1996), Jureeporn Kanjanakaroon (2009; Cronbach; alpha = .88) Kanda Samuthrat (2008) and Sujira Sooksarn (2002) with 8 items.

The inventory questions are statement of presumed incidents allowing respondents to decide how to address it and on what reason with 6 answer choices characterizing morality of Level 1-6 based on Kohlberg.

Part 5: Situational reasoning contains questions developed from reviews of Neutralization Theory postulated by Sykes and Matza, Delinquency and Drift postulated by Matza, the measurement of Neutralization Technique of

Ribeaud and Eisner (2010), and other related researches. The survey content of moral reasoning involves reasoning about violent behavior.

The structure of reasoning on violent behavior contains 5 parts and each one has following contents.

1. Denial of injury, i.e. none is injured or troubled; it is just wording; it is just loss of belongings, with 5 items.

2. Denial of responsibility, i.e. it is an unintentional happen; it is self-protection; it is coerced.

3. Denial of victim contains 4 items, i.e. the victim shares the delinquency; provocation, assaulting others, and careless of oneself with 4 items.

4. Condemnation of the condemner, i.e. the teacher is unfair; the teacher is not interested; and others behaving violently are not punished with 3 items.

5. Appeal to higher loyalty, i.e. neutralizing the group's direction, retribution, retaliation, protecting dignity, power display, bravery, and partisanism with 6 items.

Students are allowed to reflect to what extent they agree with the questionnaire with 5 levels of rating scale, i.e.

- 5 = strongly agree
- 4 = agree
- 3 = moderately agree
- 2 = disagree
- 1 = strongly disagree

Part 6: Violent behavior contains questions formulated from concept reviews related to the meaning, types and nature of violence and related researches. The inventory is divided into 2 parts, i.e. verbal violence and physical violence against individuals and belongings (Smith et al. 1999; O'Moor, 2001; Eisenberg and Aalsma, 2005).

1. Verbal violence is using words and other symbols to reprove, intimidate, denounce, taunt, slog, mock, yell, exclude, rumor, slander, make fun to humiliate, exclude association, reprove with violent words, quarrel and rebuke with rude words with 11 items.

2. Physical violence is do it alone or accompanied of kidding until getting hurt or injured, intentional quarrel, fights, pinch, scratch, box, beat, assault, assault other with weapon and endangering or injured from minor things until deformation, death and vandalism with 10 items.

The question statements allow respondents to reflect to what extent they behave thus with 5 levels of rating scale, i.e.

- 5 = regularly occur /regular
- 4 = often occur/often
- 3 = likely often occur/likely often
- 2 = occasionally occur/occasional
- 1 = least occur/least-unlikely found

Formulating questionnaire

Questions are formulated, checked and improved as follows:

1. Formulating questions based on literature reviews from Thailand and from abroad
2. Checking the quality of the questions

Examine the content validity by finding the IOC (index of item-objective congruence) by 4 experts, i.e. 2 criminologists, a student and a psychologist (see Appendix A), to comment on content whether they are congruent with the research objective or not by scoring of 1 is relevant, 0 is uncertain and -1 is irrelevant. The seek it average. The selected question must score 0.5-1.00 and lower than these criteria will be left out. Results of checking the content validity reveal that all questions gain 0.75-1.0 (IOC Table in Appendix B). In addition, the researcher has improved linguistics on its clarity and added some questions under the comments of experts.

Reliability is checked with every variable (except the variables of moral reasoning which are checked by IOC since their measurement is not rating scale but scored by steps of morality) through internal consistency by conducting try-out with 27 students similar to the targeted population. Then the reliability is analyzed by item and as a whole based on Cronbach's Alpha Coefficient (α), and keep items with high score of reliability while the low ones are left out. However, besides examining reliability by item, it is necessary to examine the rest whether they cover the important contents as in the research objectives or not. Results reveal that the values of all question reliability are in good criteria or .72-.93 (see Table of reliability in Appendix D).

After data collection and before analysis, the researcher has checked the quality of the instrument by analyzing its construct validity by EFA (exploratory factor analysis) and checked their quality to what extent is their reliability to be applied with samples. Results reveal that all factors are reliable and their weight are in the level of moderate to good ($\alpha = .61-.92$, Total variance explain = 36.92 – 63.48) except denial of responsibility which gain low reliability ($\alpha = .49$) Total variance explain = 25.57). The researcher leaves out this factor. (see Appendix E1, E2 and F)

3.2.2.2 The quantitative data collection

The schools have been coordinated for disseminating the self-report questionnaire. 500 sets have been distributed but the perfect sets are 467 or 93%.

3.2.2.3 The quantitative data analysis

Frequency, Percentage, Mean, Min, Max, and SDD of the descriptive statistics are used with SPSS Version 13.0. Then SEM (Structural equation modeling) is analyzed using AMOS Version 18 Program.

Preparation and data screening

1. Preparing data for analysis begins with coding, conversing for the negative questions, keying in data to a computer, screening and correcting data

which are error or unmatched to the preliminary agreement of the multiple stage analysis technique such as outliers, non-normality, i.e. kurtosis, skewness and the missing.

2. EFA (exploratory factor analysis) Due to this questionnaire contains latent variables and some are formulated by the researcher from the concepts and theories related. Some are collected from the questions of the research works and the inventory of achievement prepared by someone. Results of EFA analysis will indicate whether the question or the non-latent variables is possible to measure the same latent variable or not. It is also used as an index to check the construct validity on its extent of appropriateness in applying with the middle school students who are the targeted group in this research.

Results of EFA analysis reveal that questions are well related for analyzing factors having metric correlations between sub-indicators of the variables have significance difference with metric characteristics by statistical at .05 levels and the KMO index is between .61-.95. The total variance explained is weighed 25.57-63.48. The denial of responsibility gain low score of 25.57 (details of EFA analysis and reliability value are in Appendix E1, E2 and F).

3. Level of variables analysis 1-5 rating scale is applied to all variables or 5 levels be consider the average as below.

1.00-1.50	= very low
1.51-2.50	= low
2.51-3.50	= moderate
3.51-4.50	= high
4.51-5.00	= very high

The moral reasoning is applied with 1-6 step of Kohlberg.

4. Single Indicator Latent Variable. To reduce complexity of the model of equation in testing the hypotheses, the researcher designs the Single Indicator Latent Variable by combining all sub latent variables used in unidimension

into one latent variable. They are the exposure to family violence and attachment to family.

The model having the Single Indicator Latent Variable require to find λ (The regression coefficient or factor loading and error variance of the endogenous variables. Here they are verbal violence, and physical violence. To adopt the calculated values to fill up the static value ion the model; the following formulas are used, i.e.

Formula for Regression coefficient:

$$\lambda = SD(X) \alpha$$

λ = the regression coefficient (or factor loading)
 $SD(X)$ = the standard deviation of the scale score, X
 α = the scale's internal consistency reliability
 (i.e., Cronbach's alpha)

Formula for Measurement error variance,

$$\epsilon = SD^2(X) (1 - \alpha)$$

ϵ = the measurement error variance
 $SD^2(X)$ = the square of the sample deviation
 of the scale score, X
 α = the scale's internal consistency reliability
 (i.e., Cronbach's alpha)

Calculating the error variance in testing Regression (λ) is as follows.

Table 3.2: Values of error variance in testing Regression (λ)

Samples	Verbal violence		Physical violence	
	error variance	Regression (λ)	error variance	Regression (λ)
Total (n=467)	.04	.56	.04	.60
Male (n=227)	.03	.57	.03	.65
Female (n=240)	.04	.50	.04	.53

Equation of SEM (structural equations model)

SEM has been developed by Karl G. Jöreskog in 1960 the analytical statistics applying all the traditional analysis principles but improved by reducing limitations and preliminary agreements of the transitional techniques. It can analyze data wider. Researchers can analyze the overview of the relationship between variables within the research conceptual framework which might have complicated relationship such as independent variables have relationship with themselves, and more than one dependent variable, which allows the analysis model, matches the research model or the research conceptual framework and worth as being the indicator of efficiency in predicting the model and also having statistics of testing validity of the research model and the empirical data. Data needed in SEM analysis are both independent variable and dependent variables must be interval and ratio data (Nongluk Wiratchai, 2000).

This research has tested most variables and they are interval and ratio in association with the conceptual framework has mediator variable, so the researcher chooses SEM to analyze the Path Model.

The quantitative method above could be summarized as figure 3.2

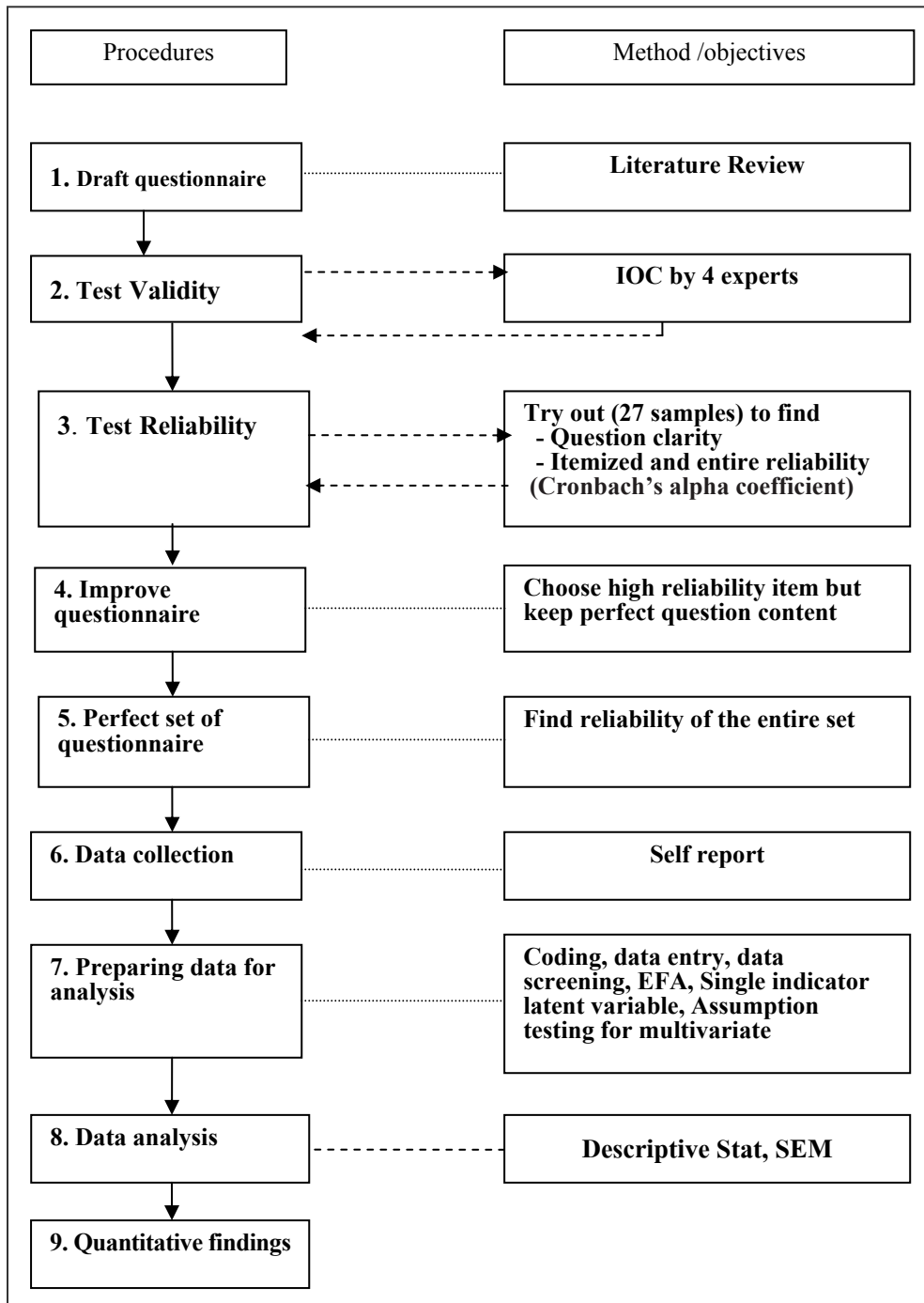


Figure 3.2: Procedure of quantitative method

3.3 The Qualitative Design

3.3.1 Qualitative Population and samples

They are the middle school students (the same schools as the quantitative samples) with variety of violent behavior.

Samples

To be consistent to the research objectives, the researcher selects the qualitative samples covering the targeted group and behavior applying Maximized variation (Maxfield and Babbie, 2005: 59-163, 247, Patton, 2002: 207-309). By representing or instrumental cases, it is to use collective cases (Stake, 2000 cited in Chaai Phothisita, 2011:154). The procedure to select the qualitative samples begins with purposive sampling on 4 male and 4 female students or 8 in total ever committed violent behavior and often found and very violent behavior as in Table 3.3.

Table 3.3: The qualitative samples

	Often found violent behavior	Very violent behavior	Total
Male	2	2	4
Female	2	2	4
Total	4	4	8

Criteria of Sampling

Selecting samples with direct experiences (Patton 1990 cited in Chaai Phothisita, 2011:120-124) or having variety of violent behavior and in this research there are 2 types, i.e.

1. The typical case to represent the population is the verbal violence with quarrel, brawl, and make fun of inferiority, gossip, rumor, intimidation, and assaults from light assaults with push, pinch, scratch, strong kidding until injury.
2. The extreme case to represent the phenomenon is ever assaulted others with pains or injury such as boxing, beating, group fight, group assault, using object or weapon to assault.

The class advisory teachers and the disciplinary teachers help identify students matching the criteria. The qualitative samples could be the respondents or not respondents but depended on their volunteering or other appropriateness.

3.3.2 The qualitative instrument and the qualitative data collection

3.3.2.1 Oral History Interview

The problematic of conducting research is that, the researcher is an outsider of the culture. It could be limitation. The researcher is able observe and distinctive phenomenon, but overlooks details which might be more important to understand what is happening inside a culture. Technique used in order to reduce such limitations is an oral historical interview. It is an in-depth interview allowing an individual to narrate experiences and memory by the person in the culture. It makes the researcher to understand the matters and details rather than viewpoint of the outsider. The typical characteristics of using the oral history interview in such as anthropologists try to understand what do the informants position themselves in societies and what do societies look at them? The researcher of the peripheral such as the minority group, women, and the less privileged who are pushed to the peripheral; the oral history interview allow them to be the center of the matter. The researcher of the civil ways tries to understand what regularly happen every day in any society and so on. However, though the oral history interview will be more typical than other qualitative method but what is necessary to make this method effective is the effectiveness question, ability and skills of the interviewer (http://www.unc.edu/depts/wcweb:http://dohistory.org/on_your_own/toolkit/oralHistory.html#INTRO).

This research collects data from youth group with specific values. The researcher is a cultural outsider and many data are sensitive required to understand the phenomenon seen and the viewpoint of youth over them. Oral history interview, by the researcher's view, fits to this data collection.

3.3.2.2 Semi – Structured Interview Guideline

The questions are generated from the themes in the conceptual framework containing. It contains the core question and the probe for the

in-depth data additional elaboration. They are open-ended questions for generating opinions and viewpoints over the phenomenon from participants. The question begins with HOW? and WHY? and so on.

Validity of the Interview Guideline

Four experts check the content coverage and the appropriateness of the questions.

Data collection

The researcher conduct interviews, records field notes and sounds (with approval of the interviewee)

3.3.2.3 The qualitative data analysis

It is the content analysis, conclusion and interpretation (Suphang Jathawanich, 2004). The procedures begin with decoding the recorders from interviews, check with double listening, read the field notes and classify issues under the conceptual framework, summary, implication and corroborate with the quantitative data. Procedures of a qualitative research as charted below.

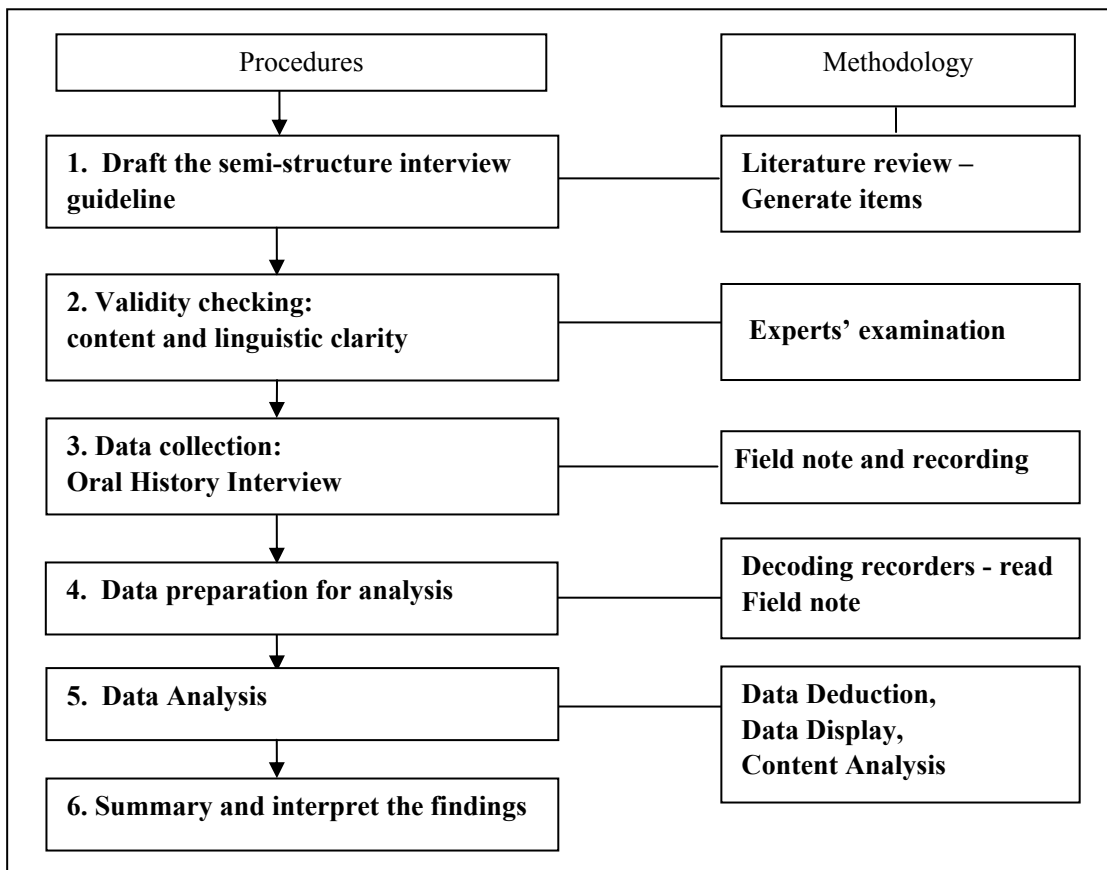


Figure 3.3: Procedure of qualitative method

From the Figure 3.3 above, the analysis procedures begins with decoding the tape recorder, classify issues, analyze their relationship between issues in the conceptual framework and summarize with interpretation before corroborate with the quantitative data.

3.4 The Integration of the Quantitative Data and the Qualitative Data

This is to integrate the findings of each issue from two approaches by considering their relevancy, differences, corroboration, summary and interpretation.

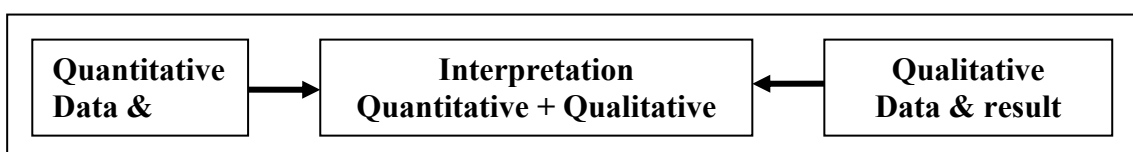


Figure 3.4: Integration of qualitative data and quantitative data

CHAPTER IV

RESULTS

This chapter presents the results of the analysis which is divided into 3 sections based on the research objectives. Section 1 is the results on natures of violence behavior, family factors, and behavioral reasoning factors affecting violent behavior of the middle school students in Bangkok. Section 2 is the results of the analysis of the influences of family factors, and reasoning factors affecting violent behavior of the middle school students in Bangkok, and presenting the analysis of components, testing the instrument's reliability and testing the relationship between variables whether they are complied with the assumption if SEM technique. Then their influences will be analyzed beginning with analyzing the hypothesis model, adjust model, comparing the influence of variables and summarizing hypothesis testing (1.7.1) Section 3 is to compare the models explaining the violent behavior between male and female youth and to summarize the results of hypothesis testing (1.7.2). The following are details of sections.

4.1 Results of Natures of Violence Behavior, Family Factors, and Behavioral Reasoning Factors

The analysis of quantitative data from self-report questionnaire had shown the relative proportion of male and female, that is 48.6% for the male youth and 51.4% for the female youth. The school type, level of education of the samples was relative to the characteristics to the depicted sample designs (see details of personal data in Chapter 3 and Appendix I).

Table 4.1: Means, SD, Levels and t-test of variables by total sample and by sex

Variables	Total sample(n=467)			Male sample(n=227)			Female sample(n=240)			t-test	
	\bar{X}	SD	levels	\bar{X}	SD	levels	\bar{X}	SD	levels	t	F
1. Verbal violence	1.87	.59	L	2.03	.60	L	1.71	.54	L	36.91	.000
2. Physical violence	1.55	.64	L	1.70	.67	L	1.41	.57	VL	25.59	.000
3. Exposure to family violence											
Witness of domestic violence	1.39	.58	VL	1.42	.66	VL	1.35	.50	VL	2.04	.154
Victim of domestic violence	1.26	.52	VL	1.31	.60	VL	1.21	.44	VL	33.98	.047
4. Attachment to family											
Empathy	3.82	.66	H	3.84	.63	H	3.81	.70	H	.30	.537
Monitoring outside home	3.86	.89	H	3.64	.91	H	4.06	.82	H	27.11	.000
5. Moral reasoning	3.94	.77	Lev.4	3.96	.76	Lev.4	3.93	.78	Lev.4	.23	.632
6. Situational reasoning											
Denial of injury	2.56	.80	M	2.60	.80	M	2.51	.80	M	1.54	.216
Denial of victim	3.30	.94	M	3.51	.93	H	3.10	.92	M	22.60	.000
Condemnation of the condemner	2.99	.96	M	3.08	.96	M	2.91	.96	M	3.59	.062
Appeal to higher loyalty	2.67	.80	M	2.81	.77	M	2.54	.81	M	14.25	.000

Notes: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

- Variable 5: moral reasoning has different levels from other variable. It based on 6 levels of Kohlberg.

- VL = very low,

- L = low,

- M = moderate,

- H = high

4.1.1 Nature of violent behavior, family factor and behavioral reasoning

In Table 4.1, results of analysis on variables in overview were:

4.1.1.1 Verbal and physical violence

Verbal violence – there were the similar low levels of *verbal violence* means among total, male and female sample. Mean and SD of total sample was 1.87(SD = .59), the male was 2.03 (SD = .60), and the female sample was 1.71 (SD = .54). Comparing means, it was found that mean of the male was higher than the female. ($t = 36.91, p < .001$).

Physical violence – Total sample and male sample had low level of *physical violence* whereas female sample had very low level. Mean (and SD) of the total sample was 1.55 (SD = .64), the male was 1.70 (SD = .67), and the female was 1.40 (SD = .57). Comparing means, it shown that mean of the male was higher than the female. ($t = 25.59, p < .001$).

4.1.1.2 Exposure to family violence

Witness of domestic violence - Total sample, male sample and female had very low level of *witness of domestic violence*. Mean (and SD) of total sample was 1.39 (SD = .58), the male was 1.42 (SD = .66), and the female was 1.35 (SD = .50). Comparing means, it was found that mean of the male had no difference from the female. ($t = 20.43, p < .154$).

Victim of domestic violence - Total sample, male sample and female had very low level of *victim of domestic violence*. Mean (and SD) of total sample was 1.26 (SD = .52), the male was 1.31 (SD = .60), and the female was 1.21 (SD = .44). Comparing means, it was found that mean of the male was higher than the female ($t = 3.98, p < .047$).

4.1.1.3 Attachment to family

Empathy – Total sample, male sample and female sample had the same high level of *empathy*. Mean (and SD) of total sample was 3.82 (SD =

.66), the male sample was 3.84 (SD = .63), and the female was 3.81 (SD = .70). Comparing means, it was found that mean of the male was higher than the female ($t = .30, p < .537$).

Monitoring outside home - Total sample, male sample and female sample had the same high level of *monitoring outside home*. Mean (and SD) of total sample was 3.86 (SD = .89), the male was 3.64 (SD = .91) and the female was 4.06 (SD = .82). Comparing means, it was found that mean of the male was higher mean than the female ($t = 27.11, p < .000$), (see table 4.1).

4.1.1.4 Moral reasoning

Total sample, male sample and female sample had same level of *moral reasoning* at Level 4 from 6 levels based on Kohlberg. Mean (and SD) of total sample was 3.94 (SD = .77), the male was 3.96 (SD = .76), and the female was 3.93 (SD = .78). Comparing means, it was found that mean of the male had no difference from the female ($t = .23, p < .632$) (see table 4.1).

4.1.1.5 Situational reasoning

Denial of injury - Total sample, male sample and female sample had moderate level of *denial of injury*. Mean (and SD) of total sample was 2.56 (SD = .80), the male was 2.60 (SD = .80), and the female was 2.51 (SD = .80). Comparing means, it was found that mean of the male had no difference from the female ($t = 1.54, p < .22$).

Denial of victim - Total sample and female sample had moderate level of *denial of victim* where as the male sample had high level of the mean. Mean (and SD) of the total sample was 3.30 (SD = .94), the male was 3.51 (SD = .93), and the female was 3.10 (SD = .92). Comparing means, it was found that mean of the male was higher than the female ($t = 22.60, p < .000$).

Condemnation of the condemner - Total sample, male sample and female sample had moderate level of *condemnation of the condemner*. Mean (and SD) of total sample was 2.99 (SD = .96), the male was 3.08 (SD = .96),

and the female was 2.91 (SD = .96). Comparing means, it was found that mean of the male had no difference from the female ($t = 14.25, p < .062$).

Appeal to higher loyalty- Total sample, male sample and female sample had moderate level of *appeal to higher loyalty*. Mean (and SD) of total sample was 2.67 (SD = .80), the male was 2.82 (SD = .77) and the female was 2.54 (SD = .81). Comparing means, it was found that mean of the male was higher mean than the female ($t = 14.25, p < .000$).

4.1.2 Characteristics of Violence Behavior, Family Factors and Behavioral Reasoning by items and qualitative data.

4.1.2.1 Verbal and physical violence

4.1.2.1.1 Verbal and Physical Violence by items

In table 4.2, It revealed that all items if *verbal violence* were in low and very low levels. The top 3 means were Item 1 “Quarrelling and reviling with other with violent and indecent words”; Item 6 “Shaming to hurt the feeling of other by ridiculing the inferiority (pimple, obesity, glasses or others)” and Item 4 “Insulting others as beast” with means and SD were 2.45 (SD = .96), 2.21 (SD = 1.01) and 2.19 (SD = 1.00) respectively.

Whereas *physical violence* was found that all items were very low level. The top 3 means were Item 3 “Ever little injured other, e.g. pushing, pinching, scratching, dragging...”; Item 2 “Ever teased other until pushing pinching, scratching others.”; and Item 4 “Insulting others as beast. ” The means were 2.07 (SD = .93), 1.84 (SD = .96) and 1.73 (SD = 1.01), respectively. Interestingly, Item 9 – “Ever hammered, destroyed and threw to damage objects when got angry” was improper release of rage with the mean of 1.64 (SD = .94).

Table 4.2: Means, SD and Levels of Verbal and Physical Violence by item

Item	Verbal Violence	Mean	SD	Level
1	Quarrelling and reviling with other with violent and indecent words	2.45	.96	L
2	Being sarcastic, belittling and condemning others	2.04	.85	L
3	Mocking and nagging others	2.00	.88	L
4	Insulting others as beast	2.19	1.00	L
5	Destroying others by blaming and rumors	1.60	.87	L
6	Shaming to hurt the feeling of other by ridiculing the inferiority (pimple, obesity, glasses or others)	2.21	1.01	L
7	Hurting others' feeling by ridiculing about their parents (e.g. career or other attributes of parents)	1.55	.80	L
8	Accomplice with clipping, photo-taking or uploading indecent photos of others to defame and to shame them	1.26	.65	L
9	Verbal menace and bawling on others	1.93	.91	L
10	Threatening to assault other	1.45	.81	VL
11	Menace and extortion	1.25	.67	VL
Item	Physical Violence	Mean	SD	Level
1	Violent teases until get injury	1.72	.87	L
2	Ever teased other until pushing pinching, scratching others	1.84	.96	L
3	Ever little injured other, e.g. pushing, pinching, scratching, dragging...	2.07	.93	L
4	Ever injured others, e.g. boxing, beating, kicking..	1.73	1.01	L
5	Ever fought with others/ other groups with boxing, kicking, beating.....	1.61	1.02	L
6	Ever fought with others/ other groups with weapons, e.g. wood, knife, guns, other objects....	1.28	.76	VL
7	Ever helped friends/gang to assault, box, beat, others	1.37	.78	VL
8	Gang boxing, and beating with other gangs	1.37	.81	VL
9	Ever hammered, destroyed and threw to damage objects when got angry	1.64	.94	L
10	Ever hammered, vandalized public utilities such as telephone box, electric posts. ...	1.15	.54	VL

4.1.2.1.2 Qualitative data of Verbal and Physical violence

Samples held *verbal and physical violence*, including vandalism and destroyed others' belongings, i.e.

Verbal violence

Most *verbal violence* was used by intention for make a shame and hurt other's feeling, which affected the mind. , e.g. quarrelling and reviling with violent, using indecent words comparing others as beasts.

Many female youth found that quarrelling and reviling were often found and bawl with using reviling with indecent and vulgar words, and mostly were quarrels between female and female students, by reviling as ,

... Most girls revile each other with indecent words, comparing others as beast, slapping each other sometimes but I never do.... Students' conflicts are common. Quarrels and reviles are normal. I think it happens with every class.....exemptible of Class Item 3 (bright class) who study only. They have no time for other things. If there were, they are good for nothing (rubbish and waste or the uninterested type – an implication of sarcasm as not worth to fight with)students quarrel and teacher unlikely take interest, as long as it is not assault of seriously injured. They clear things themselves...

Female youth narrated that she was not quarrel with the one who reviled her behind, but vengeance and counterattack them.

Male youth found that quarrelling and reviling were female matter and said, "...reviling are feminine not masculine, not man...and never end...clear them out..."

The same male youth also found that comparing people as beasts was the youth language and not violence, e.g. "...it is meaningless and it close to each other, one can call...Bitch!!..., Bustard!!...; I think it is the childish language...but adults cannot accept.... for us, it's nothing".

It was seen that indecent words used among female youth were more than the male youth. They realized that reviling, indecent wording, comparing others as beasts were violent and intended to hurt the mind of the opposition. Whereas, male youth found different that they felt that it was not violent. It was the language used among close friends. Bright students had less violent than the underachievers. The achievers and the underachievers likely quarrels each other.

Using indecent and obscenities in social network

Social network is a channel for youth to use where most of their parents are so difficult to pursue their behavior. Their language used was violent in lights of indecent and sexual-oriented. A female youth narrated,

.... I do not think that is violence. Using aggressive words in twitter or facebook is common. It directly attacks someone which is targeted. The attacked person knows and knows only within the group..... Mostly, it's fun conversations and seeks more aggressive words such as or..... I think adults should not try to know as it can not be accepted from them anyway some scouted and faked to be a 14-year youth but still unnatural since their language betrays them.....Knowing elders scouted in, I chided her actually, she is my mom's friend who traces me....

..... There are 2 applications. That is chat-face, if 2-3 chatters. If posing on webboards, it is like in public and anyone can share which might give comments. Such as "like" (sign with thumb up) or 'ment (comment)... reveling with growing impolite words which sometime is unintentional... but it is built up.....If ask me, is "olo" dirty words? Certainly, it is like shooting the middle finger up as in the movie...

Similar with a male youth said,

.... Anything can be done in network. It is good to have a space to release.... The bullied unable to fight will have a channel...app... or the best is clipping...to parents!!!...most parents never use it....but some parents sneak in the chat room but it is not so aggressive....or ...they are good children allowing parents to check their chat-rooms.

But a youth contradicts and comments that "...male unlikely play in net...but encounter...Violent words in nets such as, or, are not dirty. They are verbal needed satisfaction but they do mean that way..."

In conclude, social network is a channel for youth to use indecent and obscenities as it are difficult for parents to monitor. They feel free to use violent words rather than decent words. IT is found that female and male youth agree that it is not violent language but specific for them and it is a channel to release their feeling. On the other hand, intention to use violent language is framed only among female youth in order to create impact to others such as a channel for revenging or eliminating their opposition.

Mocking inferiority

Mocking inferiority physically, mentally and personally dispirits persons. The physical inferiority was such as obesity, darks skin, short, and pimple and so on. The ability is such an idiot or loser and so on. Personality was such as shy, stutter, tootsie, gay, tom and so on.

Both male and female youth have no different opinion on mocking inferiority and it is insignificant since it comes from their prank. For example, a male youth says, “ ...It is unclear like stammering. His presentation in the class, make classmates laugh.... sometime, even the teacher laughs...” A female youth narrates an event, “... there is one in my group... the gang called him ‘ an idiot gay’. It hurts her mind ...she has been mocked very often... I am look for a senior in K.9 to clear things...”

Some cases of mocking were from feeling disgust. For example, a female youth says “...the man is so handsome.... the women is so ugly... (long voice...) with pimples...how can they be lovers!!!?” such mocks affect the spirit of the mocked and might lead to violent counteraction. For example, a female youth as a victim says, “....never stop mocking...they mock my fatness and my dressing of shape unseen... or saying... it is my body ... my dress, never do anything on their heads If I cannot tolerate, I shall box their faces ...I don’t care...”

It was seen that both male and female youth mock inferiority of others. It is by prank, dislike, or impact-targeted and mocking affect the mind of the mocked and might lead to violent counteraction.

Mocking parents' career

It dispirits children, as a female youth said that,

“... a friend's mother sells Thai fast food..., and some mock on it... In fact, it is not a shame....but a mother works in a company sounds better than selling Thai fast food in front of Lotus...? Or the father of my friend is a pork butcher...selling fresh pork... she love using luxury goods such as ...BB phone...I-phone and countless...friends never mock her at her presence but at her back is another story.... She loves sponsoring to feast her friends...”

Though some cases, the youth did not show their shame about their parents' career but close friends observed differently, and said,

.... The mother of my close friend sells barbequed sausages and meatball near the school and she helps her to sell almost every day. She might not feel anything about it. After her school, she helps her everyday.... Or she may feel ashamed, I am not sure as sometime she keeps silence when her parents joined the school activity ... she isolated herself.... Anyway, I think is good for her. Friends, if not really good one, more close more troubles....”

In general, it was found that mocking inferiority of parents' career among youth comes from sensing that variety of career has unequal social status. Though parents are wealthy but with career of not so high; they are mocked too. It is witnessed with the port butcher. Though parents were wealthier than youth with their mothers employed in companies but the venter status might make youth felt inferior to others.

Money extortion

It is a behavior of male gang and victimizes those who were silent victims, few friends, and small. Some may subdue but some may counteract and fight until turn to be *physical violence*. A female youth narrated,

.... my classmate is small and has been often extorted by a senior K9 with some not so much amount but regularly because he is small.... he did not report the teacher fearing that the matter would not end....he said they came in gang...with gangster from a game shop and outsiders who were not from her school...

Further more, male youth being intimidated, said,

.... I liked to walk alone and they think I had no friends... three of them approached me and extorted for money...I did not give...they surrounded me and I boxed them first ... They fled and I thought that they fetched their friends...I called my father but he was in upcountry...My father told me to return to stay with teachers, then he called my aunt and told her to fetch me at the school...

Intimidation to show power/influence

Intimidation to show power was mostly in gang as extortion alike. It was found both in female gang and male gang. A female youth informed,

.... In the school canteen, they came in group both female groups and male groups. They could interfere in any place, any situation. Just let them do, no one wanted to have problem with them ... no one want to be hurt or fight with themThey never cared for anything even being punished ... or saw their mother presence at administrative room.

Intimidation was a gang behavior. The money extortion among students was commonly found with male youth against male youth and not found among female youth. Mostly, intimidation to show power was found both in male and female youth and victims were mostly small, weak-alike, silent and few friends. Victims who pay come from fear of influence both inside and outside school. However, some countered students will meet fights and become *physical violence*.

Physical violence

The results revealed that there were both intentional and unintentional where minor to much pain and injuries happen including vandalizes others' belongings and public properties.

Over kidding unto violence

It was an unintentional act beginning from kidding and counter-kidding unto growing more violent to injuries. A female youth narrated, "...a girl kidded me ...I told the teacher...she ignored and said just kidding. Then, the next day I had hurt her much more..."

A female similarly tells,

.... They kidded me by tied my hair with a chair, pulled my hair, my hair ribbon lose...it made me distracted to work. I told her to stop but she did not. So I pulled her hair and started fighting. If my friend did not intervene, it would be more violent.... She did it many times; I didn't want to fight... On that day, it was too much...so truly extreme...

Bullying and over violent kidding to pain and minor injury were found among female youth. Mostly, it was a conflict or prejudice to each other, which turns kidding unsettled or counteracting if opportunity permits.

Minor injuring others

Hurting others with minor injury such as pushing, pinching and scratching was sometimes similar over kidding. A female youth narrated, "...in school canteen... at first, it is just squashing, pushing and friends encourages and just soft push, the bench falls... and I get scratched with a little bleeding...In fact, it is our regular seats for our group...They might have many deep vengeance before..."

Some cases were intentional such as a male youth falls with a push in a football field says, "...they ply rough...pulling hands, pushing...they attack players not the ball...it is stressful..."

Injuring others

Injuring others was found both with female and male youth. Female youth involve slapping and beating, such as "...beating each other as in the clips... but outside school. If in school, it is not serious..."

A male youth narrated about his friend,

...he avoided conflict in school, it is risk to be punishment... anyway, incidents in school, even boxing, it will not be much violence. ... but if it happens outside of school, it will be full fight with steel scale, cutter....It could be by arrangement or by accidental. ...” A male youth narrates, “...he took a senior (now studying in a vocational school) to attack my friend in a game shop...if a security guard appeared not in time, my friend should have been jelly...they had conflicts since in the same school...”

Fighting other with force and helping friends fighting other groups

Fighting with force in helping friends or help gang fighting other gangs was found both in male and female youth groups. A female youth narrates,

....A senior persuaded me to watch the entrance, they will fight for their lover...upon arrival, I saw that it is not one-by-one but gang fight...It was agree at first for one-by-one and other cannot intervene... so what? ... it was not bruised as in the clip but bleeding, torn skirt and blouse, losing a bunch of hair, ... In fact, I did not want to go at first...it is terrible...

Gang fights were usually arranged outside of school. Some cases might accidentally meet opposition or if ambushing, they will prepare knives, or objects as weapons too. The counter cases were students from neighboring school. A male youth narrated,

...my friends conflicted with a techno-gang in Lane No... it is not the jumping over to fight with the older. They are just a year senior and who did not continue K10 in school but forwarded to technical education....female ambushed to fight and without negotiation... Most of them had conflicted since last year before joining technical school.

...they dragged my friend to outside the game shop, boxed and trampled. My friend flicked to escape... the gangs pursued and dragged him back... they said that he attacked their brothers first.... I ran away to asked security guards and police for help... When the guard arrived, my friend was unconscious on the ground. They sat on my friend swearing and beating..... The security guards did not do anything, just watched and waited for the police. He said that not his responsibility. It is happen regularly in the game shop.

In summary, assault and injury others was found both in male and female youth. There were many patterns such as one-sided assault, fight, gang fight. If it happened in the school, it was not so much violence. But if outside school, especially in the game shop, the violence would be increased as involving of outsiders, such as the ex-senior students, student of other schools and vocation college. There was a cross-school conflicts which was very strong violence as objects or weapons were used.

Vandalism

Vandalizing belongings was *physical violence* thought without anyone injured but created destruction. Vandalizing others' belonging was usually coming from quarrel, bullying others while vandalizing public property comes from prank. It was found the graffiti, spraying, painting in lifts, in toilet and breaking the lockers.

Summary of verbal and physical violence

Participants had both violent behaviors at low level but *physical violence* in female youth had very low level. If examining the mean, the male youth had both violent behaviors higher than the female youth.

In details of each item regarding quantitative data and qualitative data, it is corresponded to each other. That was, *verbal violence* was swearing with indecent words, mocking inferiority, mocking parents' career, comparing human to beast. *Physical violence* was minor injuring other intentionally and unintentionally, hurting other from minor injury to serious injury characterized in boxing, beating, gang assault and gang fight without weapon.

In the qualitative data, there were additional details, i.e. youth had *verbal violence* by using dirty words in internet because it was a difficulty for their parents to trail them. Mocking parents' career so much affected the mind. The achievers had less violent behavior than the underachievers. *Physical violence* was found that if it was happened outside school and/or outsiders who were not in the same school involve, such as individuals in the game shops, and ex-senior students, there would be

more violence. Places of assault were the game shop and bus stops. In addition, the middle schools students organized gang fights with the vocational school in the neighboring areas. The link was found that students with violent behavior during in the middle school and being transferred to the vocational school, they had tendency to behave violently and more violent in gang fights, gang assault with weapons or objects to replace weapons. It was also found that female youth use *verbal violence* with intention to hurt the mind of their opponents but the male youth find that some *verbal violent* words and specific language and not counted violent. It shown that, there was difference in defining or meaning given between the female youth and the male youth and between the youth and the outsiders.

Over all, finding from two methods are relative, but the qualitative data provide more intense situations – more violence and multiple patterns.

4.1.2.3 Exposure to Family violence

4.1.2.3.1 Exposure to Family Violence by item

In Table 4.3, every item in *witness of to domestic violence* has low very level. The top 3 means were Item 1 “I saw my family members scold harshly to each other”; Item 6 “ I saw my family members argue or quarrel”; and Item 3 “I heard my family members scold and compare human as beast” with means and SD were .14 (SD = 1.06), 1.88 (SD = .65) and 1.54 (SD = .82), respectively.

Almost every item of *victim of domestic violence* has very low level except Item 2 which has low level. The top 4 means were Item 2: “I was scolded harshly by my parents with loud voice”; Item1: “I was scolded by my parents with harsh and indecent words”; Item 4: “I was punished with beating for learning a lesson”; and Item 9: “My family members beat me with cloth hanger or with cable”. Their means (SD) are 1.84 (SD = 1.07), 1.49 (SD = .80), 1.45 (SD = .90) and 1.45 (SD = .91), respectively.

Table 4.3: Means, SD and Levels of Exposure to Family Violence by item.

Item	Witness of domestic violence	Mean	SD	Level
1	I saw my family members scold harshly to each other	2.14	1.06	L
2	I hear my family member threaten to hurt each other	1.42	.81	VL
3	I heard my family members scold and compare human as beast	1.54	.82	L
4	I saw my family members amok drunken with loud voice and used indecent words	1.43	1.01	VL
5	I saw my family members argue or quarrel	1.88	.65	L
6	I saw my family members hold, pull and drag each other	1.26	.67	VL
7	I saw my family members harm each other	1.27	.66	VL
8	I saw my family members box and beat each other	1.23	.59	VL
9	My family members beat me with cloth hanger or with cable	1.18	.82	VL
10	I saw my family members quarrel with others by arguing, reviling and using indecent words	1.46	.60	VL
11	I saw my family members box and beat with others	1.22	.66	VL
Item	Victim of domestic violence	Mean	SD	Levels
1	I was scolded by my parents with harsh and indecent words	1.49	.80	VL
2	I was scolded harshly by my parents with loud voice	1.84	1.07	L
3	My parents chased me from home	1.26	.71	VL
4	I was punished with beating for learning a lesson	1.45	.90	VL
5	I was harmed, and beaten by my parents when doing unsatisfactorily	1.31	.70	VL
6	I was harmed and beaten by my family members	1.21	.64	VL
7	My parents/family members pointed me with cigarette or hot object	1.12	.52	VL
8	I was splashed with hot water by my family members	1.12	.48	VL
9	My family members beat me with cloth hanger or with cable	1.45	.91	VL
10	I was caged alone in a room	1.15	.53	VL

4.1.2.3.1 *Qualitative data of Exposure to Family*

Violence

Participants have been exposed to family violence by *witness of domestic violence* and *victim of domestic violence*, i.e.

Witness of domestic violence

Violent words and gestures affect the mind and physical harm in family

Samples informed that parents used violent words and gestures affect their mind as well as physical harm in family. A male youth (with *physical violence*) informs, “...My father always yell at my mother...not as a quarrel...but regularly...if so, it will be stronger...they curse, threat and harm each other...but never do... Actually, I seen just once, my father did...”

It was corresponded with another male youth, “...when quarrelling, my father harms my mother almost every time. Sometimes, my mother counterattacks but sometimes surrenders or flees a room and locks....They revile loudly and I am shameful before my friends...” A female youth (with *verbal violence*) narrated “...my father and mother unlikely revile each other. Their anger is mostly found with silence....sometimes silence to each other for a month. What they want they ask me to be their translator...It is stressful...I dislike...”

Using *verbal violence* might performed by any members who are not parents or father and mother. A male youth informed that, “...I have many members at home... my uncle (my father’s brother) like to scold his son with harsh words...especially, when he is drunken...I sympathize his son...”

Violence in the residential area

A female youth (with *verbal violence*) narrated her *verbal violence* with her neighbors, “...my mother like to revile with those neighbors leaving their dogs to excrete in front of our home...”

Similarly, a female youth informs,

...we own townhouse and rival for parking...if anyone parking badly or blocking the house will be called by horns and sometimes reviling....My father told me, if it was a free area, then first come first parked. We bought a home not a road... My mother told me not to intervene, it would be troublesome...In fact, if it is not right, it needs just to tell them politely...My residential area is very bad. In the evening, men flock to drink in front of my home and spread to the road... noisy, dirty talks...devilish dressing...shorts but torn and half dress..."

In brief, it was found that female and male youth were relatively exposed to their family violence. Family violence might have been parental behavior or other family members, who threaten, bawl, and quarrel with harsh and indecent words. It was also found that parents used indifferent gestures to each other which were also violence in the youth's feeling. In addition, youth were still exposed to environmental violence in tier residential areas characterized in disharmony of neighbors and intimidations.

Victim of domestic violence

Youth were victimized in many ways such as reviling with harsh words, punishing by beating. A female youth (with *verbal violence* in internet) narrated, "...normally, my mother speaks politely...but during her anger, she uses harsh words...sometimes, she scolds as if I have done destructive things...I feel so down..." Another female youth (with *physical violence*) narrates, "...If I err, my father scolds me loudly, I feel shameful with my neighbors.... I have ever been beaten by cloth hanger because of telling lies..."

A male youth (with *physical violence*) said his father always scolded him with harsh words. Once he came home late as he had to join the school activity, his father yelled "...late again!?! If you are on time, will you die? Don't say about any activity, Who is that teacher assigning to work late for 3-4 hours? It is too much. I shall ask the teacher? If you lie, for sure you will deserve it..."

Besides, it was found that youth had been violently punished. A male youth (with *physical violence*) narrated, "...my father spans me 3 times...I help my friends...yesterday, they were pursued on fight and met gang fights..." similarly, a male youth informs, "...My father slaps me on my head charged on defense...I get it often..."

Male and female youth were indifferently victimized in their families characterized with reviling with harsh words and shameful to neighbors, physical punishment by slapping and beating with cloth hangers. Some youth admitted that they were deserved punishment but some felt that their parents were moody or overact. Female youth were more sensitive to harsh words than male youth. They perceived parental violence indifference.

Summary, the quantitative data shown that, there were two types of exposures to violence, i.e. witnessing violence in family and being victimized, both had very low level. The male youth had been subjected to violence than the female youth, while there is no difference in witnessing violence.

In details, both data were corresponded in relation to witnessing violence. They witnessed *verbal violence* of their family members, reviling, quarrelling, arguing, and indecent scolding. In victimization, being scolded with *verbal violence*, loud voice and were shameful to neighbors, being detained alone in a room, being chased from home, and being punished with violence and torture, which were clubbing and beating, face slapping, head slapping, beating with cloth hanger and burning with cigarette.

The qualitative data contained additional details of family violence that at the moment they were parental quarrels, they kept silence against each other which creating stressfulness in the family. There were violence from the family members who were not their parents, and violence in residential area such as quarrels among neighbors and insecurity or threats in communities and so on.

The qualitative data revealed the feeling of being punished which they admitted that they erred and deserved it but some find that their parents moodily act and overact. The female youth felt more offensive with *verbal violence* than the male youth while they felt indifferent and normal in their parental violence.

In general, both methods were relative but the qualitative method find more tense situations or more violence in family, more styles and violence outside school which links cross-school violence.

4.1.2.3 Attachment to family

4.1.2.3.1 Attachment to Family by item

In Table 4.4, examining by item of *empathy*, it was found that all items had high level except Item 10 which has moderate level. The top 3 means were Item 4 “When I err, my family members always forgive me”; Item 5 “When a family member has problem, all members discuss to counseling” and Item 2 “When I feel unhappy I can always talk with my father and my mother (parents)” with means (SD) were 4.07 (SD = .88), 3.92 (SD = .93) and 3.84 (SD = .99), respectively.

Monitoring outside home, it reveals that all items have high levels. The top 2 means were Item 6: “Father and mother (parents) know who my friends are”; and Item7: “When I am outside home, my family members know where I am” with means and SD were 3.93 (SD = 1.16) and 3.93 (SD = 1.06), respectively.

Table 4.4: Means, SD and Levels of Attachment to Family by item

Item	Empathy	Mean	SD	Levels
2	When I feel unhappy I can always talk with my father and my mother (parents).	3.84	.99	H
4	When I err, my family members always forgive me.	4.07	.88	H
5	When a family member has problem, all members discuss to counseling.	3.92	.93	H
10	Family members join activity for leisure time during holidays together	3.45	1.09	M
Item	Monitoring outside home	Mean	SD	Levels
6	Father and mother (parents) know who my friends are.	3.93	1.16	H
7	When I am outside home, my family members know where I am.	3.93	1.06	H
8	When I am outside home, my family members know whom I stay with.	3.71	1.14	H

Notes: questions are order by results of EFA

4.1.2.3.2 Qualitative data of Attachment to Family

Attachment to family was characterized in parental closeness, pursuance of peer association, as a female youth (with *verbal violence*) narrated,

.... *My father and my mother regularly encourage and give spiritual supports on my study....the matter of my mother's friend which is more tense, i.e. my mother knows all my friends and their homes... 3-4 close friends...If I were not home, my mother knows where I stay with....Though stressful but that's OK....My friend's parents are not so serious provided her GPA does not fall...but my mother does...everything.Ask is that good? Certainly, it make me more responsible minded. ...*"

However, it was found that other groups of youth did not feel intimate with parents. A male youth told about his parents, "...parents are not interested and much more on my grade (GPA) just not fall under 2 They never join parents' meeting....saying that always repeat as the previous year... it is good, I do not want them meet advisor..."

Some youth felt that their fathers did not love them. A female youth (with *physical violence*) narrated, "...don't want to tell him, if he knows, he will only scold... seeking advice from friends is better.." or "...father must not know this matter, if so, he course the ground..." or "...I feel my father and mother do not love and want me... K.8 is so difficult, knowing nothing from learning, cannot do homework if do not understand, my father coerces me to sit and do, do, and do...If I cannot, he will scold and revile...I just can't..."

Youth who attached to parents said that they were disciplined and monitored on peer association; especially female youth recalled that having been trained on disciplines closely. While youth who felt unlikely attached to parents said that their parents were too strict, reviling and coercing. However, youth either attached or no attached to parents could had similarly violence. Hence, It can be said that only attachment to parent is insufficient to prevent youth from behaving violently.

Summary: *attachment to family* has two characteristics, i.e. *empathy* and *monitoring outside home*. Male and female youth have similarly high levels in 2 types of attachment. However, comparing the means of the female youth was being *monitor outside home* more than the male was, whereas the *empathy* of both sex was no difference.

In details, data of both parts were correspond, i.e. *monitoring outside home* meant that parent known close friends of their youth, and when youth were not at home, parents known where they were. At the meantime, *empathy* was elaborated in helping each other in family by forgiving if erring and assistance by counseling when being unhappy.

The qualitative data added that participants were both attached and non-attachment to parents. Youth with attached to parents felt they were being attended to on disciplines and peer association while youth not feeling attached to parents feels that parents are strict, reviving and coercing.

In general, both methods were corresponded. However, the qualitative data revealed *attachment to family* had broader coverage which evidently linked to parenting, and disciplines.

4.1.2.4 Moral reasoning

4.1.2.4.1 Moral Reasoning by item

Table 4.5: Means, SD and Levels of Moral Reasoning by item

Item	Moral reasoning	Mean	SD	Levels
1	Reasoning on not donating blood to the mobile unit in school	3.73	1.97	4
2	Reasoning not reporting wrongdoing (smoking) of close friends	5.08	1.474	5
3	Reasoning on taking crosswalk when crossing the road	4.04	2.00	4
4	Reasoning to queue for buying lunch though long queue and food sold out	4.24	1.27	4
5	Reasoning not cheating gin exams though opportunity permits	3.36	1.86	3
6	Reasoning to collecting or not collecting mangoes of neighbor extended to their own home	3.79	1.53	4
7	Reasoning not to be witness for police though seeing the malefactor	3.48	1.83	4
8	Reasoning to scold/not to scold friends who backbite.	3.82	1.84	4

Notes: Statements in each question is summarized from the questions for data collection (see Appendix H)

In Table 4.5, it revealed that *moral reasoning* item mostly in the levels 3 and 4. The highest mean was Item2: Reasoning for not reported wrongdoing (smoking) of close friends was such the wrongdoing of their friends was not serious

and should have opportunity for improving themselves. The was Level 5 (mean = 5.08; SD = 1.45), while the 2 lowest means were Item 5: Reasoning not cheating the examination even though having a chance by. The reasoning was fearing to be caught and punished by fail and wanting friends to see they are honest. Its was Level 3 (mean = 3.36; SD = 1.86) And Item7: Reasoning not to be witness for police though seeing the malefactor and was in Level 3 (mean = 3.48; SD = 1.83). The reasoning feared danger later. Both Item 5 and Item7 were doing for oneself not for society.

4.1.2.4.2 Qualitative data of Moral Reasoning

It was found that *moral reasoning* of youth was mostly in the level of doing for oneself and doing for social acceptance or to be part of society. The most important society of youth was friend. The female youth (with *physical violence*) narrated,

....Ever breaking the queue for buying food. This shop prepare delicious food and queuing for what favor, it would be all sold out....May friends arrive first and I follow...I join them....those queuing will be dissatisfied...but they dare not...In fact, it is wrong but follow suit and not to make my friends disappointed... ”

....Persuading friends to clear with girl students in Section 6...My friends have been backbitten.... knowing there will be conflict but we must go...At least if we go with many people, it might be just clearing....it could be settle on that day...but thing did not end...on backbiting...My friend was backbitten on not being a virgin...or passes sex affairs. For me it is violent... but sometimes, those who are backbitten as such, they are not in trouble..... and still live normally and care for none.... ”

It was corresponded with the male youth (with *physical violence*) who narrated “...I don’t want to him anything but junior must respect senior ...it is senseless egoistic... they say my group is troublesome...conflict with stupid and stubborn people...”

However, there was some youth that had higher level of *moral reasoning*. A female youth narrated about *verbal violence* in internet,

.... *I think using verbal violence such as or ... is acceptable. It is just a dirty words, it's nothing for others. But for me, ... if I do something like that, my mother will get shock.... My sister (relative) uses very violent word ...I embarrass to let anyone know that she is my sister...in face (book), it show about who is my friend, my sibling, my relative and any other, will see...I try to instruct her, but she says...Sis(ter), don't be serious...chill chill (take it easy)...* ”

Moral reasoning of the qualitative participants were mostly at level 2 and 3. Which was doing for oneself for their won benefit and for self-protection and doing for social acceptance or to be as part of society or help friends for their acceptance. But youth *moral reasoning* could be found in Level 4: playing roles expected by society or believing in rules and regulations to a certain level. They viewed that violent behavior was bad and should not do. However, youth with level 4 of *moral reasoning* also performed *verbal violence*.

Summary, the youth *moral reasoning* was different in quantitative approach and qualitative approach. The quantitative group had higher level than the qualitative group. That was the quantitative group had *moral reasoning* at Level 4 while the qualitative group has just Level 2 and 3.

The quantitative details revealed that reasoning not reporting wrongdoing (smoking) of close friends was in Level 5. Meaning, seeing friend misbehave about social norms but not serious and should waive reports. The quantitative data also shown reasoning not cheating in exams though having a chances that they were afraid of being caught and being punish to fail the examination and wishing friends see their honesty, and reasoning not to be witness for police though seeing the malefactor was fearing for the aftermath danger. Such reasoning were in Level 3 which was an avoidance of punishment and bad consequences for their own action.

The quantitative details added that parents applied closeness and instruction to ingrain moral to the female youth. In this research it was the *attachment to family*. Parents needed role model for male youth. That was, parents must have proper behavior and did not behave violently. Hence, witness violence was one in many types of *exposure to family violence*.

4.1.2.5 Situational reasoning

4.1.2.5.1 Situational Reasoning by item

Table 4.6 by itemization of *denial of injury*, it shown that 2 items were in moderate level while 3 items were in low level. The top 2 means were Item 2: “Violent behavior is acceptable if none is troubled”; and Item1: “Violent behavior is acceptable if none is injured”. Their means (SD) were 2.95 (SD = 1.21) and 2.94 (SD = 1.21), respectively.

Items of *denial of victim* were in moderate and high means levels. The top 2 means were Item 2: “Who bullies/harms other should be that so”; and Item 1: “Who provokes other first should be counteracted”. Their means (SD) were 3.61 (SD = 1.20) and 3.16 (SD = 1.20) respectively.

Item of *condemnation of the condemner* shown moderate to high levels. The top 2 means were Item2: “If being bullied/harmed first, sometimes, it needs to fight to protect oneself because the teachers have no time for trivial things”; and Item1: “If being harmed first, one must counterattack because even if telling the teacher one will not find justice”. Their means (SD) were 3.35 (SD = 1.19) and 2.97 (SD = 1.28) respectively.

Item of *appeal to higher loyalty* had low to moderate levels. The top 2 means were Item6: “If friends enter quarrel and fight, we must help to express peer love”; and Item 2: “Some behavior though violent but if it is to protect dignity of friends or of the group, it is acceptable”. Their means (SD) were 3.07 (SD = 1.25) and 2.95 (SD = 1.13), respectively.

Table 4.6: Means, SD and Levels of Situational Reasoning by item

Item	Denial of injury	Mean	SD	Levels
1	Violent behavior is acceptable if none is injured.	2.94	1.21	M
2	Violent behavior is acceptable if none is troubled.	2.95	1.22	M
3	Quarrel and reviling or using verbal violence is just wording but injures none.	2.56	1.10	L
4	Backbiting others is not wrong if it is true.	2.43	1.12	L
5	Vandalizing objects such as hammering/breaking tables, chairs, graffiti, spraying toilet and bus-stops harms and troubles none.	1.90	.99	L
Item	Denial of victim	Mean	SD	Levels
1	Who provokes other first should be counteracted	3.16	1.20	H
2	Who bullies/harms other should be that so.	3.61	1.20	H
3	Who misbehaves must be commonly gossiped and one should not blame others	3.14	1.16	M
4	If being assaulted because of carelessness, one should blame oneself	2.97	1.19	M
Item	Condemnation of the condemner	Mean	SD	Levels
1	If being harmed first, one must counterattack because even if telling the teacher one will not find justice.	2.97	1.28	M
2	If being bullied/harmed first, sometimes, it needs to fight to protect oneself because the teachers have no time for trivial things.	3.35	1.19	H
3	Quarrelling and using violence are matters all do it, and none is seriously punished.	2.66	1.23	M
Item	Appeal to the higher loyalty	Mean	SD	Levels
1	Some behavior though violent but if it is the group's trend, it is acceptable.	2.71	1.14	M
2	Some behavior though violent but if it is to protect dignity of friends or of the group, it is acceptable.	2.95	1.13	M
3	If being contempt/insulted, then boxing, beating and slapping are acceptable; it is to protect one's dignity.	2.91	1.21	M
4	Strong person and dare to box only who will be accepted as having prestige.	1.96	1.09	L
5	The coward only dare not counterattack though being sought for quarrel and boxing first.	2.44	1.20	L
6	If friends enter quarrel and fight, we must help to express peer love.	3.07	1.25	M

4.1.2.5.2 Qualitative data of Situational Reasoning

Youth applied *situational reasoning* for feeling free from guilty or legitimization. Participants provided many types of *situational reasoning*, i.e.

With the *denial of injury*, a male youth told about a friend who wrote graffiti in a lift or in toilet, "... make it dirty, but it was better than violence...It was a release of the feeling that harms none...only reviling words and obscenities, such as Most graffiti in toilet is full of dirty words.... It looked like posing web-boards..."

Female youth contradicted, "...it is bad in general...when parents or outsiders see...it damages and the school has to pay for repaint and cleaning...Importantly, it tarnishes the school image..."

Reasoning on minor injury, both male and female youth had the same view that it was not serious, a female youth said "...any violent level would do...it is just wording and there will no conflict... if injury is done... or just pushing; it is common...it is often found in Section 7..." A male youth says, "...just chest pushes and not starts boxing, I think it is not wrong..."

Female youth contradicted and narrated their friends' feeling, "...our friends say just word it is more painful than actions. It defames for shame...It hurts on one-sided attacks...If it is face-to-face, we can counteract...or fight...much better..."

Denial of responsibility was less found than other reasoning. Both male and female youth found that all must be responsible for their own act, such as a male youth said "... dare to do, dare to responseman should take their responsibility". A female youth said, "...my friend says she is always facing the consequences of what she has done. ...she is the gang head and none really dare to intervene..."

Denial of victim was a blaming on victim who started harming other first. So, victim deserved. A male youth said, "... Before that, they came in gage to attack my friend... fortunately; my friend could run away... Later we met again, we counterattacked... I dares not walking alone now." Another male youth said, "...he extorted me and when he pulled my collar, I punched on his face for self-protection..." It was corresponded with a female youth saying, "...having conflicts is mostly seeking for conflicts all the time...or injured her first...one day, there will be retribution..." A female youth similarly mentioned, "... one of my male friends is usually simpler than others...his senior persuaded him to fight with their enemy. Concerning that would be conflict, still he joined ... in fact, he should have been more careful than this ...he is bright ... should not have involve with those back-seaters..."

Condemnation of the condemner shown only one reasoning, that is the teacher did not take it seriously; teachers did nothing; and could not do anything. For example, a male youth said, "...student quarrels happen every day but teachers pay no attention... Students have to clear conflicts themselves..." A female youth experienced unfairness from teachers, said, "... telling the teachers, they did not help... joining the gang, we can do anything including protect ourselves..."

Appeal to higher loyalty was the reason youth commonly use. That was excuses of doing for friends, for the gang or to protect dignity. For example, many male youth said, "...friends persuaded me..." or "...have to help friends..." or "...we have conflict with...they disgrace us on girl..." Similarly, female youth said, "...what we cannot subdue is disgrace...such as... bawl at our friends before public... in the gym where we were rehearsing cheer leading... some got conflict because of love rivalry... A junior of K7 loves my friend's lover who is a sportsman...she deserves it. It's a disgrace to the senior...In fact; it is not the fault of the junior but the sex-face man, too..."

It was seen that youth with *physical violence*, which were injuring others through boxing, group attacking and gang fighting, provided *situational reasoning of appeal to higher loyalty*. It was the excuse of doing

for friends, doing for the gang, and doing to prevent dignity. They also *denial of victim* as excusing that doing for self-protection, counterattack, and beyond control. Regarding *verbal violence, physical violence* of minor injury and vandalism were the *denial of injury*. It was excused that, it was just wording and not injuring other. Pushing and scratching others was a minor injured. A vandalizing objects was not harmed anyone.

In Summary, there were 4 types of *situational reasoning* in youth, i.e. *denial of injury, denial of victim, condemnation of the condemner* and *appeal to higher loyalty*. All of them are in the moderate level but concerning the means, the male youth applied *situational reasoning* more than the female youth. Both sex similarly applied *denial of victim* most.

In details, the quantitative and qualitative approaches were relative, that was *denial of victim* that no injuring and no damaging. The *denial of victim* by accusing the victim deserved it. *Appeal to higher loyalty* was by excuse of doing for friends, for gang, and to protect dignity. *Condemnation of the condemner* was excuses of teachers were not interested, doers were not being punished and their rights to seek justice for themselves. The reasoning least found is denial of responsibility such as not the doer, pressured by situation and the data are from interviews that dare to dare must dare to accept and to receive the consequences and punishment without fear.

The qualitative data revealed that their behaviors underlie their reasoning. That was *physical violence* like harming others such as boxing, group attack, group fights would give *situational reasoning* and *appeal to higher loyalty* most. It was the excuse of doing for friend, for gang and to prevent dignity. It was followed by *denial of victim* excusing that doing for self-protection, counterattack, and beyond control. Regarding *verbal violence, physical violence* of minor injury and vandalism are the *denial of injury*. It was excuse of just wording, no injuring or minor injuring and not harming anyone.

4.2 Influences of Family Factors, and Behavioral Reasoning Affecting Violent Behavior

4.2.1 Confirmatory Factor Analysis

EFA (exploratory factor analysis) has been used in analyzing the components with SPSS since the instrument used contains latent variables, and some of them have been generated from the related concepts and theories. Some questions were collected from previous researches. EFA results would indicate which questions or observatory variables can measure latent variables and which ones cannot. Besides, EFA results can indicate the extent of reliability and validity of the construct validity in being applied with the targeted middle school students.

EFA revealed that almost latent variables were confirmed the same component, but, *attachment to family* which was grouped in to 2 components (see details in Chapter 3 and values of statistical significance on component analysis in Appendix E1, E2, F, Table 12- 23).

4.2.2 Reliability of the instrument

Reliability found is denial of responsibility has low level or .492 while other variables has moderate to high level or 061-092. Having reliability at moderate level is because the components with observatory variables or having few questions which yield unlikely high value of the internal consistency (variables' reliability values in Appendix, F)

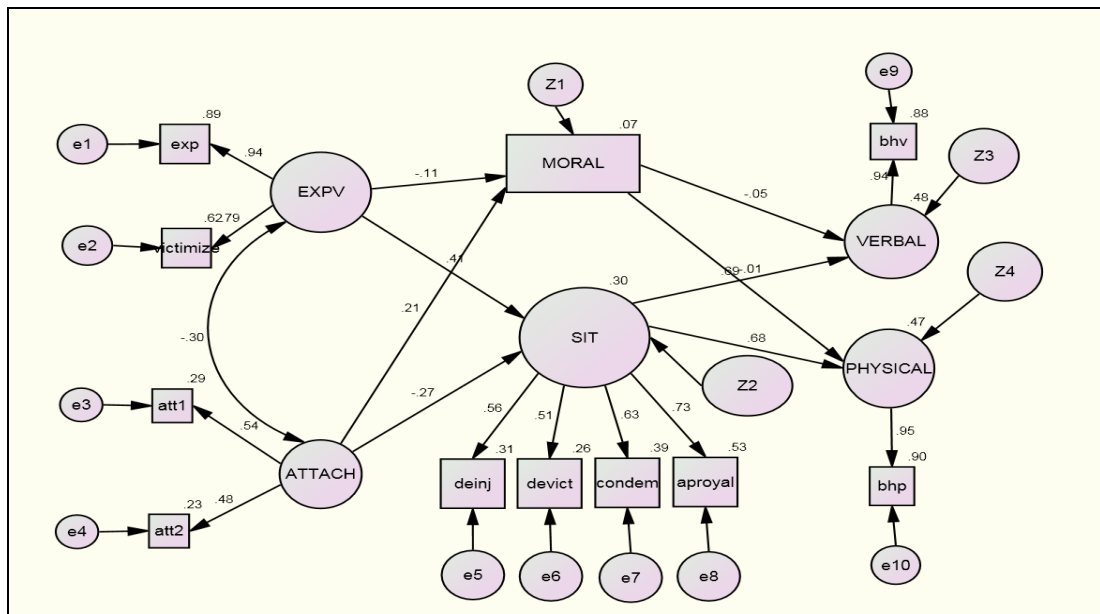
At the stage of EFV and reliability test of the instrument, there are 10 variables. Including *moral reasoning*, all together are 11 variables which will be used for hypotheses testing by SEM technique.

4.2.3 Correlations between variables

In Table 4.7, bi-variate analysis of correlation among variables used in the model to check appropriateness of data with the SEM technique, it is found that the

relationship between variables meets the SEM obligations is the independent variables are unlikely having relationship and the dependent variables have relationship with the independent variables by statistical significance. The relationship between the independent variables is unlikely high or not higher than 0.6 but there is only one pair – witness of violence and *victim of domestic violence*, which is likely high (.743). The direction of relationship displays that there are both positive and negative and incorporate with the adopted theories. The bi-relationship between the independent variables and the dependent variables discloses that there is relationship by statistical significance with almost all the independent variables except a pair which is the *physical violence* and concerns within family only which is without statistical significance ($p = .08$) in both positive and negative direction of relationship. Meaning, *witness of domestic violence*, *victim of domestic violence*, and 4 types of *situational reasoning* had positive relationship with both type of violent behavior (*verbal and physical*). On the other hand, *empathy*, *monitoring outside home* and *moral reasoning* have negative relationship with both types (*verbal and physical*) of violent behavior.

4.2.4 Analysis of Hypothesis Model of predictors of youth violent behavior

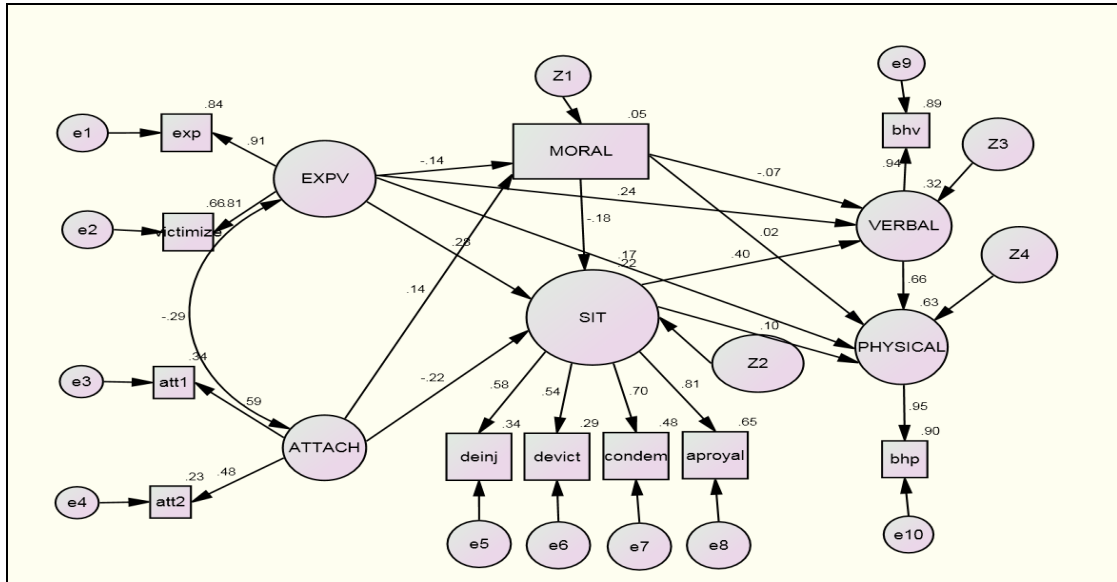


$\chi^2(38) = 288.095, df = 38, p < .001^{***}, RMSEA = .119 (.106, .132), GFI = .890, CFI = .826$

Figure 4.1: SEM hypothesis model of predictors of youth violent behavior

In Figure 4.1, fixing the parameters from composite score calculation, i.e. the λ and the error variance of the endogenous variables, and analyzing the hypothesis model. The result shown that the model has not fit with the empirical data, i.e. values of $\chi^2(38) = 288.095, df = 38, P < .001^{***}, RMSEA = .119 (.106, .132)$ GFI = .890 and CFI = .826 . The efficiency of the model can explain the *verbal violence* at 48% ($R^2 = .48$) and the *physical violence* at 47% ($R^2 = .47$). The model must be then adjusted by theoretical reasoning and model modification indices by adding directions of relationship between variables. The results of analyzing the adjusted model are in Figure 4.2

4.2.5 Analysis of adjust model of predictors of youth violent behavior



$\chi^2 (34) = 70.594, df = 34, P < .001^{***}, RMSEA = .048, GFI = .971, CFI = .975,$

Figure 4.2: SEM adjust model of predictors of youth violent behavior

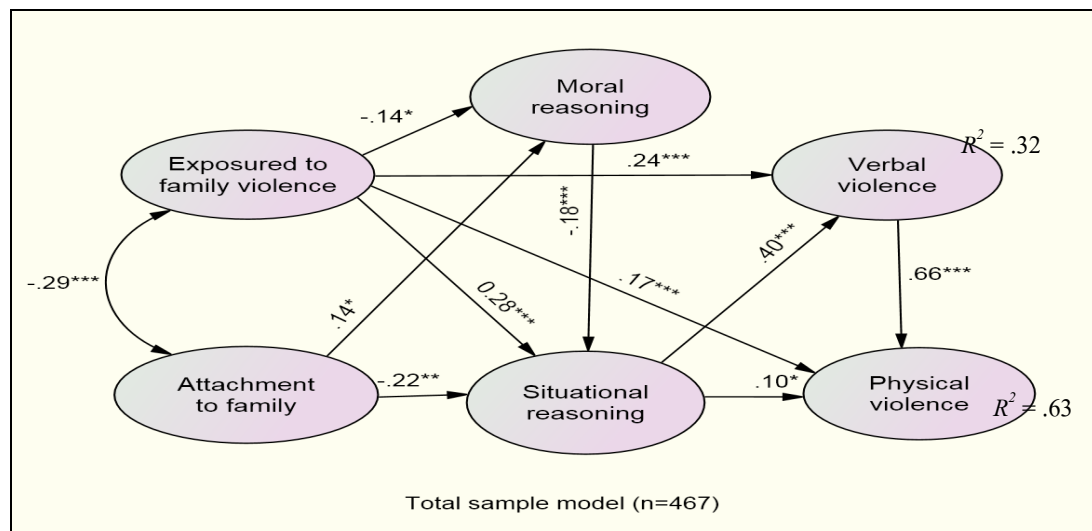
In Figure 4.2, it is found that the adjusted model is more consistent with the empirical data. That is $\chi^2 (34) = 70.954, df = 34, P < .001^{***}, RMSEA = .048$ (.32, .64), $GFI = .971$ and $CFI = .975$. The efficiency of the model can explain the verbal violence at 32% ($R^2 = .32$) and the physical violence at 63% ($R^2 = .63$).

Table 4.8: Indicators for testing fit and goodness of fit in of the hypotheses and the empirical data

Statistical Test	Criteria	Ante-adjust	Post-adjust
value of χ^2 / df (CMIN/df)	<2.00	7.581	2.076
P-value	≤ .05	<.001	<.001
Goodness of Fit Index (GFI)	≥ .90	.890	.971
Confirmatory Fit Index (CFI)	≥ .90	.826	.975
Root mean square error of approximation (RMSEA)	≤ .05	.119	.048

Table 4.8 illustrates analysis of confirmatory fit and goodness of fit of the hypothesis model; the researcher examines proportion of χ^2 / df too since it is found that the value of χ^2 has variance by group size. If the sample group is small the value of χ^2 is liable to have more statistical significance. It is also found that the modified model is consistent to the empirical data, i.e. $\chi^2 / df = 2.076$ CLOSE to criteria at 2.00 more and other indices pass the criteria.

Based on Figure 4.2, the researcher presents Figure 4.3 for a simplified model of the findings on the linear structural relationship among variables which influence youth violent behavior.



Notes : * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$; only significant paths are shown

Figure 4.3: SEM of predictors of youth violent behavior

In Figure 4.3, the directions of relationship between the independent variables and the dependent variables reveal that *exposure to family violence* (IV: independent variable) directly affects *verbal violence* (DV: dependent variable) ($\beta = .24, p < .001$), *verbal violence* ($\beta = .17, p < .001$) and indirectly affect through *moral reasoning* ($\beta = -.14, P < .05$) through *situational reasoning* ($\beta = -.18, p < .001$) through *verbal violence* ($\beta = .40, P < .001$) and to *physical violence* ($\beta = .66, p < .001$). Or, another direction is from *situational reasoning* directly to *physical violence* ($\beta = .10, p < .001$) and not through *verbal violence*. Another independent variable, i.e. *attachment*

to family does not directly affect both dependent variables but indirectly affect them like *exposure to family violence* which passes through *moral reasoning* ($\beta = .14, p < .05$) and through *situational reasoning*, through *verbal violence*, and to *physical violence*. Or another direction is from *situational reasoning* directly to *physical violence* without passing *verbal violence*.

Directions of the relationship between the independent variables and the dependent variables reveal that *exposure to family violence* directly affects *moral reasoning* ($\beta = -.14, p < .05$) and directly affect *situational reasoning* ($\beta = .28, p < .001$). In addition, *exposure to family violence* indirectly affects *situational reasoning* through *moral reasoning* first. *Attachment to family* directly and indirectly affects both latent variables, i.e. *Attachment to family* directly affect *moral reasoning* ($\beta = .28, p < .001$) and *situational reasoning* ($\beta = -.22, p < .001$). *Attachment to family* indirectly affects *situational reasoning* through *moral reasoning* first ($\beta = .14, p < .05$).

The directions of relationship between the latent variables and the dependent variables reveal that *moral reasoning* does not directly affect both dependent variables but indirectly affect *situational reasoning* ($\beta = -.18, p < .001$) to *verbal violence* ($\beta = .40, p < .001$) and then to *physical violence* ($\beta = .66, p < .001$). And another indirect route is from *moral reasoning* through *situational reasoning* and directly to *physical violence* ($\beta = .10, p < .05$) through *verbal violence*.

The latent variables of *situational reasoning* show that there are both direct and indirect affect to the dependent variables. That is direct to *verbal violence* ($\beta = .40, p < .001$) and directly to *physical violence* ($\beta = .10, p < .05$). However, the indirect effect to *physical violence* is from *situational reasoning* through *verbal violence* then to *physical violence*.

Examining the importance of the sub-composite among the variables modified to be 3 single latent variables are *exposure to family violence*, *attachment to family* and *situational reasoning*; it was found that, the *exposure to family violence* has the composite of witnessing violence more important than violence victimization with values of $\beta = .91, p < .000$ and $\beta = .81, p < .000$, respectively. *Attachment to*

family has composite of *empathy* more important than *monitoring outside home* with values of $\beta = .59, p < .000$ and $\beta = .48, p < .000$, respectively. *Situational reasoning* has the most important composite which is *appeal to higher loyalty* followed by *condemnation of the condemner*, *denial of victim* and *denial of injury* with values of $\beta = .81, p < .001$; $\beta = .70, p < .001$; $\beta = .58, p < .001$; $\beta = .54, p < .001$, respectively (see Parameter in Figure 4.2).

In summary, the influence of variables on dependent variables: verbal and *physical violence* revealed that *exposure to family violence* as independent variable directly and indirectly influenced dependent variables. *Attachment to family* as independent variable negatively and indirectly influenced them. *Moral reasoning* a latent variable negatively and indirectly influenced them only. *Situational reasoning* negatively and directly influences dependent variables. In addition, it was found that there were relationships among dependent variables. That was, *verbal violence* had relationship with *physical violence*. There was also relationship between latent variables. That was *moral reasoning* has relationship with *situational reasoning*. Whereas the sub-composites import to 3 single latent variables, which are *exposure to family violence* had the composite of *witness of domestic violence* more important than *victim of domestic violence*. *Attachment to family* had composite of *empathy* more important than *monitoring outside home*. *Situational reasoning* has the most important composite which is *appeal to higher loyalty* followed by *condemnation of the condemner*, *denial of victim* and *denial of injury*.

4.2.6 Comparison of influence size of variables over dependent variables

With the routes, sizes and directions of the relationship of the variable in the model which had both positive and negative influenced over each other, there were direct and indirect influences. The total influence of each variable was calculated in Table 4.9. It shown that the 2 most highest influence variables on violence behavior were *situational reasoning* ($\beta = .40, \beta = .36$) and *exposure to family violence*. ($\beta = .37, \beta = .44$). On the other hand, *attachment to family* and *moral reasoning* had negative influenced over dependent variables but unlikely strong.

Table 4.9: Direct and indirect influence among variables in the model

Variables	R ²	Influences	Independent variables				
			Exposure to family violence	Attachment to family	Moral reasoning	Situational reasoning	Verbal violence
Moral reasoning (mediator)	-	Direct	-.14	.14	-	-	-
		Indirect	-	-	-	-	-
		Total	-.14	.14	-	-	-
Situational reasoning (mediator)	-	Direct	.28	-.22	-.18	-	-
		Indirect	.02	-.02	-	-	-
		Total	.30	-.24	-.18	-	-
Verbal violence (dependent)	.32	Direct	.24	-	-.07	.40	-
		Indirect	.13	-.11	-.07	-	-
		Total	.37	-.11	-.14	.40	-
Physical violence (dependent)	.63	Direct	.17	-	.02	.10	.66
		Indirect	.27	-.09	-.11	.27	-
		Total	.44	-.09	-.09	.36	.66

The influence size of variables affecting the dependent variables shown that most influence on *verbal violence* were *situational reasoning* followed by *exposure to family violence*, *moral reasoning*, and *attachment to family*, respectively. The most influence variable on *physical violence* (excluding relationship between *verbal violence* and *physical violence* which was very high) were *exposure to family violence*, followed by *situational reasoning* while *attachment to family* and *moral reasoning* had equal influence.

Hypothesis Testing 1.7.1

The results shown both accept and reject the hypothesis. That was; it accept hypothesis that *exposure to family violence* and *attachment to family* affected *moral reasoning*, *situational reasoning* and violent behavior of the middle school students. Whereas, *hypothesis on moral reasoning* directly affected violent behavior was rejected.

There were new findings, those were: the relationship between the mediator and the mediator (*moral reasoning* and *situational reasoning*); relationship between dependent variable and dependent variable (*verbal violence* and *physical violence*); and *exposure to family violence* directly affected both types of violence (verbal and physical).

Summary, a study on influence of family factors and behavioral reasoning affecting youth violent behavior as in the research objective 1.7.2. by SEM revealed that *exposure to family violence* as independent variable directly and indirectly affects dependent variables. Its indirect influence was through the mediator variables – *moral reasoning* and *situational reasoning*. The *attachment to family* as independent variable indirectly influences through the mediator variables – *moral reasoning* and *situational reasoning*. *Moral reasoning* had no direct influence over dependent variables but indirectly influences through *situational reasoning*. And, the dependent variables have relationship with each other. That is *verbal violence* directly influenced *physical violence*.

Comparing the influence size of variables affecting the dependent variables, it was found that most influence on *verbal violence* was *situational reasoning* (both were positive influence) followed by *exposure to family violence*, *moral reasoning*, and *attachment to family*, respectively (both are negative influence). On the other, the variable most influences *physical violence* (if excluding relationship between *verbal violence* and *physical violence* which are dependent variable together) was *exposure to family violence* (both are positive influence), followed by *situational reasoning* while *attachment to family* and *moral reasoning* had equal influence (both were negative influence).

The sub - composites import to 3 single latent variables, which were 1) *exposure to family violence* had the composite of *witness of domestic violence* more important than *victim of domestic violence*. 2) *attachment to family* had composite of *empathy* more important than *monitoring outside home*, and 3) *situational reasoning* had the most important composite which was *appeal to higher loyalty* followed by *condemnation of the condemner*, *denial of victim* and *denial of injury*.

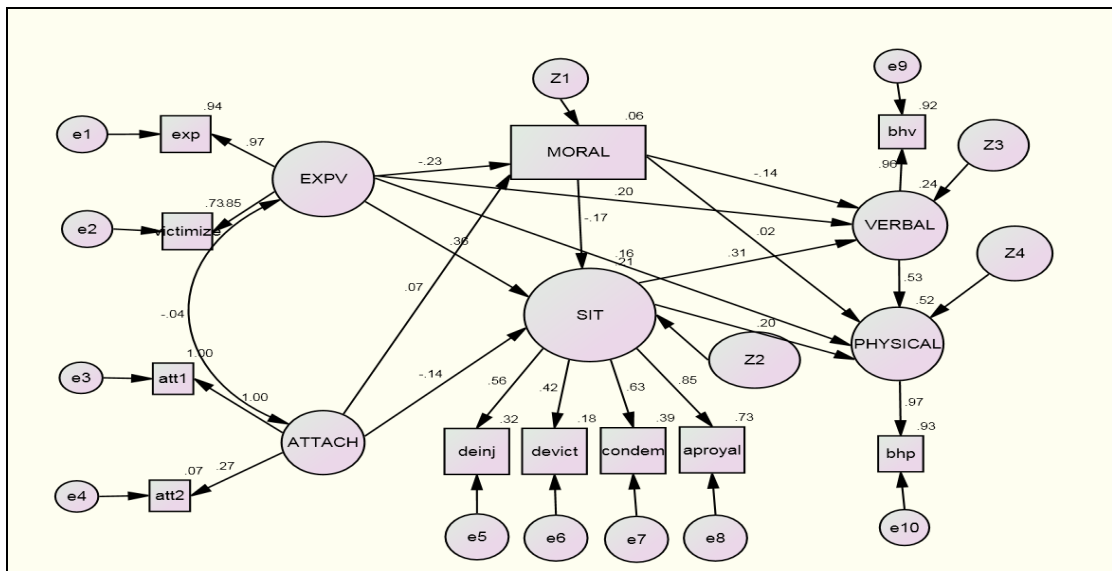
Efficiency of the model to explain dependent variable is all variable co-explain *verbal violence* at 32% ($R^2=.32$) and the *physical violence* at 63% ($R^2=.63$).

Hypothesis test display that most agree with hypothesis except *moral reasoning* rejects it or has no direct effect to the dependent variables. New findings were relationship between the mediator variables and relationship between dependent variables.

4.3 Comparisons of Models Explaining Male and Female Violent Behavior

For comparison, sex was adopted as the moderators through analyzing and comparing models of male and female. The procedure of analysis was as follow.

4.3.1 Analysis of predictors of male youth violent behavior

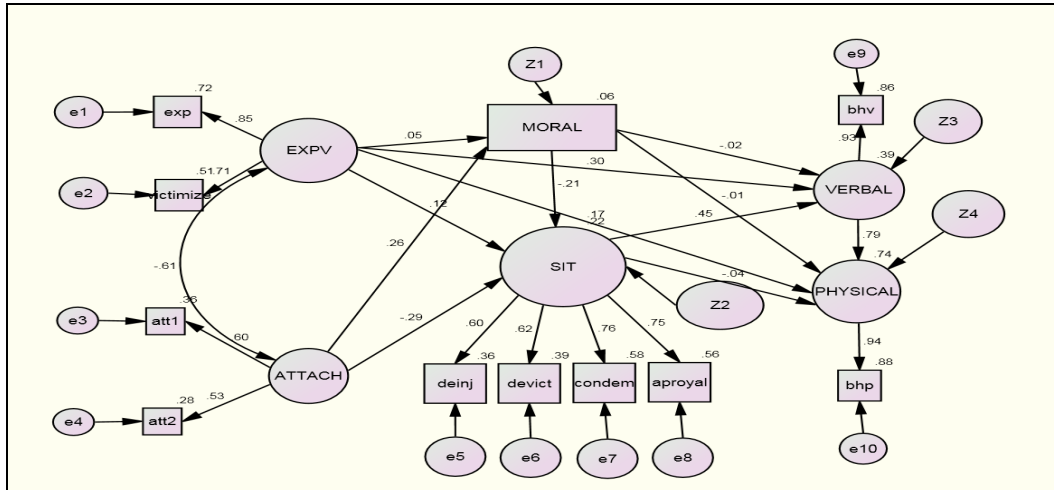


$$\chi^2 (35) = 55.156, df=35, P=.016*, RMSEA=.050, GFI=.958, CFI=.971$$

Figure 4.4: SEM of predictors of male youth violent behavior (n=227)

The male model in Figure 4.4 revealed that GFI (goodness of fit index) and CFI (confirmatory fit index) and empirical data by $\chi^2 (35) = 55.156, df=35, P = .016*$, RMSEA = .050, GFI = .958 and CFI = .971; all pass the criteria. The model fit with empirical data. Efficiency of the model to explain *verbal violence* as the dependent variable at 24% ($R^2=.24$) and the *physical violence* at 52% ($R^2=.52$).

4.3.2 Analysis of predictors of male youth violent behavior



$$\chi^2 = 1.536, df=34, P=.02^*, RMSEA=.047, GFI=.963, CFI=.975$$

Figure 4.5: SEM of predictors of female youth violent behavior (n=240)

The female model in Figure 4.5 reveals that GFI (goodness of fit index) and CFI (confirmatory fit index) and empirical data by $\chi^2 = 1.536, df=34, p = .02^*$, RMSEA = .048, GFI = .963 and CFI = .975; all pass the criteria. The model fit with the empirical data. Efficiency of the model to explain *verbal violence* as the dependent variable at 39% ($R^2=.39$) and the *physical violence* at 74% ($R^2=.74$).

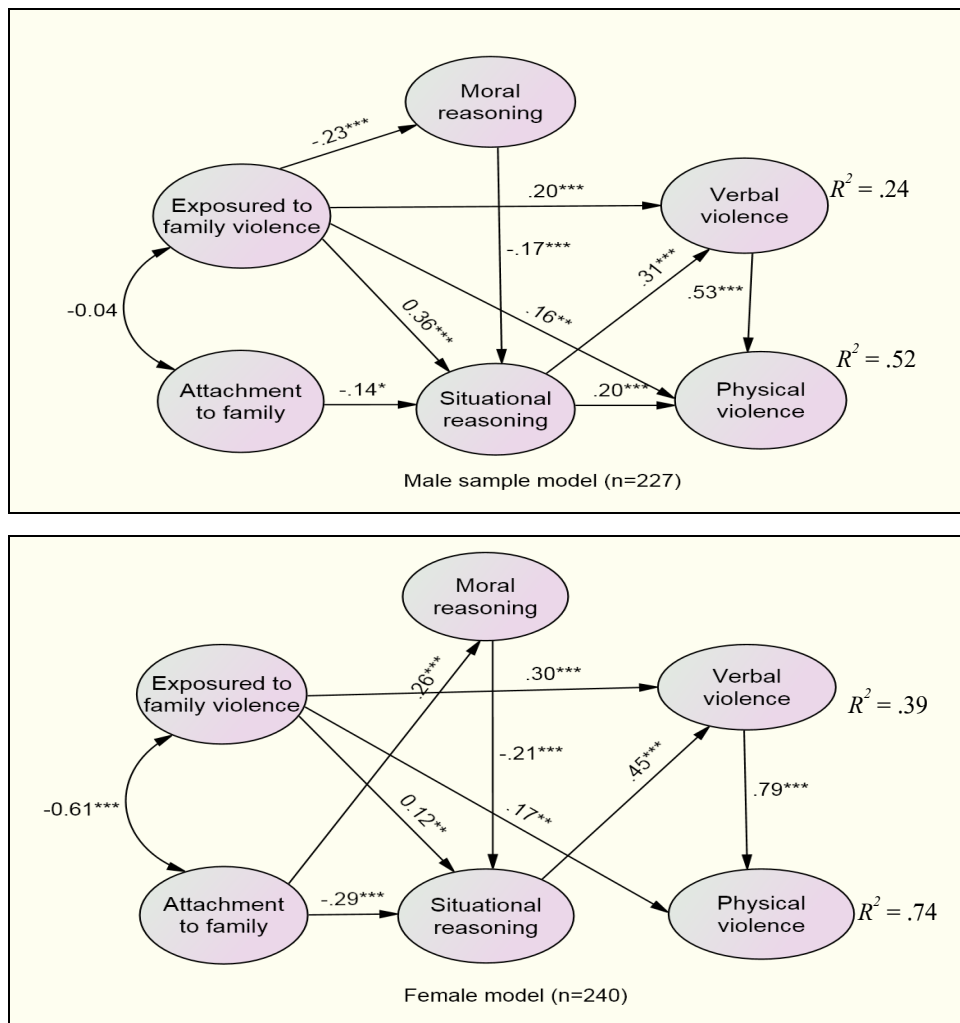
4.3.3 Comparing male and female model

Analyzing male and female models (Figure 4.4 and 4.5) and presenting the simplified comparative models in figure 4.6. The male model displayed *that exposure to family violence* directly and indirectly influences over the dependent variables passing through mediator variables of *moral reasoning* and *situational reasoning*. *Attachment to family* and *moral reasoning* indirectly influence over the dependent variables through *moral reasoning*, the mediator. *Situational reasoning* directly influenced the dependent variables. Examining size and direction of influence, it was found that *situational reasoning* best influences on the dependent variables ($\beta = .31$,

$P < .001$, $\beta = .20$, $P < .001$). The second high influence was exposure to family violence ($\beta = .16$, $P < .001$). Both are the positive influences. That was, the male youth refer much on *situational reasoning* and much *exposure to family violence* would have much violent behavior. *Attachment to family*, and *moral reasoning*, on the other hand, not so much, positively influence but indirectly. Meaning, male youth with much *attachment to family* and with *much moral reasoning* would have less violent behavior.

The female model displays that *exposure to family violence* directly and indirectly influenced over the dependent variables passing through mediator variable of *situational reasoning*. *Attachment to family* and *moral reasoning* indirectly influenced over the dependent variables passing through *moral reasoning*, and the *situational reasoning*. *Situational reasoning* directly influenced the *verbal violence*, the dependent variable first ($\beta = .45$, $p < .001$) and passes through the *physical violence* ($\beta = .79$, $p < .001$). Examining size and direction of influence, it was found the highest influence on violence behavior was *situational reasoning*, followed by *exposure to family violence* with influencing *verbal violence* first then *affecting physical violence*. All relationship was positive direction. Meaning, the female youth referred high *situational reasoning* and high *exposure to family violence* would have high violent behavior. Female youth with *verbal violence* likely to performed *physical violence* later. *Attachment to family*, and *moral reasoning*, on the other hand, not so much, positively influence but indirectly. Meaning, female youth with high *attachment to family* and with high *moral reasoning* will have less violent behavior.

The female model had better predict power than the male model. Meaning, the female model could predict *verbal violence* at 39% and *physical violence* at 79%. While, the male model could predict *verbal violence* at 24% and *physical violence* at 52%.



Notes : * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$; only significant paths are shown

Figure 4.6: Comparisons of male and female model

Regarding the effect size (β), it was found, in male youth, *situational reasoning* had the most influences followed by *exposures to family violence* on *violent behavior* among male youth with being the positive influence. Meaning, male youth with high *situational reasoning* and high *exposure to family violence* would consequently have *violent behavior*. While *Attachment to family* and *moral reasoning* unlikely influence dependent variables as it was indirect influence. Meaning, male youth with high *attachment to family* and high *moral reasoning* would have less violent behavior. The female youth had variables influencing violent behavior similar to the male youth which was *situational reasoning* and *exposure to family violence*.

However, difference was found that, there was no relationship between *attachment to family* and *moral reasoning* in male youth. There was no relationship between *exposure to family violence* and *moral reasoning*; between *situational reasoning* and *physical violence* in female youth. Meaning, *moral reasoning* found in male youth came from role model of their parents and *moral reasoning* in female youth came from close attention from parents.

Hypothesis testing 1.7.2

It was accept the hypothesis that, different sex affects causal factors of violent behavior and violent behavior of the middle school students. That was, male and female youth models were different in the routes of relationship between variables, in influence sizes of variables and in the predicted power of the models.

Summary, results of comparing models explaining violent behavior among male and female youth based on the research objective 3 and hypothesis 1.7.2 found that, male model and female models had some similar and some different parts. Similarity were, there were same 6 latent variables in models, and the 2 most influence on *verbal and physical violence* were *situational reasoning* and *exposure to family violence*. While the difference was, the male model had no relationship between *attachment to family* and *moral reasoning*. The female model had no relationship between *exposure to family violence* and *moral reasoning* and also no direct relationship between *situational reasoning* and *physical violence*. It could be said that, *moral reasoning* among male youth came from the role models of their parents, whereas *moral reasoning* of female youth came from close attentive care from their parents. The *physical violence* female youth likely to have prior *verbal violence*, while the *physical violence* male unlikely to have prior *verbal violence*. Moreover, there were differences of efficacy of the model that was; the female model had higher predicted power than the male model. The female model could predict *verbal violence* at 39% and *physical violence* at 79%. While the male model could predict *verbal violence* at 24% and *physical violence* at 52%. Such differences could be summarized that sex was moderator variable as its co-analysis affected the relationship among variables in the model.

CHAPTER V

CONCLUSIONS, DISCUSSIONS AND RECOMMENDATION

This chapter describes the conclusions and implications from the doctoral research. There are 4 sections. The first section provides an overview of the study summarizes the aims, theoretical background, and methodology. The second section is the conclusions of the findings which orderly presented according to research objectives. The third section is the discussion on the key findings, and the final section is recommendation of the study which divided into the recommendation for policy, for practice and for further study.

5.1 An Overview of the Study

The middle school violence has been a social issue in and around Bangkok for more than a decade. The vocational schools students are the most violence group comparing to every level of school, whereas the middle school students are the second violence. The middle school students, who used to committee violence, tend to develop more violence when they continue studying in vocational school.

Aim of this study is to explain the rationale behind the violence of male and female youth, situating it within their social and familial context. The three specific objectives are, 1. To study nature of violence behavior through, family factors, and reasoning factors that affect violent behavior of the middle school students in Bangkok, 2. To study the influences of family factors, and reasoning factors affecting violent behavior of the middle school students in Bangkok, and 3. To compare models explaining the violent behavior of male and female students.

The research methodology is a mixed method. 240,444 middle school students in Bangkok are targeted population and 467 students are quantitatively sampled with multi-stage sampling and questionnaire of self-report is the instrument for data collection. The contents contain 6 parts. Part 1 is Backgrounds of the participant and family; Part 2: *Exposure to family violence* (a: *witness of domestic violence*, b: *victim of domestic violence*); Part 3: *Attachment to family* (a: *empathy*, b: *witness of domestic violence*); Part 4: *Moral Reasoning*; Part 5: *Situational reasoning* (a: *denial of injury*, b: *denial of victim*, c: *condemnation of the condemner*, d: *appeal to higher loyalty*); and Part 6: *Violent behavior* (a: *verbal violence*, b: *physical violence* (see chapter 3 and Appendix G). The 8 qualitative samples have been purposively sampled with direct experiences and data collection was through oral history interview based on a semi-structured interview guideline. The oral history interview contains 7 parts similar to the quantitative questionnaire. Quality check for the instrument and content validity is based on IOC (index of item-objective congruence) by 4 experts. IOC of the overall questionnaire is 0.75-1.0. Its constructive validity is checked with EFA (exploratory factor analysis). Its values are calculated under the formula of Cronbach's Alpha Coefficient (α), and the reliability is 61-92 or moderate level to high level.

Data collection, which is approved by the of Mahidol University's Institutional Review Board (MU - IRB), begins with the researcher contacts and request cooperation of each school samples. The researcher coordinates each school to collect data and prepares 500 sets of questionnaire. 467 sets or 93 % have been returned. The qualitative data has been conducted under the psychologist supervision, and by the coordination of student's advisor.

The descriptive statistics of quantitative data and the coefficient between variables is analyzed by using SPSS Version 13.0. The AMOS Version 18 is applied to analyze the influence of the causal variables of violent behavior with estimating the parameter by highest likelihood (ML). The values of χ^2 , df , p , RMSEA, GFI and CFI are used to check congruence of the hypotheses models. The analyzes are presented in the relationship analysis between variable influencing factors affecting

violent behavior, tables showing direct influence, indirect influence and influence in general. The other analysis is to compare models explaining male and female violent behaviors while the qualitative analysis is focused on content analysis and conclusion interpretation. Then both approaches have been integrated and summarize the findings.

5.2 The Conclusions

Results shown that most qualitative data elaborate details for the quantitative data and where issues cannot be found in the quantitative data. On the other hand, the quantitative data can better explain the relationship routes. Results are presented in 3 sections based on the research objective as below.

5.2.1 Results of the study on violent behavior, family factors, and behavior reasoning of the middle school students in Bangkok

5.2.1.1 Violent behavior: verbal and physical violence

Total, male and female samples have low level of *verbal violence* and have low level of *physical violence*. However, comparing means by sex; male youth had both *verbal* and *physical violence* higher than the female youth.

Itemized data of quantitative and qualitative approaches were relative. Their *verbal violence* were reviling with rude words, mocking inferiority, mocking parental careers, and comparing human as beast. Their *physical violence* were minor harm others intentionally and unintentionally, not serious - serious assaults with boxing, beating, group attacks, and gang fights without using weapons.

The qualitative data provide more details that youth involve more *verbal violence* with rude words and obscenities through internet as it was difficult to their parents to monitor them, mocking parental careers which affect their mind. The achieved student had less violent behavior than the underachieved student. The *physical violence* happened outside schools with involving of others, who were

not student in same schools such as person in game shop, and the ex-senior student, more violence was found. The places that evident occurred very of where game shops and bus stop. It was found that the gang of middle school students attacked with student of neighboring vocational school that located in the same area. There was linkage that students with violence behavior during in the middles school life have disposition of more violence when continuing study in vocational colleges. Their violence were gang fighting, and group attacking with using weapon or objects (pseudo –weapon). The female youth used *verbal violence* to hurt and harm the mind of others but the male youth see that some *verbal violence* was not the aggressive as it was just specific language among their group. It shown that there was difference in defining between female youth, male youth and outsiders.

In general, results from both quantitative and qualitative approaches were relevant. But the qualitative was more intensive, more detail of violence. It provided details on the factors and situations that related to the violence increasing. The interesting finding was the linkage of middle school student violence and vocational college student in located in the same area.

5.2.1.2 Family factors

5.2.1.2.1 Exposure to family violence

Features of exposure among samples were both to *witness to domestic violence* and *victim of domestic violence* but with low level. Result of means comparison, male youth were more victimized than the female youth but their witnessing had no difference.

In details, both approaches were relevant on features of *exposure to violence*, i.e. Harsh words of the family members, reviling, quarrels, arguing, and rude swearing. Their victimization was being scolded by parents with harsh words, loud voice and shaming neighbors, being locked in the room, expelled and serious and tortured with physical punishment – beating, head slaps, spanking with cloth hanger and burning by cigarette. Some interviewees accepted that they erred and deserved punishment but some saw that parents did it with emotion or overact. Female youth were more sensitive with violent words than

male. The male youth perceived their parents' violent behavior with indifference and normalcy.

The qualitative data provided additional details such as current family violence was modeled in parental quarrels, silent and ignore each other, and family strains, which youth expressed that such violence hurt their mind likely so deep. There were also found violence of other family members, residential violent environment such as neighborhood quarrels, insecurity and intimidation in community and so on.

In general, data from two approaches were relevant but the qualitative approach provides more intense situations, which were family violence including environmental violence in many forms

5.2.1.2.2 Attachment to family

Features of *attachment to family* were divided in two ways, i.e. *empathy* and *monitoring outside home*. Both male and female youth have similar high level of two types of attachment. Comparing means, the female youth was being more monitoring than the female youth, while there was no difference of *empathy*.

In details, data from both approaches were relevant, i.e. *monitoring outside home* was parents know youth's close friends and know where they are, when they are not home outside home. *Empathy* was assisting each other within families, forgiving when erring, assisting and counseling if family members were in troubles.

The qualitative data had more details. The results shown that some participants felt being attached with parents, but some were not. Youth who attached to parents felt that it was rearing disciplining and monitoring process of parent. But those who less attached with parents, felt those were strictness, reviling and coercing.

In general, both approaches were relevant but the qualitative approach provided broader scope of attachment which evidently links to parenting and cultivating disciplines whereas the quantitative approach is restricted within concerns and monitoring.

5.2.1.3 Behavioral reasoning

5.2.1.3.1 Moral reasoning

Features of *moral reasoning* of the samples in quantitative and qualitative were different. The quantitative samples had higher level of *moral reasoning* than the qualitative samples. That was, the quantitative had Level 4 while the qualitative gain just Levels 2 and 3.

Details of the quantitative data shown that reasoning for not reporting the misconduct of close friends were in Level 5 which was likely higher level than other items. It was rationalizing that what friends had done was against social norms but unlikely serious. They should have been forgiven and gave them a chance to correct their behavior. Reasons of not cheating examination, though having opportunity, feared for being caught and punished with fall the exam, and desired for friends to see that they were honest. Reasons for not appear to be witnesses for police, though witnessing who the criminals, were because of fearing the aftermath dangers. All these *moral reasoning* is in Level 3, i.e. avoiding punishment and negative consequence.

The qualitative data added that parents should provide close parenting and instructing female youth for cultivating morality. In this research it was *attachment to family*. Parents used role model to train the male youth. That was, did not behave violence as youth might witness and imitating. In this research, this was *exposure to family violence*.

5.2.1.3.2 Situational reasoning

There were four types of *situational reasoning*: *denial of injury*, *denial of victim*, *condemnation of the condemner*, and *appeal to higher loyalty*. Their *situational reasoning* was in moderate level. By comparing

means, the male youth applied *situational reasoning* more than the female youth. The most reasoning that male and female used was similarly, which was *denial of victim*.

In details, two approaches were relevant and that was *denial of victim*, excusing that being harmed, victim deserved since they were part of incidents; *appeal to higher loyalty* such as doing for friends, for group, for protecting dignity while *condemnation of the condemner* was in the forms of teachers were unfair, doers had never be punished, it was their rights to seek justice for themselves. The least reasoning their used was *denial of responsibility*, such as one was not doer, and situational coercion. Interview data show that it was brave to take responsibility to whatever they had done, and facing consequence without fear of punishment.

The qualitative data show that their reasons were depended on *type of behaviors*. For *physical violence*, such as boxing, group attacks, and group fights, they gave *situational reasoning by appeal to the higher loyalty*. That was an excuse of doing for friends, for the group, and for protecting dignity. And the used *denial of victim*, that was excusing for self-protection, counterattack, and out of control situation. For *verbal violence*, minor *physical violence* and vandalism were the character of *denial of injury* excusing. That was, it was just words - hurting no one, just pushing, minor scratching – not serious injury and it was on objects - harming no one.

In general, variables gained from quantitative and qualitative approaches are corresponded and different. The differences are the qualitative data are more condensed on behavioral violence and its causes than from the quantitative data.

5.2.2 Results of the study on influences of family factors, and behavior reasoning on violent behavior.

SEM shown that, the most influential variable over *verbal violence* was *situational reasoning* ($\beta=.40$) followed by *exposure to domestic violence* ($\beta=.24$) as they were both had direct effect. Whereas *Attachment to family* had not much

influences as they were indirect effect. The most influential variable over *Physical violence* (regardless relationship between *Verbal violence* and *Physical violence* which β was .66) was *Exposure to domestic violence* ($\beta=.17$) followed by *Situational reasoning* ($\beta =.10$). *Attachment to family* and the *Moral reasoning* had not much influences as they were indirect effect.

The additional finding, outside of the hypothesis, *Verbal violence* has highly positive association with *Physical violence*; *Moral reasoning* has highly negative association and *Situational reasoning*.

Exploring the most important sub-components of the 3 singles latent variable, 1) *Exposure to family violence, witness of domestic violence* was more important than *victim of domestic violence*. 2) *Attachment to family, empathy* was more important than *monitoring outside home*. 3) *Situational reasoning* had *appeal to higher loyalty* the most important followed by *condemnation of the condemner, denial of victim* and *denial of injury* respectively.

Efficiency of the model influencing dependent variables shows that all variables co-explain *verbal violence* at 32% ($R^2 = 32$) and co-explain *physical violence* at 63 ($R^2 = 63$).

Influence of the above variables as mention above, it is seen that youth have *verbal and physical violence* causing excusal behavior or *situational reasoning* more than *moral reasoning*. The types of *situational reasoning* that has most affected on violent behavior is *appeal to higher loyalty* - doing for friends, for the group, and to protect dignity while excuses of being unjustly treated are teachers treat unfairly, teachers pay no attention and wrongdoers are not punished.

Family is the source of both reasoning. Meaning, youth with much *exposure to family violence* and with low *attachment to family* will have *situational reasoning* for youth violent behavior. On the other hand, youth with less *exposure to family violence* and with strong *attachment to family* will have *moral reasoning* for violent behavior. The most important type of *attachment to family* for behavior is

empathy. While, the most important *exposure to family violence* leading violent behavior is *witness of domestic violence*

Regarding the roles of variables with the 2 indirect routes of relationship, Route 1 is the independent variable *containing exposure to family violence* and *attachment to family* affect *moral reasoning* as mediator first then to *situational reasoning* as another mediator and finally to youth violent behavior as dependent variable. Meaning, *moral reasoning* is the mediator between the independent variable and *situational reasoning*. Route 2 is where both independent variables affect *situational reasoning* and to *behavioral violence*, which is *situational reasoning* is the mediator variable between the independent variable and the dependent variables.

5.2.3 Results of comparing model to explain male and female youth violent behavior

Male model and female model had similar and dissimilar. Similarity was having no different variables. Dissimilarity involves routes of relationship, influential size between variables, roles of mediators and prediction efficiency of the model. Results of comparing are summarized in three issues as below.

Similarity contains 6 variables with 2 variables of most similar importance, which were *situational reasoning* and *exposure to family violence*.

Dissimilarity was the routes of relationship between variables. The male model did not shown relationship between *attachments to family* and *moral reasoning*. The female model did not show relationship between *exposure to family violence* and *moral reasoning* and did not show relationship between *situational reasoning* with *physical violence*.

Other dissimilarity was the efficiency of the model. It was found that the female model had higher predicted power than the male model. Meaning, the female model could predict *verbal violence* at 39% and could predict *physical violence* at 79%. While the male model could predict *verbal violence* at 24% and could predict *physical violence* at 52%.

Result of comparison as mention above, it can be concluded that the models explaining youth violence behavior of the female and the male are different.

5.3 The Discussions

5.3.1 Nature of Violent behavior, family factors and behavioral reasoning

5.3.1.1 Violent behavior

Participants of the study unlikely have violent behavior because they might be pseudo-delinquent or temporal wrongdoing which different from the true-delinquent or recidivism who often violate laws. This is confirmed ideas of Jiraporn Petchda; Phaibul Yaewkasikorn et. al. (2011) and Georges, S. (2008). Examining the means, the male youth have evidently more violent behavior than the female youth. It is corresponded with studies of Deschenes and Esbensen (1999) and Trickett, L. (2009). There is no difference on *verbal violence* between male youth and female youth but different in definition given between male youth, female youth and adult. Which need to make clear understanding, to change attitude, to fill the gap, and to create acceptance which can lead to solution?

Using rude words and obscenities in social network are widely sprees as in youth perception it is common language. Particularly, their parents cannot monitor them. This allows them to use *verbal violence* with being rude, harsh and obscenities more than direct conversation. Remedies need many parties involving.

Mocking on others' inferiority might come from prank, dislike, dissatisfactory or intentional for end-results. Mocking parents' careers misleads youth that careers has unequal social status. Youth should perceive that it hurt the mind of others and might lead to counterattack more violently.

Gang intimidation on extortion among students is commonly found with male youth against male youth but not among female youth. Influence

intimidation is found both among female and male youth gangs. Intimidated victims are small, weak-like, and having few friends. The extorted victims pay because of fear the influence both inside and outside schools. Some cases retaliate and begin fight for self-protection and become *physical violence*.

The achievers behave less violent than common students because they spend their time more with studying. It is corresponded with Patterson, DeBaryshe and Ramsey (1990) However, violent behavior could be found with the achievers because their studies might concentrate only on memory to pass exams only. Survival requires analytical thinking which is cause-effect visualization and for daily life spending.

Linkage of the middle school students after being transferred to vocational school is that, their violent behavior could have been growing with group fights, and group attacks which might include using weapons or using objects like weapons. Consequence, the innocent people might be injured or dead which is often found in the current Thai societies. The violence of the middle school students is critical and must be prevented and break its development to greater seriousness in future.

There is gap as the incidents occurred outside of schools and cross-school conflicts. It shows that these dilemmas are beyond the scope of schools or families to handle alone. Therefore, preventions and solutions need integrated approaches or monitored with appropriate policy.

5.3.1.2 Family factors

5.3.1.2.1 Exposure to family violence

There is no difference of *exposure to family violence* among male youth and female youth. But exploring in the detail, youth witness violence more than being victimized. Moreover, the finding show that youth perceived violence in family differently from parents, such as the ignorance or the silence (which youth call it the cold war in family) is violence in youth view, but not

be violence in parent view. In the past, family violence has been concerned only physically affect such as harms, hurt and injure. But at present, they are more on mentally affected which is corresponded with the definition of mental violence of Boonserm Hutapaet (2009). Therefore, definition and perception on violence need to be clarify among adult, male youth and female youth

5.3.1.2.2 Attachment to family

The finding was female youth has more *attachment to family* than male youth, particularly; the female youth was being closely monitored outside home. It shows that the traditional Thai value concerned the endanger of daughters more than the sons are existing. In fact, endanger of both sex should have been concerned.

5.3.1.3 Behavioral reasoning

5.3.1.3.1 Moral reasoning

The quantitative data revealed that youth *moral reasoning* was in Level 4. It is corresponded with Kohlberg's theory (1971) that youth aged 13-16 years should be in Level 4: playing roles as social expectation or believing in social norms in a certain extent. Male youth and female youth had no difference in *moral reasoning*. It is corresponded with the study of Galotti, Kozberg and Farmer (2011). Mostly qualitative participants, who committed violence, had Level 2- Level 3, only one case had Level 4. It is corresponded with the studies of Prewdow Kliangklaow (2007) that most negative behavior youth reach *moral reasoning* at Levels 2 and 3. That is, doing for self-gains, self-protection, and peer acceptance. However, students with *moral reasoning* at Level 4 also have *verbal violence*. It could be conclude that morality is inadequate to prevent youth from *verbal violence*.

5.3.1.3.2 Situational reasoning

Both male and female youth had moderate level of *situational reasoning*. It is corresponded with Sykes and Matza's theory and the studies of Chapple, McQuillan and Berdahl (2004) that neutralized reasoning for

violence behavior was used to reduce feeling guilty. It is common in youth who perceived violence as unacceptable behavior.

The *appeal to higher loyalty* e.g. doing for friends, for group and the consensus is consistent to the concept of youth social development (Sucha Jan-em, 1998; Sopha Schpillmann, 1997; Zdun, 2007 cited in Janphen Pradapmuk Scherer, et al., 2008). *Denial of victim* for less feeling guilty or free from wrongdoing (Drift) e.g. victim deserves it and retribution, vengeance and self-protection (Chapple, McQuillan and Berdahl, 2004; Peerapong Wongupparaj, 2007; Trickett, 2009).

Condemnation of the condemner or blaming other was the excuses like teachers were not interested, teachers were unfair and it corresponded with the studies of Eliason and Dodder (1990), Jesilow, Pontell, & Geis (1993) (cited in Maruna & Copes, 2004). The excuses of the teachers are unfair and the justice administration is injustice and prejudice allows people to seek justice by wrongdoing. It corresponded with the studies of Job of Developing Behavioral Development System, Office of Research and Corrections Job development: Department of Corrections (2005) finding that a cause leading to wrongdoing is the immediate supervisor is unfair and gaining no fairness.

Such excuses could be analyzed that the middle school students are still able to distinguish right and wrong and believing in social norms or what Chapple, McQuillan and Berdahl (2004) criminologists say this youth group still believe in legal system but sometimes do wrong. They are different from some youth groups who cannot distinguish but habitually do wrong or delinquents. Therefore, handling these two groups requires different treatments.

Youth unlikely use denial of responsibility – dare to take responsibility for their own actions. On account of, it could have been current youth are egoistic and dare to express themselves more, seeking distinction, and being accepted from their groups or from societies. This corresponded with the concept of youth developments and youth natures.

Another finding is the quantitative data and the qualitative data are different. That is, the qualitative data are more intense on youth violent behavior and its causes than the quantitative data. Reasons are their samples designs are different. The quantitative samples represent general youth whereas the qualitative samples have been purposively sampled only youth with the violent behavior.

5.3.2 Influence of factors affecting verbal and physical violence

5.3.2.1 Exposure to family violence

Exposure to family violence likely much affect *verbal* and *physical violence* in particular the latter. In the view of the School of Social Learning, youth learn from what the environment they have exposed (Akers, 1987) and imitate parental role models (Bandura, 1976 and Dujdian Phanthumanwin, 2007). Youth being scolded by parents, having severely physical and mental punishment, and witnessing some misbehavior such as indifference to each other, of parents, violence in residential area, hassles, and disharmony with neighbors are violence that youth exposed. The violent environment makes individuals familiar, indifferent and with attitude on violence as normal is confirmed the Social Learning concept of Bandura (1976). The influences of *exposure to family violence* and violence victimization are positive. It is corresponded with the studies of Lawrence (2009) Baron (2003) Neal (2004), Maschi and Bradley (2008), Milner (2010), Nisanaj Premmanee (2008) and Ruja Phoophaibul and Jira On-sawaai (2009) finding that witnessing varieties of *exposure to family violence* affects the aftermath violent behavior. It is corresponded with the studies of Nofziger and Kurtz (2005), Janphen Pradapmuk Scherer, et al., (2008), and Ampha Worrakleep (2009) finding that residing in communities and violent environment affects the aftermath violence.

Witness of domestic violence is the most important component of *exposure to family violence*. Families should, therefore, prioritize their precautions not to express violent behavior at the presence of youth, in particular, some behaviors which parents are unaware of being violent but they are

violence in the youth view (such as parental indifference to each other). Hence, communication of parents-youth could make them understand and reduce age gaps.

5.3.2.2 Attachment to family

Attachment to family has relationship with youth behavior. It is corresponded with the studies of Özbay and Özcan (2006); Nonglak Muendhep (2005), Sirilux Wiset (2006), Charkhanit Krittaya Suriyamanee and Unisa Lerttomornkul(2010), and Ratchatawan Maliwan (2005) finding that *attachment to family* has relationship with lawbreaking behavior. Moreover, it confirmed the study's conclusions of Hoffmann (2002); Vowell and Wells (1997) that *attachment to family* has the negative relationship with negative or wrongdoing behavior.

Moreover, this study reveals that relationship of *attachment to family* and *violent behaviors* are mediated by *moral reasoning* and *situational reasoning*. It is corresponded with the studies of Griffin, Scheier, Botvin, Diaz and Miller (1999) and Cheung (1997). It is also corresponded with Vowell and Wells (1997) finding that *attachment to family* directly influence youth behaviors through the psychological factors. *In this study, moral reasoning* and *situational reasoning* are psychological factors.

Empathy (given opportunity, forgiveness and assistance) is more important than *monitoring outside home* (control). It is corresponded with the concept of youth development. That is, youth favor freedom and need supports in some situations. It is also corresponded with Dujdian Phanthumanwin, (2009) stating that proper parenting for youth is to apply positive psychology.

5.3.2.3 Moral reasoning

Moral reasoning has negative relationship with violence behavior. It is corresponded with the studies of Sortino (2009), Orrapin Khamkom (2005), and Kanda Samuthrat (2008). However, it has little influence as it is indirect effect on violent behavior.

Moral reasoning has been directly influence by two family factors, which are *exposure to family violence* and *attachment to family*. It means the youth *moral reasoning* is gained from fulfilling duties of the family. It is corresponded with the studies of Raaijmakers, Engels and Hoof (2005) and Dujdian Phanthumanwin, (2009).

5.3.2.4 Situational reasoning

Situational reasoning influences both verbal and *physical violence*. It shows that youth excuse reducing their feeling of being guilty and it is corresponded with concept of reasoning among delinquents based on Seigel et al. (2006) explaining that psychological features in creating defense mechanism by reducing self-feeling of guilt. It is similar to the analysis of Chapple, McQuillan and Berdahl (2004) who conclude that such excuses are commonly found among the middle school students which can distinguish right and wrong, believe in social norms and believe in legal system. Excuses are wrongdoings are not serious. It is corresponded with Zdun (2007), McGivern (2010), Janphen Pradapmuk Scherer et al., (2008), Nisanaj Premmanee (2008) and Phiraphong Wong-upparaj (2007).

With in 4 types *situational reasoning*, *appeal to higher loyalty* (referring to doing for friends, and for group) is the most important component, follow by *condemnation of the condemner* (teachers are not interested, being treated unfairly and wrongdoers are not punished). Therefore, teachers and schools play critical roles in solving this problem.

Direct and indirect relationship between variables

Exposure to family violence directly affect youth violent behavior; therefore they have many influential variables whereas *attachment to family* indirectly affects it through both reasoning and therefore, it is unlikely influential. *Moral reasoning* is the mediator variable between family factors and behavior which is corresponded with the concepts of Seigel et al. (2006: 126).

Moral reasoning indirectly affects through *situational reasoning*. Such indirect affect shows that with high level of *attachment to family* and high level of *moral reasoning*, if able to find excuses, youth might commit violence. On the other hand, *situational reasoning* directly strongly affects youth verbal and *physical violence*. Therefore, *situational reasoning* is the strongest dominating variable on youth violent behavior.

5.3.3 Comparison of male model and female model

With the different routes of relationship between variables of the male and female models, it shows that the process leading to youth violent behavior is different. In addition, the prediction efficiency of the male model is lower than the female model, it reveals that male youth might have other important variables outside this conceptual framework, or it could be said that the male model should have different variable from the female model.

The most important variable of the male and female behavior which has no difference is *exposure to family violence* and *situational reasoning*. It shows that factors creating male and female violent behavior are not also different or it could be said that age or maturity has more weight than sex.

Moral reasoning of the male and female youth has different origins. The female youth gain it from *attachment to family* while the male youth gain it from *exposures to family violence*. Therefore, effectively cultivating *moral reasoning* for female youth is through attachment while the male youth is through doing and not expressing violent behavior for them to experience or to witness.

Situational reasoning of female youth does not directly affect their *physical violence* but indirectly through *verbal violence* first, it shows that the before female youth having *physical violence*, they have had *verbal violence* before. For example, female youth sarcastically speak, and bawl before harming each other. On the other hand, *situational reasoning* of the male youth directly affects both violence (verbal and physical), which shows that male youth with violence behavior

unnecessary have had *verbal violence* before. Phenomenologically, it could have been the female attributes loving quarrel, bawl first and to harm the body. At the same time, the male groups might have been to help friend boxing though unfamiliar before or might be self-protection (e.g. money extortion case). However, male and female youth might have immediate *physical violence* in case of ever exposed to violence before because exposures to family violence much influence and directly influence *physical violence*.

5.4 The Recommendations

Findings reveal that family factors and behavioral reasoning influence youth violent behavior. The most important variable is *exposures to family violence* and *situational reasoning*. The *moral reasoning* of male and female youth is cultivated by different ways. Results of detail analyses display that many variables link importance of friends, impacts of schools and teaching organization, conflicts outside schools, and linkage with violence with vocational level. Differences are found between male data and female data coming from values and role plays by gender. The researcher recommends as below.

5.4.1 Recommendations for policy

1. Approaches for prevention and solution for cross-institutions are to collaborate between institutions, families, and experts, for example, risk family visits by experts or psychologists. If the risk groups have transferred to vocational schools, they should be pursued for assistance by preventive support activities such as organizing orientation to change attitude and preventive activities against senior dominion.

2. Preventive measures against violence outside schools by seeking hot spot or red zone and regular patrol watch with community involvement in corporate with offices involved such as volunteers, security guards (private), police and installment of CCTV and so on.

3. Approaches to create instruments and educating parents enough to monitoring such as police program to scan restricted words which it has been called upon in societies but unapplied extensively including mutual control among youth in social online to monitor their violent and dirty words in internet.

4. There should be approaches to build correct values and proper roles of masculinity such as sacrifice, protection and not violent behavior incorporate with Ministry of Public Health, Ministry of Culture, other public offices involved, other public offices involved such as Office of Health Promotion Fund and ministries. Proper channels for youth are variety of media presenting through popular individuals and attached as role models such as celebrities, songsters, and sportsman and so on.

5.4.2 Recommendations for practices

1. Schools support students for involvement to design regulations to prevent and to solve problems and accept regulations more. Teachers should pay attention to violent behavior and quarrels of students as the critical task as other main tasks. The schools help facilitate teachers to practice such as reducing other tasks of less importance and handling problems of violence and students' quarrels as leading tasks.

2. Positive peer group is important; school could have some intervention in this matter, e.g. supporting friend's mutual helps by encouraging to group for monitoring, supervising, mutual assistance and developing friend groups to have correct values and ability or skills enough to help and to provide proper counseling for assisting youth themselves.

3. Family setting is important too, school should find way to work closely with family, especially the high risk group. It needs to equip knowledge and building awareness on the importance of family in parenting and good role model, clearing the understanding violence in youth perception and viewpoints which is unlimited only with reviling, harming and beating but in the form of hurting the mind such as being standoffish, no dialogue, harming each other by gestures such as organizing to acquire knowledge about the importance on the roles of parents and family through publication, organizing seminars by inviting specialists to present case studies or giving

concrete samples or taking it as part of parents' meeting. Parents' network should be supported for parents with experiences of children's behavior for information exchanges and mutual assistance.

4. Student self esteem is key, creative space in school such as afterschool clubs and activities tailor-made to individual students should deserve due attention; and activities should come from the needs of youth.

5. Parents should apply cultivation of *moral reasoning* to meet youth sex, i.e. good role model should be better used for male youth while intimacy or attachment should be better used with female youth. *Attachment to family* properly serving the nature of youth should be positive psychology such as intimacy and concerns rather than control.

6. Parents should give importance to pursuing male and female youth equally because endangering risks outside home of both male and female youth are alike.

7. *Exposures to family violence* so much affect intrinsic thinking process and youth behavior. Youth violence perception differs from adults; therefore, parents should behave properly and be good role models, pay attention to violence perception in youth viewpoints. And if violence rises by other family members or in the residential area which is beyond the scope that parents can involve; parents should properly explain and advise. With punishment, parents should apply unreal method against the body and mind of the youth.

5.4.3 Recommendations for further researches

1. Variables of *situational reasoning* are important to youth violent behavior but this study does not collect data in details, yet, because there are many types of *situational reasoning* and many types of violent behavior. Therefore, these variables should be further investigated deeper such as what types of reasoning and what kind of behavior do male and female give different reasoning? Is self-behavior reasoning differed from others' reasoning and so on?

2. The qualitative data provide additional details and new interesting findings but unlikely in-depth because the researcher has to be especially cautious on impacts may arise in data collection from samples with strong violent

behavior. Therefore, in future, qualitative researches should be conducted in corporate with specialists or psychologists.

3. Many variables link the importance of friends. *Situational reasoning* is doing for friends and for groups, and *moral reasoning* is the criteria by group-referred and the groups are friends; so, variables of friends, friend association, and group/gang behavior are still attracted for future researches.

4. Crime prevention should be studied such as seeking hot spot or red zone and analysis of causal components.

5. The finding reveals that violence of the middle school students links violence of vocational level, which is the critical problem of the Thai societies. Future researches should be the qualitative approaches for case study to understand process developed to violence in vocational students in order to find solution or to assisting youth who ever have violent behavior and preventive approaches or to incapacitate the cycle to enter such situation.

6. Differences between the male model and the female model especially efficiency to predict dependent variables of the male model is lower than the female model. The future researches should find other variables which might be important to the male youth to gain more specific model.

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APPENDICES

APPENDIX A
LIST OF EXPERTS TO CHECK RESEARCH INSTRUMENT

1. Assoc. Prof. Dr. Annop Choobamroong (Criminologist)
Chairperson of Master Program in Criminology and Criminal Justice:
Kirk University

2. Prof. Pol. Maj. Gen. Dr. Phisarn Mookjaeng (Criminologist)
Fulltime Lecturer
Police Cadet Academy School

3. Assoc. Prof. Dr. Surada Somphong (Educationist)
Fulltime Lecturer
Faculty of Law: Ramkhamhaeng University

4. Archarn Oraphan Laohattaphongphoori (Psychologist)
Specialist of Child and Youth Justice System Development
Department of Observation and Protection for Child and Youth

APPENDIX B

IOC VALUES OF THE QUESTIONNAIRE

Part 1: Violence Behaviors

Table 1: Verbal violence

	Specialist comments				
Item	1	2	3	4	IOC
1	1	1	1	1	1
2	1	1	1	1	1
3	1	1	1	1	1
4	1	1	1	1	1
5	1	1	1	1	1
6	1	1	1	1	1
7	1	1	1	1	1
8	1	1	1	1	1
9	1	1	1	1	1
10	1	1	1	1	1
11	1	1	1	1	1

Table 2: Physical Violence

	Specialist comments				
Item					IOC
1	1	0	1	1	.75
2	1	1	1	1	1
3	1	1	1	1	1
4	1	1	1	1	1
5	1	1	1	1	1
6	1	1	1	1	1
7	1	1	1	1	1
8	1	1	1	1	1
9	1	1	1	1	1
10	1	1	1	1	1

Part 2: Exposure to family violence

Table 3: Witness of violence

Item	Specialist comments				IOC
1	1	1	1	0	.75
2	1	1	1	1	1
3	1	1	1	1	1
4	1	1	1	1	1
5	1	1	1	1	1
6	1	1	1	1	1
7	1	1	1	1	1
8	1	1	1	1	1
9	1	1	1	1	1
10	1	1	1	1	1
11	1	1	1	1	1

Table 4: Victim of domestic violence

Item	Specialist comments				IOC
1	1	1	1	1	1
2	1	1	0	1	.75
3	1	1	1	1	1
4	1	1	1	1	1
5	1	1	1	1	1
6	1	1	1	1	1
7	1	1	1	1	1
8	1	1	1	1	1
9	1	1	1	1	1
10	1	1	1	1	1

Part 3: Attachment to family

Table 5: Attachment to family

Item	Specialist comments				IOC
	1	2	3	4	
1	1	1	1	1	1
2	1	1	1	1	1
3	1	1	1	1	1
4	1	1	1	1	1
5	1	1	1	1	1
6	1	0	1	1	.75
7	1	1	1	1	1
8	1	0	1	1	.75
9	1	1	1	1	1
10	1	1	0	1	.75

Part 4: Situational Reasoning

Table 6: Denial of injury

Item	Specialist comments				IOC
	1	2	3	4	
1	1	1	1	1	1
2	1	1	1	1	1
3	1	1	1	1	1
4	1	1	1	.75	0
5	1	1	0	.75	1

Table 7: Denial of responsibility

Item	Specialist comments				IOC
	1	2	3	4	
1	1	0	1	.75	1
2	1	1	1	1	1
3	1	1	1	1	1

Table 8: Denial of victim

No	Specialists comments				IOC
	1	2	3	4	
1	1	1	1	1	1
2	1	1	1	1	1
3	1	1	1	1	1
4	1	1	1	1	1
1	1	1	0	.75	1

Table 9: Condemnation of the condemner

No	Specialists comments				IOC
	1	2	3	4	
1	1	1	1	1	1
2	1	1	0	1	.75
3	1	1	1	0	.75
4	1	1	1	1	1

Table 10: Appeal to higher loyalty

No	Specialist comments				IOC
	1	2	3	4	
1	1	1	1	1	1
2	1	1	1	1	1
3	1	1	1	1	1
4	1	0	1	1	.75
5	1	0	1	1	.75
6	1	1	1	1	1

APPENDIX C
LISTS OF SAMPLED MIDDLE SCHOOLS

1. Pathumkongkha School (Boys)
Phrakhanong Subdistrict, Klongtei District : Bangkok

2. Satee Settabut Bumpen School (Girls)
Minburi Subdistrict/ District: Bangkok

3. Settabut Bumpen School (Co-education)
Minburi Subdistrict/ District :Bangkok

4. Ramkhamhaeng University Demonstration School (Co-education)
Hua Mak Subdistrict, Bankapi District: Bangkok

5. Nawamintrajinuthit School (Coeducation)
Klongkhum Subdisrict, Bungkhum District: Bangkok

APPENDIX D
RELIABILITY OF INSTRUMENT

Table 11: Reliability values of the instrument from pre-test

Variables	Reliability (α)
Behavioral violence	
Verbal violence	.87
Physical violence	.90
Family Factors	
Exposures to family violence	.80
Attachment to family	.93
Situational reasoning	
Denial of injury	.84
Denial of victim	.79
Condemnation of the condemner	.85
Appeal to higher loyalty	.91

APPENDIX E.1

RESULTS OF EFA

Table 12: Number of components gained from EFA and no. of items used but trimmed out

Variables	No. of Questions			No. of components	Questions in the component
	All	Usable	Deduct		
1. Exposures to family violence					
Witnessing violence	11	9	1,5	1	2,3,4,6,7,8,9,10,11
Victimization	10	8	1,2	1	3,4,5,6,7,8,9,10
2. Attachment to family	10	7	1,3,9	2	components 1: 2,4,5,10 components 2: 6,7,8
3. situational reasoning					
Denial of injury	5	5	None	1	1, 2, 3, 4, 5
Denial of responsibility	3	3	None	1	1, 2, 3
Denial of victim	4	3	4	1	1, 2, 3
Condemnation of.....	3	3	None	1	1, 2, 3
Appeal to higher loyalty	6	6	None	1	1, 2, 3,4,5, 6
4. Verbal violence	11	9	8, 11	1	1,2,3,4,5,6,7,9,10
5. Physical violence	10	9	3	1	1,2,4,5,6,7,8,9,10

APPENDIX E.2

RELIABILITY, CHI-SQUARE, KMO

Table 13: Reliability - α) χ^2 Chi - Square, KMO and Total variance of components gained from EFA

Variables	α	Co-efficient		KMO	χ^2	df	p	Total variance
		min	max					
1. Verbal violence	.85	.30	.66	.88	1644.62	36	.00***	42.16
2. Physical violence	.89	.38	.75	.90	2337.50	36	.00***	50.46
3. Exposures to family violence								
Witnessing violence	.92	.53	.80	.95	289.69	36	.00***	63.48
Victimization	.89	.42	.88	.88	2755.31	28		56.18
4. Attachment to family								
Intimacy at home	.61	.31	.62	.68	555.30	21	.00***	39.35
Monitored outside home	.71	.20	.37	-	-			
5. Situational reasoning								
Denial of injury	.75	.27	.71	.73	644.64	10	.00***	39.94
Denial of responsibility	.49	.22	.29	.61	84.30	3	.00***	25.57
Denial of victim	.71	.36	.59	.64	312.67	3	.00***	48.57
Condemnation of.....	.68	.35	.48	.65	226.67	3	.00***	41.82
Appeal to higher loyalty	.77	.22	.59	.77	704.96	15	.00***	36.92

Notes: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

APPENDIX F

FACTOR LOADING

Factor loading of verbal and physical violence

Table 14: Factor loading of verbal violence

Item	Loading
2	.792
3	.743
4	.667
1	.651
5	.631
10	.631
9	.582
7	.556
6	.551

Table 15: Factor loading of verbal violence

Item	Loading
8	.889
5	.843
6	.803
7	.800
4	.740
1	.606
9	.560
10	.537
2	.488

Factor loading of 2 types of exposure to family violenceTable 16: Factor loading
witness of violence

Item	loading
7	.896
6	.883
8	.851
11	.833
9	.830
2	.761
4	.715
10	.698
3	.669

Table 17: Factor loading
of victim of domestic violence

Item	loading
8	.918
7	.908
10	.834
6	.743
3	.690
5	.664
9	.579
4	.571

Factor loading of attachment to family components

Table 18: Factor loading of attachment to family components

	Component 1	component 2
Item	loading	loading
8	.924	
7	.662	
6	.447	
5		.695
4		.520
10		.500
2		.374

Factor loading of 4 types of situational reasoning

Table 20
Factor loading of
Denial of injury

No.	Weight of components
2	.847
1	.816
3	.517
5	.43
4	.401

Table 21
Factor loading of
Denial of victim

No.	Weight of components
2	.838
1	.702
3	.511

Table 22
Factor loading
of
Condemnation
of the
condemner

No.	Weight of components
1	.739
2	.644
3	.541

Table 23
Factor loading
of
Appeal to higher
loyalty

No.	Weight of components
2	.733
3	.725
1	.587
6	.525
5	.516
4	.516

Part 2: Exposures to Family Violence

To what extent, have you ever seen parents, guardian, family members behave as follows?

No	Exposure to family violence	See very often	Often seen	Likely seen	Occasionally seen	Least/never seen
		5	4	3	2	1
1	I saw my family members scold each other harshly.					
2	I heard my family members intimidate to harm each other.					
3	I heard my family members compare others as beast.					
4	I saw my family members loudly run amok drunken or talk indecently.					
5	I saw my family members argue or quarrel.					
6	I saw my family members pull, surge and drag each other.					
7	I saw my family members harm each other.					
8	I saw my family members box and beat each other.					
9	I saw my family members use knife, gun, wood or other objects fighting each other.					
10	I saw my family members quarrel with other in arguing and reviling with in decent words.					
11	I saw my family members box and beat with others.					

No	Exposure to family violence	See very often	Often seen	Likely seen	Occasionally seen	Least/never seen
		5	4	3	2	1
1	I was sworn by parents with harsh and indecent word.					
2	I was scolded by parents with loud voice.					
3	I was expelled from home by parents.					
4	I was punished by beating to learn a lesson.					
5	I was harmed and beaten by parents if doing thing dissatisfactorily.					
6	I was harmed and beaten by my family members.					
7	I was jabbed by guardian/my family members with cigarette or hot object.					
8	I was splashed by my family members with hot water.					
9	I was beaten by my family members with cloth hanger/cable.					
10	I was left caged alone in a room.					

Part 3: Attachment to Family

Kindly examine the following statements which meet the extent of your feeling and mark in the choice-columns (students who do not stay with parents (father and-mother) place it with “guardian”)

	Descriptions of Attachment to family	Very direct	Direct	middle	Unlikely direct	Not direct
		5	4	3	2	1
1	When problems arise, I think of my parents (guardian).					
2	When being unhappy, I can talk with my parents (guardian) any time.					
3	I never care of my parents (guardian)’s feeling.					
4	When I err, my family members forgive and give me opportunity.					
5	Any family members has problem arisen, all discuss and advise.					
6	My parents (guardian) know who my close friend is.					
7	When I am outside home, family members know where I am.					
8	My parents (guardian) know and talk with my close friend’s parents.					
9	My family members least talk with each other as if strangers.					
10	My family members organize leisure time together during holidays.					

Part 4: Moral Reasoning

Kindly read the following assumed situations and choose the best fit your feeling (one item) by mark ✓ in front of your choice.

1. If the blood donation mobile unit comes to my school; I shall not donate my blood because...

- It is worthless sacrifice
- It is my duty to keep myself healthy.
- I fear pain and might weaken me and ease infection.
- It is unnecessarily shameful if not donating blood because there are many ways to do good thing.
- I don't fear my friends to blame me because many of them also don't.
- Not donating blood with sound reason troubles none.

2. I have been assigned from my school to monitor students' conduct but one of my close friend smoke in the toilet ; I shall not report this to my school because...

- I shall not lose my close friend.
- Forgiveness and warning are properly better.
- I don't fear punishment or reprimand.
- It's a petty mistake and don't want my friend to be punished.
- My friends will praise that I love my faction.
- Fulfilling my duty may have my friend bad records.

3. Normally, crossing the road, I take crosswalk.

- It's my duty to help not to make traffic halted.
- Just for an individual convenience only; it's improper to time and place.
- Orderliness brings safety and peace in society.
- I want to be a good role model for others.
- If accident happens, I shall be right.
- Chance of collision on crosswalk is less than other road-crosses.

4. I determine to buy my lunch at a food shop in the school canteen but the queue is long and if I take the queue, food might be sold out but still I take queue, because...

- I fear rivalry, which might bring quarrel.
- To keep justice is the want of all.
- It's my duty to keep social peace and order.
- Others will see that I have good manner.
- I think that none in the queue wants me to break their queue because I want none to break mine.
- I come late, I deserve it.

5. In an exam, I cannot do it because I have not well prepared ahead; a friend near me passed on answers but I decline because...

- I fear being caught and punished with fail.
- It's students' duty to prepare well for exams.
- I want my friend to see I am honest.
- Fear to be grateful for the friend who passes me the answer.
- It's unfair and irresponsible, if copying answers of others.
- I want to sustain my dignity.

6. A mango branch of my neighbor extended to my compound with mangoes; if the owner doesn't know I shall pluck them because...

- I think to ask permission later or return thing when opportunity permits.
- Such action is more proper than to leave it wasteful rotten.
- It is shameful to do so but doing it for teaching a lesson not to do it again.
- Plucking 2-3 mangoes of other is not a deadly crime.
- I think others will do the same and none reprimand.
- A mango branch extending to my compound, I have rights by law to pluck mangoes.

7. If I saw a thief, and later he/she have been arrested and the police request me to be a witness, I shall decline because...

- It's my legitimate rights to decide to be or not to be the witness.
- I fear the aftermath retribution.
- Maybe mistaken, and if so, it is so shameful for me to do.
- To be a witness for police brings me loss rather than gains.
- Punish just an innocent is satanic than free the bad.
- It's bright to decline being a witness because others may see that I am right to do so.

8. If one tells me my friend backbite me, when I meet the friend I will.....

- Blast at immediately, to protect myself from damages.
- Natural talk because I want other friends to see I am calm and cool.
- Natural talk, it might be misunderstanding because I didn't hear from him/her directly.
- Normal talks, and forgives not to have chain problems.
- Normal talks because we are still friend.
- Normal talk because there will be no quarrel.

Part 5: Situational Reasoning

Kindly give opinion and mark in the choice column

No	Situations	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
		5	4	3	2	1
1	Violent behavior is acceptable if none is injured.					
2	Violent behavior is acceptable if none is troubled.					
3	Quarrels, bawl, or harsh words are just word, none is injured.					
4	Backbite other is not wrong if it were true.					
5	Vandalism, e.g. hammering/ table, chair, graffiti, painting toilet and bus stops, harms or injure none.					
1	If it is an unintentional act e.g. kidding, and playing too hard until injury, should not count having violent behavior.					
2	Conflicts and fights, beating and if being self-protection, it is not wrong.					
3	If being coerced, order to harm, to box, to beat others, it is not wrong because the one who orders must be responsible.					

No	Situations	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
		5	4	3	2	1
1	Those provoking ager first deserve counterattack.					
2	Prefer bullying others/harm others deserve harms.					
3	The mischievous is backbiting; it is normal and should not blame others.					
4	If being assaulted because of taking no caution, one should blame oneself.					
1	If being harmed first, one must counteract because though informing teachers, there is no justice.					
2	If being bullied/ assaulted first, sometimes one must fight for self-protection because teachers have no time to involve such trivial.					
3	Quarrels, violent actions and anyone do but no serious punishment.					

No	Situations	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
		5	4	3	2	1
1	Some behaviors though violent but being the group norms, it is acceptable.					
2	Some behaviors though violent but to protect dignity /for the group, it is acceptable.					
3	If being contempt and enter fights, it is acceptable if it is to protect one's dignity.					
4	Strong and dare to box only is accepted to have prestige.					
5	The coward only who dare not counterattack though being accused for fights and boxed first.					
6	If friends have conflict and fights; we have to help to show we love our friends.					

Part 6: Behavior

Do you ever have the following behavior? To what extent and kindly mark your choice in the column

	Students' behaviors	Very often	Often	Likely often	Once in a while	Least/never
		5	4	3	2	1
1	Quarrel and revile with others with harsh and impolite words.					
2	Sarcastic, lookdown and contempt on others.					
3	Mocking others.					
4	Comparing others like beasts.					
5	Accuse others and make rumor to destroy others.					
6	Mocking others' inferiority to shame and hurt others' feeling (e.g. pimple, obesity, glasses and others).					
7	Mocking about parents and hurt the feeling (mocking on career, other attributes).					
8	Involve in clipping, photo taking, posting, posting dirty picture to defame and to shame others.					
9	Verbally intimidate, and bellow at others.					
10	Intimidate to harm others.					
11	Threaten and money extortion.					

Students' behaviors		Very often	Often	Likely often	Once in a while	Least/never
		5	4	3	2	1
1	Serious kidding until injury.					
2	Ever seriously kidding unto pushing, pinching and starching.					
3	Ever harm others unto minor injury e.g. pushing, pinching and starching and pulling.					
4	Ever harm other with minor injury such as boxing, beating and kicking.					
5	Ever fight others/group with boxing, kicking and beating.					
6	Ever fight others/ other groups using weapons such as wood, knife, gun or other objects.					
7	Ever help friends/ group attacks boxing, and beating others.					
8	Ever have group fight and beating with other groups.					
9	Ever hammer, damage, throwing object s into destruction when being angry.					
10	Ever make vandalism e.g. telephone box, cable post.					

Thanks for cooperation
The Researcher

APPENDIX H
SEMI-STRUCTURED GUIDELINE
FOR ORAL HISTORY INTERVIEWS

Study concept	Questions / probes
<p>1. Causes of residing in the violent environment and experience of violent victimization</p> <p>(you = interviewee/ student)</p>	<p>1). Have you ever seen your family members use impolite words, intimidation, and reviling or not? How? How often? And what do you feel?</p> <p>2) Have you ever seen your family members use force to harm each other or not? How? How often? And what do you feel?</p> <p>3) Have you ever seen your family members use violent and impolite words reviling each other? How?</p> <p>4) Have you ever been harmed, and beaten at home? Why?</p> <p>5) How did your parents punish you, when you break rules? Is it proper?</p> <p>6) What is the most serious punishment for you on? How?</p> <p>7) In general, what do you think about the level of family violence? What do you feel about such climate?</p>

Study concept	Questions / probes
<p>2. Causes of attachment to family</p> <p>(you = interviewee/student)</p>	<ol style="list-style-type: none"> 1) How many members do you have in your family? What activities do you do together? How often does your family do such activities? 2) Whom do you think of first when problem rises? In your family, whom do you well settle with? 3) Do your parents have enough time for you? How? and why? 4) Do your parents know your friends? 5) In general, whom are you intimate with? Whom do you have affection with and to what extent? 6) In your family, who are you most intimate with? How? 7) When do you talk with, when you have problem? 8) To what extent do your parents have time for you? 9) What strict rules do your parents regulated? To what extent do you follow? Do you agree with most of them? If you disagree, what do you do? 10) To what extent can you adhere to rules your parent have regulated? What are methods do parents monitor you? How? 11) When you err, to what extent do your parents give you opportunity to explain? 12) When you do not follow rules regulated by your parents; do your parents punish you every time? How? 13) Have you ever been punished without sound reason? How? (Give example) 14) What matters do you feel what is not instructed and what parents do are irrelevant? (Give example). What do you think? 15) In general, what do you feel about your parents? And what do you think your parents think about you?

Study concept	Questions / probes
3. Moral reasoning (you = interviewee/ student)	1) When you follow rules or do good thing; what do you expect? (give example and reason) 2) What are your reasons, you will not err (exemplify from petty one to serious one)? 3) When you want to control yourself not to err, what is your way of thinking and whom do you think of? 4) Do you agree or not that sometime human errs if reasonable? (give example and reason)
4. Reasoning on other violent behavior and on self-violent behavior (you = interviewee/ student)	1) Have you ever seen your friends quarrelling, swearing or behaving violently to each other? What do you think about the violent behavior seen? 2) What are reasons do you think on such matters (provocation, helping friend, and others)? Who is wrong? Or are both wrong? (Explain) 3) Have you ever quarreled, boxed, beaten or used force? How? What are reasons? 4) At that time, what do you think/feel? And what do you think/feel after that? 5) What do parents, friend, teachers think about this incident? And how do they view you?

APPENDIX I

DEMOGRAPHIC SAMPLES

Table 24: Frequency and percentage of the samples (n= 467)

Variables	Freq.	Percents
School Type		
Co-education schools	244	52.3
Boy school	107	22.9
Girl school	116	24.8
Levels		
K. 1	139	29.8
K. 2	180	38.5
K. 3	148	31.7
Sex		
Male	227	48.6
Female	240	51.4
Age (n=465)		
11 years	3	.6
12 years	87	18.7
13 years	193	41.5
14 years	149	32.0
15 years	33	7.1
Parents whom students stay with (n=459)		
Father and mother	350	76.3
Father	15	3.3
Mother	52	11.3
Others (e.g. uncle, aunt, grandfather and grandmother)	42	9.1

Variables	Freq.	Percents
Family members in the same shelter (n=457)		
2 members	15	3.3
3 members	81	17.7
4 members	153	33.5
5 members	96	21.0
6 members	38	8.3
7 members	37	8.1
More than 8 - members	37	8.1
(highest number =16 members)		
Number of sibling (n=446)		
1 sibling	91	20.4
2 siblings	224	50.2
3 siblings	96	21.5
4 siblings	26	5.8
5 siblings	9	2.1
(highest number = 10 siblings)		
Birth order (n=444)		
1 st.	214	48.2
2 nd.	163	36.7
3 rd and up	67	15.1

BIOGRAPHY

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