

13 DEC 2000



**NEEDS AFTER RELEASE OF THE JUVENILE DELINQUENCY
CONCERNING NARCOTICS DRUGS: A SPECIFIC STUDY
OF THE JUVENILES IN UBEKHA TRAINING SCHOOL**

KEMIGAR VAJEESAARD

**A THESIS SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS
(CRIMINOLOGY AND CRIMINAL JUSTICE)
FACULTY OF GRADUATE STUDIES
MAHIDOL UNIVERSITY**

2000

ISBN-974-664-705-9

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was submitted to Faculty of Graduate Studies, Mahidol University
for the degree of Master of Arts (Criminology and Criminal Justice)

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ACKNOWLEDGEMENT

The author wished to express her sincere gratitude and deep appreciation to Assistant Professor Asawin Watanavibool for his guidance, invaluable advice, supervision and encouragement throughout. He was equally grateful to Assistant Professor Sombat Suppatchai and Miss Orapan Laohattapongpuri for their constructive comments and encouragement as co-advisors.

The author wished to thank Police Lieutenant Colonel Dr. Nathathorn Prousunthorn for his helpful guidance and support as one of the thesis defense examination committee.

The author also wished to thank Miss Pushita Nilsin for her kindness in succeeding this thesis..

The author wished to thank the staff of the Criminology and Criminal Justice Master of Arts Programme for letting her to study in the programme until success.

Finally, the author wished to express her deep appreciation to his parents who brought her up and offered financial support until her success.

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KEY WORDS : DELINQUENCY / NARCOTICS / POST-RELEASE / NEED.

KEMIGAR VAJEESAARD : NEEDS AFTER RELEASE OF THE JUVENILE
DELINQUENCY CONCERNING NARCOTICS DRUGS : A SPECIFIC STUDY OF
THE JUVENILES IN UBEKHA TRAINING SCHOOL. THESIS ADVISORS:
ASAWIN WATANAVIDOOL, M.A., SOMBAT SUPPATCHAI, M.A., ORAPAN
LAOHATHAPONGBHURI, M.A. 71 p. ISBN 974-664-705-9.

The objectives of the study are to examine the needs and the factors affecting the needs after release of the juvenile delinquents sentenced by the court concerning narcotic drugs. The subjects are 296 juveniles in the Annex of Training School (Ubekha Home) of the Central Observation and Protection Center, Central Juvenile and Family Court. The data were collected through questionnaires. The results of the study are summarized as follows :

1. The juveniles have a high level of needs in further education, finding an occupation, acceptance of family and friends, acceptance of society and changing of living environment after release.
2. The juveniles have a very high level of needs in being good citizens of society and finding love and understanding from the members of their families.
3. The juveniles need to detach themselves from old friends who once committed crimes together and need friends who have never committed crimes to associate with.
4. The juveniles with a higher education level have higher needs after release than the ones with lower education.
5. The juveniles who had an occupation before being arrested and trained have higher needs than the ones without occupation.

The author recommends that there should be agencies for changing the labeling attitudes of the society toward the ones who once commit crimes and give opportunity to the juveniles to improve themselves to be good members of the society. Moreover, there should be education opportunities for the juveniles because it was found in the study that education and occupation are factors to prevent the juveniles from involvement with narcotics drugs especially amphetamines.

4137478 SHCJ/M : สาขาวิชา : อาชญาวិทยาและงานยุติธรรม

ศค.ม. (อาชญาวิทยา และงานยุติธรรม)

เขมิกา วชิระอาด : ความคาดหวังในอนาคตภายหลังการปลดปล่อย : ศึกษาเฉพาะกรณีเด็กและเยาวชนสถานพินิจและคุ้มครองเด็กบ้านอุเบกขา. (NEEDS AFTER RELEASE OF THE JUVENILE DELINQUENCY CONCERNING NARCOTICS DRUGS : A SPECIFIC STUDY OF THE JUVENILES IN UBEKHA TRAINING SCHOOL). คณะกรรมการควบคุมวิทยานิพนธ์ : อัครวิน วัฒนวิบูลย์, ศค.ม., สมบัติ สุพพัตชัย, ศค.ม. อรพรรณ เล้าหัดถพงษ์ภูริ, ศค.ม., 71 หน้า ISBN 974-664-705-9.

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาความต้องการภายหลังการปลดปล่อยของเยาวชนที่ถูกพิพากษาให้ฝึกอบรม เนื่องจากการกระทำผิดเกี่ยวกับยาเสพติด และปัจจัยที่มีผลต่อความต้องการ กลุ่มตัวอย่างเป็นเยาวชนที่ฝึกอบรมในสถานกักกันและอบรมบ้านอุเบกขาของสถานพินิจและคุ้มครองเด็กกลาง ศาลเยาวชนและครอบครัวกลาง จำนวน 296 คน ใช้วิธีการเก็บข้อมูลโดยแบบสอบถาม ได้ผลการวิจัยสรุปได้ดังนี้

1. กลุ่มตัวอย่างมีความต้องการภายหลังการปลดปล่อยสูงในด้านการศึกษาต่อการมีอาชีพ การยอมรับของครอบครัวและเพื่อน การยอมรับของสังคม และการเปลี่ยนสิ่งแวดล้อมที่อยู่อาศัย
2. กลุ่มตัวอย่างมีความต้องการสูงมากในด้านการยอมรับของสมาชิกในครอบครัวและการเป็นพลเมืองดีของสังคมหลังการปลดปล่อย
3. กลุ่มตัวอย่างมีความต้องการแยกจากกลุ่มเพื่อนที่เคยกระทำผิดร่วมกันมาก่อน และให้กลุ่มเพื่อนที่ไม่เคยกระทำผิดให้การยอมรับ
4. กลุ่มตัวอย่างที่มีการศึกษาสูงกว่า มีความต้องการภายหลังการปลดปล่อยสูงกว่าผู้ที่มีการศึกษาดำกว่า
5. กลุ่มตัวอย่างที่เคยมีอาชีพก่อนฝึกอบรมมีความต้องการภายหลังการปลดปล่อยมากกว่าผู้ที่ไม่เคยมีอาชีพมาก่อน

ผู้วิจัยเสนอแนะให้จัดตั้งองค์กร เพื่อคุ้มครองคนคิดการตราบหาผู้กระทำผิดจากสังคม และหาโอกาสให้ผู้กระทำผิดกลับตัวเป็นพลเมืองดี นอกจากนั้นยังควรมีการส่งเสริมการศึกษา เนื่องจากพบว่า ระดับการศึกษาที่สูงและการมีอาชีพ เป็นปัจจัยที่ป้องกันการกระทำผิดของเด็กและเยาวชนเกี่ยวกับยาเสพติดได้

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CHAPTER I

INTRODUCTION

1.1. Nature and significance of the problems

At present, the problems of the distribution of the narcotics drugs is affecting and destroying the Thai society. The problems of crimes, economics, society and politics are increasing and getting higher severity. The problems of drug addicts are extending the age of the juveniles in lower ages. The distribution of drugs in condense communities and schools with variation of types results in the risk of youths in drug addiction. From the statistics of the Drug Enforcement Agency of Thailand during the years B.E. 2538-2540 it is found that the number of the drug treatment patients aged higher than 25 years old are decreasing and the patients aged below 15 years old are increasing. The ages of the drug addict beginners are also decreasing. The past 44 years from B.E. 2495 to B.E. 2537, the theft cases are the highest, but in the past 3 years the drug addict cases tend to be the highest. In the year B.E. the cases of the juvenile delinquency in the central and regional training schools are as shown:

Rank #1 Narcotics drug law violation 26.72%

Rank #2 Theft 20.80%

Rank #3 Inhalant violation 15.48%

The narcotics drug addiction is the severe and chronic problem that results in the destruction of Thai society in economic, social, cultural and personal aspects to the addicts themselves and lead to other crime commitments that affect the orders of the whole society and safety in life and property of the people and finally destroys the security of the nation. (Police Drug Enforcement Bureau, B.E.2535:1)

The distribution of narcotics drug especially the amphetamine group drugs and its derivatives affects both the bodily and mental status of the intakers including the persons surrounded them. The distribution of the amphetamine is vastly to various professions from the truck-drivers to the ones who work in the massage business, night clubs, bars, factory labors, agricultural men, atheletes including the ones who want to lose weight. Amphetamine becomes value in juveniles that the drug stimulates physically while the control of body is losing, the use of amphetamine for long time results in problem of mental health and hallucination of the drug users.

However, the problem of the juveniles concerning the narcotics drug is a major problem and affects the future of the juveniles themselves in cluding the future of the whole nation. The juveniles who violate the law concerning narcotics drug are arrested and sentenced to the training schools of the Juvenile and Family Courts for rehabilitation including vocational training for they can get back to society for normal life. The juveniles have to adapt themselves according to the society after releases. The aim of this study points at the needs of the juveniles after releases for they can live in the society for prevention of the recidivism.

1.2. Objectives of the study

1.2.1. To find the needs after release of the juveniles .

1.2.2. To find the factors affecting the needs after release of the juveniles.

1.3. Scope of the study

The study is directed to study the needs after release of juveniles who are sentenced for the guilty of narcotics drug law violation and are trained in the Annex of Training School (Baan Ubekha) of the Central Juveniles and Family Court.

1.4. Definitions of Terms

Child means the person whose age is during more than 7 to no more than 14 years old according to the Juvenile and Family Court Act B.E.2490.

Juvenile means the person whose age is during more than 14 to no more than 18 years old according to the Juvenile and Family Court Act B.E.2490.

Juvenile Delinquents mean Juveniles who act as the Criminal Code and other Acts state that the performances are guilty including the Decrees and the procedures are according to the Juvenile Court Procedural Act B.E.2494.

Needs after release mean the needs of the juveniles who are being trained in the Annex of Training Schools of the Central Juvenile Court consist of educational, occupational, familial, personal, peer, and environmental aspects of needs.

1.5. Variables of the study

1.5.1. **Independent variables** consist of 3 sets of variables as follows:

1.5.1.1. **Personal Backgrounds** consist of age, order in sibling, number of sibling, place of birth, education of juvenile, education of father, education of mother, occupation of father, occupation of mother, living status of parents and occupation of the juvenile.

1.5.1.2. **Environmental Backgrounds** consist of familial relationship, familial affection, living surroundings, expression of dissatisfaction, familial raring, entertaining place, activity in spare time and behavior of closed peers.

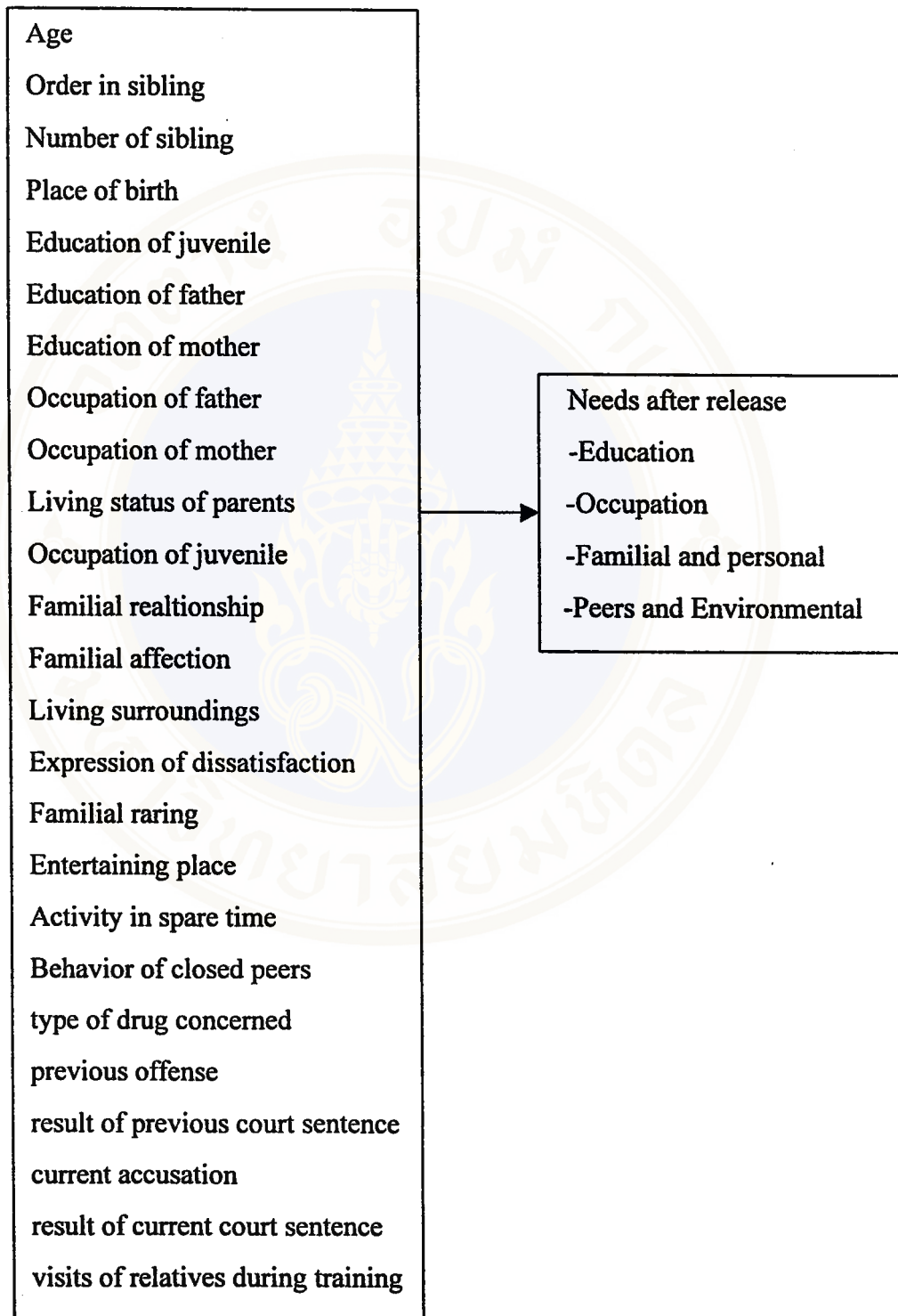
1.5.1.3. **Offensive Backgrounds** consist of type of drug involved, previous offense, result of previous court sentence, current accusation, result of current court sentence and visits of relatives during training.

1.5.2. **Dependent Variables** consist of the needs after release in Educational, Occupational, Familial and personal, Peer and Environmental aspects.

1.6. Variables and level of measurements

Variable	Level of Measurement
Age	Interval
Order in sibling	Ordinal
Number of sibling	Interval
Place of birth	Nominal
Education of juvenile	Nominal
Education of father	Nominal
Education of mother	Nominal
Occupation of father	Nominal
Occupation of mother	Nominal
Living status of parents	Nominal
Occupation of juvenile	Nominal
Familial relationship	Nominal
Familial affection	Nominal
Living surroundings	Nominal
Expression of dissatisfaction	Nominal
Familial raring	Nominal
Entertaining place	Nominal
Activity in spare time	Nominal
Behavior of closed peers	Nominal
type of drug concerned	Nominal
previous offense	Nominal
result of previous court sentence	Nominal, Interval
current accusation	Nominal
result of current court sentence	Nominal, Interval
visits of relatives during training	Nominal
Needs after release	Interval

1.7. Conceptual Framework



1.8. Hypotheses of the study

1.8.1. The juveniles with different personal backgrounds have different needs after release.

1.8.2. The juveniles with different environmental backgrounds have different needs after release.

1.8.3. The juveniles with different offensive backgrounds have different needs after release.

1.9. Benefits of the study

1.9.1. Know the needs of the juveniles after release from the training schools.

1.9.2. To use the findings as the guidelines for prevention of the juveniles in recidivism.

1.9.3. To be used in further study.

CHAPTER II

LITERATURE REVIEW

2.1. Concepts of Juvenile Delinquencies

2.1.1. Significance of Youths

Teenagers are persons who are in between of children and adults. The average of age is between 13 to 20 or 24 years old. They are always having problems in relationship with children and teenagers themselves.

“Teenagers” mean ages that enter the complete sexual maturation of adulthood and ready to give offsprings. It is the period of anormous physical changes and the turning point of life. Several sexually relevant endocrine glands create sex hormone for completeness of sexual organs. It is the period of puberty. The males and females enter puberty unequally in timing with different growth rates. The ones with higher growth rate enter teenaging more rapidly. Generally, the males enter teenagers more slowly than the females in average time of 2 years. When the secondary sex characteristics occur, females have changes in physical sizes and shapes and begin to have first menstruation. The males have changes in charaters of sex organ, appearance of pubic hair, lower tones and ejaculation. From puberty, the growth rate is slower. The rapidity of physical changes in teenagers results in problem of physical and emotional adjustment including social adjustments.

The changes of endocrine glands in teenagers result in variation of emotional adjustments. The teenagers have strong emotion like anger, anxiety and fear. They are anxious about the physical changing and social acceptance of peer groups. The teenage persons dislike control and generally have conflict with parents for they are always acting as adults especially autonomy and most of all the accetance of the others, They are always concerning about the physical appearances and changes.

Among the continuous development in several aspects from infantile, early childhood, middle childhood, late childhood and puberty, the most important period is the late childhood. If the rearing in the childhood is good, the entering of adolescence will have less problems, the appropriate performance of the adults to the adolescence will result in healthy adulthood of the teenagers. Unless the appropriate attitudes of the adults toward the teenagers, the problems in adjustment of the adolescence will occur. (Sucha Chan-em, B.E.2527: 73-74).

Moreover, the difference of changing from childhood to adulthood that contains a lot of changes both physical and psychological makes adolescence be the age of specific characteristics from any other ages that:

- a. The growing up of the body: in this age there are spurt changes of size and weight makes them be active, strong, shapefull, need to work, joyful and need of food for the physical growth. Adolescence is the most perfect age and least illness.
- b. The growth of mental and brain makes adolescence be ambitious to know and explore new things results in probability to commit misconduct.
- c. As being in the school age, the teenagers are ambitious to learn to help the society.
- d. Adolescents are able to have responsibility on their families and their own affairs.
- e. The teenagers are lack of experience, sometimes they use affect more than reason, so they may be led to behave misconduct easily.

2.1.2. Adolescence Development

The development of adolescence may be concluded as follows: (Sucha Chan-em B.E.2527: 74)

- a. The need to have relationship with the ones at the same age both the same and different sexes.
- b. They are able to behave appropriately according to their sex and learn the adult sex roles both man and woman for their own sex roles.

c. They have ability of emotional control followed by the need of independence. They do not need the adult to take care of them as in childhood and they are able to help themselves.

d. They have occupational preparation appropriately according to their intelligence, ability and aptitude.

e. They are preparing to be good citizen through knowledge and condition concerning the duties of good citizen.

f. The understanding of values and decisions, they will know what to select for their values of the way of life.

g. They have ability to be responsible for their own expense and they can be preparing for marriage and family life.

The middle and late childhoods are very important specifically the late childhood period that is the pass way to adolescence. The settlement of the foundation of life in this period including the child rearing of the parents is important to the life of a child because parents are the closest persons in one's life. The socialization and surroundings are also influencing the child's personality. Unless the foundation is suitably established or the socialization is appropriately given to a child, the child will become the problem maker in the society.

Youth is transitional period that is the most important in life at the early and middle adolescence periods for they are connection periods of childhood and adulthood. The ones in this period must face with a lot of problems. It is the age of mental and intellectual changes with independence, self-supporting, challenging and the search for identity needs. The adults have to help the children to pass this period effectively for they will become valuable people for the society.

The physical changes of the child makes the confusion in life whether they are children or adults that is resulted from the changes as follows:

a. In male adolescence, a child is changing from a boy to become a man. He will get higher with widened shoulder, the building of muscles, the lower tone of voice. The sweat glands begin to function, the pimple on the face, the beard and whisker including the pubic hair rise. There are physical and emotional changes concerning sex characteristics. There will be erection of penis, ejaculation of semen. They are able to

have reproduction and have children since the age of 12 – 14 years old depending on the climate and physical environment.

b. In female adolescence, the changes from a girl to a woman occur. The extension of breast and pelvis appears. The skin begins to be oily, the voice tone becomes higher, the sweat glands begin to function and the pimple occurs. There are body hair and pubic hair. The reproductive organs begin to function. There becomes menstruation and the function of mammary glands. It is the period of fertile physical change. The girl will be able to give offspring at the age of 11 to 13 years old depending on the climate and social environment. (Sucha Chan-em, B.E.2527:109-110)

2.2. Human Basic Needs

Maslow states that man is not able to develop to complete human being unless the basic needs are responded completely by which the lower needs must be responded, then he may develop the higher needs. He also states that there are at least 5 basic needs that are needed by human from lowest to highest as follows:

- a. Physiological or biological needs such as foods, water and air that are needed for life.
- b. Safety and security needs.
- c. Love and belongingness needs.
- d. Esteem and self-esteem needs.
- e. Self-Actualization needs.

Thomas states the social drives as 4 needs as:

- a. The needs for security.
- b. The needs for recognition from the others.
- c. The needs for response from the others.
- d. The needs for new experience.

The Needs of adolescence

The needs of adolescence are similar to the needs of adults that are

a. The needs for love. Love brings happiness for human. The sufficient amount of love the child gains from the parents will help the complete emotional development of the child. The child who is deprived of love is always being a problem child for example the child in the orphan house is always mistrusted to the world surrounding him and lacks belief in love of the others.

b. The needs for security. If the child has sufficient food and dress including living with parents happily, the child will become mentally secured.

c. The needs for recognition from adults. The adults should not ignore the needs of the child, they should let the child to participate and to be responsible in some activities. The recognition will help the child to be self-supporting and identify himself.

d. The needs for advice. The adults should give warning to the child when he has misbehaved and give rewards when he behaves well. The advices may be both direct, such as warning and indirect, such as being a model for the child.

e. The needs for independence. This need begins from the childhood especially in the period of middle childhood. The need is getting stronger as a child grows up. The parents should help the child to use this need in the way of appropriation.

f. The needs for reputation. The child needs to be well-known, esteem, being a member of group and dissatisfaction of being a child. When he is treated as a child he may react as aggression, violence and physical harm. The need for reputation for the boy may be manifested as smoking and drinking alcohol and for the girl may be manifested as dressing like an adult woman.

g. The needs for sexual interests. The child is curious to know about sex from his early years of life such as interest in sex organs, reproduction through questions about his family and siblings. The avoidance of answer concerning sex may drive the child to find the knowledge concerning sex. As he grows up, the child is increased in curiosity to know about sex.

h. The social needs. The child needs the friends of the same age and older to recognize him. He needs care from friends. Some child may act as led by friends to get acceptance and this may lead to conducts that violate the social orders.

2.3. Juvenile Delinquency Theories

2.3.1. Stigma and Labelling theory and reference group

The theory is developed from the concept of Frank Lemart (1951), Becker (1963) and Turk (1969). They present the idea that the persons in the society who are developed to be criminals begin first with petty violation and are blamed from the society (labelling them to be criminals) or from the criminal justice system. It is the psychological aspect that when one is labelled from the society, a stigma is stamped that he is not a member of the society and is rejected. That will result in coalition of the labelled ones who have similar stigma and form a set of deviant behaviors. Such behaviors are deviations of the society and that they begin to reject the social norms in the old society and form secondary deviance and reference group. In this case, it can be occurred to the innocent ones and when they are stigmatized they may turn to real criminals. The causes may be considered as follows:

The ones labelled by the society, most of them conduct undesired behaviors. The way of which ones may be labelled by the society depends on belief, values of the society including the social norms. Labelling may be relevant to the feeling that they are guilty (whether anyones know or not i.e. sexual deviation) and it may be the symbolic stigma or public stigma. The persons become criminals at first through petty violation and through labelling process of the criminal justice process. The following is the 6 steps of labelling process.

- a. No act is actual crime, it becomes crime because the law states that the act is crime.
- b. The definition of criminal is stated by interest of the authority group including the police.
- c. A man is not criminal by violation of law, he is labelled by the authorities and gien this status to him.
- d. Only a small number of people are arrested because of law violation, there are a large number of people who violate the law with equal offense but are not arrested i.e. the ones concerning illicit gambling (relevant to influence and authority groups).

e. The criminal justice system is based on stereotype concepts in labelling one to be a willful wrong doer and he is villain that must be punished.

f. Once one is labelled to be criminal, it is difficult to erase the stigma and to bring himself back to the reliable status in the society.

The disadvantage of the labelling theory is that definition of society concerning crime and deviation makes someones be criminals and someones be deviants. Becker (1963) states that deviation is not quality of the act but is the result of the practice of rules and punishment, so, one will be deviant when he is labelled to be deviant.

2.3.2. Differential Association Theory

Edwin H. Sutherland uses the concept of social learning to explain the occurrence of deviant behaviors, in another word, he tries to explain that how the social environment affects the member of the society. Sutherland leads his concept to 2 goals of important explanation as: (Thio, 1988: 35)

a. The need to explain the reason of different crime rates in different demographic groups, the higher crime rate in urban society over rural society, the higher crime rate in males over females, the higher crime rates in colored people over the white and the higher crime rate in the poor area in the city over other areas. And to understand the crime rate, Sutherland presents the concept of Differential Social Organization. By this concept, he refers the fact that the society comprises of different groups of people that some groups have some criminalistic tradition while some groups have anticriminalistic tradition, that the former has higher crime commitment compared to the latter.

b. The need to explain the individual criminality that how one gets to be criminal while the other does not. He investigates the cause of such phenomena so called 'Differential Association'. The concept of differential association is obviously observed and completely developed more than the differential social organization. The concept is well known as "Differential Association Theory".

The Sutherland's Differential Association Theory emphasizes that deviant behaviors are resulted from learning through interaction to the persons with such behaviors and depends on the duration and frequency of association, in another word, they way one will learn or adopt any behavior depends on that he selects to or has opportunity to receive which model of behavior more than other. The main ideas of the Differential Association Theory are as follows:

- a. Deviant behavior is resulted from learning, it is not genetically.
- b. Deviant behavior is learning under the interaction to persons under the communication process.
- c. The principle of learning to deviate from rules occurs within the group with closed relationship.
- d. In the learning process, it is the learning of 2 different parts; the learning of techniques and the learning of drive, motivation, reasoning and specific direction of attitude.
- e. The direction of drive is the result of learning that it is desirable or undesirable.
- f. A person becomes deviant because he conforms the proviolation of rules more than the antiviolation of rules.
- g. The differential association is different in frequency, duration, priority and understanding of association with the persons of proviolation of rules.
- h. The learning process of deviation concerns with the mechanism similar to the learning of other circumstances.
- i. The deviant behavior is the expression of needs or values, contrarily, it cannot be said that the needs or values are the causes of deviant behavior.

The presentation of this Differential Association Theory can be summarized that deviant behaviors are products of social learning through interaction process within primary groups such as family and peer groups.

2.3.3. Control Theory

The concept of this theory considers the deviant behavior differently from the Differential Association Theory that instead of considering the reason of deviation, the theory considers the inhibition of deviation (Krohn and Massey, 1980:529). The theory considers that in frequent occasions the violation of rules or norms bring about benefits or satisfaction to the violators and this causes most people to violate. So, the study of motivation is not needed, it should be studied that what the inhibitors of the deviation of major proportion of people are. (Liska and Reed, 1985:547)

The theory states that 'generally, man has deviant behavior unless something comes to inhibit', it means that, on this theory's point of view, deviation is normal, man has tendency to violate the social norm, so, the society has to control.

Herschi (1969: 10-11) states that this theory explains that the conformity of man to the norms, values and rules inspite that the violation brings him happiness because he has been chained to the society. The adoption of the norms of the society makes him be able to live in the society. Contrarily, while the social chain or adoption of social pattern gets weaker, man has freedom to deviate although it is not generality. The chain that Herschi states consists of various different patterns as:

a. Attachment to significant figure. Herschi gives the meaning of attachment as relationship or awareness of others' benefit or the whole society more then his own benefit. The significance of attachment is the involvement of social norms. The feeling of attachment includes the moral and ethical aspects. This feeling holds a person from violation and this aspect of attachment is the most important factor of social attachment. (Matsueda, 1982: 490)

b. Commitment of acceptable social behavior. The commitment concerns the that a person donate his time and urge for the social activity according to the social pattern. The control theory believes that once a person gives his potential to establish his success and esteem, he will hardly commit an offense or violate the law. Contrarily, once an individual refuses to commit an acceptable behavior of the society, there will be tendency of violation of the social rule. (Phasomsri Piamsomboon, B.E. 2532: 61) Commitment is the way of weighting the advantage and disadvantage or risk

before he commits himself to anything. The prohibition of violation is a result of consideration about the loss of previous social investment.

c. Involvement in social activities. This is the donation of one's energy and time on some activity. If one concerns only doing good things, he will never even think of violation. Sutherland also agrees that conformity takes all the time of one person, eventually it is the prevention of association or relation of the offense.

d. Belief in social norms. Belief, as viewed by Herschi, is the moral belief of the social orders. (Thio, 19988:46) People believe in the equal rightedness of the rules and the chain of the members to conform. The Control theory ignores the idea of delinquency subculture. Offense is not the result of the belief of need to offend, on the other hand, it has the trend of offense unless the prohibition exists. It can be said that, the less a person has faith to the social norms the more he will violate the norms or offend.

2.3.4. Deterrence Theory

This theory has an assumption of that man is born on the base of reason weighting of the advantage and disadvantage of violation of the rules. It means that if one finds that the advantage is less than disadvantage, he will omit the action of violation under the thought of deterrence theory. The disadvantage one will receive is the punishment of the law. The social control thought emphasizes the punishment as a major tool to prohibit the violation.

Cesare Beccaria and Jeremy Bentham

Beccaria disagrees with the crucial and cruel punishment. He mentions that the punishment should be managed to prohibit the offense. He presents in 'Crime and Punishment' in 1764 that the aim of punishment should be for prohibition not revenge, or to threaten the public that if any offense is done, the one who does this must be arrested and punished.

Beccaria mentions that the punishment should be suitable for offense and situation. Especially the punishment should be concerned with the loss of community and severity of the offense. Beccaria also emphasizes at the certainty of punishment that the one who commits crime must be arrested and punished, then the prohibition

will be succeeded. The severe punishment without certainty results in hope of opportunity of withdrawal of arrest and punishment. When compare with an optimal punishment with certainty, the latter should succeed in prohibition of the offense.

The idea of Bentham as presented in 'Fragment on Government' (1776) and 'An Introduction of Principles of Moral and Registration' (1789), he suggests that the action of human as motivated in principles of benefit. Bentham concerns with the principle of punishment estimation to the prevention and recovery of the loss of offense as follows:

- a. The degree of punishment must be stronger than the reinforcement of offense or the value paid for the offense must not be less than the gain from the commitment.
- b. Increasing the punishment to substitute the certainty and closeness of punishment. The offense brings gain to the offender with certainty and closeness more than the punishment that follows.
- c. Bring the previous offenses that are not detected in the accumulation to ensure that the cost of pay for punishment is larger than the gain.
- d. Increasing the punishment for the cases of habitual offenses.

The principles of deterrence theory can be summarized as follows.

- a. Severity of punishment.
- b. Certainty of punishment.
- c. Swiftiness of punishment.

CHAPTER III

METHODOLOGY

3.1. Population and Samples

In this study, the population and samples are the juveniles who are being trained in the Annex of Training School of the Central Observation and Protection Center, Central Juvenile and Family Court. The juveniles are sentenced of the offenses concerning Narcotics Drug Act violation. The total samples are 296 male juveniles in the training school.

3.2. Instrument of the Study

The instrument used for collection of the data in this study was questionnaire, by these steps.

3.2.1 Questionnaire development process by review of literature for the variables, measurement and construct questionnaire.

3.2.2 Questionnaire consisted of the sections as follows:

3.2.2.1. The first section is the **Personal Backgrounds** that consist of age, order in sibling, number of sibling, place of birth, education of juvenile, education of father, education of mother, occupation of father, occupation of mother, living status of parents and occupation of the juvenile.

3.2.2.2. The second section is the **Environmental Backgrounds** that consist of familial relationship, familial affection, living surroundings, expression of dissatisfaction, familial raring, entertainining place, activity in spare time, and behavior of closed peers.

3.2.2.3. The third section is the **Offensive Backgrounds** that consist of type of drug involved, previous offense, result of previous court sentence, current accusation, result of current court sentence and visits of relatives during training.

3.2.2.4. The fourth section is the **Needs after release** that consist of the needs after release in Educational, Occupational, Familial and personal, Peer and Environmental aspects.

3.2.3. Take the questionnaire for a tryout after the improvement and correction done according to the expert's recommendation.

3.2.4. Analyze the returned tryout questionnaires for the reliability by use with 50 similar juveniles trained in the other training school.

3.2.5 Bring the data to find out coefficient alpha. The accepted alpha coefficient was .80.

3.2.6 Rewriting of the data from coefficient alpha analysis. Recheck again and collect data.

3.3. Data management

3.3.1. Check for the completeness of the questionnaires returned.

3.3.2. Scoring of the data

For the data of needs after release, the following scoring is taken

For the questions of positive aspect

Strongly disagree = 1 point

Disagree = 2 points

Uncertain = 3 points

Agree = 4 points

Strongly agree = 5 points

For the questions of negetive aspect

Strongly disagree = 5 point

Disagree = 4 points

Uncertain = 3 points

Agree = 2 points

Strongly agree = 1 points

and the criteria of means of needs are

1.00 – 1.80 = very low

1.81 – 2.60 = low

2.61 – 3.40 = moderate

3.41 – 4.20 = high

4.21 – 5.00 = very high

3.4 Analysis of Data

1. Coding of the questionnaires and saved in computer.
2. Analyzed the codes of questionnaire through the Statistical Package for the Social Sciences (SPSS Pc+)
3. Analyzed basic data and analyzed statistics.

3.5 Statistics Used

1. Percentage
2. Means
3. Standard Deviation
4. Analysis of Variance and Multiple Classification Analysis.

CHAPTER IV

RESULTS

In this study, the results of the study are presented in 8 sections as follows.

- 4.1. The personal backgrounds of the subjects.
- 4.2. The environmental backgrounds of the subjects.
- 4.3. The offensive backgrounds of the subjects.
- 4.4. The needs after release in educational aspect.
- 4.5. The needs after release in occupational aspect.
- 4.6. The needs after release in familial and personal aspect.
- 4.7. The needs after release in peer and environmental aspect.
- 4.8. Hypothesis testing.

4.1. The personal backgrounds of the subjects. (Table 1)

4.1.1. The subjects are aged not more than 18 years old for 87.2% and over 18 years old for 12.8%.

4.1.2. The subjects are eldest sibling for 39.2% and other order for 60.8%.

4.1.3. The subjects have 1-2 sibling for 45.6%, 3-4 sibling for 39.2% and more than 4 sibling for 15.2%.

4.1.4. The subjects were born in Bangkok for 48.6%, in the central region for 37.5%, in the northern region for 4.7%, in the northeastern region for 6.1% and in the southern region for 3.0%.

4.1.5. The subjects have no education for 4.7%, primary school for 42.2%, secondary school for 42.2%, vocational school for 9.1% and other education for 1.7%.

4.1.6. Education of the fathers of the subjects is none for 6.8%, primary school for 67.9%, early secondary school for 11.8%, higher secondary school for 7.4% and above secondary school for 6.1%.

4.1.7. Education of the mothers of the subjects is none for 14.2%, primary school for 64.2%, early secondary school for 10.8%, higher secondary school for 7.4% and above secondary school for 3.4%.

4.1.8. Occupation of the fathers of the subjects is wage earner for 45.9%, agriculture for 4.7%, private company employee for 8.1% commerce for 15.5%, public servant for 6.4%, public enterprise for 3.7%, unemployed for 2.4% and other for 13.2%.

4.1.9. Occupation of the mothers of the subjects is wage earner for 37.2%, agriculture for 7.1, private company employee for 6.1% commerce for 24.0%, public servant for 2.4%, public enterprise for 0.7%, unemployed for 7.8% and other for 14.9%.

4.1.10. The subjects have parents live together for 43.9%, separated for 25.7, divorced for 12.2%, one parent is dead for 15.9% and both parents are dead for 2.4%.

4.1.11. The subjects had occupation before sentenced to training for 44.3% and did not have occupation for 55.7%.

Table 1. Numbers and percentages of subjects as classified by personal backgrounds.

	Number 296	Percentage (100.0)
1.1. Age		
18 years old and Below	258	87.2
Above 18 years old	38	12.8
1.2. Order in sibling		
Eldest	116	39.2
Other	180	60.8
1.3. Number of sibling		
1 – 2	135	45.6
3 – 4	116	39.2
more than 4	45	15.2
1.4. Place of birth		
Bangkok	144	48.6
Central region	111	37.5
Northern region	14	4.7
Northeastern region	18	6.1
Southern region	9	3.0
1.5. Education		
None	14	4.7
Primary school	125	42.2
Secondary school	125	42.2
Vocational school	27	9.1
Other	5	1.7

1.6. Education of father

None	20	6.8
Primary school	201	67.9
Early secondary school	35	11.8
Higer secondary school	22	7.4
Above secondary school	18	6.1

1.7. Education of mother

None	42	14.2
Primary school	190	64.2
Early secondary school	32	10.8
Higer secondary school	22	7.4
Above secondary school	10	3.4

1.8. Occupation of father

Wage earner	136	45.9
Agriculture	14	4.7
Privte company employee	24	8.1
Commerce	46	15.5
Public servant	19	6.4
Public enterprise	11	3.7
Unemployed	7	2.4
Other	39	13.2

1.9. Occupation of mother

Wage earner	110	37.2
Agriculture	21	7.1
Private company employee	18	6.1
Commerce	71	24.0
Public servant	7	2.4
Public enterprise	2	0.7
Unemployed	23	7.8
Other	44	14.9

1.10. Living status of parents

Together	130	43.9
Separated	76	25.7
Divorced	36	12.2
Father or mother is dead	47	15.9
Both parents are dead	7	2.4

1.11. Occupation prior to training

Yes	131	44.3
No	165	55.7

4.2. The environmental backgrounds of the subjects. (Table 2)

4.2.1. The familial relationship of the subjects is quarrelling for 12.8%, isolation for 18.6%, close relationship for 59.8% and miscellaneous for 8.8%.

4.2.2. The familial affection of the subjects is little for 10.5%, moderate for 59.5%, much for 26.7% and none for 3.3%.

4.2.3. The subjects live in condense area for 18.2%, in urban area for 49.3%, in suburb area for 16.9%, in rural area for 10.1% and homeless for 5.4%.

4.2.4. The expression of dissatisfaction of the subjects is disassertion for 47.6%, withdrawal for 27.4%, destroying for 5.7%, drug using for 9.5%, hurting others for 0.7%, hurting self for 0.3% and other expression for 8.8%.

4.2.5. The familial raring of the subjects is neglected for 11.1%, taking care for 37.8% occasionally strictly for 36.1%, frequently strictly for 7.8% and other for 7.1%.

4.2.6. The entertaining plce of the subjects is seaside for 14.5%, forest for 32.1%, disco theque for 14.5%, shopping center for 25.3% and other for 13.5%

4.2.7. The activity of spare time of the subjects is reading for 3.7%, listening to radio for 30.4%, watching television for 8.8%, talking in peer group for 13.9%, gardening for 1.0%, playing games for 7.4%, drug taking for 10.8% and other for 24.0%.

4.2.8. The behavior of closed peers of the subjects is night wndering for 37.2%, drinking or gambling for 6.4%, quarrelsome for 4.7%, lazy for 1.7%, drug taking for 17.6%, diligent for 8.1%, good habit for 4.7% and other for 19.6%.

Table 2 Numbers and percentage of the subjects as classified by environmental backgrounds.

	Number 296	Percentage (100.0)
2.1. Familial relationship		
Quarrelling	38	12.8
Isolation	55	18.6
Close relationship	177	59.8
Miscellaneous	26	8.8
2.2. Familial affection		
Little	31	10.5
Moderate	176	59.5
Much	79	26.7
None	10	3.3
2.3. Living surroundings		
Condense area	54	18.2
Urban	146	49.3
Suburb	50	16.9
Rural	30	10.1
Homeless	16	5.4
2.4. Expression of dissatisfaction		
Disassertion	141	47.6
Withdrawal	81	27.4
Destroying	17	5.7
Drug using	28	9.5
Hurting others	2	0.7
Hurting self or attempt suicide	1	0.3
other	26	8.8

2.5. Familial raring

Neglected	33	11.1
Taking care	112	37.8
Occasionally strictly	107	36.1
Frequently strictly	23	7.8
other	21	7.1

2.6. Entertaining place

Seaside	43	14.5
Forest	95	32.1
Disco theque	43	14.5
Shopping center	75	25.3
other	40	13.5

2.7. Activity of spare time

Reading	11	3.7
Listening to radio	90	30.4
Watching television	26	8.8
Talking in peer group	41	13.9
Gardening	3	1.0
Playing games	22	7.4
Drug taking	32	10.8
other	71	24.0

2.8. Behavior of closed peers

Night wandering	110	37.2
Drinking, gambling	19	6.4
Quarrelsome	14	4.7
Lazy	5	1.7
Drug taking	52	17.6
Diligent	24	8.1
Good habit	14	4.7
other	58	19.6

4.3. The offensive backgrounds of the subjects. (Table 3)

4.3.1. The subjects involve in amphetamine for 84.8%, heroin for 6.1%, cannabis for 1.7%, cocaine for 0.7% and other narcotics for 6.8%.

4.3.2. The subjects had previous offense for 83.1% and did not have for 16.9%.

4.3.3. The subjects had never been sentenced for 29.7%, binded for 4.1%, fined for 10.8%, under probated for 24.3% and trained for 31.1%.

4.3.4. The subjects are arrested of offense in property for 9.1%, narcotics for 76.0%, assault for 3.0%, gambling for 2.0% and other for 9.8%.

4.3.5. The subjects are sentenced to be trained for 1 year for 85.5%, 2 years for 9.1%, 3 years for 3.7%, 4 years for 1.0% and 5 years for 0.7%.

4.3.6. The subjects' relatives visit them during training for sometimes for 89.2% and never for 10.8%.

Table 3 Numbers and percentage of the subjects as classified by offensive backgrounds.

	Number 296	Percentage (100.0)
3.1. Type of drug involved		
Amphetamine	251	84.8
Heroin	18	6.1
Cannabis	5	1.7
Cocaine	2	0.7
Other	20	6.8
3.2. Previous offense		
No	50	16.9
Yes	246	83.1
3.3. Result of previous court sentence		
Never	88	29.7
Bind	12	4.1
Fine	32	10.8
Probation	72	24.3
Training	92	31.1
3.4. Current accusation		
Property	27	9.1
Narcotics	225	76.0
Assault	9	3.0
Gambling	6	2.0
Other	29	9.8

3.5. Result of current court sentence

1 year	253	85.5
2 years	27	9.1
3 years	11	3.7
4 years	3	1.0
5 years	2	0.7

3.6. Visits of relatives during training

Some	264	89.2
Never	32	10.8

4.4. The needs after release in educational aspect. (Table 4)

4.4.1. The subjects have the need to study further after release from the training school at a high level (mean=3.99).

4.4.2. The subjects have the need that further study after release from the training school will improve themselves to be good citizen at a high level (mean=4.15).

4.4.3. The subjects have the need of an aid of scholarship after release from the training school at a high level (mean=3.80).

4.4.4. The subjects have the need of an aid of the place to study after release from the training school at a high level (mean=3.75).

4.4.5. The subjects have the need of an aid in case they are not accepted by teachers and friends at a high level (mean=3.98).

The subjects have a high level of need in educational aspect (mean=3.934).

Table 4 Percentage of the subjects as classified by the needs after release in educational aspect.

The needs in educational aspect (mean = 3.934)	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean
	%	%	%	%	%	
4.1. You need to study further after release from the training school.	3.0	3.7	20.3	36.8	36.1	3.99
4.2. The further study after release from the training school will improve yourself to be a good citizen.	1.7	3.7	9.8	47.6	37.2	4.15
4.3. You need an aid of scholarship after release from the training school.	2.4	10.8	19.9	38.5	28.4	3.80
4.4. You need an aid of the place to study after release from the training school.	3.7	10.5	15.9	46.6	23.3	3.75
4.5. You need an aid in case you are not accepted from teachers and friends.	1.4	7.8	11.1	51.0	28.7	3.98

4.5. The needs after release in occupational aspect. (Table 5)

4.5.1. The subjects have the need of an actual occupation after release at a high level (mean=4.14).

4.5.2. The subjects have the need of hope of finding a job after release from the training school at a high level (mean=3.94).

4.5.3. The subjects have the need of an aid of occupation according to their ability at a high level (mean=3.86).

4.5.4. The subjects have the need of an aid of capital for occupation such as to buy tools for work at a high level (mean=3.66).

4.5.5. The subjects have the need of an aid of the expense for job training at a high level (mean=3.82).

4.5.6. The subjects have the need of an aid of recommendation to the employer at a high level (mean=4.05).

4.5.7. The subjects have the need of an aid of the document for application for a job at a high level (mean=4.00).

4.5.8. The subjects have the need of an aid of searching for the enterprise for a job at a high level (mean=3.95).

The subjects have a high level of need in occupational aspect (mean=3.928)

Table 5 Percentage of the subjects as classified by the need after release in occupational aspect.

The needs in occupational aspect (mean = 3.928)	Strongly disagree	disagree	Uncertain	Agree	Strongly agree	Mean
	%	%	%	%	%	
5.1. You need an actual occupation after release from the training school.	2.0	3.4	14.5	38.5	41.6	4.14
5.2. You hope to find a job after release from the training school.	0.7	3.7	26.0	40.5	29.1	3.94
5.3. You need an aid of occupation according to your ability.	3.4	6.1	22.6	36.5	31.4	3.86
5.4. You need an aid of the capital for occupation such as to buy the tools for work.	2.7	11.1	26.0	37.8	22.3	3.66
5.5. You need an aid of the expense for job training.	1.7	9.8	18.6	44.3	25.7	3.82

5.6. You need an aid of recommendation to the employer.	2.7	5.7	10.5	45.6	35.5	4.05
5.7. You need an aid of the document for the application for a job.	1.7	8.1	13.5	42.2	34.5	4.00
5.8. You need an aid of the searching for the enterprise for a job.	1.4	9.8	15.9	38.5	34.5	3.95

4.6. The needs after release in familial and personal aspect. (Table 6)

4.6.1. The subjects have the need to behave as good citizen after release from the training school at a very high level (mean=4.44).

4.6.2. The subjects have the need of love and understanding from members of the family at a very high level (mean=4.40).

4.6.3. The subjects have the need of esteem from the members of the family at a high level (mean=3.88).

4.6.4. The subjects have the need of the members of the family to adjust to them at a high level (mean=3.85).

4.6.5. The subjects have the need of isolation from the family because there is no one in the family concerns with them at a high level (mean=3.50).

The need in familial and personal aspect is at a hi level (mean=4.014).

Table 6 Percentage of the subjects as classified by the needs in familial and personal aspect.

The needs in familial and personal aspect (mean = 4.014)	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean
	%	%	%	%	%	
6.1. You intend to behave as good citizen after release from the training school.	1.4	2.7	7.1	28.0	60.8	4.44
6.2. You need love and understanding from members of your family.	2.7	2.7	7.4	26.4	60.8	4.40
6.3. You need esteem from the members of you family.	4.7	7.4	16.6	38.2	33.1	3.88
6.4. You need the members of your family to adjust to you.	6.1	8.4	10.8	43.2	31.4	3.85
6.5. You need isolation from your family because there is no one in your family concerns with you.	31.4	26.7	14.2	15.5	12.2	3.50

4.7. The needs after release in peer and environmental aspect (Table 7).

4.7.1. The subjects have the need to associate with the same group of peers whom they associate with before arrest after release from the training school at a moderate level (mean=3.06).

4.7.2. The subjects have the need to detach from the group of peers whom they had an offense together with at a high level (mean=3.63).

4.7.3. The subjects have the need of an affection from the friends as they were prior to training after release from the training school at a high level (mean=4.04).

4.7.4. The subjects have the need of their friends that did not commit crime to attach and communicate with them as ever at a high level (mean=3.99).

4.7.5. The subjects have the need of a good attitude from the external people even they know that once the subjects are trained in the training school at a high level (mean=4.11).

4.7.6. The subjects have the need to be acceptable from the outside after release from the training school at a high level (mean=4.18).

4.7.7. The subjects have the need to work for the society to substitute for their previous misconduct after release from the training school at a high level (mean=4.12).

The need after release in peer and environmental aspect is at a high level (mean=3.875).

Table 7 Percentage of the subjects as classified by the nees in peer and environmental aspect.

The needs in peer and environmental aspect (mean = 3.875)	Strongly disagree	disagree	Uncertain	Agree	Strongly agree	Mean
	%	%	%	%	%	
7.1. After release from the training school you need to associate with the same group of peers whom you associated with before arrest.	18.6	15.9	33.1	17.9	14.5	3.06
7.2. You need to detach from the group of peers whom you had an offense together with.	9.5	8.4	20.9	31.8	29.4	3.63
7.3. You need an affection from the friends as you were prior to training after release from the training school.	4.4	4.4	11.8	41.9	37.5	4.04

7.4. You need your friends that did not commit crime to attach and communicate with you as ever.	4.1	7.8	11.8	37.8	38.5	3.99
7.5. You need a good attitude from the external people even they know that you are once trained in the training school.	2.4	7.1	9.8	38.9	41.9	4.11
7.6. You need to be acceptable from the outside after release from the training school.	2.0	3.7	11.5	39.9	42.9	4.18
7.7. You need to work for the society to substitute for your previous misconduct after release from the training school.	3.0	3.0	13.5	39.5	40.9	4.12

4.8. Hypothesis Testing

4.8.1. Hypothesis I “The juveniles with different personal backgrounds have different needs after release”.

According to the Analysis of Variance and the Multiple Classification Analysis of the needs after release as classified by the personal backgrounds of the subjects (Table 8), it is found that;

4.8.1.1. The subjects who are educated at the vocational school level have the highest need among all (mean=4.128), the less are the ones who are educated at other level (mean=4.038), secondary school level (mean=4.008), the primary school level (mean=3.878) and the ones who are uneducated have the lowest need among all (mean=3.438). The education variable has a relationship to the need after release at a level of 27% (Beta=.27).

4.8.1.2. The subjects who have an occupation prior to training have a higher need (mean=4.048) than the ones who have no occupation prior to training (mean=3.848). The occupation variable has a relationship to the need after release at a level of 19% (Beta=.19).

The personal background variables altogether have a relationship of 43.1% to the need after release (Multiple R=.431) and altogether has a power of prediction of the need after release at a level of 18.6% (Multiple R Squared=.186).

Hypothesis I is accepted.

Table 8 An Analysis of Variance and a Multiple Classification Analysis of the needs after release as classified by the personal backgrounds of the subjects.

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif of F
Main Effects					
Age	.030	1	.030	.125	.724
Order in sibling	.130	1	.130	.540	.463
Place of birth	.980	4	.245	1.020	.397
Education of juvenile	4.255	4	1.064	4.430	.002*
Education of father	1.605	4	.401	1.671	.157
Education of mother	1.439	4	.360	1.498	.203
Occupation of father	2.395	7	.342	1.425	.195
Occupation of mother	1.801	7	.257	1.071	.382
Living status of parents	.531	4	.133	.553	.697
Occupation prior to training	2.078	1	2.078	8.652	.004*
Explained	14.121	37	.382	1.589	.021
Residual	61.959	258	.240		
Total	76.080	295	.258		

Grand Mean = 3.938

Variable + Category	N	Unadjusted		Adjusted for Independents	
		Dev'n	Eta	Dev'n	Beta
Age					
18 years old and Below	258	.00		.00	
Above 18 years old	38	.00		.03	
				.00	.02

Order in sibling

Eldest	116	-.01	-.03	
Other	180	.01	.02	
				.02
				.05

Place of birth

Bangkok	144	.07	.06	
Central region	111	-.07	-.06	
Northern region	14	.02	-.05	
Northeastern region	18	-.09	-.10	
Southern region	9	-.11	.05	
				.14
				.13

Education of juvenile

None	14	-.52	-.50	
Primary school	125	-.01	-.06	
Secondary school	125	.05	.07	
Vocational school	27	.07	.19	
Other	5	.13	.10	
				.24
				.27

Education of father

None	20	.08	.10	
Primary school	201	-.01	.00	
Early secondary school	35	-.04	-.01	
Higer secondary school	22	-.13	-.22	
Above seconary school	18	.27	.18	
				.16
				.16

Education of mother

None	42	-.09	.02
Primary school	190	.01	-.01
Early secondary school	32	-.09	-.11
Higer secondary school	22	.23	.23
Above seconary school	10	.03	-.12

.15

.15

Occupation of father

Wage earner	136	-.01	-.02
Agriculture	14	-.01	.08
Privte company employee	24	-.05	.09
Commerce	46	.01	-.07
Public servant	19	.19	.22
Public enterprise	11	-.17	-.40
Unemployed	7	.12	.13
Other	39	-.01	.06

.12

.21

Occupation of mother

Wage earner	110	.03	.07
Agriculture	21	-.10	-.10
Privte company employee	18	-.09	-.13
Commerce	71	.03	.00
Public servant	7	-.16	-.41
Public enterprise	2	.17	.34
Unemployed	23	-.06	-.07
Other	44	.01	.03

.11

.18

Living status of parents			
Together	130	.04	.04
Separated	76	-.05	-.01
Divorced	36	.04	-.03
Father or mother is dead	47	-.01	-.04
Both parents are dead	7	-.34	-.23
			.12
			.10
Occupation prior to training			
Yes	131	.06	.11
No	165	-.05	-.09
			.11
			.19
Multiple R Squared			.186
Multiple R			.431

4.8.2. Hypothesis II “The juveniles with different environmental backgrounds have different needs after release”.

According to the Analysis of Variance and the Multiple Classification Analysis of the needs after release as classified by the environmental backgrounds of the subjects (Table 9), it is found that the difference of the environmental backgrounds causes no difference in the need after release of the subjects.

Hypothesis II is rejected.

Table 9 An Analysis of Variance and a Multiple Classification Analysis of the needs after release as classified by the environmental backgrounds of the subjects.

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif of F
Main Effects					
Familial relationship	1.214	3	.405	1.642	.180
Familial affection	1.501	3	.500	2.030	.110
Living surroundings	.539	4	.135	.547	.702
Expression of dissatisfaction	1.937	6	.323	1.310	.253
Familial raring	.574	4	.143	.582	.676
Entertaining place	1.530	4	.382	1.552	.188
Activity of spare time	1.693	7	.242	.981	.445
Behavior of closed peers	2.720	7	.367	1.491	.171
Explained	12.761	38	.336	1.363	.086
Residual	63.319	257	.246		
Total	76.080	295	.258		

Grand Mean = 3.938

Variable + Category	N	Unadjusted		Adjusted for Independents	
		Dev'n	Eta	Dev'n	Beta
Familial relationship					
Quarrelling	38	-.12		-.12	
Isolation	55	-.12		-.10	
Close relationship	177	.08		.06	
Miscellaneous	26	-.08		-.01	
				.18	.15

Familial affection

Little	31	-.03	.01
Moderate	176	.00	.00
Much	79	.07	.05
None	10	-.43	-.45
			.17
			.17

Living surroundings

Condense area	54	-.12	-.05
Urban	146	.00	-.01
Suburb	50	.08	.07
Rural	30	.01	-.05
Homeless	16	.13	.12
			.14
			.09

Expression of dissatisfaction

Disassertion	141	.03	.02
Withdrawal	81	.01	.03
Destroying	17	-.32	-.28
Drug using	28	-.09	-.13
Hurting others	2	.01	.12
Hurting self or attempt suicide	1	-.19	-.09
other	26	.11	.14
			.18
			.18

Familial raring

Neglected	33	.02	.14
Taking care	112	.03	-.03
Occasionally strictly	107	.00	-.01
Frequently strictly	23	-.12	.03
other	21	-.06	-.02
			.08
			.10

Entertaining place

Seaside	43	.00	.01
Forest	95	.09	.07
Disco theque	43	-.11	-.02
Shopping center	75	-.08	-.12
other	40	.06	.08

.16

.16

Activity of spare time

Reading	11	.15	.17
Listening to radio	90	.01	-.02
Watching television	26	.03	.06
Talking in peer group	41	.01	-.03
Gardening	3	-.92	-.62
Playing games	22	.01	-.07
Drug taking	32	-.04	.01
other	71	.00	.08

.19

.17

Behavior of closed peers

Night wandering	110	-.01	.06
Drinking, gambling	19	-.06	.01
Quarrelsome	14	.03	.07
Lazy	5	-.39	-.43
Drug taking	52	.08	.13
Diligent	24	.07	-.03
Good habit	14	-.05	-.08
Other	58	-.03	-.18

.13

.23

Multiple R Squared

.168

Multiple R

.410

4.8.3. Hypothesis III “The juveniles with different offensive backgrounds have different needs after release”.

According to the Analysis of Variance and the Multiple Classification Analysis of the needs after release as classified by the offensive backgrounds of the subjects (Table 10), it is found that the difference of the offensive backgrounds causes no difference in the need after release of the subjects.

Hypothesis III is rejected.

Table 10 An Analysis of Variance and a Multiple Classification Analysis of the needs after release as classified by the offensive backgrounds of the subjects.

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif of F
Main Effects					
Type of drug involed	.000	1	.000	.001	.977
Previous offense	.011	1	.011	.043	.835
Result of previous court sentence	1.394	4	.348	1.362	.247
Current accusation	1.709	4	.427	1.670	.157
Result of current court sentence	.225	2	.113	.440	.645
Visits of relatives during training	.005	1	.005	.021	.886
Explained	3.919	13	.301	1.178	.295
Residual	72.161	282	.256		
Total	76.080	295	.258		

Grand Mean = 3.938

Variable + Category	N	Unadjusted		Adjusted for Independents	
		Dev'n	Eta	Dev'n	Beta
Type of drug involved					
Amphetamine	251	.02		.00	
other	45	-.09		.00	
			.08		.00
Previous offense					
No	50	-.01		.02	
Yes	246	.00		.00	
			.01		.01
Result of previous court sentence					
Never	88	-.03		-.03	
Bind	12	.00		.00	
Fine	32	-.17		-.19	
Probation	72	.07		.06	
Training	92	.04		.04	
			.14		.14
Current accusation					
Property	27	-.04		.00	
Narcotics	225	.04		.03	
Assault	9	-.17		-.09	
Gambling	6	.03		.18	
other	29	-.23		-.22	
			.17		.16
Result of current court sentence					
1 year	253	.02		.01	
2 years	27	-.15		-.09	
more than years	16	-.08		-.05	
			.10		.06

Kemigar Vajeesaard

Results/50

Visits of relatives during training

Some	168	.00	.00
Never	128	.00	.00
			.00
			.01
Multiple R Squared			.052
Multiple R			.227



CHAPTER V

DISCUSSION

From the results of the study, it can be discussed as follows:

1. The parents of the subjects most are educated not higher than the primary school level and most of them are wage earners. This may be the result of that the parents have little time to look after the children for they have to work hard to get income to earn their living. Only a half of the subjects live with their parents and more than half of the subjects have no occupation at the time they commit crime. It is also noticeable that almost 40% of the subjects' parents are separated and divorced. This may be the cause of that the subjects have to find love and understanding from outside the family and lead them to the drugs.

2. It is noticeable that when the subjects feel dissatisfied, most of them cannot assert and one-fourth isolate themselves. This means that they have no one to express with and this may lead them to drugs in the groups of the peers that are drug users. As the result of the insecure feeling, teenagers have tendency to be depended on drugs when they have problems and using of drugs brings them fantasy to withdraw from the suffering they are facing. The communication among the children that have similar familial problems may lead them to use drugs and along with other serious crimes such as rape, burglary, robbery, theft and assault, even murder.

3. Most of the subjects' close friends are night wanderers and drug takers. Some of them run away from home and spend their lives as street children and may be roaming around as beggars, cheating, robbers and thieves. Some of them are drinking, gambling and quarrelsome. Only a very little proportion of their close friends have good habit. This may confirm the idea of Differential Association theory. Most of the

subjects are arrested of Amphetamine and almost all have been arrested in previous time.

4. The subjects need very high in that they will behave as good citizen and in understanding of the family members. The juveniles are generally labelled as habitual criminals after they are trained in the training schools as if they were imprisoned. The society rarely give them opportunity to improve themselves to be good members of society and the inmates of the prisons are treated with the same labels as well. Most of the offenders, intent or unintentional, are forced by society to be criminals forever no matter how hard they try to be good citizen. The needs of the subjects shown reflect the feelings of them as the unwanted members of society. There are so many programs and agencies, both governmental and non-governmental, trying to pull them from the wicked circles, but the attitudes of the society push them back.

5. As a whole, the needs of the subjects that are high in almost all of the positive aspects show that they are still hoping that they can spend their lives as ordinary people after release. The needs for education and occupation show that they are still looking forward to their future that the society may give them.

6. The finding that the subjects with higher education have higher need after release shows that the more people are educated, formally and informally, the more they look forward with hope of better life. One way to prevent the children from drugs and crimes is to educate them for they would have knowledge to work and earn their living. According to the other finding, the ones that have occupation before training have higher need than the ones who do not have occupation, shows that the subjects who once have occupation need to earn their living with work again.

CHAPTER VI

CONCLUSION AND RECOMMENDATION

The study ‘ Needs after Release of the Juvenile Delinquency Concerning Narcotics Drugs: A specific Study of the Juveniles in Ubekha Training School’ may be concluded and recommended as follows:

6.1. Objectives of the study

6.1.1. To find the needs after release of the juveniles .

6.1.2. To find the factors affecting the needs after release of the juveniles.

6.2. Population and samples

The population of the study are the juveniles trained in the Annex of Training School (Ubekha Home), Central Observation and Protection Center, Central Juvenile and Family Court. The population are the juveniles sentenced to be trained concerning the narcotics drugs as consumption, production, holding and traffickling. All of the population are males.

The samples are 296 male juveniles trained at the Ubekha home selected through simple random sampling.

6.3. Summary of the study

6.3.1. The personal backgrounds: Most of the subjects are under 18 years old, have no more than 2 siblings, most of them were born in Bangkok and are educated at primary and secondary school. The parents of the subjects are most educated at primary school level, most of them are wage earners. Most of the parents live together but a large proportion of them are separated and divorced. Most of the subjects do not have occupation before training.

6.3.2. The environmental backgrounds: Most of the subjects' families have closed relationship with moderate affection for each other. The subjects live in urban and condense area. Most of the subjects disassert or withdraw when they have dissatisfaction. Most of them are rared by taking care and occasional strictness. Their entertaining places are forest and shopping center, they spend their spare time by listening to radio and talking in the peer group and the closed friends are night wanderers or drug takers.

6.3.3. The offensive backgrounds: Almost all of the subjects are concerned with the amphetamine and have previous offense with the sentence of probation or training. Most of them have current accusation of narcotics and are sentenced of training for 1 year and most of them have relatives to visit them during training.

6.3.4. The subjects have high level of needs in all aspects especially very high in intention to behave as good citizen and need of love and understanding from members of family after release from training.

6.3.5. The subjects with higher education and having occupation have highneed after release than the ones with lower education and without occupation.

6.4. Recommendations from the study

6.4.1. There should be agencies for dealing with the juveniles who are released from the training schools on the acceptance of the society. These agencies must change the labelling attitudes of the society over the offenders that they should be given opportunity to improve themselves.

6.4.2. There should be diversity for the ones who unintentionally offend such as the more probationers, the public service to substitute the offense and so on.

6.4.3. There should be more prevention of the drug abusers and more suppression of the drug producers and traffickers.

6.5. Recommendations for further study

6.5.1. There should be study of the needs of the juveniles trained in the provincial training schools to compare with this study.

6.5.2. There should be separately study of the needs of the juveniles who are guilty of drug consumption, drug selling and drug traffickling.

6.5.3. There should be study of the needs of the juveniles who are quilty of other offenses such as assault, theft, rape and robbery.



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**The Questionnaire on the Needs after Release of the Juvenile
Delinquency Concerning Narcotics Drugs:
A Specific Study of the Juveniles in
Ubekha Training School**

Section I The personal backgrounds

1.1. Age

- 18 years old and Below
- Above 18 years old

1.2. Order in sibling

- Eldest
- Other

1.3. Number of sibling

- 1 – 2
- 3 – 4
- more than 4

1.4. Place of birth

- Bangkok
- Central region
- Northern region
- Northeastern region
- Southern region

1.5. Education

- None
- Primary school
- Secondary school
- Vocational school
- Other

1.6. Education of father

- None
- Primary school
- Early secondary school
- Higher secondary school
- Above secondary school

1.7. Education of mother

- None
- Primary school
- Early secondary school
- Higher secondary school
- Above secondary school

1.8. Occupation of father

- Wage earner
- Agriculture
- Private company employee
- Commerce
- Public servant
- Public enterprise
- Unemployed
- Other

1.9. Occupation of mother

- Wage earner
- Agriculture
- Private company employee
- Commerce
- Public servant
- Public enterprise
- Unemployed
- Other

1.10. Living status of parents

- Together
- Separated
- Divorced
- Father or mother is dead
- Both parents are dead

1.11. Occupation prior to training

- Yes
- No

Section II The environmental backgrounds

2.1. Familial relationship

- Quarrelling
- Isolation
- Close relationship
- Miscellaneous

2.2. Familial affection

- Little
- Moderate
- Much
- None

2.3. Living surroundings

- Condense area
- Urban
- Suburb
- Rural
- Homeless

2.4. Expression of dissatisfaction

- Disassertion
- Withdrawal
- Destroying
- Drug using
- Hurting others
- Hurting self or attempt suicide
- Other

2.5. Familial raring

- _Neglected
- _Taking care
- _Occasionally strictly
- _Frequently strictly
- _Other

2.6. Entertaining place

- _Seaside
- _Forest
- _Disco theque
- _Shopping center
- _Other

2.7. Activity of spare time

- _Reading
- _Listening to radio
- _Watching television
- _Talking in peer group
- _Gardening
- _Playing games
- _Drug taking
- _Other



2.8. Behavior of closed peers

- Night wandering
- Drinking, gambling
- Quarrelsome
- Lazy
- Drug taking
- Diligent
- Good habit
- Other

Section III The offensive backgrounds

3.1. Type of drug involved

- Amphetamine
- Heroin
- Cannabis
- Cocaine
- Other

3.2. Previous offense

- No
- Yes

3.3. Result of previous court sentence

- Never
- Bind
- Fine
- Probation
- Training

3.4. Current accusation

Property

Narcotics

Assault

Gambling

Other

3.5. Result of current court sentence

1 year

2 years

3 years

4 years

5 years

3.6. Visits of relatives during training

Some

Never

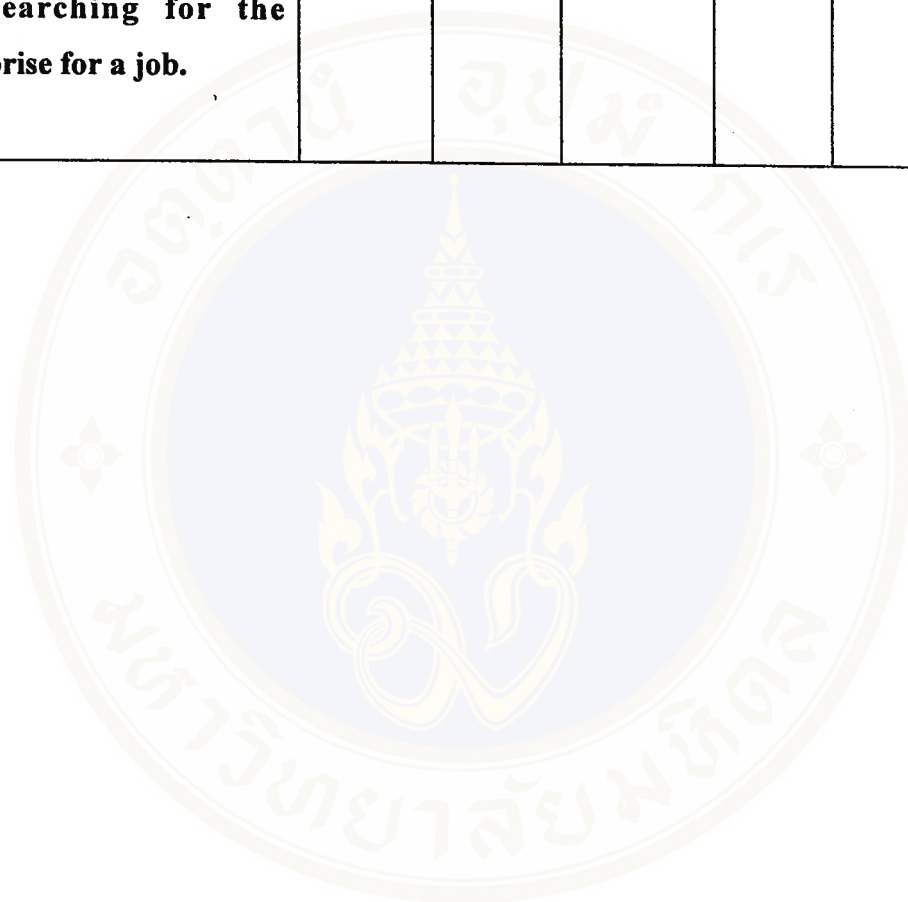
Section IV The needs in educational aspect.

The needs in educational aspect	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
4.1. You need to study further after release from the training school.					
4.2. The further study after release from the training school will improve yourself to be a good citizen.					
4.3. You need an aid of scholarship after release from the training school.					
4.4. You need an aid of the place to study after release from the training school.					
4.5. You need an aid in case you are not accepted from teachers and friends.					

Section V The needs in occupational aspect.

The needs in occupational aspect	Strongly disagree	disagree	Uncertain	Agree	Strongly agree
5.1. You need an actual occupation after release from the training school.					
5.2. You hope to find a job after release from the training school.					
5.3. You need an aid of occupation according to your ability.					
5.4. You need an aid of the capital for occupation such as to buy the tools for work.					
5.5. You need an aid of the expense for job training.					
5.6. You need an aid of recommendation to the employer.					

<p>5.7. You need an aid of the document for the application for a job.</p>					
<p>5.8. You need an aid of the searching for the enterprise for a job.</p>					



Section VI The needs in familial and personal aspects.

The needs in familial and personal aspect	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
6.1. You intend to behave as good citizen after release from the training school.					
6.2. You need love and understanding from members of your family.					
6.3. You need esteem from the members of you family.					
6.4. You need the members of your family to adjust to you.					
6.5. You need isolation from your family because there is no one in your family concerns with you.					

Section VII The needs in peer and environmental aspects.

The needs in peer and environmental aspect	Strongly disagree	disagree	Uncertain	Agree	Strongly agree
7.1. After release from the training school you need to associate with the same group of peers whom you associated with before arrest.					
7.2. You need to detach from the group of peers whom you had an offense together with.					
7.3. You need an affection from the friends as you were prior to training after release from the training school.					
7.4. You need your friends that did not commit crime to attach and communicate with you as ever.					

7.5. You need a good attitude from the external people even they know that you are once trained in the training school.					
7.6. You need to be acceptable from the outside after release from the training school.					
7.7. You need to work for the society to substitute for your previous misconduct after release from the training school.					

BIOGRAPHY

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