

**PROBLEMS AND OBSTACLES IN PERFORMING OF
INVESTIGATING POLICE FOR CHILDREN CRIMINAL
CASES ACCORDING TO THE CRIMINAL
PROCEDURAL LAW (AMENDMENT)**

POL.LT.COL. TOON DETKUNMARK

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ABSTRACT

The objective of this study was to investigate the problems and obstacles of investigating police in performing on child cases according to the criminal procedural law (amendment) as well as delineating the factors concerning such problems and obstacles.

Two hundred and sixty-four investigating police working in the metropolitan police stations were sampled. The data was collected by questionnaire and the results can be summarized as follows:

1) In terms of personnel background, most of the sampled were aged from 36-45 years, had a bachelor degree and had worked in an investigative position between 5-20 years. They were married and had children but had never been trained concerning child issues.

2) As far as the problems and obstacles in performing child cases were concerned, most of the investigating police expressed a high level of problems and obstacles with competency for working, and case management, while at a moderate level with policy, coordination, accomplishment with child cases. On the other hand, the highest level of problems and obstacles were in immediate coordination and remuneration or financial matters.

3) In terms of factors concerned, the research found that the investigating police had different problems and obstacles depending on age, educational level, period of time working in an investigative position, marital status however training on child cases was not relevant obviously.

4) This study recommends a great contribution to cooperation among state units and making a clear-cut policy, format, and manual for conducting all of the about. Similarly, comparative studies that looked at any police stations through out Thailand and using a qualitative approach would also be useful.

KEY WORDS : INVESTIGATING POLICE, CHILDREN CRIMINAL

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ปัญหาและอุปสรรคในการปฏิบัติงานของพนักงานสอบสวนในการสอบปากคำคดีเด็ก ตามพระราชบัญญัติแก้ไขเพิ่มเติมประมวลกฎหมายวิธีพิจารณาความอาญา (PROBLEMS AND OBSTACLES IN PERFORMING OF INVESTIGATING POLICE FOR CHILDREN CRIMINAL CASES ACCORDING TO THE CRIMINAL PROCEDURAL LAW (AMENDMENT))

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บทคัดย่อ

การศึกษาวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาปัญหาและอุปสรรคในการปฏิบัติงานของพนักงานสอบสวนในการสอบปากคำในคดีเด็ก ตามพระราชบัญญัติแก้ไขเพิ่มเติมประมวลกฎหมายวิธีพิจารณาความ และเพื่อศึกษาปัจจัยที่เกี่ยวข้องกับปัญหาและอุปสรรคดังกล่าว

กลุ่มประชากรในการศึกษาวิจัย เป็นพนักงานสอบสวนที่ปฏิบัติงานในสถานีตำรวจนครบาลในกรุงเทพมหานคร จำนวน 264 นาย ใช้แบบสอบถามเป็นเครื่องมือในการเก็บรวบรวมข้อมูล

ผลการวิจัยสรุปได้ดังนี้

1) ด้านข้อมูลส่วนบุคคล ประชากรกลุ่มตัวอย่างส่วนใหญ่มีอายุระหว่าง 36-45 ปี ระดับการศึกษาปริญญาตรี สมรสและมีบุตรแล้วระยะเวลาการปฏิบัติงานเป็นพนักงานสอบสวนใกล้เคียงกันระหว่างน้อยกว่า 5 ปี, 5-10 ปี และ 11-20 ปี ไม่เคยผ่านการฝึกอบรมเกี่ยวกับเด็ก

2) ด้านปัญหาอุปสรรคในการปฏิบัติงานส่วนใหญ่อยู่ในระดับมากในด้านความรู้ความสามารถในการปฏิบัติงาน ด้านการบริหารจัดการคดี และอยู่ในระดับปานกลางด้านนโยบาย การประสานงาน การสอบปากคำเด็กให้บรรลุเป้าหมายในขณะที่การประสานงานด้านการติดต่อประสานงานกระชั้นชิด และ คำใช้จ่ายตอบแทนอยู่ในระดับสูง

3) ในด้านปัจจัยที่เกี่ยวข้องกับปัญหาและอุปสรรคในการปฏิบัติงาน พบว่าพนักงานสอบสวนที่มีอายุ ระดับการศึกษา สถานภาพสมรส และระยะเวลาการเป็นพนักงานสอบสวนที่แตกต่างกันจะมีปัญหาและอุปสรรคที่ต่างกันในขณะที่พนักงานสอบสวนที่เคยผ่านการฝึกอบรมและไม่เคยฝึกอบรมเกี่ยวกับเด็ก ไม่มีผลต่อปัญหาและอุปสรรคในการปฏิบัติงาน

4) ข้อเสนอแนะจากการวิจัย คือ ควรมีการประสานงานด้านนโยบายและแนวทางปฏิบัติที่ชัดเจนระหว่างหน่วยงานที่เกี่ยวข้อง จัดทำคู่มือและแบบฟอร์มต่าง ๆ ตลอดจนปรับปรุงด้านการเบิกจ่ายและงบประมาณ ข้อเสนอแนะในการศึกษาวิจัย ควรมีการศึกษาเชิงเปรียบเทียบทั่วประเทศ และการศึกษาเชิงคุณภาพ

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CHAPTER I

INTRODUCTION

1.1 Nature of the Problem

It was accepted that children were the major forces of the nation, which the state needed to support on education and different skills for their benefits that were growing to be the efficient citizens in the future and being the benefits for the national development as well. At the meantime, the state had duties to secure and protect children from dangers not only protecting their rights of what they deserved but also the appropriate procedures for them, which were differed from adults conceptually, and practically. It should match the fundamental of individual differences and development between the juvenile and the adults which were adopted into different practices.

Many researches indicated that children became targets and victims of criminals because of their physical weakness compared to the adults and the inferiority of thoughts, and maturity, which were easily induced. They were easily harmed, atrocious, seduced, and sex exploited mindlessly to be aware of harmfulness or their future effects, physically and psychologically. Threats and crimes focusing on victimizing children not only being protected by the state but the state needed to maintain process of care and treatments negative effect happened to children.

In criminology and criminal justice, there were procedures treating children whether they were subjects of being offenders and in case of being victimized or victims of the criminal cases. In case of being offenders, the charges would have follow the criminal juvenile and family court code and the criminal juvenile and family code

In case of being victims, there would be subjected to measures of protections following double Wound Doctrine since it was their weaknesses of physicality,

mentality, emotion and maturity. When children being victimized of crime, they would be emotionally affected resulted in psychic trauma and some even physically hurt. Therefore, warranted for inquiries was needed to allow children felt secure, save and a warm climate, friendliness allowing the public prosecutor, psychologists and a social workers to assemble for co-hearing and counseling. Besides, there needed to have recording of the verification as evidence for court and to prevent escorted children to court for inquiry from other parties such as defendant's lawyer, which would recall terrifying children. They may hammer and damage on what children attempted to forget or avoid the devilish memory. Principles and methods as well as measures should be organized by the state for the juvenile protection, and seeking personnel related to play the roles following those principles.

At the meantime, the state needed to have supportive measures and protecting children as being victims or offenders under the international principles and the appropriate child protection rights. However, from the studies of the roles of the interrogation officers in questioning those children, particularly, problems and limitations of working were rarely found. Most findings were from roles and expeditiousness of social workers (such as the works of Chartchai Muanglewk, 2000; Daranee Naruedomphong, 2001; and Narong Jaiharn, 2000 and so on); or those of psychologists (such as the works of Prapaipis Duanghiran, 2003 and so on). They were the studies of performances for other professionals related or sharing the interrogation, counseling or hosting or chairing in interrogation, which needed to supervise places, man and materials to facilitate other units. They were also needed to be studied within different dimensions.

The research questions of this study were what were problems and limitation encountered by the interrogations questioning children' cases under the amendment of the criminal procedure code? What were factors related to problems and limitations in the works of questioning children' cases? Besides, interrogation officers encountered problems and limitations, what were the needs of the interrogation officers to help solve problems and limitations, so as, the interrogation would have been smoothly resumed and with efficiency?

Therefore, had there been studies of the problems and limitations, they would have been highly useful to realize problems and limitations and exploiting as fundamental data for further solution planning.

1.2 Research Objectives

1.2.1 To investigate problems and limitations of works of the interrogation officers questioning child trial under the amendment of the Criminal Procedure Code

1.2.2 To investigate factors related to problems and limitations of works of the interrogation officers in questioning child trial

1.2.3 To investigate needs of the interrogation officers in questioning child trial as victims.

1.3 Scope of Study

This study was focused on problems and limitations happened from the works of the interrogation officers the case –in-charge and needed to inquire victimized children in Bangkok and to resume the inquiries among the victims.

1.4 Hypotheses

Hypotheses of this study were as follows:

1.4.1 Interrogation officers with different ages encountered different problems and limitations of questioning children.

1.4.2 Interrogation officers with different education encountered different problems and limitations of questioning children.

1.4.3 Interrogation officers with different marital status encountered different problems and limitations of questioning children.

1.4.4 Interrogation officers with different terms of being interrogation officer encountered different problems and limitations of questioning children.

1.4.5 Interrogation officers with different training encountered different problems and limitations of questioning children.

1.5 Research Variables

Variables in this study had been divided into 2 types

1.5.1 The Independent Variables

They were divided into the Personal Factors and the Working Factors as follows:

1. Personal Factors

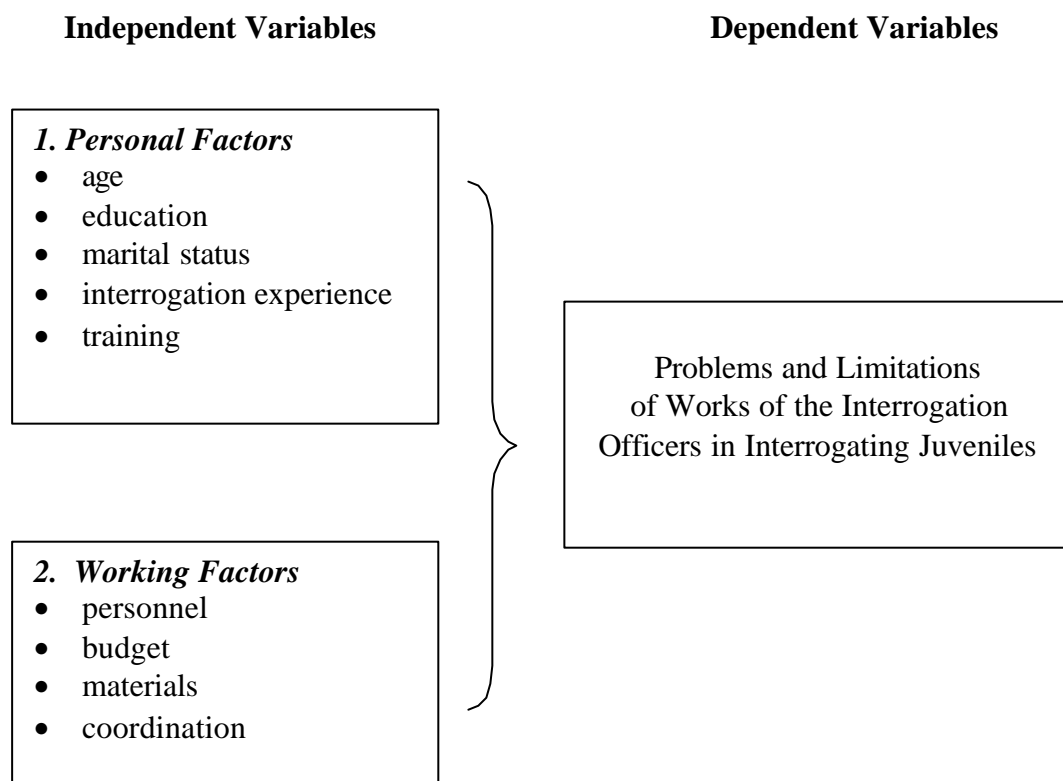
- age
- education
- marital status
- interrogation experience
- training

2. Working Factors

- personnel
- budget
- materials
- coordination

1.5.2 The Dependent Variables were problems and limitations of works of the interrogation officers in questioning children

1.6 Research Conceptual Framework



1.7 Definition of Terms

Problems and Limitations were referred to obstacles barring achievement in proceedings or what was achieved but incomplete. In this study, they were things troubled and impeded the interrogation officers questioning children to achieve goal under the Criminal Procedure Code.

The Interrogation Officer was referred to the police authorized for interrogation, and ability to charge under the Criminal Procedure Code. In this study it was referred to the commissioned police working as interrogation officer (interrogation

position) a station in the Metropolitan Police Division and experienced questioning children.

Juvenile Case was referred to victimized juvenile case or victimized from any offends having filed the case and the police had interrogated offenders for punishment.

Interrogation Experience was referred to having been worked and taken action or participated in questioning any cases. In this rating, years of interrogation or in office as the interrogation officer would be counted or by number of cases ever interrogated.

Training of Juvenile Interrogation was referred to practice session in any courses related to children regardless being the development, assistance, welfare or other issues, which might be trained directly to examining the case or for interrogation.

Personnel were referred to any persons working in an organization or any work unit. In this study, it was referred to sufficiency of police working in the interrogation and potentials handling children' cases.

Budget was referred to money spent or used in supporting works to achieve any goal or any successes. In this study, it was referred to subsidies of questioning children to achieve the goals of laws.

Materials were referred to any devices used in helping and supporting the work for it achievement or success. In this study, they were referred to places, materials and VDO recorders for interrogation as well as other materials and devices related to support questioning children.

Coordination was referred to contacts for relations or cooperation in working to achieve or to reach the goal set. In this study, it was referred to the coordination with the public prosecutors, psychologists, social workers or other officers in questioning children to achieved the goal set under the Criminal Procedure Code amended.

1.8 Benefits of the Study

1.8.1 To realize problems and limitations of works of the interrogation officers questioning children' cases under the amendment of the Criminal Procedure Code

1.8.2 To realize factors related to problems and limitations of works of the interrogation officers in questioning children' cases

1.8.3 To realize needs of the interrogation officers in questioning children' cases as victims.

CHAPTER II

LITERATURE REVIEWS

In the study of problems and limitations of working of interrogation officers in questioning children under the Criminal Procedures Code, it was a survey research. Literature reviews and related documents and researches were as follows:

- 2.1 Problems and Limitations of Administration and Working
- 2.2 Factors Relating the Works of the Interrogation Officers
- 2.3 The Process of Questioning Children
- 2.4 Concepts and Theories of Work Efficiency.
- 2.5 Related Researches

2.1 Problems and Limitations of Administration and Working

In any administrations, there were problems and limitations happened as normal. Conducting studies to understand causes, nature, factors and solutions would help handling those problems and limitations. At the meantime, it improved working.

Problems and limitations in working were generally as follows:

2.1.1 Problems of Knowledge - how in Working

Any works achieved, the know-how was counted as indispensable basic. By principles of administration, even there was a recruitment system to identify personnel qualification of their know-how and experience appropriated to the requirements. However, when time past, knowledge and advancements had been developed and evolved. The necessity for human resource development to meet changes was not only the know-how fit working but also endless evaluation of performance. (Davis, 1985)

Evaluating know-how of working led to feedback whether the personnel had performed to what level and whether should there be any improvement, had know-how been unfit? Then it should be further improved.

Relating to the human resource development, the individual know-how should be developed for long-term by dig deep into specific field or by solving the short-term problems by additional training to increase knowledge able to solve problems. It was the learning of new things to build skills and expertise together with working at the same time.

2.1.2 Problems of Policy

The working policy was as if guideline and direction of working ordered from the top unit or commander so as to be guidelines of subordinates to follow. Problems and limitations of working often were results of related policy as key.

In working, we found out those problems and limitations related were policies of the work unit particularly setting policy of work in steps. Had it not been obvious or sufficiently systematic or defined, it would have made followers direction-lost and unable to advance or achieve the needed set goal or objectives.

Besides, policy set to be the work guideline; the clarity of policy was the essential character. Had policy been unclear, it might have increase problems not only malpractice the objectives or no procedures. Policy should be readjusted into action plans. (Greenberg, 1993)

Policy should be set in long-term and also short-term. On account of, when time past, there should be changes of factors, and social conditions, which would also affect imposing the policy.

2.1.3 Problems of Morale

In working, morale was counted help achievement or success. Work morale was a behavior of individuals in any organizations expressed in forms of interest,

enthusiasm or attentiveness to best work in one's duties. Had staff lacked morale or in morale-lost state, it would create instability and work-lag.

In working, the work morale was referred to thoughts, sensation interest, satisfaction and security resulted from perceptions and outcomes resulted from the entire status of an organization.

Nature of having positive work morale was usually appeared the new working climate, enjoyment, joyfulness, smooth working, precision, and accountability. Members of work units found interest or enjoyed working. There were proposals of work improvement, criticism, or recommendations, collaboration and mutual supports. It included state of stability, firmness, clarity even peculiarities had happened.

On the contrary, had any members been inert, noticeable absenteeism, flaws and imprecision of working, work overdue, quarrels, emotionalism, and demands, It identified lacks of work morale. (Suraphol Payomyaem: 241)

2.1.4 Problems and Limitations of Human Relations or Interpersonal

Having anyone worked well with other without conflicts, it was counted a dimension of human resource management necessary to fundamentalism the personnel job in an organization. Had there been co-working with positive human relations, mutual assistance and interpersonal, dialogue and close shared opinions and experiences of working, it would have improved performances. It was counted advancement or development to another step after conflict-free.

Interpersonal might be positive. Meaning, having mutual relation, collaboration in work. It could have been moderate interpersonal, which worked as one's own way, separating. Also, it could be negative one that was happened from personal conflict. (Evancevich, 1980)

Conflicts might be both among individuals and among groups. Group conflicts at any form were needed elimination first since they were negative and devastating.

Later, it needed to encourage positive or developing human relations to build network of work collaborations.

2.1.5 Problems of Stress and Distress

Job-related tensions were always appeared among working people with the sentiment of uneasiness, unhappiness, worries, irritation and conflicts.

Tensions and distresses of working people might be caused by assignments unmatched one's capacity, work instability, puzzlement and direction conflict or roles including duties conflicting family needs and so on.

Tensions and distresses, not only affecting physical and psychological states but also affecting work behavior. The physical effects were exhaustion, fatigue, oddity and apathy. At the meantime, effects of work behavior would be seen by lifelessly solving problems, and so on. (Durbin, 1990)

2.1.6 Problems of Administration

In any management, there were problems and limitations, which might affect continuity and failures in working, had they not, been solved?

Administering was not only the factors of human resource but also related materials. Human resources were indispensable that in any management, had there been no human resources, it would not work. The administrator needed know-how personnel with experience to play the roles or participated in working. (Thongchai, 1993). Had any working been without collaboration and enthusiasm, it would have been difficult to achieve. At the meantime, encouragement and quality life development shared in administration, which was always needed to be considered.

A smooth administration needed different factors particularly the 3M – man, money, and materials and later method was added into the administration. (Somphong Kasemsin, 1983)

2.1.7 Problems of Short of Information

Information was critically indispensable for administration since it allowed working and solving problems following the objectives or expectations. Owning completely, accurately and up-to-date related information, it helped basic factors to set policy, plans and accurate command. Further, any working needed related information with completeness and accuracy, which would be competitive.

Solving different social problems seriously required sufficient information to apply the action plans in order to crack the point without repetitiveness. In administration, it was believed that repetitive problems were derived from running short of information.

2.2 Factors Relating the Works of the Interrogation Officers

Individual work of better effective performance involves both positive and negative factors related. Compositions were both personal factors and operational factors. In operations, there were related factors as follows:

2.2.1. Sex/ Gender

It was another basic factor of individuals distinguished from physical and physiological characters it was under the physical changes and different development in each age. Within societies, duties of male and females were distinguished and shared burdens by each different expertise. Gender was the physical basic differences affecting sensation, values, perspectives and emotion of male and female. They would affect behavior, conducts, and planning as well as living. In any working, gender became a variable factor explicable the social differences and other.

2.2.2 Age

It directly involved with development and maturity when quality work life was considered or in any working. It was found becoming aging with experiences was vested with work experience, living and working with diversified members; it built wider

worldview, pervasiveness and more depth. Besides, more prudence and better solution, it increased better emotional control, better understanding situation and social conditions. Age was therefore affecting activities to run more cautiously. (Theppanom Muangmaen, 1986)

2.2.3 Educational Level

The individual knowledge affected understanding of phenomenon, world and social changes and more human affairs. Individuals of different education would differently understand human being. The prudent and cautious thinking, approaches of problems and direction of systematic solution, casualties and consequences as well as planning and different perspectives. In particular, other personal factors would have been more differed. Added with education, it would have been more different in working. With different education, there would have been more different in perspectives on children' actions, understanding the causes, factors and conditions as well as different perspective in viewing problems. It also understood principles, perception of working, solutions, and principles would be differently implemented.

2.2.4 Hometown

An individual hometown was critical to differently instill values, attitudes, personality, and conduct including belief. An individual born in any localities was likely socialized for those localities. There would be attachment, positive sentiment for local people. When the person migrated to another location and later being acquainted with the same locality and likely to converse and better understand the background. For example, an individual born and grown from the south when migrated to another places, and later met the southerners, hey would have been enjoying and easy and comfortable, to converse.

2.2.5 Career

An individual career happened from love and need of occupation. At the meantime, it accumulated experience, skills, and arts in solving problems and limitations encountered in doing the profession, which were diversified in each one. This was because of their nature, work characters, community, and work environment including

professional personnel. Professional experiences are moderately applicable in other career.

2.2.6 Earn Income

The individual income not only showed economic and social status, it also facilitated working or any operations. Individuals with less income or with insufficiency should also impede and disturb routine job. Income was counted a basic factor, which should be sufficiently responded first, then individuals would be able to work or fully dedicated. Therefore, had an individual struggled with income, full dedication would have unlikely.

Generally, an earn income was referred to salary, wages, overtime payment, allowance, or returns earned more than other incomes, which an individual and family members would spend for daily living. Incomes were necessary for living. Had it been insufficient to spending or living standard, it would have raised economic problems and affected work. (Locke 1976)

2.2.7 Personal Illness

It disturbed living and working since a person could not peacefully live like other ordinary people. One had to physically suffer and it affected the mind. It needed time for health treatment, which consumed work-time or normal life. At the meantime, it disturbed concentration, emotion and sentiment of work.

The personal illness consumed time, and money for medical treatment likely affected working. Personal illness not only disturbed the physical health, but also deteriorated spirits, emotion, sentiment and uses of intellect to solve problem and limitations in working. It was resulted of not seriously dedicating to work as want since it negatively and positively affected works in position.

2.2.8 Work Experience

It was referred period of time past in working, which turned individuals learned, understood and developed skills of working and solving different problems as well as built familiarity and better readjustment to environments. It had positive relation

and attitudes in working. Individuals with more work experiences would have better skills in the job including easier solving problems and limitations because they had crossed over problems and difficulties of works and learned how to appropriately solve problems even being switched to new job. Had there been similar concepts of job to the previous one, in individuals could have applied the previous experiences to better solve the problems.

2.2.9 Motivation

In daily life, any activities were aroused by motivation; it was the inner force to drive an individual to act.

When an individual collaborated in any organization or work units, motivation was a major factor to drive the person dedication and seriousness in working to achieve goals or work target as set or expected or driven. The motivation shared much to human works. The concept of motivations was concluded that had there been positive motivation, a person would be fully and capably diligent, dedicated to career and duties

Schermerhorn et al (1982) indicated that the motivation to work emphasized the inner force of an individual to explain levels of strongly leading and the existence of attempt in working to reach goal. They emphasized that the work motivation was focused on the work effort rather than the work performance. Motivations were therefore stimulators or aroused individuals to increase ability, attempt or the hidden force to act, or dedication to reach goals, which would lead to satisfaction of the action. (Suraphol Payomyaem, 1998)

2.3 The Process of Questioning Children

The criminal Justice of Thailand extensively prioritized protections of juvenile offenders or the alleged offenders. It distinguished special measures for juvenile offenders from adults since children were young, immature, and restricted d responsibility. Laws therefore refrained or reduced punishment or imposed children'

measures such as cautioning, executing a bond, probation, and institutionalization. In case of victimized children in criminal cases, the law-protected children in terms of impose severe punishment to offenders. At the meantime, witness of not more than 14 years, the laws allowed to vow before giving testimony. (Likasit Wattanakul, 2002). However, the criminal justice emphasized to seek fact and it might critically involve victimized children or juvenile witnesses. It had been driven to promulgate special measures of juvenile verification and witnessing distinguished from adults. It allowed experts of juvenile psychology to share in the verification to protect juvenile rights and to protect them from effects resulted to their mentality. Amendments of the Criminal Procedure Code (No. 20) BE 2542(1999) had been imposed and the code was ever since enforced on 15th September 2000.

The Amendments of the Criminal Procedure Code (No. 20) BE 2542(1999) had been promulgated to protect children with ages of not more than 18 years being in the state of victims, or witnesses, or offenders. It allowed the special process of giving testimony and adducing witness under the principles and rationales as follows:

1. For the benefits of verification of children with ages not more than 18 years as victims or witnesses at the stage of inquiries, and the adducing of person on court, with which to be consistent to the standards of Article 12 of the Convention of Child Rights 1989 specifying that the treatise states should guarantee children who were able to have one's opinion. Such rights of freedom in expressing opinions in all matters affecting them. Such opinions would be examined as to their ages and maturity. To these purposes, children would receive, in particular, opportunity to voice in the proceeding of judiciary and any public administrations, which were either directly or through representatives or through proper organization affecting them. This was corresponded to the proceedings in the Article 4 and 53 Phrase 1 of the Constitutions of the Kingdom. It maintained the principles, "humanness, rights and freedom of an individual must be protected" and "children, children, and family individuals hold rights of being protected from the state from violence and unfair treatments."

2. For the benefits of the interrogation officers who were unlikely expert in child psychology, regardless considering the physical and mental state of children, which might result the interrogation, flaws.

3. To allow children not encountering defendants in court and respond repetitive question in the interrogation stage, which might mentally hurt them more.

The essence of this Act was concluded by Wanlop Ploytapthim (1999:1-3) that trying a case of children with ages of not more than 18 years whether they were victims, or witnesses or alleged offenders in cases of penalty of more than 3 years, cases of assault of children with ages of not more than 18 years, and cases with penalty of not more than 3 years but juvenile victims or witnesses filed petition, there needed to have psychologists or social workers or person of request and the public prosecutor to participate in the testimony process. The questioning and identifying the alleged offender were needed to be separated in proportion appropriate to the children as well as continuing picture and sound recording. In case of the alleged children, and before question proceedings, they should be asked whether they had lawyers otherwise, they would have been provided.

As it was coded in the Amendments of the Criminal Procedure Code (No. 20) BE 2545(2002), it assembles many professionals – the interrogation officers, psychologists, social workers, public prosecutors and lawyer to collaborate on form of multiple professionals. In part of the interrogation officers, there were studies of readiness to follow the criminal procedure code in questioning the victims, witnesses, and the juvenile alleged offenders. It was found out that The Metropolitan interrogation officers knew and understood the Acts well. They were expeditious to follow the Act particularly in the interrogation, and questioning children under the Act designated. However, in terms of devices for recording pictures and sounds, it was found that it was least expeditious. (Jirakarn Phothong, 2000). From the study of working of the interrogation officers under this Act, they commented that the new approaches of interrogation were radically differed from the previous ones. It needed other personnel to collaborate in questioning. In practices, the interrogation officers met with confusion of

roles, lack of knowledge and understanding the child psychology including problems and limitations of places and devices for recording pictures and sounds (Siriporn Harnwichai, 2001; Anchana Janprasert, 2001). Besides, from the study of Attapjong Nithiphattana (2001) on following the Amendments of the Criminal Procedure Code (No. 20) BE 2542 (1999). In a case of protection of children aged not ore than 18 years in criminal case, in Samutprakarn, the interrogation officers commented that the Act turned the process more transparent. However, in some cases of being victims of sex abuses, had it been many personnel, it would have turned female children more shames and suffering.

The essence of the Act designated to include psychologists or social workers and reliable persons suggested by children are included in questioning and adducing witness in the case among the aged of not more than 18 years regardless the children were victims, or the alleged offenders, or the defendants or the witnesses. It was designated in Article 12 Bi and coded “ in filing petition, interrogation, preliminary hearing, and hearing, had any codes designated to include a psychologist or a social worker, the psychologist and the social worker must be qualified as designated in the ministerial rules.” By this Article, it was observed that personnel to fulfill such duty should attain qualification as required by the Ministry of Justice. A ministerial rule had designated the qualification of the psychologist or the social worker as coded to gain potential personnel as set in objectives of the enforcement of the Act.

No.1. Qualifications of a Psychologist or a Social Worker under the Amendments of the Criminal Procedure Code (No. 20) BE 2542(1999)

1. Age of not less than twenty-five years.
2. Graduated from any following disciplines:
 - a.) Psychology, or medicine of pediatrics, or psychiatry, or child and juvenile psychiatry, or nursing science, or mental health or mental sciences, or social welfare sciences, and ever worked with child and children of not less than one year with certification form work unit, or

b.) Graduation or equivalent degree of other disciplines and being trained on counseling or social welfare organized or certified by the government bodies or professional agencies and ever worked with children of not less than 2 years with certification form work unit

3. Being trained and certified from the courses of public welfare, Ministry of Labor and Social Welfare or Mental Health Department, Ministry of Public Health; the courses should contain the following subjects:

- a) Child Abuses and Abandonment
- b) Child Rehabilitation
- c) Child Psychological Development
- d) Interdisciplinary Working
- e) Child Questioning Techniques
- f) Laws of Child Welfare Protection
- g) Criminal Proceedings and Court Hearing, and
- h) Evidences

No. 2 Besides Resignation by Withdrawal of Name from Registration of Psychologist or Social Worker Disqualified to Follow the Criminal Procedure Code, when

1) Name deletion from registration when being disqualified of nay as in No. 1

2) Name deletion from registration when misbehaving or being defective on duty or career scandal.

3) Revocation of professional license examined by the organization control on profession

4) Imprisonment on final decision excepted by negligence or civil punishment

5) Being a mental disorder person or the mental disable or the incapacitated or the equivalent or a bankrupted person.

Roles of Personnel Working as a Psychologist or A Social Worker under the Act

Personnel working as psychologist or social worker under this law were counted important in coordinating among personnel in the criminal justice. They affected building understanding of handling children to give testimony designated in laws. However, in practice, the laws did not clearly specify roles by only generalizing as for participation with giving testimony. It turned someone interested to analyze roles of the psychologist or the social worker abiding by this law. It was summarized as follows: (Anchana Janprasert, 2001:35-36)

1. The management, which was referred to the organization or the executive should operate like planners gathering personnel, trained with interdisciplinary professions under this laws including recommended suggestions in further promulgated related laws, and regulations

2. The operation personnel should have clear roles as follows:

- 2.1 Roles as professionals – it needed authentic professional knowledge and efficiently implement the knowledge in working. Besides, it required being well informed on profession on that involvement, e.g. the judge, police, public prosecutors and knowledge of the criminal justice and peripheral knowledge of oneself.

- 2.2 Roles as curator, protector, and ombudsman of the children regardless of status, therefore, needed specific knowledge of the child, child handling, and child's acquired rights

- 2.3 Roles as teamwork or interdisciplinary professionals, which should correspond to the policy, setting plans and designating guidelines or services for operation including ability to integrate different professions to meet the needs and appropriation of the child.

2.4 Roles as resource coordinator, which should help active working regardless on man, materials, devices or other necessary things for working such as know-how of interrogation room or necessary resources for community and so on.

Steps of following the Act, Chartchai Muanglek (2000:65-68) had studied the roles of the social workers in proceedings of the Act. It was the expected roles of the psychologists or the social workers and it was found that most social workers thought of playing roles as follows:

1. Step of petition: interrogation: preliminary hearing – the social workers would participate in questioning facts, seeking facts, taking notes, observing readiness of the child, including building relationship and spiritual support, and mediating between the child and the authority. Such participation would ease problems on short knowledge in psychology among the officers and to prevent the child being emphasized on expression negligent from screening which might hurt the spirit of the child.

2. Step of questioning – it should be as reconciler, moral support, and builder of trust, asking questions without hurting the child's spirit within a proper place and an informal climate.

3. Step of identifying the alleged offender – in this step, the social worker needed to participate in the secured place with the child in the prepared room and observed the readiness and worked to reduce worries and fear within the child.

4. Step of preliminary hearing – the social worker acted as protector of the child mediating if the court or lawyer questioned. It included to reducing panics in the child. It was corresponded with the works of Narong Jaiharn related to measures of child protection at the preliminary hearing that the court would not question or allowed the opposite parties to repeat the same question already asked. It was to protect the child in terms of repetitive questioning. Such presence of the social worker was to mediating in case of the preliminary hearing when the victim was the plaintiff.

5. Step of taking evidence in court – the social worker needed to stay with the child organized for taking evidence. It was separated from the court chamber where the opposition party was present. The social worker worked as a middleman or for investigations: questioning following the questions asked by the court through the social worker including the cross-examination and re-examination from attorney. It was by purpose to reduce fears of encountering and to coordinate in sharing the interdisciplinary professions.

6. Step of taking prior evidence – at this stage; the social worker would intervene for assistance, questioning witness with the authority. It was the role of builder of trust, and a reconciler in terms of coordinating as well as supplying information to the public prosecutor to file petition of taking prior evidence and later to follow other roles.

Besides the above studies, Chartchai Muanglek (2000) concluded that the personnel working as a psychologist or a social worker should resume following activities:

1. Entering to evaluate the readiness of the child
2. Entering to collaborate planning with related authorities
3. Finding facts in associate with related authorities
4. Coordinating with related authorities
5. Entering to secure child's rights
6. Entering to take testimony
7. Entering to observe the environments of the interrogation room
8. Entering as a middleman in interpreting questions, answers between the child and the persons related
9. Entering to build warmness and reconciliation
10. Entering to build trust in the child and sense of security
11. Entering to give comments in collaboration with the judicial proceedings

Roles of the psychologist or the social worker under this Act in both building climate in the judicial proceedings to match the child's spirit and to interpret the jargon

of the legal language and their responses to gain fact. I was counted the vital role. It was found from the study that the alleged offender, the witness or the victimized child entering to these interrogation proceedings under this Act, expressed sentiment of dialoguing with the social worker that it helped reduce fear and worries. (Attaphong Nithipathana, 2001)

Following duty as stated roles to reach better results; the personnel should be well informed on their roles. However, in practice, it was still found there were many problems since the Act loosely designated that a personnel acting as a psychologist or a social worker participating in questioning, as roles stated above were the expected ones only, rather than clearly specified in the Act. It turned different practices to perceptions and interpretations of the Acts. It was witness from the study of Daranee Naruedomphong (2001) investigating the readiness of the social workers on fact-findings from victimized child of sex-abuses at the stage of interrogation under this Act. It was found that the trained social workers to act as the psychologists or the social workers under the program of the public welfare attained potentials on fact-findings at good level. They had likely best positive opinion on works and skills of fact-findings, which was counted ready to work. However, in the study of child protection in interrogation of criminal proceeding (Atchana Janprasert, 2001) and questioning the children under sexual abuses (Siriporn Harnwichai, 2001), it was found that the psychologists and the social workers were in short of skills, and potentials of questionings. They did not understand of the interdisciplinary profession, having confusion of each party and differently understood laws related to questioning children.

By the confusion of each party and from practices, the Central Children and Family Court (2001) had prepared manual of taking evidence from child under this Acts. It was gathering guidelines in association with the interrogation officer, the psychologist, the social worker, the public prosecutor, and the lawyer to be as guide for collaboration. The parts of the psychologist and the social worker were concluded as follows:

- Steps before interviewing or questioning – the personnel should study about the child, meeting the interdisciplinary team on ways of interviewing or questioning, inform the child the entire process and evaluating the readiness of the child

- Steps during interviewing – building relationship and climate of trust, using express which did not hurt the child's spirit as well as being the reconciler and spiritual supporter helping the child reduce worries and fear
- Steps of ending interviews and questioning – summarizing information attained from the child and organizing meeting with the interdisciplinary teamwork.

Child Interviewing and Questioning

They were critical skills in fact findings from children; It should be fast and less waiting since their memories were restricted. Keeping them long waiting led to rejections of collaboration. Before questioning, relatives or guardian should explain the goal that the child should give evidence so that the child would recognize the necessity to meet the officer or the court. This might help not to be excited to the place. Avoiding explanation to such proceedings might create curiosity what the adults were doing to the child and it might create panic when the parent led the child to the police station or the court. The interview and the questioning room should be the special one rather than an office but like a kid-room or a nursery or child ward for medical checking. There should be some devices or pictures for the child to point or to draw rather than verbal explanation. Sometimes, the child needed no speaking or could not speak. Besides, in interviewing or questioning the child, it should not immediately knock the point but by stepping. Rotjana Kulrat (2000:138-147) proposed goals and steps of interviewing as follows:

Interviewing Goal – it was to gain the entire true story from the child with morality, matching the child's interest and acceptable to the court. Such interviews were not meant for treatment but listening to the child relating factual story.

4 Steps of Interviews, i.e.

Step 1: Rapport – it was the good relationship, mutual friendliness and relaxes between the interviewer and the interviewee to help the child composed, calm, reducing worries and happier before forwarding next step of interviews. It helped the interviewer to know the child. This step was critical. Had it been properly used, it would help knowing social, emotion and potential development particularly the communication

skills. It also helped decide who would lead the interview among participants in questioning. This step should not be overlooked even the child had previously good contact with the interviewer. Proceedings of interviews were as follows:

- Introduction
- Leave the abuse away and do not stare the child and never touch the child at all time, it would recall incident of being abused
- Using relaxed approach, persuading to converse in general topics for relief such as talking about the school, friends, traveling to interviews, or TV programs which the child liked, which was depending on each child interest and preference
- Kid needed to playing, drawing, coloring (this step should not be used during collecting data of child abuses)
- During interviews, all the time, mind not to show authoritativeness over the child
- Short explanation on reasons of interviewing as if we were interested in the needs of the child ignoring abuses, talking needed to match the level of the child's understanding and in the child providing information, the interviewer might tell the child that it was just only a conversation because of there were something made the child unhappy (after reason explanation some children might narrate happenings, where the Step 2 should enter.)
- During interviews, even knowing the story before, it would be improper to express but leave the child to tell it.
- Inform the child about the VDO recording. Among the kids, it might be explained that what they spoke might be necessary for other to hear so that they helped the interviewer decide how to best help the children. For the bigger kids, it might need direct explanation that the interview would be recorded for not to tell the second time.
- Minding that the child would assume that being interviewed might have been doing some mistakes. It needed confidence but not promises or guessing the result after interviews
- Before telling the information of being abuses, the interviewer needed to be brief on the necessity of speaking the fact even the law designated that the child needed not take the vow or remarked,, it was better to inform the court acknowledge that the child was reminded on speaking the truth.

The explanation for the child to speak the truth should not be done after sometimes of the interviews. It risked for the child to conclude that the interviewer did not believe on what had been narrated. Some expression might be useful to persuasion such as “ You may narrate what you remember without anything be added or left out. They are important.” Or “ You may tell anything you want to tell me, I don’t want you to keep it since it make you unhappy. First of all, you should not add or leave any thing out.”

Step 2: Free Narrative Account – a story gained from free flow expression of the child. It aimed at the child narrating with its own words. It needed encouragement of free-flow expression after asking it to speak the truth and built positive atmosphere. The child should be supported and led to story being aware that roles of the interviewer were the facilitator rather than the questioner.

Step 3: Questioning – raising questions should be aimed at seeking deeper on abuses by gradually specific questioning. Questioning was divided into 4 levels, i.e.

Level A: using the open-ended questions, which the first level of the Step 3 using to ask question to seek more details but not driving the child into tension.

Level B: using the specific questions but not leading question and this level was used to clarify and to explore what the child had spoken

Level C: using the close-ended questions would lead to more specific response. Had it were specific but not leading, it was meaningless. Effectively re-questioning ones were restricted response for choice such as the scarf of the male you referred was blue/ yellow/ or other colors or you could not remember. Had the choices were only 1 of the 2 answers might not gained likely better memory? The court as leading question might have argued such close-ended questions. The responses gained might be left out during juridical proceeding.

Level D: using the leading question should normally be avoided since they indicated responses or assumed as facts. In general, the leading questions would not be permitted to use if the child related essential data of living during the criminal proceedings because they were recorded in VDO. The data could be left out from the court hearing. Questioning should avoid questions, which furnished with the

similar response and were not diversified. Psychological studies clearly indicated that the interviewee would react to the leading question judged by natures of questions rather than rationales. In particular, the child would react to “yes/no” answer with “yes” more than the otherwise. Therefore, had it been used answer only “yes” or “no”, questions should be in phrase, so that the same topic could gain a response either “yes” and sometimes responses might be “no”.

Step 4: Closing the Interview – it was necessary.

- Had it been to end the interview before gaining sufficient data as stated above, it should not turn the child felt that it had made the interviewer disappointed. The interviewer should build trust in the child that interviews were well ended. The child should be confident and not hurt but with positive sentiments.
- At this step, the interviewer should check with the child whether both the interviewer and the child had common understanding on essence.
- Summary should be complete in the child language rather the adult (which might err and sometimes, the child may admit with summary)
- Before ending interviews, the rapport should be retraced again. The child should be persuaded to converse in general topic for the child to feel at ease to reduce the trauma stick to the sentiment of the child during interviewing.
- Saying thanks to the child of efforts to present for interviews and relayed the results from the interviews and asked if there were any question arisen or any expression and response should be made appropriately.
- Giving the name and telephone number to the child or the adult associated to present with the child, if the child might wish to relate additional matters to the interviewer later.

However, in interviewing or in questioning a child, it needed to be aware that all responses might not always been true. They might be mixed with the child imaginary and the perception of truth. The narrated story might have been true or imaginary, which could be checked by the psychologist or the intimate of the child.

2.4 Concepts and Theories of Work Efficiency.

The word “efficiency” had been widely used in business administration and the public administration. Even it was widely used but sometime it was irrelevant. It needed to mention on its definition under many perspectives to be as guideline in defining for further research.

Choob Kanjanaprakarn (referred in Suddhinee: 1987:14) defined that it was the concept or determination in democratic administration allowing the public administration worth the national taxation and created satisfaction among people.

Raphee Keojaroen and Titaya Suwannachod (referred in Suddhinee: 1987:14) defined that it was the agility to complete the work as referred in the study of time management in public affairs of civil servants at the level of senior executive.

Weeraphon Suwannan (referred in Suddhinee: 1987:15) defined that either it was any actions; it aimed at any goals under the restricted budget. Any activities could gain best outputs; they would be claimed as efficient activities.

Leterson and Elowman (referred in Suddhinee: 1987:16) defined the efficiency in the business administration that by restricted sense, it was to reduce cost of production. In broader sense, it was referred to quality of the effectiveness and competence and capacity of production. Running business was counted top efficiency was to produce products or provide services to meet the quality needed with appropriateness and least cost considering situations and commitment of money existing. Therefore, the concepts of efficiency in business contained cost, quality, quantity, time, and methods of production.

Hobert (referred in Suddhinee: 1987:16) in terms of machines he defined that a high efficient work was seen from the relationship between input and output.

Therefore by these perspectives, efficiency was to produce result with the input. By public administration, it needed to add people satisfaction as being service recipients. It may be formulated as follows:

$$E = (O - I) + S$$

Whereas:

E = Efficiency

O = Output

I = Input

S = Satisfaction

By these definitions, it was likely concluded that efficiency was referred to competence of any operations to reach the best. Had it been the business administration, it would be top profit. But if it were public administration, it were competence to build top satisfaction for people

Work efficiency was referred to work resulted with quality, agility, and economy of scale, worth rescues of money, man, materials and others. Normally, efficiency could be measurable rated from outputs and cost or inputs where the productivity was the measurable rate to find the value of efficiency of the work, specifying cost unit and product unit to find the proportion or indicator of production between the cost and the output. (Thiphawadee, 1997).

Effectiveness was referred to the size of reaching the objectives or outputs set to what extent were they achieved.

In the criminal procedure code, it was coded that the police organization responsible in criminal investigation ever since. Till 1999, there was an Amendment of the Criminal Procedure Code (No. 20) BE 2542(1999) designated the process of questioning and special taking evidence for child to allow more appropriateness than previous ones. It was to be corresponded to the standards of Article 12 of the Convention of Child Right 1989 of the Unite Nation, which Thailand had endorsed. It was

corresponded with Article 4 and 53 Phrase 1 of the Constitutions of the Kingdom BE 2540 (1997) coded what had been amended. It was also designated the interrogation officer to take responsibility in questioning the criminal cases previously related to child but also specified the public prosecutor, the social worker or the psychologist, lawyer, and persons pleaded by the child to participate in the testifying the statement.

The Amendment of the Criminal Procedure Code (No. 20) BE 2542(1999) was enforced after a year announced in the Royal Gazette and it was announced since 14th September 1999, and being enforced in 15th September 2000. It aimed at to protect the child aged not more than 18 years either being in the status of victim, or witness to be specially guarded and protected by law different from the adults. This not to allow the criminal justice to repeat mental damages and suffering of the child affecting its mental status and it might divert facts from questioning. The new Amendment of the Criminal Procedure Code had specifically designated different from general criminal proceedings. At the interrogation stage, it was designated the interrogation officer took duty to inform the psychologist or the social worker, a person pleaded by the child, the public prosecutor to participate in the interrogation and to organize recording pictures and sounds on questioning the child, which could be continuously transmitted as evidence. At the stage of hearing, the court needed to show the records of pictures and sounds, the public prosecutor could question the witness on fact heard and seen from records rather than any additional questioning. Otherwise, repetitive questions would emphasize the hurt of re-responding. Cross-examination could be done through the psychologist or the social worker. Besides, the law had authorized the court in case found appropriate to count picture media or sound of testimony of the witness as part of the open hearing in the preliminary hearing. In case of unable to find witness for hearing by necessity, the law had authorized the court to watch picture and sounds of testimony from the interrogation stage taken as if it were the preliminary hearing. It also allowed the court listening in association with the witness during the judicial proceedings. Such special measure implemented was reaching over 3 years. During the previous time, it was found that there were some limitations in many practices such as the unread ness of the interrogation officers, ambiguities of the Code on roles of the public prosecutor participating in the testifying and so on.

2.5 Related Researches

Reports of problems and limitations of the interrogation officers in questioning children were few. Some were found applicable as follows:

Wattana Inthong (1987:Abstract) studied factors affecting questioning witness in criminal case of the inspector of the Metropolitan police station. It was found that there were 4 factors restricting questioning witness, i.e. over workload, influences of the alleged offenders, inadequate budget for interrogation expenses, the inadequacy of devices and tools for questioning witness.

Wirat Rajnarong (BE 2520/1977:Abstract) studied opinion of some factors, which obstruct police on prevention, and suppression of crimes: a case study in the Provincial Police of Phetchaburi Province. It was found out that power and influences caused police unable to legally work and such regulations were resulted from merchants and the local influential persons including the superiors were frequently influenced by masked power.

Most critical limitations in prevention and suppression of crimes depended on lacks of equipment, tools, devices, advanced arms and welfare.

Jitcharoen Weladee (BE 2525/1982; Abstract) studies Personal Factors of the Noncommissioned Officers in the Metropolitan Police Division and Attitudes Relating Problems of Work Affecting the Crime Prevention and Suppression. It is found out that with high education there will be more positive attitudes than the lower educated. The corporal police have better attitudes toward problem than other ranks. The investigation officers have better attitudes toward the problems than other positions and the married police have better attitudes than the police of single status.

The salary earned has relationship with crime prevention and suppression. Meaning, the better salary police will better work in crime prevention and suppression. Police with more dependent persons less performs than police with lesser dependent

persons. Police with more prolong years in civil services have less better attitudes toward work but better perform in crime prevention and suppression than police of less prolong years in civil services.

Police with higher education have lower performance in crime prevention and suppression on account of higher educated police are freshly admitted to the civil services and earn fewer experiences.

Attitudes of police toward different Problems have relationship with performance in crime prevention and suppression. Meaning, police with positive attitudes towards problems are the problems of police force, operation devices, vehicles, internal management, station, budget, salary, and welfare. The better coordination with related units will better help crime prevention and suppression.

Theerabool Somboon (BE 2522/1979: Abstract) had studied the barriers in crime suppression in the locality of Muang district, Nakhonrajsima.

It was found that police force was in inadequate both in quantity and quality to maintain peace. Quality of police e.g. education, discipline were low to the standard. Lower ranks newly finished police school lacked experience and likely to frequently create problem, such as drinking, roaming, absent from duty, which made commanding difficult.

Regarding budget and allowances, there were problems in police budget involving allowances for locality patrolling, transportation, expenses to pursue offenders, inadequate salary for monthly expenses so as to borrow to compensate the scant salary, insufficient shelters and distant to the stations, late payment on house rent invoices, low morale in working.

Regarding vehicles and petrol, there were lacks of vehicles to meet the existing works and rather old frequently under repairs, lacking of petrol and had to advance personal pocket money to buy petrol for patrolling or to observe the incident location.

Regarding communication equipment and tools, they were scarcity of walking reconnoiters and motor reconnoiters. When they were damaged or deteriorated, there were no repairs or substituted by the new models.

Regarding arms, ammunitions and explosive in the stores were in obsolete conditions, not modern and inadequate to match the suppression inclusion of tools in police techniques, there were lacks of apparatus and had to be sent to the Scientific Crime Detection Division in the Central-quarter causing lateness and time consuming.

Tools used in police sciences were found inadequate and needed to be sent to the Central bureau for prove-finding and made procedures late.

People collaboration were negative, when a neighbor was assaulted by lacking of interests and collaboration, useless time spending at court even refusing seeing the incident.

Collaboration of the victim, when not presenting witness to the interrogation officer and refused to refer witness even knowing the criminal being fear of influence, power of the criminal. Even some cases never filed charges.

Collaboration of witness after the criminal had been arrested even remembered the face, scars and descriptions of the criminal upon verification. Witness was likely to confirm and assert fearing influence and harm. The witness rejected collaboration with the interrogation officer.

Coordination and public relation were met with difficulties where allocations had not been made. In public relations, after being noticed, the police were late report to the officer on duty or the commander and the police of public relation impolitely used expressions to the contactor.

Laws needed to be amended, which often found among police of their prudence and light punishment that offenders never found fear. After being arrested for

charges, they would return to offend again after being released e.g. the Prostitution acts, and the Gamble Acts, and so on.

Disunity it was found because of personal or family conflict of interest, inconvenience, taking advantages, cronyism, bullying, anonymous card over job and damages duties.

Besides, it was found that police were in lack of morale and motivation to work e.g. recognition or rewards to be morale supports when work was accomplished. In contrary, when there were intimidating by anonymous cards or accusation for penalty against police, the police would be subject to the panel for investigation and promotion would be under immediate cessation. By Police Department Regulations, there was no opportunity for the accused police to prove its justification as accused through the consideration of the investigation panel. When police had frequently been intimidated or accused with injustice, they lacked low morale for work because police work effected or contradicted benefits of the dishonest and could be intimidated by frequent unjust accused appeals. Lower rank police officers lacked leaders in line of command and responsibility.

Phanphong Sooksirimach (1993:Abstract) studied factors restricting operation of suppressing war weapons of the boarder patrol in eastern areas. It was found that the police earn less than 5,000 Baht. Problems and limitations were met in suppressions. The group leaders met external problems of coordination for aids from other units.

Internal factors affecting problems and limitations in operations were over inadequate of police force, unlikely potentials, inadequacy of vehicles and petrol; commanders were inattentive to police families upon patrolling which impeded the operations. The external factors found were competitions with other work units on operations, non-cooperative in intelligence, interfering of influential persons, and threats from war weapon traders.

From investigations of concepts, theories and researches related to administrations regardless public or private sectors, it was found that problems and limitations of operations regardless the work unit policy, administration, management, human resources, internal conflict, and responsibility, all affected the organizational operations. It also included personal information, i.e. age, gender, status, salary, domicile, education, and work experiences. These factors had been used as the population personal data to find out what factors affecting operations or its problems and limitations

CHAPTER III

METHODOLOGY

This was a survey research aiming to investigate problems and limitations in the operations of the interrogation officers on questioning children under the Amendment of the Criminal Procedure code. Methodology was as follows:

3.1 Population

They were the commissioned officers working as the interrogation officers posed at the Metropolitan police stations in Bangkok and had previous experiences of questioning children.

3.2 Samples and Sampling

They were interrogation officers stationed in the 88 Metropolitan police stations in Bangkok.

A quota sampling associating with specific sampling had been used allocating 3 officers from each station from the entire 88 stations. There were 264 officers and the specific sampling had been used to select only officers having previous experiences of questioning children with respective years of experiences from the first 3 officers from each station.

3.3 Research Instrument

Questionnaire was used and it was modified by the researcher gathering from concepts of literature reviews to cover areas of investigations. The independent variables concerned the personal information and the motivation factors, while the dependent variables were concerned with problems and limitations of operations of the interrogation officers on questioning children. Measurements were by 5 level values developed from Likert's scale as following criteria.

Strongly agree	= 5
Agree	= 4
Uncertain	= 3
Disagree	= 2
Strongly disagree	= 1

Questionnaire drafted had been checked by experts for corrections to find content validity. Then it was improved and conduct try-out with 30 interrogation officers ever experienced in questioning children

The try-out questionnaire had been tested its reliability by finding out coefficient alpha. Later, it had been used for further data collection.

3.4 Data Collection

The researcher himself carried the questionnaire approved by the experts to meet the commanders who were in charges of police stations at level of Superintendents/ or Deputy Superintendents with the coverage of letters form the Graduate Studies to the Commander of the Metropolitan Police Division 1-9 seeking cooperation to respond to the questionnaire. A month had been deadline and upon completion the questionnaire would return to the office of the commissioner of the Metropolitan Police Division 1-9. The researcher collected them form the office.

3.5 Data Analysis

Data then rechecked for its completeness among 88 questionnaires. Had completion found, procedures were as follows:

3.5.1 Encoding those complete ones

3.5.2 Numbers of each set was listed in the manual of the encoder approved by the expert. Then they were downloaded into a disk for further analyses using SPSS for Windows.

3.6 Statistical Applications

Appropriated statistics used with measuring the data and types of variables in analyses as follows:

Frequency, Means, and Standard Deviation were used in analyzing the personal information, and data of operation

One-way ANOVA, Correlation and T-test were used in testing hypotheses to find relationships among variables, i.e. personal information, operation factors and dependent variables, i.e. problems and limitations in operations of the population.

CHAPTER IV

RESULTS

An investigation of PROBLEMS AND OBSTACLES IN PERFORMING OF INVESTIGATING POLICE FOR CHILDREN CRIMINAL CASES ACCORDING TO THE CRIMINAL PROCEDURAL LAW (AMENDMENT) their data analyses were divided into 4 parts as follows:

- 4.1 Personal Information
- 4.2 Data of Levels of Problems and Limitation in Questioning Children
- 4.3 Data of Problems and Limitation in Questioning Children
- 4.4 Test of Hypotheses

4.1 Personal Information

It involved age, education, marital status, terms of being interrogation officer, and training on children or questioning children

Table 1 Personal Information

(N=300)

Descriptions		Frequency	Percentage
1	Age		
	- Less than 25 years	11	4.2
	- 25-35 years	86	32.6
	- 36-45 years	130	49.2
	- 46-55 years	27	10.2
	- More than 55 years	10	3.8
2	Education Level		
	- Bachelor degree or equivalent	222	84.1
	- Master degree or equivalent	42	15.9
	- Higher than master degree	-	-
3	Marital Status		
	- Single	68	25.8
	- Married (no children)	25	9.5
	- Married with children	171	64.8
	- Divorced/ widow	-	-
4	Terms of being interrogation officer		
	- Less than 5 years	80	30.3
	- 5-10 years	84	31.8
	- 11-20 years	89	33.7
	- More than 21 years	11	4.2
5	Training on children or questioning children		
	- No	232	87.9
	- Yes	32	12.1

4.1.1 Ages of samples in this investigation were most 49.2% were 36-45 years. The second was 32.6% were 25-36 years, 10.2% were 46—55 years, 4.2% were less than 25 years, and 3.8% were more than 55 years.

4.1.2 Education of samples in this investigation were most 84.1% earned bachelor degree or equivalent and the rest 15.9% earned master degree or equivalent.

4.1.3 Marital Status of samples in this investigation was most 64.8% were married with children. The second was 25.8% were single and 9.5% were married without children.

4.1.4 Terms of being interrogation officer in this investigation were most 33.7% worked for 11-20 year. The second was 31.8% worked for 5-10 years, 30.3% worked less than 5 years, and 4.2% worked for more than 21 years.

4.1.5 Training on children or questioning children in this investigation were most 87.9% had never been trained, and 12.1% had been trained.

4.2 Data of Levels of Problems and Limitation in Questioning Children

Table 2 Levels of Problems and Limitations in Questioning Children

(N=264)

	Problems and Limitations	Levels of Problems					\bar{X} S.D.	Levels of Problems
		Most	Much	Mod.	Less	Least		
1	Establishments	89 [33.7]	102 [38.6]	42 [15.9]	27 [10.5]	4 [1.5]	3.93 [1.02]	Much
2	Materials	71 [26.9]	101 [38.3]	92 [34.8]	-	-	3.92 [0.78]	Much
3	Coordination	75 [28.4]	85 [32.2]	81 [30.7]	23 [8.7]	-	3.80 [0.95]	Much
4	Time and Travel	72 [27.3]	70 [26.5]	86 [32.6]	21 [8.0]	15 [5.7]	3.62 [1.13]	Much
5	Expenses and Compensations	120 [45.5]	77 [29.2]	36 [13.6]	12 [4.5]	19 [7.2]	4.01 [1.19]	Much
6	Policy and Administration	61 [23.1]	75 [28.4]	102 [38.6]	15 [5.7]	11 [4.2]	3.61 [1.03]	Much
7	Knowledge and Skills of Operation	29 [11.0]	50 [18.9]	135 [51.1]	41 [15.5]	9 [3.4]	3.49 [0.94]	Much
8	Stress and Ethics	36 [13.6]	89 [33.7]	113 [42.8]	26 [9.8]	-	3.51 [0.85]	Much
9	Adequacy of Workforce	72 [27.3]	94 [35.6]	77 [29.2]	21 [8.0]	-	3.82 [0.92]	Much
10	Others	21 [12.4]	50 [29.6]	70 [41.4]	17 [10.1]	11 [6.5]	3.31 [1.03]	Moderate
	Overviews						3.6193 [0.6529]	Much

Notes : *Mod. = Moderate*

From Table 2 on data of problems and limitations in questioning children, it was found that samples had data of problems and limitations in questioning children at much level ($\bar{X} = 3.6193$, S.D. = 0.6529). Reflecting levels of data of problems and limitations in questioning children by dimension, it was found that most were at much level and problems of expenses and compensations were at most level ($\bar{X} = 4.01$, S.D. = 1.19). The second was the establishments, materials, adequacy of workforce, coordination, time and travel, policy and administration, stress and ethics whiles other dimensions were found moderate level.

4.3 Data of Problems and Limitation in Questioning Children

Table 3 Problems and Limitations in Questioning Children

(N=264)

Problems and Limitations	Levels of Problems					\bar{X} S.D.	Levels of Problems
	Most	Much	Mod.	Less	Least		
A. Competence Knowledge of Operation						4.08 [0.71]	Much
1. You have adequate competence knowledge of questioning children.	46 [17.4]	160 [60.6]	51 [19.3]	4 [1.5]	3 [1.1]	3.92 [0.72]	Much
2. You understand well the nature of problems among children and juveniles.	27 [10.2]	125 [47.3]	104 [39.4]	5 [1.9]	3 [1.1]	3.64 [0.74]	Much
3. You have to use knowledge form education and work experience for better questioning children.	50 [18.9]	170 [64.4]	39 [14.8]	5 [1.9]	-	4.00 [0.64]	Much
4. You had to acquire additional knowledge of other areas e.g. psychology, and social sciences to help this job.	43 [16.3]	157 [59.5]	60 [22.7]	1 [0.4]	3 [1.1]	3.89 [0.71]	Much

Table 3 Problems and Limitations in Questioning Children (Continued)

(N=264)

Problems and Limitations	Levels of Problems					\bar{X} S.D.	Levels of Problems
	Most	Much	Mod.	Less	Least		
B. Case Management						3.73 [0.93]	Much
5. You can successfully finalize questioning children.	55 [20.8]	124 [47.0]	56 [21.2]	11 [4.2]	18 [6.8]	3.71 [1.06]	Much
6. Questioning children meets punctuality and action plan.	20 [7.6]	85 [32.2]	97 [36.7]	39 [14.8]	23 [8.7]	3.15 [1.05]	Moderate
7. Questioning children affects other routine jobs.	104 [39.4]	98 [37.1]	26 [9.8]	22 [8.3]	14 [5.3]	3.97 [1.14]	Much
C. Questioning Children as Targeted						3.38 0.89	Moderate
8. Questioning children meets objectives of laws.	27 [10.2]	101 [38.3]	89 [33.7]	35 [13.3]	12 [4.5]	3.36 [0.99]	Moderate
9. In questioning children, you have leading roles.	47 [17.8]	76 [28.8]	101 [38.3]	30 [11.4]	10 [3.8]	3.45 [1.03]	Much
10. Personnel of other professions participating in questioning children fulfill well their roles to line of command.	20 [7.6]	105 [39.8]	85 [32.2]	26 [9.8]	28 [10.6]	3.24 [1.08]	Moderate

Table 3 Problems and Limitations in Questioning Children (Continued)

(N=264)

Problems and Limitations	Levels of Problems					\bar{X}	Levels of Problems
	Most	Much	Mod.	Less	Least	S.D.	
D. Coordination						3.33 [0.71]	Moderate
11. You are able to question children well with personnel of other professions.	30 [11.4]	144 [54.5]	63 [23.9]	18 [6.8]	9 [3.4]	3.64 [0.90]	Much
12. You have sometimes conflicts with personnel of other professions in questioning children.	20 [7.6]	71 [6.9]	98 [37.1]	66 [25.0]	9 [3.4]	3.10 [0.98]	Moderate
13. You feel stressful and worry to question children with personnel of other professions	15 [5.7]	79 [29.9]	88 [33.3]	77 [29.2]	5 [1.9]	3.08 [0.94]	Moderate
14. You are recognized in coordination of questioning children.	14 [5.3]	74 [28.0]	151 [57.2]	16 [6.1]	9 [3.4]	3.26 [0.79]	Moderate
15. You feel bored and disappointed with not being seriously cooperated from personnel of other professions.	58 [22.0]	90 [34.1]	75 [28.4]	36 [13.6]	5 [1.9]	3.61 [1.03]	Much

Table 3 Problems and Limitations in Questioning Children (Continued)

(N=264)

Problems and Limitations	Levels of Problems					\bar{X}	Levels of Problems
	Most	Much	Mod.	Less	Least	S.D.	
E. Policy						3.54 [0.63]	Much
16. One of problems and limitations in operation is from the unclear policy.	56 [21.2]	148 [56.1]	54 [20.5]	6 [2.3]	-	3.96 [0.71]	Much
17. Your work unit set clear approach of questioning children.	18 [6.8]	80 [30.3]	109 [41.3]	37 [14.0]	20 [7.6]	3.15 [1.00]	Moderate
18. You are satisfied in the existing work conditions of questioning children.	15 [5.7]	61 [23.1]	61 [23.1]	73 [27.7]	54 [20.5]	2.66 [1.20]	Moderate
19. Policies of other work units cooperating with you in questioning children are clear.	6 [2.3]	71 [26.9]	108 [40.9]	63 [23.9]	16 [6.1]	2.95 [0.92]	Moderate
20. You can successfully manage the case of questioning children.	23 [8.7]	126 [47.7]	76 [28.8]	27 [10.2]	12 [4.5]	3.46 [0.95]	Much
21. Had other case trails been compared, child cases were more complicated.	140 [53.0]	103 [39.0]	13 [4.9]	7 [2.7]	1 [0.4]	4.42 [0.74]	Most

Table 3 Problems and Limitations in Questioning Children (Continued)

(N=264)

Problems and Limitations	Levels of Problems					\bar{X}	Levels of Problems
	Most	Much	Mod.	Less	Least	S.D.	
F. Coordination and Others						4.31 [0.69]	Most
22. Prime problem of coordinating with other professions is immediate contacting.	135 [51.1]	106 [40.2]	20 [7.1]	3 [1.1]	-	7.41 [0.68]	Most
23. Questioning in child cases troubles your routine job.	100 [37.9]	111 [42.0]	36 [13.6]	17 [6.4]	-	4.11 [0.87]	Much
24. Other field professionals participating in questioning children have inadequate skills.	42 [15.9]	107 [40.5]	89 [33.7]	23 [8.7]	3 [1.1]	3.61 [0.89]	Much
25. Expenses and compensations are late paid with complicated procedures.	143 [54.2]	77 [29.2]	38 [14.4]	3 [1.1]	3 [1.1]	4.34 [0.85]	Most
26. The existing questioning children do not genuinely meet the motive of laws.	87 [33.0]	118 [44.7]	27 [10.2]	25 [9.5]	7 [2.7]	3.96 [1.03]	Much

Table 3 Problems and Limitations in Questioning Children (Continued)

(N=264)

Problems and Limitations	Levels of Problems					\bar{X}	Levels of Problems
	Most	Much	Mod.	Less	Least	S.D.	
27. Lack of manual deviates questioning children from what it should be	73 [27.7]	109 [41.3]	56 [21.2]	23 [8.7]	3 [1.1]	3.86 [0.96]	Much
28. Permitting restricted time; the questioning cannot complete all procedures.	109 [41.3]	105 [39.8]	37 [14.0]	8 [3.0]	5 [1.9]	4.16 [0.91]	Much
Overview of Problems and Limitations						3.78 [0.51]	Much

Notes : *Mod. = Moderate*

From Table 3, it was found that data of problems and limitations of operation by overviews were samples met serious problems and limitations of operation ($\bar{X} = 3.78$, S.D. = 0.51). Reflecting each dimension, it was found that

4.3.1 The Competence Knowledge of Operation – there was serious problems and limitations of operation ($\bar{X} = 4.08$, S.D. = 0.71). Reflecting details, it was at high level from using educational knowledge and work experience in questioning children ($\bar{X} = 4.00$, S.D. = 0.64), having adequate competence knowledge in questioning children ($\bar{X} = 3.92$, S.D. = 0.72), need to study other fields such as psychology, social sciences to help this job ($\bar{X} = 3.89$, S.D. = 0.74) and understanding well the nature of problems in children and juveniles ($\bar{X} = 3.64$, S.D. = 0.74).

4.3.2 The Case Management - there was serious problems and limitations of operation ($\bar{X} = 3.73$, S.D. = 0.93). Reflecting details, it affected other routine jobs ($\bar{X} = 3.97$, S.D. = 1.14), able to successfully end questioning children ($\bar{X} = 3.71$, S.D. = 1.06), and questioning children meets punctuality and action plan ($\bar{X} = 3.15$, S.D. = 1.05).

4.3.3 The Questioning Children as Targeted - there was moderately serious problems and limitations of operation ($\bar{X} = 3.36$, S.D. = 0.99). Reflecting details, in questioning children, police played leading role ($\bar{X} = 3.45$, S.D. = 1.03), achieving objectives of laws ($\bar{X} = 3.36$, S.D. = 0.99), and participants from other professions play roles well to line of command ($\bar{X} = 3.24$, S.D. = 1.08).

4.3.4 Coordination - there was moderately serious problems and limitations of operation ($\bar{X} = 3.33$, S.D. = 0.71). Reflecting details, it was well settled in questioning children along with personnel from other professions ($\bar{X} = 3.64$, S.D. = 0.90), felt boring and disappointed of not being seriously cooperated from personnel of other professions ($\bar{X} = 3.61$, S.D. = 1.03), being recognized in coordination of questioning children ($\bar{X} = 3.26$, S.D. = 0.79), having sometimes conflicts with personnel of other professions in questioning children. ($\bar{X} = 3.10$, S.D. 0.98), and feeling stressful and worry to question children with personnel of other professions ($\bar{X} = 3.08$, S.D. 0.94).

4.3.5 Policy - there was moderately serious problems and limitations of operation ($\bar{X} = 3.54$, S.D. = 0.63). Reflecting details, other case trails been compared, child cases were more complicated. ($\bar{X} = 3.42$, S.D. = 0.74), one of problems and limitations in operation is from the unclear policy. ($\bar{X} = 3.96$, S.D. = 0.71), successfully manage the case of questioning children. ($\bar{X} = 3.46$, S.D. = 0.95), work unit set clear approach of questioning children. ($\bar{X} = 3.15$, S.D. = 1.00), Policies of other work units cooperating with you in questioning children are clear ($\bar{X} = 2.95$, S.D. = 0.92), and satisfied in the existing work conditions of questioning children. ($\bar{X} = 2.66$, S.D. = 1.20),

4.3.6 Coordination and Others - there was most serious problems and limitations of operation ($\bar{X} = 4.31$, S.D. = 0.69). Reflecting details, prime problem of coordinating with other professions is immediate contacting. ($\bar{X} = 4.41$, S.D. = 0.68), expenses and compensations are late paid with complicated procedures ($\bar{X} = 4.34$, S.D. = 0.85), permitting restricted time, the questioning cannot complete all procedures ($\bar{X} = 4.16$, S.D. = 0.91), questioning in child cases troubles your routine job ($\bar{X} = 4.11$, S.D. = 0.87), the existing questioning children does not genuinely meet the motive of laws. ($\bar{X} = 3.96$, S.D. = 1.03), lack of manual deviates questioning children from what it should be ($\bar{X} = 3.86$, S.D. = 0.96), and other field professionals participating in questioning children have inadequate skills ($\bar{X} = 3.61$, S.D. = 0.89).

4.4 Test of Hypotheses

In investigations of PROBLEMS AND OBSTACLES IN PERFORMING OF INVESTIGATING POLICE FOR CHILDREN CRIMINAL CASES ACCORDING TO THE CRIMINAL PROCEDURAL LAW (AMENDMENT) Hypotheses were as follows:

4.4.1 Interrogation officers with different ages encountered different problems and limitations of questioning children.

4.4.2 Interrogation officers with different education encountered different problems and limitations of questioning children.

4.4.3 Interrogation officers with different marital status encountered different problems and limitations of questioning children.

4.4.4 Interrogation officers with different terms of being interrogation officer encountered different problems and limitations of questioning children.

4.4.5 Interrogation officers with different training encountered different problems and limitations of questioning children.

4.4.1 Interrogation officers with different ages encountered different problems and limitations of questioning children.

4.4.1.1 Problems and Limitations of Operation by Overview

Table 4 Means, SD of Problems and Limitations of Operation by Overview Classified by Age

Problems and Limitations of Operation	Age	N	Mean	SD	Levels of Problems
By Overview	Less than 25 years	11	4.0000	.0000	Much
	25-35 years	86	3.8023	.4807	Much
	36-45 year	130	3.7385	.5066	Much
	46-55 years	27	3.5926	.5007	Much
	More than 55 years	10	4.5000	.5270	Most
	Total	264	3.7841	.5111	Much

Table 5 Analyses of differences of Problems and Limitations of Operation by Overview Classified by Age

SOV	df	SS	MS	F	Sig.
Between Groups	4	6.927	1.732	7.262**	.000
Within Groups	259	61.766	.238		
Total	263				

** Significant at 0.01 levels

From Tables 4 and 5, it was found that samples with ages more than 55 years had most serious problems and limitations by overview, while samples with less than 25 years, 25-35 years, 36-45 years, and 46-55 years had serious problems and limitations by overview. Testing differences if problems and limitations by overview, it was found that all 5 groups had significantly different problems and limitations by overview in statistics at 0.01 level ($F=7.262^{**}$, Sig. = 0.0000). To know which group had different problems

and limitations by overview, a Scheffé test was used and it was found that the group with ages more than 55 years had different problems and limitations from other groups with the age of 46-55 year, 36-45 years and 25-35 years respectively as shown in Table 6

Table 6 Comparing Differences of Problems and Limitations of Operation by Overview Classified by Age Using a Scheffé -Test

Age	Mean	Age				
		46-55 yrs.	36-45 yrs.	25-35 yrs.	Less than 25	More than 55
Less than 25 yrs.	3.5926	-	0.1459	0.2097	0.4074	0.9074*
25-35 years	3.7385			0.0638	0.2615	0.7615*
36-45 year	3.8023				0.1977	0.6977*
46-55 years	4.0000					0.5000
More than 55 yrs.	4.5000					-

4.4.1.2 Problems and Limitations on Competence Knowledge of Operation

Table 7 Means, SD of Problems and Limitations on Competence Knowledge of Operation Classified by Age

Problems and Limitations of Operation	Age	N	Mean	SD	Levels of Problems
Competence Knowledge of Operation	Less than 25 years	11	4.0000	.0000	Much
	25-35 years	86	3.8256	.6172	Much
	36-45 year	130	4.1692	.7485	Much
	46-55 years	27	4.3333	.7338	Most
	More than 55 years	10	4.5000	.5270	Most.
	Total	264	4.0795	.7066	Much

Table 8 Analyses of differences of Problems and Limitations on Competence Knowledge of Operation Classified by Age

SOV	df	SS	MS	F	Sig.
Between Groups	4	10.169	2.542	5.434**	.000
Within Groups	259	121.161	.468		
Total	263	131.330			

** Significant at 0.01 levels

From Tables 7 and 8, it was found that samples with more than 55 years and the group of 46-55 years had most serious problems and limitations on competence knowledge of operation. At the meantime groups with less than 25 years, 25-35 years, and 36-45 years had serious problems and limitations on competence knowledge of operation. Testing differences if problems and limitations on competence knowledge of operation, it was found that all 5 groups had significantly different problems and limitations by overview in statistics at 0.01 level ($F=5.434$, Sig. = 0.0000). To know which group had different problems and limitations on competence knowledge of operation, a Scheffé test was used and it was found that the group with ages 25-35 years had different problems and limitations from other groups with the age of 36-45 years and 46-55 years respectively as shown in Table 9

Table 9 Comparing Differences of Problems and Limitations on Competence Knowledge of Operation Classified by Age Using a Scheffé -Test

Age	Mean	Age				
		25-35 yrs	Less than 25	36-45 yrs	46-55 yrs	More than 55
25-35 years	3.8256	-	0.1744	0.3436*	0.5078*	0.6744
Less than 25 yrs.	4.0000		-	0.1692	0.3333	0.5000
36-45 year	4.1692			-	0.1641	0.3308
46-55 years	4.3333				-	0.1667
More than 55 yrs.	4.5000					-

4.4.1.3 Problems and Limitations of Operation on Case Management

Table 10 Means, SD of Problems and Limitations of Operation on Case Management Classified by Age

Problems and Limitations of Operation	Age	N	Mean	SD	Levels of Problems
Case Management	Less than 25 years	11	4.2727	.4671	Most
	25-35 years	86	3.7791	.6020	Much
	36-45 year	130	3.5769	1.0917	Much
	46-55 years	27	3.9630	.8979	Much
	More than 55 years	10	4.0000	1.0541	Much
	Total	264	3.7273	.9277	Much

Table 11 Analyses of differences of Problems and Limitations of Operation on Case Management Classified by Age

SOV	df	SS	MS	F	Sig.
Between Groups	4	8.686	2.171	2.584*	.038
Within Groups	259	217.678	.840		
Total	263	226.364			

** Significant at 0.01 levels

From Tables 10 and 11, it was found that samples with less than 25 years had most serious problems and limitations of operation on case management. At the meantime groups with 25-35 years, 36-45 years, 46-55 years, and more than 55 years had serious problems and limitations of operation on case management. Testing differences if problems and limitations on competence knowledge of operation, it was found that all 5 groups had significantly different problems and limitations by overview in statistics at 0.01 level ($F=2.854$, Sig. = 0.0000). To know which group had different problems and limitations of operation on case management, a Scheffé test was used and it was found

that no group had different problems and limitations of operation on case management as shown in Table 12.

Table 12 Comparing Differences of Problems and Limitations of Operation on Case Management Classified by Age Using a Scheffé -Test

Age	Mean	Age				
		36-45 yrs.	25-35 yrs.	46-55 yrs.	More than 55	Less than 25
36-45 yrs.	3.5769	-	0.2021	0.3860	0.5231	0.6958
25-35 yrs.	3.7791		-	0.1839	0.2209	0.4937
46-55 yrs.	3.9630			-	0.0370	0.3098
More than 55 yrs.	4.0000				-	0.2727
Less than 25 yrs.	4.2727					-

4.4.1.4 Problems and Limitations of Operation on Questioning Children as Targeted

Table 13 Means, SD of Problems and Limitations of Operation on Questioning Children as Targeted Classified by Age

Problems and Limitations of Operation	Age	N	Mean	SD	Levels of Problems
Questioning Children as Targeted	Less than 25 years	11	3.4545	.5222	Much
	25-35 years	86	3.3721	.6516	Moderate
	36-45 year	130	3.3385	1.0679	Moderate
	46-55 years	27	3.3333	.5547	Moderate
	More than 55 years	10	4.0000	1.0541	Much
	Total	264	3.3788	.8896	Moderate

Table 14 Analyses of differences of Problems and Limitations of Operation on Questioning Children as Targeted Classified by Age

SOV	df	SS	MS	F	Sig.
Between Groups	4	4.193	1.048	1.331	0.259
Within Groups	259	203.928	0.787		
Total	263	208.121			

**** Significant at 0.01 levels**

From Tables 13 and 14, it was found that samples with less than 25 years and the group of more than 55 years had serious problems and limitations of operation on case management. At the meantime groups with 25-35 years, 36-45 years, and 46-55 years had moderate problems and limitations of operation on case management. Testing differences if problems and limitations on competence knowledge of operation, it was found that all 5 groups had no significantly different problems and limitations of operation on questioning children as targeted in statistics.

4.4.1.5 Problems and Limitations of Operation on Coordination

Table 15 Means, SD of Problems and Limitations of Operation on Coordination Classified by Age

Problems and Limitations of Operation	Age	N	Mean	SD	Levels of Problems
Coordination	Less than 25 years	11	3.4545	0.5222	Much
	25-35 years	86	3.2558	0.5777	Moderate
	36-45 year	130	3.2692	0.7020	Moderate
	46-55 years	27	3.3333	0.9199	Moderate
	More than 55 years	10	4.5000	0.5270	Most
	Total	264	3.3258	0.7138	Moderate

Table 16 Analyses of differences of Problems and Limitations of Operation on Coordination Classified by Age

SOV	df	SS	MS	F	Sig.
Between Groups	4	14.809	3.702	8.046**	0.000
Within Groups	259	119.176	0.460		
Total	263	133.985			

** Significant at 0.01 levels

From Tables 15 and 16, it was found that samples with more than 55 years had most serious problems and limitations of operation on coordination. At the meantime groups with less than 25 years had serious problems and limitations of operation on coordination. The groups with 25-35 years, 36-45 years, and 46-55 years had moderate problems and limitations of operation on coordination. Testing differences if problems and limitations on competence knowledge of operation, it was found that all 5 groups had significantly different problems and limitations by overview in statistics at 0.01 level ($F=8.046$, Sig. = 0.0000). To know which group had different problems and limitations of operation on case management, a Scheffé test was used and it was found that the group with more than 55 years had different problems and limitations from other groups with the age of 25-35 years, 36-45 years, 46-55 years and less than 25 years respectively as shown in Table 17

Table 17 Comparing Differences of Problems and Limitations of Operation on Coordination Classified by Age Using a Scheffé -Test

Age	Mean	Age				
		25-35 yrs.	36-45 yrs.	46-55 yrs.	Less than 25	More than 55
25-35 yrs.	3.5769	-	0.0134	0.0775	0.1987	1.2442*
36-45 yrs.	3.7791		-	0.0641	0.1853	1.2308*
46-55 yrs.	3.9630			-	0.1212	1.1667*
Less than 25 yrs.	4.0000				-	1.0455*
More than 55 yrs.	4.2727					-

4.4.1.6 Problems and Limitations of Operation on Policy

Table 18 Means, SD of Problems and Limitations of Operation on Policy Classified by Age

Problems and Limitations of Operation	Age	N	Mean	SD	Levels of Problems
Policy	Less than 25 years	11	3.2727	.4671	Moderate
	25-35 years	86	3.4302	.6605	Much
	36-45 year	130	3.5846	.5943	Much
	46-55 years	27	3.5926	.5007	Much
	More than 55 years	10	4.0000	1.0541	Much
	Total	264	3.5379	.6337	Much

Table 19 Analyses of differences of Problems and Limitations of Operation on Policy Classified by Age

SOV	df	SS	MS	F	Sig.
Between Groups	4	4.270	1.068	2.728*	0.030
Within Groups	259	101.351	0.391		
Total	263	105.621			

** Significant at 0.01 levels

From Tables 18 and 19, it was found that samples with 25-35 years, 36-45 years, 46-55 years and more than 55 years had serious problems and limitations of operation on policy. At the meantime groups with less than 25 years had moderate problems and limitations of operation on policy. Testing differences if problems and limitations on competence knowledge of operation, it was found that all 5 groups had significantly different problems and limitations by overview in statistics at 0.01 level ($F=2.728$, Sig. = 0.0000). To know which group had different problems and limitations of operation on case management, a Scheffé test was used and it was found that the no

groups of different ages had different problems and limitations of operation on policy as shown in Table 20

Table 20 Comparing Differences of Problems and Limitations of Operation on Policy Classified by Age Using a Scheffé -Test

Age	Mean	Age				
		Less than 25	25-35 yrs	36-45 yrs.	46-55 yrs.	More than 55
Less than 25 yrs.	3.2727	-	0.1575	0.3119	0.3199	0.7273
25-35 yrs	3.4302		-	0.1544	0.1624	0.5680
36-45 yrs.	3.5846			-	0.0079	0.4154
46-55 yrs.	3.5926				-	0.4074
More than 55 yrs.	4.0000					-

4.4.1.7 Problems and Limitations of Operation on coordination and others

Table 21 Means, SD of Problems and Limitations of Operation on Coordination and Others Classified by Age

Problems and Limitations of Operation	Age	N	Mean	SD	Levels of Problems
Coordination and Others	Less than 25 years	11	3.8182	.8739	Much
	25-35 years	86	4.3372	.6061	Most
	36-45 year	130	4.2154	.7259	Most
	46-55 years	27	4.5926	.5007	Most
	More than 55 years	10	5.0000	.0000	Most
	Total	264	4.3068	.6871	Most

Table 22 Analyses of differences of Problems and Limitations of Operation on Coordination and Others Classified by Age

SOV	df	SS	MS	F	Sig.
Between Groups	4	10.803	2.701	6.171**	0.000
Within Groups	259	113.345	0.438		
Total	263	124.148			

** Significant at 0.01 levels

From Tables 21 and 22, it was found that samples with 25-35 years, 36-45 years, 46-55 years and more than 55 years had most serious problems and limitations of operation on coordination and others. At the meantime groups with less than 25 years had serious problems and limitations of operation on coordination and others. Testing differences if problems and limitations on competence knowledge of operation, it was found that all 5 groups had significantly different problems and limitations by overview in statistics at 0.01 level ($F=6.171$, Sig. = 0.0000). To know which group had different problems and limitations of operation on case management, a Scheffé test was used and it was found that the groups with less than 25 years had different problems and limitations of operation on coordination and others from the groups with 46-55 years, more than 55 years. The group of 36-45 years had different problems and limitations of operation on coordination and others from the group of more than 55 years as shown in Table 23.

Table 23 Comparing Differences of Problems and Limitations of Operation on Coordination and Others Classified by Age Using a Scheffé -Test

Age	Mean	Age				
		Less than 25	36-45 yrs	25-35 yrs	46-55 yrs.	More than 55
Less than 25 yrs.	3.8182	-	0.3972	0.5190	0.7744*	1.1818*
36-45 yrs.	4.4251		-	0.3972	0.3772	0.7846*
25-35 yrs	4.3372			-	0.2554	0.6628
46-55 yrs.	4.5926				-	0.4074
More than 55 yrs.	5.0000					-

4.4.2 Interrogation officers with different education encountered different problems and limitations of questioning children.

Table 24 Comparing Differences of Problems and Limitations in Questioning Children Classified by Educational Level

Problems and Limitations	Educational Levels	N	Mean	SD	t	Sig.
Overview	Bachelor Dgr. or equivalent	222	3.7613	.5311	-2.131*	0.036
	Master Dgr. equivalent	42	3.9048	.3702		
1. Competence Knowledge of Operation	Bachelor Dgr. or equivalent	222	4.0450	.7168	-1.832	0.068
	Master Dgr. equivalent	42	4.2619	.6270		
2. Case Management	Bachelor Dgr. or equivalent	222	3.6667	.9686	-3.435**	0.001
	Master Dgr. equivalent	42	4.0476	.5824		
3. Questioning Children as Targeted	Bachelor Dgr. or equivalent	222	3.3333	.9353	-2.742**	0.007
	Master Dgr. equivalent	42	3.6190	.5389		
4. Coordination	Bachelor Dgr. or equivalent	222	3.2883	.7416	-1.972*	0.050
	Master Dgr. equivalent	42	3.5238	.5055		

Table 24 Comparing Differences of Problems and Limitations in Questioning Children Classified by Educational Level (Continued)

Problems and Limitations	Educational Levels	N	Mean	SD	t	Sig.
Overview	Bachelor Dgr. or equivalent	222	3.7613	.5311	-2.131*	0.036
	Master Dgr. equivalent	42	3.9048	.3702		
5. Policy	Bachelor Dgr. or equivalent	222	3.5495	.6555	.687	0.493
	Master Dgr. equivalent	42	3.4762	.5055		
6. Coordination and Others	Bachelor Dgr. or equivalent	222	4.2973	.7131	-.629	0.531
	Master Dgr. equivalent	42	4.3571	.5329		

From Table 24, samples with educational level of bachelor degree or equivalent and samples of master degree and equivalent had in each dimension by overview serious problems and limitations of questioning children. Testing differences, it was found that groups of different educational level had significantly different problems and limitations of questioning children by overview by statistics at 0.05 level ($t = -2.131$, Sig. = 0.036). Reflecting each dimension, it was found that groups of different educational level had significantly different problems and limitations of case management, questioning children as targeted, coordination by statistics at 0.01, and 0.05 levels. On the contrary, problems and limitations of policy and coordination and others, it was found that groups with different educational level had no significant differences of problems and limitations by statistics.

4.4.3 Interrogation officers with different marital status encountered different problems and limitations of questioning children.

4.4.3.1 Problems and Limitations of Operation by Overview

Table 25 Means, SD of Problems and Limitations of Operation by Overview
Classified by Marital Status

Problems and Limitations of Operation	Marital Status	N	Mean	SD	Levels of Problems
Overview	Single	68	3.7647	.5217	Much
	Married with no children	25	3.8400	.3742	Much
	Married with children	171	3.7869	.5258	Much
	Total	264	3.7841	.5111	Much

Table 26 Analyses of differences of Problems and Limitations of Operation by Overview Classified by Marital Status

SOV	df	SS	MS	F	Sig.
Between Groups	2	.104	0.0518	.197	.821
Within Groups	261	68.589	.263		
Total	263	68.693			

From Tables 25 and 26, samples being single and married with no children and married with children had serious problems and limitations of operation by overview. Testing differences of problems and limitations of operation by overview, all 3 groups had no significant differences of problems and limitations of operation by statistics.

4.4.3.2 Problems and Limitations of Operation on Competence Knowledge of Operation

Table 27 Means, SD of Problems and Limitations of Operation on Competence Knowledge of Operation Classified by Marital Status

Problems and Limitations of Operation	Marital Status	N	Mean	SD	Levels of Problems
Competence Knowledge of Operation	Single	68	4.0735	.6305	Much
	Married with no children	25	3.6800	1.2819	Much
	Married with children	171	4.1404	.5972	Much
	Total	264	4.0795	.7066	Much

Table 28 Analyses of differences of Problems and Limitations of Operation on Competence Knowledge of Operation Classified by Marital Status

SOV	df	SS	MS	F	Sig.
Between Groups	2	4.626	2.313	4.764**	.009
Within Groups	261	126.704	.485		
Total	263	131.330			

From Tables 28 and 29, samples being single and married with no children and married with children had serious problems and limitations of operation by competence knowledge of operation. Testing differences of problems and limitations of operation by competence knowledge of operation, all 3 groups had significant differences of problems and limitations of operation by statistics at 0.01 level ($F=4.764$, $\text{Sig.} = 0.009$). To know which group had different problems and limitations of operation on competence knowledge of operation, a Scheffé test was used and it was found that the groups being married and with children had different problems and limitations of operation on competence knowledge of operation from other 2 groups as shown in Table 29.

Table 29 Comparing Differences of Problems and Limitations of Operation on Competence Knowledge of Operation Classified by Marital Status Using a Scheffé -Test

Marital Status	Mean	Marital Status		
		Married with no children	Single	Married and with children
Married with no children	3.6800	-	0.3935	0.4604
Single	4.0735		-	0.0669*
Married and with children	4.1404			

4.4.3.3 Problems and Limitations of Operation on Case Management

Table 30 Means, SD of Problems and Limitations of Operation on Case Management Classified by Marital Status

Problems and Limitations of Operation	Marital Status	N	Mean	SD	Levels of Problems
Case Management	Single	68	3.7500	.9678	Much
	Married with no children	25	3.6000	.7071	Much
	Married with children	171	3.7368	.9430	Much
	Total	264	3.7273	.9277	Much

Table 31 Analyses of differences of Problems and Limitations of Operation on Case Management Classified by Marital Status

SOV	df	SS	MS	F	Sig.
Between Groups	2	.456	.228	0.263	.769
Within Groups	261	225.908	.866		
Total	263	226.364			

From Tables 30 and 31, samples being single and married with no children and married and with children had serious problems and limitations of operation on case management. Testing differences of problems and limitations of operation on case management, all 3 groups had no significant differences of problems and limitations of operation by statistics. ($F = 0.263$, $\text{Sig.} = 0.769$)

4.4.3.4 Problems and Limitations of Operation on Questioning Children as Targeted

Table 32 Means, SD of Problems and Limitations of Operation on Questioning Children as Targeted Classified by Marital Status

Problems and Limitations of Operation	Marital Status	N	Mean	SD	Levels of Problems
Questioning Children as Targeted	Single	68	3.3382	1.0164	Moderate
	Married with no children	25	3.5600	.8699	Much
	Married with children	171	3.3684	.8394	Moderate
	Total	264	3.3788	.8896	Moderate

Table 33 Analyses of differences of Problems and Limitations of Operation on Questioning Children as Targeted Classified by Marital Status

SOV	df	SS	MS	F	Sig.
Between Groups	2	.951	.476	0.599	0.550
Within Groups	261	207.170	.794		
Total	263	208.121			

From Tables 32 and 33, samples being married with no children had serious problems and limitations of operation on questioning children as targeted. While samples being single and being married and with children had moderate problems and limitations

of operation on questioning children as targeted. Testing differences of problems and limitations of operation on questioning children as targeted, all 3 groups had no significant differences of problems and limitations of operation by statistics. ($F = 0.599$, $\text{Sig.} = 0.550$)

4.4.3.5 Problems and Limitations of Operation on Questioning Coordination

Table 34 Means, SD of Problems and Limitations of Operation on Coordination Classified by Marital Status

Problems and Limitations of Operation	Marital Status	N	Mean	SD	Levels of Problems
Coordination	Single	68	3.3529	.6410	Moderate
	Married with no children	25	3.4400	.5066	Much
	Married with children	171	3.2982	.7662	Moderate
	Total	264	3.3258	.7138	Moderate

Table 35 Analyses of differences of Problems and Limitations of Operation on Coordination Classified by Marital Status

SOV	df	SS	MS	F	Sig.
Between Groups	2	.506	.253	.495	.610
Within Groups	261	133.479	.511		
Total	263	133.985			

From Tables 34 and 35, samples being married with no children had serious problems and limitations of operation on coordination. While samples being single and being married and with children had moderate problems and limitations of operation on coordination. Testing differences of problems and limitations of operation on coordination, all 3 groups had no significant differences of problems and limitations of operation by statistics. ($F = 0.495$, $\text{Sig.} = 0.610$)

4.4.3.6 Problems and Limitations of Operation on Policy

Table 36 Means, SD of Problems and Limitations of Operation on Policy Classified by Marital Status

Problems and Limitations of Operation	Marital Status	N	Mean	SD	Levels of Problems
Policy	Single	68	3.3971	.6941	Much
	Married with no children	25	3.5200	.5099	Much
	Married with children	171	3.5965	.6191	Much
	Total	264	3.5379	.6337	Much

Table 37 Analyses of differences of Problems and Limitations of Operation on Policy Classified by Marital Status

SOV	df	SS	MS	F	Sig.
Between Groups	2	1.944	.972	2.447	.089
Within Groups	261	103.677	.397		
Total	263	105.621			

From Tables 36 and 37, samples being single, being married with no children and being married and with children had serious problems and limitations of operation on coordination. Testing differences of problems and limitations of operation on coordination, all 3 groups had no significant differences of problems and limitations of operation by statistics. ($F = 2.447$, Sig. = 0.089)

4.4.3.7 Problems and Limitations of Operation on Coordination and Others

Table 38 Means, SD of Problems and Limitations of Operation on Coordination and Others Classified by Marital Status

Problems and Limitations of Operation	Marital Status	N	Mean	SD	Levels of Problems
Coordination and Others	Single	68	4.1117	.7828	Much
	Married with no children	25	4.1600	.6245	Much
	Married with children	171	4.4035	.6378	Most
	Total	264	4.3068	.6871	Most

Table 39 Analyses of differences of Problems and Limitations of Operation on Coordination and Others Classified by Marital Status

SOV	df	SS	MS	F	Sig.
Between Groups	2	4.571	2.286	4.989**	.007
Within Groups	261	119.577	.458		
Total	263	124.148			

** Significant at 0.01 levels

From Tables 38 and 39, samples being single and married with no children had serious problems and limitations of operation on coordination and others. While samples with being married and with children had most serious problems and limitations of operation on coordination and others. Testing differences of problems and limitations of operation on coordination and others, all 3 groups had significant differences of problems and limitations of operation by statistics at 0.01 level ($F=4.989$, Sig. = 0.007). To know which group had different problems and limitations of operation on coordination and others, a Scheffé test was used and it was found that the groups being married and with children had different problems and limitations of operation on coordination and others of operation from other 2 groups as shown in Table 40.

Table 40 Comparing Differences of Problems and Limitations of Operation on Coordination and Others Classified by Marital Status Using a Scheffé -Test

Marital Status	Mean	Marital Status		
		Single	Married with no children	Married with children
Single	4.1117	-	0.0424	0.2859*
Married with no children	4.1600		-	0.2435
Married with children	4.4035			-

4.4.4 Interrogation officers with different terms of being interrogation officer encountered different problems and limitations of questioning children.

4.4.4.1 Problems and Limitations of Operation by Overview

Table 41 Means, SD of Problems and Limitations of Operation by Overview Classified by Terms of Being Interrogation Officer

Problems and Limitations of Operation	Term of Being Interrogation Officer	N	Mean	SD	Levels of Problems
Overview	Less than 5 years	80	3.9250	.5223	Much
	5-10 years	84	3.7857	.4926	Much
	11-20 years	89	3.7416	.4653	Much
	More than 21 years	11	3.0909	.3015	Moderate
	Total	264	3.7841	.5222	Much

Table 42 Analyses of differences of Problems and Limitations of Operation by Overview Classified by Terms of Being Interrogation Officer

SOV	df	SS	MS	F	Sig.
Between Groups	3	7.035	2.345	9.888**	.000
Within Groups	260	61.658	.237		
Total	263	68.693			

** Significant at 0.01 levels

From Tables 41 and 42, samples having terms in being interrogation officer of less than 5 years, 5-10 years, and 11-20 years had serious problems and limitations of operation by overview. While samples having terms in being interrogation officer of more than 21 years had moderate problems and limitations of operation by overview. Testing differences of problems and limitations of operation by overview, all 4 groups had significant differences of problems and limitations of operation by statistics at 0.01 level ($F = 9.888^{**}$, $\text{Sig.} = 0.000$). To know which group had different problems and limitations of operation by overview, a Scheffé test was used and it was found that the groups having more than 21 years had different problems and limitations of operation by overview regarding terms of being interrogation officer from other 3 groups as shown in Table 43.

Table 43 Comparing Differences of Problems and Limitations of Operation by Overview Classified by Terms of Being Interrogation Officer Using an Scheffé -Test

Term of Being Interrogation Officer	Means	Term of Being Interrogation Officer			
		More than 21	11-20 years	5-10 years	Less than 5
More than 21 years	3.0909	-	0.6507*	0.6948*	0.8341*
11-20 years	3.7416		-	0.0441	0.1834
5-10 years	3.7857			-	0.1393
Less than 5 years	3.9250				-

4.4.4.2 Problems and Limitations of Operation on Competence Knowledge of Operation

Table 44 Means, SD of Problems and Limitations of Operation on Competence Knowledge of Operation Classified by Terms of Being Interrogation Officer

Problems and Limitations of Operation	Term of Being Interrogation Officer	N	Mean	SD	Levels of Problems
Competence Knowledge of Operation	Less than 5 years	80	4.0375	.6645	Much
	5-10 years	84	3.8214	.7940	Much
	11-20 years	89	4.3820	.5742	Most
	More than 21 years	11	3.9091	.3015	Much
	Total	264	4.0795	.7066	Much

Table 45 Analyses of differences of Problems and Limitations of Operation on Competence Knowledge of Operation Classified by Terms of Being Interrogation Officer

SOV	df	SS	MS	F	Sig.
Between Groups	3	14.200	4.733	10.507**	.000
Within Groups	260	117.129	.450		
Total	263	131.330			

** Significant at 0.01 levels

From Tables 44 and 45, samples having terms in being interrogation officer of 11-20 years had most serious problems and limitations of operation on competence knowledge of operation. While samples having terms in being interrogation officer of less than 5 years, 5-10 years, more than 21 years had serious problems and limitations of operation on competence knowledge of operation. Testing differences of problems and limitations of operation on competence knowledge of operation, all 4 groups had significant differences of problems and limitations of operation by statistics at 0.01 level ($F = 10.507^{**}$, $\text{Sig.} = 0.000$). To know which group had different problems and

limitations of operation on competence knowledge of operation, a Scheffé test was used and it was found that the groups having 5-10 years had different problems and limitations of operation on competence knowledge of operation from the group of having 11-20 years. The group having less than 5 years had different problems and limitations of operation on competence knowledge of operation from the group of having 11-20 year terms in being interrogation officer shown in Table 46.

Table 46 Comparing Differences of Problems and Limitations of Operation on Competence Knowledge of Operation Classified by Terms of Being Interrogation Officer Using a Scheffé -Test

Term of Being Interrogation Officer	Means	Term of Being Interrogation Officer			
		5-10 years	More than 21	Less than 5	11-20 years
5-10 years	3.8214	-	0.877	0.2161	0.5606*
More than 21 years	3.9091		-	0.1284	0.4729
Less than 5 years	4.0375			-	0.3445*
11-20 years	4.3820				-

4.4.4.3 Problems and Limitations of Operation on Case Management

Table 47 Means, SD of Problems and Limitations of Operation on Case Management Classified by Terms of Being Interrogation Officer

Problems and Limitations of Operation	Term of Being Interrogation Officer	N	Mean	SD	Levels of Problems
Case Management	Less than 5 years	80	3.6625	.9406	Much
	5-10 years	84	3.6548	.8849	Much
	11-20 years	89	3.9775	.8916	Much
	More than 21 years	11	2.7273	.6467	Moderate
	Total	264	3.7273	.9277	Much

Table 48 Analyses of differences of Problems and Limitations of Operation on Case Management Classified by Terms of Being Interrogation Officer

SOV	df	SS	MS	F	Sig.
Between Groups	3	17.351	5.784	7.195**	.000
Within Groups	260	209.012	.804		
Total	263	226.364			

** Significant at 0.01 levels

From Tables 47 and 48, samples having terms in being interrogation officer of more than 21 years had moderate problems and limitations of operation on case management. While samples having terms in being interrogation officer of less than 5 years, 5-10 years, and 11-20 years had serious problems and limitations of operation on case management. Testing differences of problems and limitations of operation on case management, all 4 groups had significant differences of problems and limitations of operation by statistics at 0.01 level ($F = 7.195^{**}$, $\text{Sig.} = 0.000$). To know which group had different problems and limitations of operation case management, a Scheffé test was used. It was found that the groups having terms of being an interrogation officer of more than 21 years had different problems and limitations of operation on case management from the group of having terms in being interrogation officer of 5-10 years, less than 5 years, and 11-20 years as shown in Table 49.

Table 49 Comparing Differences of Problems and Limitations of Operation on Case Management Classified by Terms of Being Interrogation Officer Using a Scheffé -Test

Term of Being Interrogation Officer	Means	Term of Being Interrogation Officer			
		More than 21	5-10 years	Less than 5	11-20 years
More than 21 years	2.7273	-	0.9275*	0.9352*	1.2503*
5-10 years	3.6548		-	0.0077	0.3228
Less than 5 years	3.6625			-	0.3150
11-20 years	3.9775				-

4.4.4.4 Problems and Limitations of Operation on Questioning Children as Targeted

Table 50 Means, SD of Problems and Limitations of Operation on Questioning Children as Targeted Classified by Terms of Being Interrogation Officer

Problems and Limitations of Operation	Term of Being Interrogation Officer	N	Mean	SD	Levels of Problems
Questioning Children as Targeted	Less than 5 years	80	3.4875	.9139	Much
	5-10 years	84	3.3214	.9073	Moderate
	11-20 years	89	3.4831	.7248	Much
	More than 21 years	11	2.1818	.9816	Less
	Total	264	3.3788	.8896	Moderate

Table 51 Analyses of differences of Problems and Limitations of Operation on Questioning Children as Targeted Classified by Terms of Being Interrogation Officer

SOV	df	SS	MS	F	Sig.
Between Groups	3	17.951	5.984	8.181**	.000
Within Groups	260	190.170	.731		
Total	263	208.121			

** Significant at 0.01 levels

From Tables 50 and 51, samples having terms in being interrogation officer of less than 5 years, and 11-20 years had serious problems and limitations of operation on questioning children as targeted. While samples having terms in being interrogation officer of 5-10 years, and 11-20 years had moderate problems and limitations of operation on questioning children as targeted. Samples having terms in being interrogation officer of more than 21 years had less problems and limitations of operation on questioning children as targeted. Testing differences of problems and limitations of operation on questioning children as targeted, all 4 groups had significant differences of problems and limitations of operation by statistics at 0.01 level ($F= 8.181^{**}$, Sig. =

0.000). To know which group had different problems and limitations of operation on questioning children as targeted a Scheffé test was used. It was found that the groups having terms of being an interrogation officer of more than 21 years had different problems and limitations of operation on questioning children as targeted from the group of having terms in being interrogation officer of 5-10 years, less than 5 years, and 11-20 years as shown in Table 52.

Table 52 Comparing Differences of Problems and Limitations of Operation on Questioning Children as Targeted Classified by Terms of Being Interrogation Officer Using a Scheffé -Test

Term of Being Interrogation Officer	Means	Term of Being Interrogation Officer			
		More than 21	5-10 years	11-20 years	Less than 5
More than 21 years	2.1818	-	1.1396*	1.3013*	1.3057*
5-10 years	3.3214		-	0.1617	0.1661
11-20 years	3.4831			-	0.0043
Less than 5	3.4875				-

4.4.4.5 Problems and Limitations of Operation on Coordination

Table 53 Means, SD of Problems and Limitations of Operation on Coordination Classified by Terms of Being Interrogation Officer

Problems and Limitations of Operation	Term of Being Interrogation Officer	N	Mean	SD	Levels of Problems
Coordination	Less than 5 years	80	3.5750	.7252	Much
	5-10 years	84	3.2619	.6423	Moderate
	11-20 years	89	3.2809	.5837	Moderate
	More than 21 years	11	2.3636	1.1201	Less
	Total	264	3.3258	.7138	Moderate

Table 54 Analyses of differences of Problems and Limitations of Operation on Coordination Classified by Terms of Being Interrogation Officer

SOV	df	SS	MS	F	Sig.
Between Groups	3	15.674	5.225	11.482**	.000
Within Groups	260	118.311	.455		
Total	263	133.985			

** Significant at 0.01 levels

From Tables 53 and 54, samples having terms in being interrogation officer of less than 5 years had serious problems and limitations of operation on coordination. While samples having terms in being interrogation officer of 5-10 years, and 11-20 years had moderate problems and limitations of operation on coordination. Samples having terms in being interrogation officer of more than 21 years had less problems and limitations of operation on coordination. Testing differences of problems and limitations of operation on coordination, all 4 groups had significant differences of problems and limitations of operation by statistics at 0.01 level ($F = 11.482^{**}$, $\text{Sig.} = 0.000$). To know which group had different problems and limitations of operation on coordination an Scheffé test was used. It was found that the groups having terms of being an interrogation officer of more than 21 years had different problems and limitations of operation on coordination from the group of having terms in being interrogation officer of 5-10 years, less than 5 years. Groups having terms of being an interrogation officer of 5-10 years had different problems and limitations of operation on coordination from the group of having terms in being interrogation officer of less than 5 years. Groups having terms of being an interrogation officer of 11-20 years had different problems and limitations of operation on coordination from the group of having terms in being interrogation officer of less than 5 years as shown in Table 55.

Table 55 Comparing Differences of Problems and Limitations of Operation on Coordination Classified by Terms of Being Interrogation Officer Using an Scheffé -Test

Term of Being Interrogation Officer	Means	Term of Being Interrogation Officer			
		More than 21	5-10 years	11-20 years	Less than 5
More than 21 years	2.3636	-	0.8983*	0.9173*	1.2114*
5-10 years	3.2619		-	0.0189	0.3131*
11-20 years	3.2809			-	0.2941*
Less than 5	3.5750				-

4.4.4.6 Problems and Limitations of Operation on Policy

Table 56 Means, SD of Problems and Limitations of Operation on Policy Classified by Terms of Being Interrogation Officer

Problems and Limitations of Operation	Term of Being Interrogation Officer	N	Mean	SD	Levels of Problems
Policy	Less than 5 years	80	3.6375	.6607	Much
	5-10 years	84	3.5714	.6638	Much
	11-20 years	89	3.4382	.5830	Much
	More than 21 years	11	3.33636	.5045	Moderate
	Total	264	3.5379	.6337	Much

Table 57 Analyses of differences of Problems and Limitations of Operation on Policy Classified by Terms of Being Interrogation Officer

SOV	df	SS	MS	F	Sig.
Between Groups	3	2.107	.702	1.764	.154
Within Groups	260	103.514	.398		
Total	263	105.621			

From Tables 56 and 57, samples having terms in being interrogation officer of less than 5 years, 5-10 years, and 11-20 years had serious problems and limitations of operation on policy. Samples having terms in being interrogation officer of more than 21 years had moderate problems and limitations of operation on policy. Testing differences of problems and limitations of operation on policy, all 4 groups had no significant differences of problems and limitations of operation by statistics ($F = 1.764$ Sig. = 0.154).

4.4.4.7 Problems and Limitations of Operation on Coordination and Others

Table 58 Means, SD of Problems and Limitations of Operation on Coordination and Others Classified by Terms of Being Interrogation Officer

Problems and Limitations of Operation	Term of Being Interrogation Officer	N	Mean	SD	Levels of Problems
Coordination and Others	Less than 5 years	80	4.3625	.6005	Much
	5-10 years	84	4.2738	.7501	Much
	11-20 years	89	4.3146	.7323	Much
	More than 21 years	11	4.0909	.3015	Moderate
	Total	264	4.3068	.6871	Much

Table 59 Analyses of differences of Problems and Limitations of Operation on Coordination and Others Classified by Terms of Being Interrogation Officer

SOV	df	SS	MS	F	Sig.
Between Groups	3	.858	.286	.603	.614
Within Groups	260	123.290	.474		
Total	263	124.148			

From Tables 58 and 59, samples having terms in being interrogation officer of less than 5 years, 5-10 years, and 11-20 years had serious problems and limitations of operation on coordination and others. Samples having terms in being interrogation officer

of more than 21 years had moderate problems and limitations of operation on coordination and others. Testing differences of problems and limitations of operation on policy, all 4 groups had no significant differences of problems and limitations of operation by statistics ($F = 0.603$ Sig. = 0.614).

4.4.5 Interrogation officers with different training encountered different problems and limitations of questioning children.

Table 60 Comparing Differences of Problems and Limitations on Questioning Children Classified by Training

Problems and Limitations	Training	N	Mean	SD	t	Sig.
Overview	Yes	232	3.7672	.5072	-1.445	0150
	No	32	3.9063	.5303		
1. Competence Knowledge of Operation	Yes	232	4.0086	.6644	-3.965**	.000
	No	32	4.5938	.7976		
2. Case Management	Yes	232	3.6509	.9275	-3.689**	.000
	No	32	4.2813	.7289		
3. Questioning Children as Targeted	Yes	232	3.3233	.8991	-2.764**	.006
	No	32	3.7813	.7064		
4. Coordination	Yes	232	3.2845	.7124	-2.556**	.011
	No	32	3.6250	.6599		
5. Policy	Yes	232	3.5086	.6310	-2.032**	.043
	No	32	3.7500	.6222		
6. Coordination and Others	Yes	232	4.3534	.6932	3.649**	.001
	No	32	3.9688	.5379		

Form Table 60, both groups of ever been trained and untrained on children had serious problems and limitations of operation by overview. Testing differences, it was found that both groups of ever been trained or untrained on children by overview had no significant differences of problems and limitations of operation by statistics ($t = 1.445$ Sig. = 0.150). Reflecting each dimension, it was found that:-

4.4.5.1 Competence Knowledge of Operation

Groups of ever been trained on children had serious problems and limitations of operation on competence knowledge of operation. Groups of ever been untrained on children had most serious problems and limitations of operation on competence knowledge of operation. Testing differences, it was found that both groups of ever been trained or untrained on children on competence knowledge of operation had significant differences of problems and limitations of operation by statistics at 0.01 level ($t = -3.965^{**}$, Sig. = 0.000).

4.4.5.2 Case Management

Groups of ever been trained on children had serious problems and limitations of operation on case management. Groups of ever been untrained on children had most serious problems and limitations of operation on case management. Testing differences, it was found that both groups of ever been trained or untrained on children on case management had significant differences of problems and limitations of operation by statistics at 0.01 level ($t = -3.689^{**}$, Sig. = 0.000).

4.4.5.3 Questioning Children as Targeted

Groups of ever been trained on children had moderate problems and limitations of operation on questioning children as targeted. Groups of ever had been untrained on children had serious problems and limitations of operation on questioning children as targeted. Testing differences, it was found that both groups of ever been trained or untrained on children on questioning children as targeted had significant differences of problems and limitations of operation by statistics at 0.01 level ($t = -2.764^{**}$, Sig. = 0.006).

4.4.5.4 Coordination

Groups of ever been trained on children had moderate problems and limitations of operation on coordination. Groups of ever been untrained on children had serious problems and limitations of operation on coordination. Testing differences, it was found that both groups of ever been trained or untrained on children on coordination had significant differences of problems and limitations of operation by statistics at 0.05 level ($t = -2.556^{**}$, Sig. = 0.011).

4.4.5.5 Policy

Groups of ever been trained and untrained on children had serious problems and limitations of operation on policy. Testing differences, it was found that both groups of ever been trained or untrained on children on coordination had significant differences of problems and limitations of operation by statistics at 0.05 level ($t = -2.032^{**}$, Sig. = 0.043).

4.4.5.6 Coordination and Others

Groups of ever been trained on children had most serious problems and limitations of operation on coordination and others. Groups of ever been untrained on children had serious problems and limitations of operation on coordination and others. Testing differences, it was found that both groups of ever been trained or untrained on children on coordination had significant differences of problems and limitations of operation by statistics at 0.01 level ($t = 3.649^{**}$, Sig. = 0.001).

CHAPTER V

DISCUSSION

Investigations of PROBLEMS AND OBSTACLES IN PERFORMING OF INVESTIGATING POLICE FOR CHILDREN CRIMINAL CASES ACCORDING TO THE CRIMINAL PROCEDURAL LAW (AMENDMENT) it was found that most samples strongly commented and classified that the interrogation management was referred to competence of successfully interrogating children at high level. However, questioning children could moderately achieve the objectives of laws, only. By overview, the coordination was only moderate. Ambiguity of policy on problems and limitations was high., while the principles of coordination with other professions with immediate contact, expense, and compensation were highly late and complicated.

Data of levels and problems and limitations in questioning children, it was found that by overview, levels and problems and limitations in questioning children were high. ($\bar{X} = 3.6193$, $SD = 0.6529$). Reflecting levels and problems and limitations in questioning children by dimension, it was found that there were strong problems and limitations in questioning children especially, top problems and limitations were expenses and compensations. ($\bar{X} = 4.01$, $SD = 1.19$). The second was the place, materials inadequacy of police force, coordination, time and travel, policy and management, stress and ethics. The knowledge and skills of operation, there were moderate problems and limitations. Samples found strong problems and limitations, by overview ($\bar{X} = 3.78$, $SD = 0.51$). By dimensions, it was found that

5.1 Competence Knowledge of Operation – there were serious problems and limitations of operation on competence knowledge of operation. ($\bar{X} = 4.08$, $SD = 0.71$). Reflecting details, it was found that there were serious problems and limitations of operation on effectively applying knowledge from education and work experiences in

questioning children ($\bar{X} = 4.00$, $SD = 0.64$), adequacy of competence knowledge in questioning children ($\bar{X} = 3.92$, $SD = 0.72$), needs to study other fields, e.g. psychology and social sciences to help this job ($\bar{X} = 3.89$, $SD = 0.74$), and understanding well the natures of child and juveniles' problems ($\bar{X} = 3.64$, $SD = 0.74$).

5.2 Case Management - there were serious problems and limitations of operation on case management. ($\bar{X} = 3.73$, $SD = 0.93$). Reflecting details, it was found that questioning children affected other routine jobs ($\bar{X} = 3.97$, $SD = 1.14$), able to successfully handle the case well ($\bar{X} = 3.71$, $SD = 1.06$), and able to end questioning children in time and as action plan ($\bar{X} = 3.15$, $SD = 1.05$).

5.3 Questioning Children as Targeted - there were moderate problems and limitations of operation on questioning children as targeted. ($\bar{X} = 3.36$, $SD = 0.99$). Reflecting details, it was found that questioning children took leading roles ($\bar{X} = 3.45$, $SD = 1.03$), able to handle the case as objectives of laws ($\bar{X} = 3.36$, $SD = 0.99$), and other professions participating in questioning children could well played their roles ($\bar{X} = 3.24$, $SD = 1.08$).

5.4 Coordination - there were moderate problems and limitations of operation on coordination. ($\bar{X} = 3.33$, $SD = 0.71$). Reflecting details, it was found that questioning children was well settled with other personnel from other professions ($\bar{X} = 3.64$, $SD = 0.90$), feeling bored and disappointed on unserious collaboration of other personnel from other professions ($\bar{X} = 3.61$, $SD = 1.03$), being recognized on coordination of questioning children ($\bar{X} = 3.26$, $SD = 0.79$), sometimes having conflicts with other personnel from other professions ($\bar{X} = 3.10$, $SD = 0.98$), and feeling stress and worries on participating with other personnel from other professions on questioning children ($\bar{X} = 3.08$, $SD = 0.94$).

By overview, it was found that samples of more than 55 years found most serious problems and limitations of operation on coordination, while samples of less than 25 years, 25-35 years, 36-45 years, and 46-55 years had serious problems and limitations of operation on coordination. Testing differences by overview on problems and

limitations of operation, all 5 groups had significant differences by statistics at 0.01 level ($F = 7.262^{**}$, $\text{Sig.} = 0.000$). To find which group by overview had differences of problems and limitations of operation, using a Scheffé test, it was found that the group being more than 55 years had by overview different problems and limitations of operation from the group of 46-55 years, 36-45 years and 25-35 years.

5.5 Policy - there were moderate problems and limitations of operation on policy. ($\bar{X} = 3.54$, $SD = 0.63$). Reflecting details, it was found that comparing questioning children with other cases, child cases were more complicated ($\bar{X} = 3.42$, $SD = 0.74$), critical problems and limitations of operation were ambiguities of policy ($\bar{X} = 3.96$, $SD = 0.71$), questioning children was successfully manageable ($\bar{X} = 3.46$, $SD = 0.95$), the work unit planned well clear approaches of questioning children ($\bar{X} = 3.15$, $SD = 1.00$), policies of other professions participating were clear ($\bar{X} = 2.95$, $SD = 0.92$), and conditions of existing questioning children were satisfactory ($\bar{X} = 2.66$, $SD = 1.20$).

5.6 Coordination and Other Aspects - there were most serious problems and limitations of operation on coordination and other aspects. ($\bar{X} = 4.31$, $SD = 0.69$). Reflecting details, it was found that principles of contacting other work units having to immediately contact ($\bar{X} = 4.41$, $SD = 0.68$), expenses and compensations were late paid and complicated ($\bar{X} = 4.34$, $SD = 0.85$), restricting time of questioning children turned procedures incomplete ($\bar{X} = 4.16$, $SD = 0.91$), questioning children troubled routine jobs ($\bar{X} = 4.11$, $SD = 0.87$), the existing questioning children did not authentically follow the motive of laws ($\bar{X} = 3.96$, $SD = 0.03$), lack of manual allowed questioning children likely misleading ($\bar{X} = 3.86$, $SD = 0.96$). And professionals of other disciplines participating were insufficient on skills of questioning children ($\bar{X} = 3.61$, $SD = 0.89$).

Samples earned bachelor degree or equivalent and samples earned master degree or equivalent had by overview and by dimension serious problems and limitations of operation on coordination and other aspects. Testing differences, it was found that samples with different educational levels had significantly different problems and limitations of operation by statistics at 0.05 level ($t = -2.131^{*}$, $\text{Sig.} = 0.036$). Reflecting

each dimension, it was found that samples with different educational levels had differences of problems and limitations of operation, regarding case management, questioning children as targeted, and coordination by statistics at 0.01 and 0.05 levels, respectively. There were no statistically significant differences in relation to policy, and coordination and other aspects in terms of different educational levels.

It was found those samples with statuses of single, married but no children, and married but having children had by overview serious problems and limitations of operation. Testing differences it was found that there were no statistically significant differences among 3 groups in relation to problems and limitations of operation.

Samples with terms of being interrogation officer of less than 5 years, 5-10 years, 11-20 years had by overview serious problems and limitations of operation. Samples of more than 21 years had moderate problems and limitations of operation. Testing differences, it was found that 4 groups had by overview significantly different problems and limitations of operation by statistics at 0.01 level ($F = 9.888^{**}$, $\text{Sig.} = 0.000$). To find which group by overview had differences of problems and limitations of operation, using a Scheffé test, it was found that samples having terms of being interrogation officer of more than 21 years had significantly different problems and limitations of operation from groups having 11-20 years, 5-10 years and less than 5 year terms of being interrogation officer.

Samples ever having been trained and untrained on children had by overview serious problems and limitations of operation. Testing differences it was found that there were no statistically significant differences among 2 groups in relation to problems and limitations of operation.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

Investigations of PROBLEMS AND OBSTACLES IN PERFORMING OF INVESTIGATING POLICE FOR CHILDREN CRIMINAL CASES ACCORDING TO THE CRIMINAL PROCEDURAL LAW (AMENDMENT) were to investigate problems and limitations of works of the interrogation officers questioning child trail under the amendment of the Criminal Procedure Code, to investigate factors related and needs of the interrogation officers in 88 Metropolitan Police Stations, Bangkok. Samples were 264 officers. Questionnaire was used as tool sin data collection and statistical analyses were applied with mean, standard deviation, and an Scheffé test for testing differences. SPSS for Window was used for analyses. Findings were as follows:

6.1.1 The personal information was found that most interrogation officers were:

The personal information was found that most interrogation officers were 36-45 years earning bachelor degree or equivalent, married but children, having relative terms of being interrogation officer for all 3 groups, i.e. less than 5 years, 5-10 years, and 11-20 years. Few were trained for questioning children.

6.1.2 Factors relating operations, it was found that most interrogation officers were:

From Table 2, with levels of problems and limitations, it was found serious ($\bar{X} = 3.6193$, $SD = 0.6529$). Reflecting levels by dimensions, it was found most serious on expenses and compensation ($\bar{X} = 4.01$, $SD = 1.19$) followed by places, materials, inadequacy of police force, coordination, time and travel, policy and management, stress and ethics. Knowledge and skills of other operations had moderate problems and

limitations. It was found that by overview, there were moderate problems and limitations ($\bar{X} = 3.78$, $SD = 0.51$). Reflecting details of problems and limitations by dimension, it was found that:

6.1.2.1 *Competence Knowledge of Operation* – there were serious problems and limitations of operation on competence knowledge of operation. ($\bar{X} = 4.08$, $SD = 0.71$). Reflecting details, it was found that there were serious problems and limitations of operation on effectively applying knowledge from education and work experiences in questioning children ($\bar{X} = 4.00$, $SD = 0.64$), adequacy of competence knowledge in questioning children ($\bar{X} = 3.92$, $SD = 0.72$), needs to study other fields, e.g. psychology and social sciences to help this job ($\bar{X} = 3.89$, $SD = 0.74$), and understanding well the natures of child and juveniles' problems ($\bar{X} = 3.64$, $SD = 0.74$).

6.1.2.2 *Case Management* - there were serious problems and limitations of operation on case management. ($\bar{X} = 3.73$, $SD = 0.93$). Reflecting details, it was found that questioning children affected other routine jobs ($\bar{X} = 3.97$, $SD = 1.14$), able to successfully handle the case well ($\bar{X} = 3.71$, $SD = 1.06$), and able to end questioning children in time and as action plan ($\bar{X} = 3.15$, $SD = 1.05$).

6.1.2.3 *Questioning Children a Targeted* - there were moderate problems and limitations of operation on questioning children as targeted. ($\bar{X} = 3.36$, $SD = 0.99$). Reflecting details, it was found that questioning children took leading roles ($\bar{X} = 3.45$, $SD = 1.03$), able to handle the case as objectives of laws ($\bar{X} = 3.36$, $SD = 0.99$), and other professions participating in questioning children could well played their roles ($\bar{X} = 3.24$, $SD = 1.08$).

6.1.2.4 *Coordination* - there were moderate problems and limitations of operation on coordination. ($\bar{X} = 3.33$, $SD = 0.71$). Reflecting details, it was found that questioning children was well settled with other personnel from other professions ($\bar{X} = 3.64$, $SD = 0.90$), feeling bored and disappointed on unserious collaboration of other personnel from other professions ($\bar{X} = 3.61$, $SD = 1.03$), being recognized on

coordination of questioning children ($\bar{X} = 3.26$, $SD = 0.79$), sometimes having conflicts with other personnel from other professions ($\bar{X} = 3.10$, $SD = 0.98$), and feeling stress and worries on participating with other personnel from other professions on questioning children ($\bar{X} = 3.08$, $SD = 0.94$).

6.1.2.5 Policy - there were moderate problems and limitations of operation on policy. ($\bar{X} = 3.54$, $SD = 0.63$). Reflecting details, it was found that comparing questioning children with other cases, child cases were more complicated ($\bar{X} = 3.42$, $SD = 0.74$), critical problems and limitations of operation were ambiguities of policy ($\bar{X} = 3.96$, $SD = 0.71$), questioning children was successfully manageable ($\bar{X} = 3.46$, $SD = 0.95$), the work unit planned well clear approaches of questioning children ($\bar{X} = 3.15$, $SD = 1.00$), policies of other professions participating were clear ($\bar{X} = 2.95$, $SD = 0.92$), and conditions of existing questioning children were satisfactory ($\bar{X} = 2.66$, $SD = 1.20$).

6.1.2.6 Coordination and Other Aspects - there were most serious problems and limitations of operation on coordination and other aspects. ($\bar{X} = 4.31$, $SD = 0.69$). Reflecting details, it was found that principles of contacting other work units having to immediately contact ($\bar{X} = 4.41$, $SD = 0.68$), expenses and compensations were late paid and complicated ($\bar{X} = 4.34$, $SD = 0.85$), restricting time of questioning children turned procedures incomplete ($\bar{X} = 4.16$, $SD = 0.91$), questioning children troubled routine jobs ($\bar{X} = 4.11$, $SD = 0.87$), the existing questioning children did not authentically follow the motive of laws ($\bar{X} = 3.96$, $SD = 0.03$), lack of manual allowed questioning children likely misleading ($\bar{X} = 3.86$, $SD = 0.96$). and professionals of other disciplines participating were insufficient on skills of questioning children ($\bar{X} = 3.61$, $SD = 0.89$).

6.1.3 Tests of Hypotheses

In investigations of PROBLEMS AND OBSTACLES IN PERFORMING OF INVESTIGATING POLICE FOR CHILDREN CRIMINAL CASES ACCORDING TO THE CRIMINAL PROCEDURAL LAW (AMENDMENT), 5 Hypotheses were as follows:

Hypothesis 1 Interrogation officers with different ages encountered different problems and limitations of questioning children.

By overview, all 5 age groups had significant differences of problems and limitations of operation by statistics at 0.01 level ($F = 7.62^{**}$, Sig. = 0.000). To know which group had different problems and limitations by overview, a Scheffé test was used and it was found that the group with ages more than 55 years had different problems and limitations from other groups with the age of 46-55 year, 36-45 years and 25-35 years as shown in Table 6

Hypothesis 2 Interrogation officers with different education encountered different problems and limitations of questioning children.

From Table 24, samples with educational level of bachelor degree or equivalent and samples of master degree and equivalent had in each dimension by overview serious problems and limitations of questioning children. Testing differences, it was found that groups of different educational level had significantly different problems and limitations of questioning children by overview by statistics at 0.05 level ($t = -2.131^{*}$, Sig. = 0.036). Reflecting each dimension, it was found that groups of different educational level had significantly different problems and limitations of case management.

Hypothesis 3 Interrogation officers with different marital status encountered different problems and limitations of questioning children.

From Tables 28 and 29, samples being single and married with no children and married with children had serious problems and limitations of operation by competence knowledge of operation. Testing differences of problems and limitations of operation by competence knowledge of operation, all 3 groups had significant differences of problems and limitations of operation by statistics at 0.01 level ($F=4.764^{**}$, Sig. = 0.009). To know which group had different problems and limitations of operation on competence knowledge of operation, a Scheffé test was used and it was found that the groups being married and with children had different problems and limitations of operation on competence knowledge of operation from other 2 groups as shown in Table 29.

Hypothesis 4 Interrogation officers with different terms of being interrogation officer encountered different problems and limitations of questioning children.

From Tables 41 and 42, samples having terms in being interrogation officer of less than 5 years, 5-10 years, and 11-20 years had serious problems and limitations of operation by overview. While samples having terms in being interrogation officer of more than 21 years had moderate problems and limitations of operation by overview. Testing differences of problems and limitations of operation by overview, all 4 groups had significant differences of problems and limitations of operation by statistics at 0.01 level ($F = 9.888^{**}$, Sig. = 0.000). To know which group had different problems and limitations of operation by overview, a Scheffé test was used and it was found that the groups having more than 21 years had different problems and limitations of operation by overview regarding terms of being interrogation officer from other 3 groups as shown in Table 43.

Hypothesis 5 Interrogation officers with different training encountered different problems and limitations of questioning children.

Form Table 60, both groups of ever been trained and untrained on children had serious problems and limitations of operation by overview. Testing differences, it was found that both groups of ever been trained or untrained on children by overview had no significant differences of problems and limitations of operation by statistics ($t = 1.445$ Sig. = 0.150). Reflecting each dimension, it was found that:-

Competence Knowledge of Operation - Groups of ever been trained on children had serious problems and limitations of operation on competence knowledge of operation. Groups of ever been untrained on children had most serious problems and limitations of operation on competence knowledge of operation. Testing differences, it was found that both groups of ever been trained or untrained on children on competence knowledge of operation had significant differences of problems and limitations of operation by statistics at 0.01 level ($t = -3.965^{**}$, Sig. = 0.000).

Case Management - Groups of ever been trained on children had serious problems and limitations of operation on case management. Groups of ever been

untrained on children had most serious problems and limitations of operation on case management. Testing differences, it was found that both groups of ever been trained or untrained on children on case management had significant differences of problems and limitations of operation by statistics at 0.01 level ($t = -3.689^{**}$, Sig. = 0.000).

Questioning Children as Targeted - Groups of ever having been trained on children had moderate problems and limitations of operation on questioning children as targeted. Groups of ever had been untrained on children had serious problems and limitations of operation on questioning children as targeted. Testing differences, it was found that both groups of ever been trained or untrained on children on questioning children as targeted had significant differences of problems and limitations of operation by statistics at 0.01 level ($t = -2.764^{**}$, Sig. = 0.006).

Coordination - Groups of ever been trained on children had moderate problems and limitations of operation on coordination. Groups of ever been untrained on children had serious problems and limitations of operation on coordination. Testing differences, it was found that both groups of ever been trained or untrained on children on coordination had significant differences of problems and limitations of operation by statistics at 0.05 level ($t = -2.556^{**}$, Sig. = 0.011).

Policy - Groups of ever been trained and untrained on children had serious problems and limitations of operation on policy. Testing differences, it was found that both groups of ever been trained or untrained on children on coordination had significant differences of problems and limitations of operation by statistics at 0.05 level ($t = -2.032^{*}$, Sig. = 0.043).

Coordination and Other Aspects - Groups of ever been trained on children had most serious problems and limitations of operation on coordination and others. Groups of ever been untrained on children had serious problems and limitations of operation on coordination and others. Testing differences, it was found that both groups of ever been trained or untrained on children on coordination had significant differences of problems and limitations of operation by statistics at 0.01 level ($t = 3.649^{**}$, Sig. = 0.001).

6.2 Recommendations from Research

In investigations of PROBLEMS AND OBSTACLES IN PERFORMING OF INVESTIGATING POLICE FOR CHILDREN CRIMINAL CASES ACCORDING TO THE CRIMINAL PROCEDURAL LAW (AMENDMENT), interesting findings leading to recommendations were as follows:

6.2.1 There were by overview serious problems and limitations of operation. It was recommended that there should be meeting and discussions among all government units involved to collaborate and to handle problems.

6.2.2 There were moderate achievements on time and action plan in questioning children caused by coordination with other personnel of other work units. Coordination among government agencies to organize shifts, had any questioning children should have been arisen.

6.2.3 It was found that questioning children seriously affected other routine jobs. There should be scheduling for operations and models had child cases been arisen and they could be resumed without affecting other routine jobs.

6.2.4 It was found that it was moderately meet the objectives of laws. All problems and limitations should be collected for top management to set effective policy and framework.

6.2.5 It was found that expenses and compensations were late and too complicated. Many times officers had to advance by their own pocket money but refunding was so excessively delayed. Improvements on rapid payment were required and consistent when child cases were arisen and finalized.

6.2.6 It was found that officers were seriously boring and disappointed of non-cooperation from personnel from other work units or they had also overloaded routine jobs. Coordination and cooperation from each commander were needed for expeditiousness and effectiveness.

6.2.7 It was found that critically, the policy was ambiguous from the top management. Clear policy was needed for officers for immediately expedition avoiding trial and error.

6.2.8 It was found that comparing trial with other cases, the child case was difficult and complicated since many parties had intricate proceedings. There should be format related to questioning children such as specific document, or place including other format such as special computer program and so on.

6.2.9 Not having manuals made questioning children unlikely. the top management should provide handbooks disseminated to all officers for studies and understanding for expeditiousness.

6.3 Recommendations for Further Studies

6.3.1 There should be investigation on pattern of questioning children as offenders and victims imposed in abroad, what were their approaches and procedures. It would be for the purpose of studies and application of different patterns appropriate to the Thai context. Investigations should also conduct on those problems and limitations to gain best benefits following philosophy and approaches of laws.

6.3.2 Comparative studies should be conducted on problems and limitations of operation in questioning under the Amendment of the Criminal Procedure Code in each region. It would make understanding in general and to collect all problems and limitations of operation at the national level to further improve policy.

6.3.3 A qualitative research should be conducted to study problems and limitations of operation for the interrogation officers to find more details. Processes happened would be data for the entire picture and problems in depth, which would have been useful for further actual action.

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APPENDIX

Questionnaire

PROBLEMS AND OBSTACLES IN PERFORMING OF INVESTIGATING POLICE FOR CHILDREN CRIMINAL CASES ACCORDING TO THE CRIMINAL PROCEDURAL LAW (AMENDMENT)

Part I : Personal Data

Instruction : Please put a check mark ✓ in the () in front of the correct answer.

1) Age

- | | |
|---|--|
| <input type="checkbox"/> lower than 25 years | <input type="checkbox"/> 25 – 35 years |
| <input type="checkbox"/> 36 – 45 years | <input type="checkbox"/> 46 – 55 years |
| <input type="checkbox"/> higher than 55 years | |

2) Education Level

- | | |
|--|--|
| <input type="checkbox"/> bachelor degree | <input type="checkbox"/> master degree |
| <input type="checkbox"/> higher than master degree | |

3) Martial Status

- | | |
|--|--|
| <input type="checkbox"/> single | <input type="checkbox"/> married (no children) |
| <input type="checkbox"/> married (having children) | <input type="checkbox"/> widow / divorced |

4) Time periods as of to be the investigative police

- | | |
|---|---|
| <input type="checkbox"/> lower than 5 years | <input type="checkbox"/> 5 – 10 years |
| <input type="checkbox"/> 11 –20 years | <input type="checkbox"/> higher than 21 years |

5) Training on child affairs / child case

- | |
|--------------------------------|
| <input type="checkbox"/> ever |
| <input type="checkbox"/> never |

Part II : Data on Degree of Problems and Obstacles

Problems and Obstacles	Degree				
	highest	high	moderate	low	lowest
1) Special Area					
2) Materials					
3) Coordination					
4) Time and Transportation					
5) Costs and Remuneration					
6) Policy and Administration					
7) Knowledge and Skills for working					
8) Stress and Morality					
9) Personal Adequacy					
10) Others					

Part III : Opinion of Investigative Police in Performing Child Cases

Problems and Obstacles	Completely Agree	Agree	Not Sure	Disagree	Totally Disagree
A) Competency for Working					
1) You had on adequate knowledge for managing child case.					
2) You were understood on child and juvenile nature.					
3) You had depended on work experiences and special knowledge in completing the child case.					
4) Others necessity knowledge Such as Psychology, Social Sciences must be using in effective child case management.					
B) Case Management					
5) You can completed the child case efficiency.					
6) You can completed child case on time and the designed plan.					
7) The child case management always affected on you routine activities.					

Part III : Opinion of Investigative Police in Performing Child Cases (Conts.)

Problems and Obstacles	Completely Agree	Agree	Not Sure	Disagree	Totally Disagree
<i>C) A complication on Child Case</i>					
8) You had completed child case on the all targets.					
9) You were the key person in completing child case.					
10) Others professional officials can work well in completing child case with you.					
<i>D) Coordination</i>					
11) You can cooperated well with others professional persons for child case.					
12) Sometime there are a little conflicts within the others professional person in completing child case.					
13) You feel frustrated and worried in working with other professional persons for child case.					
14) You always had admired in coordinating for completing child case.					
15) You feel bored and disappointed with incorporating from the others.					

Part III : Opinion of Investigative Police in Performing Child Cases (Conts.)

Problems and Obstacles	Completely Agree	Agree	Not Sure	Disagree	Totally Disagree
<i>E) Policy</i>					
16) One of the problems and obstacles derived from an unclear policy.					
17) Your working unit had good designed for completing child case.					
18) You were satisfied with conditions for working in the current child case.					
19) The policies of other units Also clear-cut for child case.					
20) You can managed the child case effectively.					
21) In comparing with other cases, the child case were more difficult and complex.					

Part III : Opinion of Investigative Police in Performing Child Cases (Conts.)

Problems and Obstacles	Completely Agree	Agree	Not Sure	Disagree	Totally Disagree
<i>F) Other Aspects</i>					
22) The main problem always were the emergency contacting with the other professional officials.					
23) The child case always annoyed your other criminal cases.					
24) Other professional officials often inadequate the necessity skills for child case.					
25) The payment of costs and remuneration always late and more difficult.					
26) The present child case management still remain unmet needs the law.					
27) The lack of essential manual for child case had difficult to finish child case easily.					
28) The limitation of time in child case made uncompleted in accomplishing on the right process.					

Part IV : Opened-end Questions

- 1) Describe the problems and obstacles which you are facing (causes, factors, trends and suggestions)**

[illegible]

- ## 2) Other comments and suggestions

[illegible]

BIOGRAPHY

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