

**IMPLEMENTING THE EMPOWERMENT LEARNING
TECHNIQUE TO PREVENT AND SOLVE VIOLENCE PROBLEM
FOR YOUTHS AND ADOLESCENTS IN SCHOOLS IN
NONTHABURI PROVINCE, THAILAND**

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OF THE REQUIREMENTS FOR
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Juthamas Booranamanus

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ABSTRACT

The purposes of this research were to study youths' and adolescents' use of violence in schools in Nonthaburi Province, Thailand, to compare youths' and adolescents' use of violence in schools in Nonthaburi Province based on school factors, and to investigate the implementation of the empowerment learning technique to prevent and solve youths' and adolescents' use of violence in schools in Nonthaburi Province, Thailand.

This research was conducted using quantitative and qualitative methods. The sample was 348 teachers from public schools in Nonthaburi Province. A survey was conducted with 348 teachers from public schools in Nonthaburi Province and ten teachers were randomly chosen for interviews. The data were analyzed using descriptive statistics, t-test, and content analysis.

The research findings indicated that out of all three school factors only school size affects the rate of school violence, teachers perceived that violence in their school was very low, and the empowerment learning technique was appropriate for solving and preventing youths' and adolescents' use of violence in school.

Based on these findings, this research provides information for teachers and administrators to appropriately deal with school violence caused by students. It also provides useful information for teachers to come up with appropriate activities that empower students against school violence.

**KEY WORDS: EMPOWERMENT LEARNING / SCHOOL VIOLENCE /
NONTHABURI PROVINCE**

82 pages

การจัดกระบวนการเรียนรู้แบบเสริมพลังเพื่อป้องกันและแก้ไขการใช้ความรุนแรงของวัยรุ่นและ
เยาวชนในสถานศึกษาในจังหวัดนนทบุรี

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาการใช้ความรุนแรงในสถานศึกษาของวัยรุ่นและเยาวชนในจังหวัด
นนทบุรี เพื่อเปรียบเทียบการใช้ความรุนแรงในสถานศึกษาของวัยรุ่นและเยาวชนกับปัจจัยของโรงเรียน
และเพื่อศึกษาการจัด กระบวนการเรียนรู้แบบเสริมพลังเพื่อป้องกันและแก้ไขการใช้ความรุนแรงในสถานศึกษาของวัยรุ่น
และเยาวชนในจังหวัดนนทบุรี

งานวิจัยนี้เก็บทั้งข้อมูลเชิงปริมาณและเชิงคุณภาพ กลุ่มตัวอย่างงานวิจัยคือครูในโรงเรียนรัฐบาล
จากจังหวัดนนทบุรี ใช้แบบสอบถามเป็นเครื่องมือเก็บข้อมูลกับครู 348 คน และสัมภาษณ์ครู 10 คน วิเคราะห์ข้อมูล
ด้วยสถิติเชิงพรรณนา t-test และการวิเคราะห์เนื้อหา

ข้อค้นพบจากงานวิจัยพบว่าจากปัจจัยของโรงเรียนทั้งหมดสามปัจจัย มีเพียงปัจจัยด้านขนาดของ
โรงเรียนเท่านั้นที่ส่งผลต่อการใช้ความรุนแรงในโรงเรียน ครูมองว่าความรุนแรงในโรงเรียนของตนมีน้อยมาก
ปัจจัยภายในบุคคลของนักเรียนและปัจจัยระหว่างบุคคลของนักเรียนไม่ได้ส่งผลกระทบต่อความรุนแรงในสถาน ศึกษา
ปัจจัยภายนอกบุคคลของนักเรียนมีผลกระทบในระดับปานกลางต่อความรุนแรงในสถานศึกษาและ
กระบวนการเรียนรู้แบบเสริมพลังนั้นเหมาะที่จะใช้เพื่อป้องกันและแก้ไขการใช้ความรุนแรงในสถานศึกษาของ
วัยรุ่นและเยาวชน ข้อค้นพบจากการสัมภาษณ์พบว่าความรุนแรงในสถานศึกษาในจังหวัดนนทบุรีมีน้อยมากสถาน
ศึกษามีนโยบายในการจัดการกับความรุนแรงในโรงเรียนของตัวเอง ครูส่วนใหญ่เชื่อว่าขนาดของโรงเรียนส่งผล
กระทบต่อความรุนแรงในสถานศึกษา ครูทุกคนคุ้นเคยกับกระบวนการเรียนรู้แบบเสริมพลังและเชื่อว่า กระบวน
การเรียนรู้แบบเสริมพลังสามารถจัดการกับความรุนแรงในสถานศึกษาได้

จากข้อค้นพบเหล่านี้ครูและผู้บริหารสถานศึกษาสามารถใช้เป็นข้อมูลเพื่อการจัดการกับความ
รุนแรงในสถานศึกษาได้อย่างเหมาะสม และยังใช้เป็นข้อมูลในการนำไปจัดกิจกรรมเสริมพลังให้กับนักเรียนได้อีกด้วย

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CHAPTER I

INTRODUCTION

1.1 Background and Rational of the Study

“Almost 900 pupils suspended from school each day for violence” (Wainwright, 2011), “School violence shatters record” (Gonen, 2012), “22 School Children Injured in Knife Attack” (Greene, 2012), “Violence and criminal incidents in SA schools ‘routinely covered up’, report says” (Holderhead, 2012),” and “Sandy Hook Massacre: Vicious mass killings have targeted schools and students worldwide” (Hutzler, 2012) are some of the recent headlines of school violence articles from the United Kingdom, United States of America, China, and Australia; respectively. Being constantly bombarded by these headlines, anyone would wonder what is going on with schools? Schools used to be seen as a happy place where children learn, socialized, and develop. But with the news headlines recently, one would wonder if it really is a good idea to be sending children to school. When a person constantly sees school violence news, anyone would assume that school violence rate is on the rise. But are the rates of violence really on the rise? This is a debatable question. But Weiss’ (2006) research suggests that school violence seems to be on the rise. The disparity of school violence rate in different studies is a result of each school’s unique context, for example: school size, school location, school level, school climate, and etc. Another reason for the ambiguous rate on school violence is due to the fact that not all cases of school violence are reported. This is due to the fact that students avoid using violence where they can get caught by school personnel and students disregard informing school personnel about school violence since some school personnel ignored these cases (Espelage & Swearer, 2004; Fishbaugh, Berkeley, & Schroth, 2003).

Some adults believe that children hurting each other are just a part of growing up (Espelage & Swearer, 2004; Fishbaugh, Berkeley, & Schroth, 2003; Ohsako, 1997). But this is not true. The fact that adults are not stopping children from using violence against others is like encouraging and supporting the child to use

violence (Fishbaugh, Berkeley, & Schroth, 2003). Adults should teach and act as a role model for children.

The fact that there was “the Fourth International Conference on School Violence and the newly created International Journal of School Violence are the most recent reminders that school violence is a global phenomenon. Time and again the public in countries with cultures as diverse as Japan and Jordan, Finland, Brazil, Norway, Israel, Malaysia, Columbia, South Africa, USA and Ethiopia are alarmed by atrocious acts of senseless violence in schools” (Benbenishty & Astor, 2008). This may sounds like school violence only refers to school shootings, but this is not so. School violence refers to many kinds of act of violence committed on school grounds, which includes school shooting. But school shooting is not the only type of school violence. In fact, school shooting is one of the many types of school violence (Newman, 2004). It may be the most shocking and heartbreaking, but it is not the most common, which is for the best that school shootings are rare. The more common types of school violence found in schools across the globe are physical violence and verbal violence.

The population of youths and adolescents in Thailand is approximately 26.8 million. From the 26.8 million, 1 percent is juvenile delinquent. 12 percent of Thai youths and adolescents, who have been imprisoned, recommit crimes once they received their freedom. The global standards of youths recidivism agreed upon is that youth recidivism should be less than 12 percent, which means Thailand is having problems with youths committing crimes. Furthermore, juvenile recidivism from 1996 to 2006 has increased by approximately 1.6 times and youth violence has increased by 4.7 times (Silpasuwan, Upalabat, Viwatwongkasem, Boonyamalik, & Sujirarat, 2011). Furthermore, Nakornsup stated that Thai youths and adolescents are more aggressive and violent (personal communication, February 20, 2013).

Youths and adolescents commit violence everywhere, including in schools. Both physical violence and verbal violence occur in schools in Thailand. During the last decade, there seems to be an increasing concern in crimes committed by youths and adolescents. The news that receives attention is related to male vocational school students committing crimes. These crimes are usually violent crimes where the students fight with rival schools with weapons. In some cases, the fights

would escalate resulting in the death of the students and/or bystanders. These cases didn't just occur recently, but it has already been a problem since long ago. According to vocational school students, there really didn't seem to be a known cause for the rivalry. They just knew that they were rival schools and the upperclassmen gives out orders for these fights. If the students didn't fight, then the upperclassmen would beat them up. So back then it seems to be a choice between beating others up or being beaten up. There were also beliefs that these fights were cool and every time they won a fight, they would take their rival's belt as a trophy (Department of Mental Health, 2004).

Lately the news has also broadcasted news where a group of female middle school students gang up on a single female student in the school's bathroom. There seriously is something wrong with this. The incident happened in a school bathroom, was there really no one who could stop the fight? Before it was only vocational school students that get into fights, but now the age at which the students commit violent crimes has decrease. Parents are concerned with sending their children to vocational schools due to fear that they might never see their children again. This obviously will decrease the number of vocational school graduates, which are experienced laborers needed in industries and factories. Now that younger students are committing violent crimes too, isn't it about time to seriously start working for the solution? "Violence is one of the most widespread sources of youthful mortality and morbidity. It is a preventable public health concern which waste enormous annual human and economic resources." (Johnson, 2006). Hall, Kulig, & Kalischuk (2011) also said that youth violence is a big problem that needs a better understanding to develop more effective antiviolence programs.

Violence in students is not a new problem (Department of Mental Health, 2004); therefore many people must have already worked on trying to solve it. Studies on school violence were usually on the effects of school size, school level, and school location on school violence (Benbenishty & Astor, 2008; Craig & Harel, 2004; Espelage & Swearer, 2004; Kingery, 1996; Smith, Madsen, & Moody, 1999; The Rural School And Community Trust, 1999; Thurston & Berkeley, 1998; Weiss, 2006). But seeing as these cases still happen, therefore there should be a new approach. The old approach would lecture the students on the crime and looking at the results it

doesn't seem to be working (Johnson, 2006). So why not start with changing the old teaching technique where teachers lecture and students memorize? This new technique is the 'empowerment learning technique.' The empowerment learning technique is used at the university level where it aims to give power to the students so that they could make a difference. No one likes to be told what to do, especially during the adolescent period where they can be very rebellious. The empowerment learning technique does not tell the students what to do, but instead gives them the freedom to think by themselves about what can be done. It's a teaching technique that gives the students freedom. It gives the students, the target, a chance to solve their own problems (Chally, 1992; Nauman, 2010; Senge, 2006).

"However, the school is an avenue to internalize behaviors that support healthy living of correct practices that are detrimental to optimal health. It also plays an important role in providing a curriculum that allows children to talk about the violence they see and experience and, to also learn alternative solutions to problems of violence" (Ogunfowokan, Oyeleye, & Irinove, 2011).

As a result of the problem of youths and adolescents' use of violence in Thailand, the researcher is interested in studying the factors that contribute to youths' and adolescents' use of violence and the effects of school factors on the use of violence according to objective one and two. The province Nonthaburi is chosen since it is a province neighboring Bangkok, the capital city. In other words, Nonthaburi Province is classified as a metropolitan area, which is undergoing rapid changes. And according to research, areas with rapid change usually have higher rates of school violence (Newman, 2004). Therefore youths and adolescents in Nonthaburi Province are expected to use violence more than youths and adolescents in the rural areas.

1.2 Research Questions

This study examined the problem from the teachers' perceptions.

1.2.1 What are the situations for youths' and adolescents' use of violence in schools in Nonthaburi Province, Thailand?

1.2.2 Is there a difference in youths' and adolescents' use of violence in schools in Nonthaburi Province based on school factors?

1.2.3 How to implement the empowerment learning technique to prevent and solve youths' and adolescents' use of violence in schools in Nonthaburi Province, Thailand?

1.3 Research Objectives

This study examined the problem from the teachers' perceptions.

1.3.1 To study youths' and adolescents' use of violence in schools in Nonthaburi Province, Thailand.

1.3.2 To compare youths' and adolescents' use of violence in schools in Nonthaburi Province based on school factors.

1.3.3 To investigate the implementation of the empowerment learning technique to prevent and solve youths' and adolescents' use of violence in schools in Nonthaburi Province, Thailand.

1.4 Research Hypotheses

1.4.1 There is statistically significant difference in youths' and adolescents' use of violence in schools in Nonthaburi Province based on school location.

1.4.2 There is statistically significant difference in youths' and adolescents' use of violence in schools in Nonthaburi Province based on school size.

1.4.3 There is statistically significant difference in youths' and adolescents' use of violence in schools in Nonthaburi Province based on school level.

1.5 Scope of the Study

This study focused on investigating the factors that teachers and administrators perceived as instigating the use of violence in youths and adolescents and how teachers and administrators plan to implement the empowerment learning technique effectively. Since it is always best to understand the situation before looking

for a solution and it is always better to work on preventions rather than interventions, hence, the study was conducted in public primary and secondary school in Nonthaburi Province, Thailand. The reason that this study was conducted in the Nonthaburi Province was because there seemed to be more cases of violence in the capital and surrounding provinces (Department of Mental Health, 2004) and Nonthaburi is one of the metropolitan provinces.

1.6 Research Contributions

1.6.1 This study will offer another alternative for preventing violence in youths and adolescents.

1.6.2 The data from this study could be used to further develop and define the concept/s of violence in youths and adolescents.

1.6.3 The results could help policy makers (Ministry of Education, administrators, and teachers) develop more effective policies for violence problems in youths and adolescents.

1.6.4 It will explore a new strategy to stop violence.

1.7 Operational Definition of the Terms

This research aimed to study and understand school violence from the teachers' perception. Therefore, the respondents of this research will either be teachers or administrators.

Teacher refers to both teachers and administrators in a school.

School location refers to where the school is located. Whether the school is located in municipal or non-municipal area.

School size refers to how big the student population is. In this study, a student population of less than five hundred is considered a small school and a school population of 500 students and more is considered a large school.

School level is whether the school is a primary school or secondary school.

Youths in this study refer to students from the age of one month up until eleven years old.

Adolescents will refer to students at the age range of twelve years old up until eighteen years old.

Empowerment learning technique refers to a learning technique that teachers act as facilitators, who do not tell students what is right or wrong, but let students decide by themselves. After being empowered, students will be confident in their abilities to solve problems, in this case violence problem. Another important note is the fact that this paper tries to understand teachers' perception on how the empowerment learning technique can be implemented in classrooms to prevent and stop youths' and adolescents' use of violence in school.

Violence refers to student's behaviors in terms of verbal, sexual, and physical violence. Verbal violence is purposefully using words to threaten, put down, or make another person lose their value and confidence. Physical violence here is defined as intentionally causing physical harm to another person. Sexual violence is to harass someone sexually with words or literally hurt someone sexually. But since this study aimed to understand only violence in the school; therefore school violence will refer to any act of violence that occurs in schools. The perpetrators of violence will only be from the school, which means either students or school personnel. This research uses the following words interchangeably: violence, bullying, and aggression. The words violence, bullying, and aggression have similar meaning since they all refer to harming someone. The word violence will be used interchangeably with aggression since they are synonyms. On the other hand, bullying is violence and aggression over a long period of time and where there is an unequal power balance between the aggressor and the victim. Therefore the difference is just the duration of time that violence occurs, since the word aggression and violence does not say whether the duration is long or short.

1.8 Conceptual Framework

Previous researches on students use of violence in school by Benbenishty & Astor (2008), Craig & Harel (2004), Fishbaugh, Schroth, & Berkeley (2003), Kingery (1996), Smith, Madsen, & Moody (1999), The Rural School And Community Trust (1999), Thurston & Berkeley (1998), and Weiss (2006) laid the foundation for the school factors part of the conceptual framework, while the Toronto Police Service (n.d.) laid the foundation for the empowerment learning technique of the conceptual framework, which is shown below. They talked about the effects of school level on school violence; this means that the higher the school level, the less school violence there is, since school level increases with age. The Rural School And Community Trust (1999) stated that school size affects youths' and adolescents' use of violence in schools, where large schools have higher rates of school violence. Fishbaugh, Berkeley, & Schroth (2003), Kingery (1999), The Rural School And Community Trust (1999), Thurston & Berkeley (1998), and Weiss (2006) studied the effects of school location on school violence. Kingery (1999) stated that the effect of school location on school violence is inconclusive. Thurston & Berkeley (1998) and Weiss (2006) stated that rural schools have lower rates of school violence, but The Rural School And Community Trust (1999) and Thurston & Berkeley (1998) believed that the effects of school location is not as significant as the effects of school size. Lastly, the Toronto Police Service (n.d.) strongly believed that student empowerment could solve school violence since the program they implemented was successful.

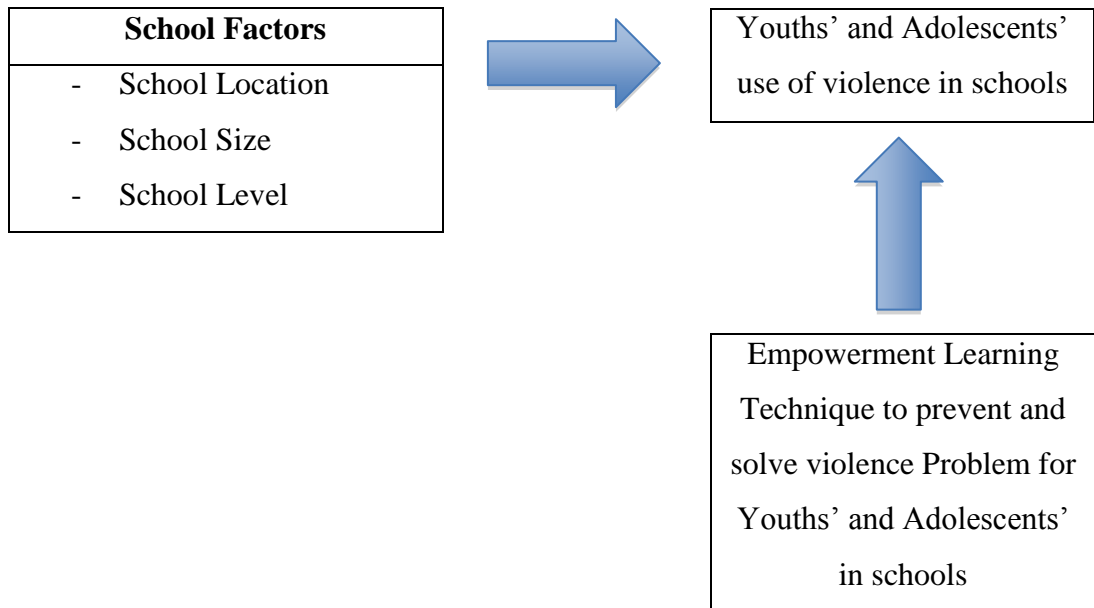


Figure 1.1 Conceptual Framework

CHAPTER II

LITERATURE REVIEW

The purpose of this chapter was to develop a conceptual framework for the study. The literature on youths' and adolescents' use of violence in schools and empowerment were reviewed and presented in the following areas:

2.1 Definition of 'youth' and 'adolescent'

2.2 Violence and School Violence

2.2.1 Aggression and Aggressive Behaviors

2.2.2 Types of Aggression

2.2.3 Terms Used to Describe Students in a Violent Situation

2.2.4 The Social-ecological Framework of Bullying

2.2.5 Reasons/Instigators of Violence

2.2.6 Location of Violent Behaviors

2.2.7 Victims of School Violence

2.3 Empowerment Learning Technique

2.3.1 Education

2.3.2 Empowerment

2.3.3 School Violence Prevention and Interventions

2.4 Related Researches

2.1 Definition of 'youth' and 'adolescent'

For this study, the stage from 0-11 years old was referred to as 'youths.' It is a stage of physical, mental, and cognitive growth, which does not include puberty.

The word 'adolescent' can be defined as the stage in between childhood and adulthood. This stage is very important since experiences shape their perceptions and reactions for adulthood (Ogunfowokan, Oyeleye, & Irinove, 2011). It is a stage of rapid physical growth and development, which includes puberty and preparation for

adulthood. It is also when children imitate adults' roles and values as a method to search for and create their own identity. According to Espelage & Swearer (2004) the adolescence stage starts from middle school.

In this study, the word 'adolescent' referred to students between the age ranges of 12-18 years old. The word 'adolescent' was used interchangeably with the word 'teenager.'

This section briefly reviewed how other research and study defined youths and adolescents. Then it stated how this research defined youths and adolescents. The definition of youths and adolescents was crucial to this research since it defined the target for violence prevention and intervention and the empowerment learning technique. Therefore, the chapter clarified the research direction. The study would be beneficial to people who are interested in using data and results from this study.

2.2 Violence and School Violence

This part of chapter 2 reviewed literatures on the definition of violence, the underlying mechanisms of violence, types of aggression, reasons/instigators of school violence, location of violent behaviors, and victims of school violence.

2.2.1 Aggression and Aggressive Behaviors

Different people defined violence differently. Therefore it is important to distinguish and acknowledge the similarities and differences between each definition in order to get a suitable definition and fully understand the situation.

Hamama & Arazi (2011) referred to violence as "aggressive behaviors." They defined aggressive behavior as being composed of three dimensions, which are: a cognitive dimension, an emotional dimension, and a behavioral dimension.

The cognitive dimension referred to hostility, which is thinking negatively about others, towards themselves, and towards situations and events. Hostility was defined as an explicit or implicit cognitive response that includes negative assessments of impulses, people and events, which in turn constitute the main reason for aggressive behavior. These negative thoughts will in turn affect how individuals interpret

situations and events and it is a predictor of aggressive behavior. This is supported by Bandura et al.'s (2001 cited by Hamama & Arazi, 2011) study where children's hostile thoughts lead to an increase in aggressive behaviors. Hostility involves five stages: coding, interpreting, searching for response, decision-making, and action.

The emotional dimension is also known as "anger". Anger is a social response, emotion, which is linked with survival and interpersonal relationships (problems); it allows the individual to fight for their existence and respond to threats. Even though anger is important for survival, but it is important that a person is able to control his/her anger since it determines the extent to which one will act aggressively. Anger was also shown to be a predictor of aggressive behavior.

The behavioral dimension referred to actions. It could be thought of as the result of cognitive dimension and emotional dimension. There are two aspects to the behavioral dimension: physical violence and verbal violence. "Physical violence is the use of physical force against others to inflict pain on them." And "verbal violence is the communication of a verbal message to others, with the purpose of causing them mental pain or hurting their standing or self-worth" (Hamama & Arazi, 2011).

2.2.2 Types of Aggression

There are many types of aggression. There is: overt physical aggression, indirect aggression, reactive aggression, proactive aggression, social aggression, and relational aggression. Overt physical aggression is engaging in physical one-sided fights. Indirect aggression is aggression that cannot be detected visually (nonphysical aggression). Reactive aggression is an emotional response to provocation with the use of aggression on the provoker. This means that reactive aggression does not have hidden calculative intentions, unlike the other types of aggression, where the aggression may or may not be a means to a goal. Since this type of aggressor can be considered ill-tempered and easily strikes, they are not well liked by their peers; therefore they are also victimized for their lashing out. Proactive aggression is the opposite of reactive aggression. The perpetrators intentionally aggresses others with the intent to cause harm. Social aggression is a non-confrontational type of anger that uses the peer ecology as a mean of attack where the identity of the perpetrator/aggressor is not obvious. This type of aggression is more typical in

females. Examples of the ways this aggression is used are: gossiping, spreading rumors, and social ostracism. Social aggression is usually followed by relational aggression. Relational aggression is engaging in behaviors that severely harm another child's relationship with others (Espelage & Swearer, 2004).

2.2.3 Terms Used to Describe Students in a Violent Situation

The terms that used to describe different students involved in a violent situation are: bullies, victims, bully-victims, and bystanders. 'Bullies' refer to the students who use violent/aggressive behavior on other students. 'Victims' in this situation mean the receivers of the aggressive acts. In the school violence situation, 'bully-victims' are the students who are bullied and bullied others. And 'bystander' is a term that refers to the students that did not bully anyone and did not get victimized.

Espelage & Swearer (2004) found that there are three types of bullies. There are: popular bullies, marginalized bullies, and friendless bullies. Popular bullies are well liked by both bullies and non-bullies. They have a lot of supporters and subordinates to help them bully others. Marginalized bullies have friends, but the friendship is only limited to small groups of students that are similar to them in that their peers are also unpopular bullies. And friendless bullies are, as the name implies, peerless and lonely.

Victims have been classified into two groups: submissive victims and provocative victims. Submissive victims are described with the word submissive/passive. These victims are characterized as anxious, insecure, and they usually don't retaliate when bullied. They react to being bullied by withdrawing and/or crying. Submissive victims are the common type of victims. The provocative victims are bullied because they provoke bullies through their actions. This type of victim will retaliate when bullied and they are also not well liked by their peers (Espelage & Swearer, 2004).

The word 'bullying' refers to any act that a person or group of people uses to physically and/or psychologically inflict pain on a weaker person repeatedly. (Laeheem, Kuning, McNeil, & Besag, 2008). Bullying (mean) is used as a method to obtain and/or secure resources (goal). In other words, some bullies use aggression in a calculating way. They direct it at a specific target, for example someone they know

has few allies, and they use it to achieve some end, for example, to show how strong they are or to get ahead of a peer in the lunch line.’ Bullying can escalate to more serious problems when it includes the use of weapons.

Victimization is classified into three distinct types: physical victimization, verbal victimization, and relational victimization. Physical victimization is being hurt physically. Verbal victimization is being hurt by mean/aggressive words. And relational victimization is when bullies exclude the victim from the group (Espelage & Swearer, 2004).

2.2.4 The Social-ecological Framework of Bullying

The Social-ecological Framework of Bullying was proposed by Espelage & Swearer (2004). It was adapted from the Ecological-Systems Theory to explain the method in which a student’s surroundings affect the student’s use of violence.

The ecological-system theory proposed that all individuals are a part of interrelated systems where the individual is located at the center of the circle and moving out to the surrounding circles are systems that affect the individual. All these systems interact and influence the individual’s behavior. The systems are a part of the individual’s social network that consists of four interconnected systems: microsystem, mesosystem, exosystem, and macrosystem. The microsystem refers to the person’s relationship with a single system. The mesosystem is the relationship between all the systems in the person’s life. The exosystem is the influence of other context that is not included in the child’s immediate environment. And the macrosystem is the influence of cultural norms.

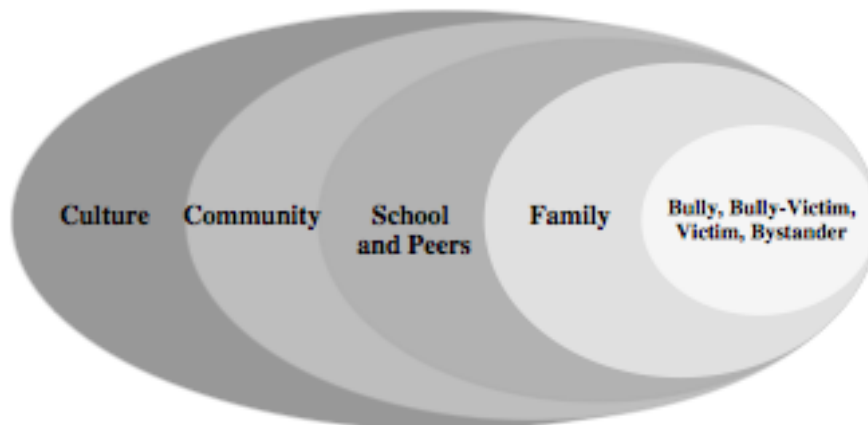


Fig. 2.1 The Social-ecological Framework of Bullying

Source: Espelage & Swearer (2004).

According to the ecological-systems theory, the environment determines whether the child will be involved in bullying or not. The concept that people are influenced by the environment is supported by many researches, which found that youth who are involved with aggressive behavior experiences problems in multiple areas such as: family, peer group, school, and community. Therefore, it is only logical that interventions also need to be targeted towards improving the environment (Espelage & Swearer, 2004).

The model speculates that there are both risks and protective factors within each subsystem (individual subsystem, family subsystem, community subsystem, and larger societal level subsystem) that may affect the growth and development of children. When the subsystems are negative/stressful, the child is at physical, cognitive and socio-emotional risk. On the other hand, when the situation is supportive/positive, the subsystem may facilitate positive child outcomes. The protective factors may not affect development in low-risk situations (Oravec, Osteen, Sharpe, & Randolph, 2011).

Bandura stated that individuals tend to model after behaviors of individuals who they consider influential. They model after authority figures because they witness that the specific behavior is effective, leads to the desired outcome. Therefore according to this concept, if children perceive that the use of violence at home will lead to the desired outcome, then children will use violence in similar situations. Subsequently, if children use violence and it results in desired outcomes,

then they may also develop norms for the suitability of violence in specific situations (Espelage & Swearer, 2004).

For example, Oravec, Osteen, Sharpe, & Randolph (2011) stated that a child who either witnessed or heard about violent events exhibits more emotional distress and aggression than those who did not. But this does not mean that growing up in stressful environments would lead to a child with aggressive behavior all the time since there are many children who live in stressful environment who exhibit socially competent behavior.

This section explained the ecological-systems theory and how violence is learned and can be prevented. Understanding how each subsystem affects one another and how all the systems influence the individual's thinking and behaviors. Hence, this help to understand that external environments also affect the students and external environments that seemed irrelevant should not be ignored.

2.2.5 Reasons/Instigators of Violence

There is a reason for every action; hence there is also reason/s as to why students engage in violent acts. According to Laeheem, Kuning, McNeil, & Besag (2008), "children who bully others enjoy exercising power and status over victims but fail to develop empathy for others. The other reasons of bullies were boredom, jealousy, seeking attention, showing off, getting thing or money, anger, revenge, self-protection and power." The three reasons/instigators of violent acts reviewed are for dominance in the hierarchy, re-establishment of social relationships, and provocation.

The first reason for violent acts is for dominance in the hierarchy. Childhood is a period where children seeks relationships with peer and acknowledge the importance of peers' recognition and acceptance. One of the ways to gain recognition and acceptance is through attaining resources (body size, independence, individuality, relationships). Sometimes the method used to attain resources is inappropriate, but it does help children reach their goal of being dominant and placing them high on the dominance hierarchy. But once dominance is attained, the aggression decreases. This could be seen in studies, which showed that as children grow older, they have reached their full growth, the aggression decreases.

During adolescence, a stage of rapid body changes, the change in body

size leads to the reorganization of the dominance hierarchy for children. And this is especially for boys, “bigger and stronger boys become more dominant than their smaller peers. Boys’ dominance status, in turn, is related to their attractiveness to girls” (Espelage & Swearer, 2004).

The second reason for violent acts is re-establishment of social relationships. Whenever there is a change in the environment, children sometimes resort to aggression as a method to re-establish social relationships to move up in the hierarchy of power and status (dominance theory). In other words, “bullying is viewed as a deliberate strategy used to attain dominance as youngsters enter a new social group” (Espelage & Swearer, 2004). This idea is supported by findings where there were increases in aggression as students moved into a new school and tried to establish dominance. But once dominance is established, the aggression decreases and is no longer used to maintain dominance.

The third and last reason for violent acts is provocation. When another student provokes the ‘bully’ through any kind of actions or words, the perpetrator/bully ‘strikes’ back as a result of anger from being provoked. A suitable term for the bully in this case would be reactive bully/aggressor. And the act of ‘striking back’ is referred to as reactive aggression.

Reasons and instigators of violence will also help understand why violence occurs in order to come up with suitable preventions and interventions.

2.2.6 Location of Violent Behaviors

Location of violent behavior refers to areas in the school where violent behaviors mostly take place.

Fishbaugh, Berkeley, & Schroth (2003) found that violence usually occurs when there is minimal adult supervision and there are large crowds moving about. They also found that violence is more likely to occur in schools with low achievements. Both teachers and student believe that violence occurs in hallways, under staircase, in cafeteria, and/or deserted classrooms. Furthermore, they found that the gym and locker rooms are also common location of violence. “Violence occurs in hallways and restrooms, less often on buses, and at extracurricular/athletic events.” Sometimes violence also occurs in classrooms.

This part concluded that violent behaviors occur in places with low or no adult supervision. Knowing where violence occurred in the school will help improve preventive measures to prevent and stop school violence.

2.2.7 Victims of School Violence

The victim of school violence varies. Victims can be peers and/or school personnel (Espelage & Swearer, 2004).

The first recipient of violence reviewed is peer. Peers are usually the common victims of school violence where the perpetrator is a fellow student. Students who are likely targets of violence are usually individuals who the bully viewed as being inferior, weaker, and/or differing from the norm, for example, individuals with disabilities, transgender, and individuals with different religions (Espelage & Swearer, 2004; Russell, Ryan, Toomey, Diaz & Sanchez, 2011; DeLara, 2008).

The second and last recipient of violence reviewed is school personnel. The term 'school personnel' refers to anyone who works in the school and here, the following individuals will be referred to as school personnel: teachers, school staffs, and administrators.

When people think about school violence, they either think that the perpetrator is a student and the victim is a student or the perpetrator is a teacher and the victim is a student. But the truth is teachers are also victims of school violence committed by students. Fishbaugh, Berkeley, & Schroth (2003) stated that high school teachers were threatened with physical violence and teachers reported being reluctant to confront misbehaving students. Teachers also reported being verbally abused. It was also revealed that school personnel fear violence from the students, even though in the past school personnel kept the school safe, but they are now victims of violence crimes committed by students. It was revealed that 15% of students had hit a teacher at least once. But this is usually uncommon since it means that the hierarchy of power is disrupted and power is taken away from school personnel, who are usually the rule keepers in school. "Giving students the psychological energy to threaten through intimidation opens the door to physical violence and should not be tolerated by any individual, particularly principals. Inappropriate behavior toward the principal undermines the principal's authority and directly impacts the climate and culture of

the school organization” (Fishbaugh, Berkeley, & Schroth, 2003).

School personnel “appear to be the victims of student rage, insubordination, rape, and assault” (Fishbaugh, Berkeley, & Schroth, 2003). The most common types of abuse are verbal and psychological abuse. Verbal abuse refers to “slandorous statements.” And psychological abuse refers to abuse that is neither physical nor verbal such as: vandalism of personal properties, disrespectful behaviors, slamming doors, slamming/banging objects, invasion of personal space, and threats. In rare cases, school personnel are actually victims of physical violence with students as perpetrators.

In conclusion, there are two groups of victims of school violence: peers and school personnel. Once the probable victims are known, the probable victims can be recruited for prevention and intervention programs to help turn these youths and adolescents (and in rare cases, school personnel) so that they will not be seen as likely victims by perpetrators of violence, bullies.

Although, previous studies related to school violence and bullying were mostly conducted in Western countries, but this does not mean that these problems did not occur in Eastern countries. In Thailand, violent crimes committed by youths are often reported on the daily newspaper. This problem has increased in severity. Therefore, this issue needs to be dealt with.

2.3 Empowerment Learning Technique

This part reviewed literature on past purposes of education, the difference in past and present education, definition of empowerment, concept of empowerment, theories on school violence prevention and intervention, and examples of school violence prevention and intervention.

2.3.1 Education

Education used to be perceived as a method of socializing that was based on stability, rationality, objectivity, universality, and confidence in progress. But this is not how education is perceived as anymore. Now, education is seen as “a system of shared and universal beliefs” (Jarvis, Holford, & Griffin, 2003). The beliefs range

from scientific, moral, religious, to philosophical. Students of the current education system are a part of the new generation of a stable hierarchical society. But right now the view on education is not universal anymore, since old theories and beliefs are always undergoing scrutiny and questionings. Hence, the stance of education is not clear anymore.

In the past, school curriculum was based on “disciplines,” or “discrete bodies of knowledge”; such as history, geography, and mathematics. Teachers were like expert of a discipline and they explain their discipline to the students. But currently, “disciplines are being replaced by more reflexive, pragmatic, and experiential approaches” (Jarvis, Holford, & Griffin, 2003) that puts the learner at the center of the learning process. Currently, teachers are no longer a source of knowledge, but are a communicator or facilitator. Educators’ role in the curriculum is getting smaller; rather they are more focused on helping students learn effectively.

This section reviewed the aims of education in the past and how the aim has changed. Since this research aimed to prevent violence at the school level; therefore it is crucial to understand the importance and aim of education. This way the scope of education will be clear.

2.3.2 Empowerment

This section reviewed literature on the definition of empowerment, the concept of empowerment, and how empowerment can be measured.

Empowerment is generally defined as giving a particular person the power and belief that they are able to accomplish goals. The ideas and concepts is popular in business, to develop and encourage growth in leaders, and in social empowerment, where females are empowered into believing in their ideas and abilities which have either been look down on and/or ignored. Each fields and specific individuals interpret empowerment differently. This section aimed to summarize and explore the concept of empowerment from more than one field to try to understand the big picture of empowerment.

Chally (1992) defined empowerment as a process that relied on both the teacher and students to use their abilities and powers to achieve the ‘shared vision’ (goal) that they agreed upon. ‘Shared vision’ refers to the goal that the teacher and

students have set together.

Anderson & Funnell (2010) viewed “empowerment as both a process and an outcome. Empowerment is a process where the purpose of an educational intervention is to increase one’s ability to think critically and act autonomously. Empowerment is an outcome when an enhanced sense of self-efficacy occurs as a result of the process. However, while empowerment is an outcome, it is not a dichotomous variable, in that one is or is not empowered. Instead, empowerment is a continuous variable, more similar to a direction than a location.” Furthermore, teaching through empowerment means teachers do not spoon feed the students with knowledge, but they help advice students in methods to gaining the desired knowledge. Caring, nurturing, growth, support, and recognizing that both teacher and students are capable characterize this teaching technique (Chally, 1992).

Cowdery (n.d.) believed that to empower students, it is crucial to start at an early age. As soon as a child is born, the child should be living a lifestyle that empowers the child. This is the best way to truly empower the child as a person. The qualities of an empowered student are: high self-esteem, the ability to take control, confidence, ability to make decisions, ability to think, ability to cope with challenges, ability to assert their needs and wants, and able to work in teams. But just giving students the opportunity to make their own decision does not mean that the student has been empowered. It is not something that happens instantly. Rather it is an ongoing process that takes time, patience, determination, and dedication since there is a chance that students might resist against being empowered. Therefore, throughout this long process teachers must be caring, supportive, challenge the student, and make the student feel that they are safe.

The concept of empowerment from the field of business and education is explained below.

Peter Senge, a well-known philosopher for learning organization, was among the first authors who pointed out empowerment situated in the business/management area. According to Senge (2006), a person can be empowered through the five disciplines, which consists of five dimensions; systems thinking, personal mastery, mental models, building shared vision, and team learning. Systems thinking is the belief that everything is a part of a bigger system and all the systems interact and

influence one another. Personal mastery is when an individual knows what matters most to them. Then they continuously expand their ability to create the results in life that they seek. They focus their energies, develop their patience, and see reality objectively; rather than responding to situation reactively. Mental models are assumptions and generalizations that a person believes are true. People are usually unaware of the existence of their mental models and the effects it has on their behaviors. Building shared visions is when everyone agreed on the vision and work towards the vision willingly. Shared vision encourages creativity and pulls the group towards a specific direction that they agreed upon. And team learning is the belief that the group's combined ability is greater than the ability of each individual. This means that team results are superb; each individual in the team are actually learning at a faster rate than they would learn individually.

In the field of education, there are many views on empowerment. But the similarities between the different view of empowerment is that the individual is given the opportunity to make decisions that affect them, the individual have access to resources, and it is an intentional ongoing process (Fitzgerald, 2011).

The complexity of empowerment does not stop with just the various views that exist in the field of education. Rather, empowerment can happen to anyone in the field of education: students, teachers, and/or principals. But this mainly focuses on empowering students.

When designing curriculum, the people involved are usually adults, educators, experts, and parents. But the people that these curriculums are for, students, did not get a chance to voice their opinions. Therefore, students should be given the opportunity to contribute to their curriculum. By truly giving students the opportunity to participate in designing their curriculum, the students can be empowered; since empowerment means giving the individual the opportunity to make choices that affect them (Mendoza, n.d.; Jagersma & Parsons, 2011).

According to Brantmeier (n.d.), empowerment in the classroom is when teachers adjust the power that they own by sharing their power to make decisions in class with their students. In order for teachers to empower students, the roles that teachers and students play have to change. Students' role is not to sit and just listen and teachers' role is not to feed students with knowledge. Rather students are

empowered explorer and meaning maker and responsible knowledge constructor. An empowered explorer is an “independent or collective explorer of knowledge through disciplined means.” A “meaning-maker and responsible knowledge constructor” is an individual who makes sense of their knowledge that are relevant to their life. The teachers’ role is to be a facilitator of learning and “scaffold builder and critical reflection enhancer.” A facilitator of learning does not become an obstacle of learning by “imposing information.” Rather, they guide the learning process of students. Scaffold builder and critical reflection enhancer assess students’ knowledge and “builds scaffolding to extend that knowledge to a broader and deeper understanding.” He also described the environment of an empowering classroom. The characteristics of the classroom are: “shared power among co-learners; social and individualized learning; collective and individual meaning-making and identity exploration; community of practice with situated learning; and real world engagement and action.”

Recently the importance of students’ participation and contribution are starting to be acknowledged. Some students-related programs have started to include students. An example of such programs is the “Empowered Student Partnerships” (ESP) program. ESP is a program that resulted from the cooperation of the Toronto police officers, staff advisors, ProAction cops & Kids, and the Canadian Safe School Network. It is a school safety program that empowered students to identify, plan, organize, and implement year-long safety initiatives in their school (Toronto Police Service, n.d.).

According to Nauman, Khan, & Ehsan (2010), empowerment can be measured according to two constructs: psychological empowerment construct and empowerment climate construct. The psychological empowerment construct measures the state of an individual’s psychological states of empowerment, while the empowerment climate construct measures the environment that the individual ‘works’ in.

Perkins & Zimmerman (1995) said, “as an open-ended construct, psychological empowerment takes on different forms in different contexts, populations, and developmental stages and so cannot be adequately captured by a single operationalization divorced from other situational conditions.” Developing a universal means to measure empowerment is not possible because of the differences in

“empowerment values, empowering processes, and empowered outcomes.” But they did acknowledge the psychological empowerment, which is a common goal for all levels of empowerment. Hence, according to Perkins & Zimmerman (1995) the method that is used to measure psychological empowerment depends on the evaluator’s definition of empowerment and objectives. Therefore, even if the person being evaluated is truly empowered, but he/she differs from the evaluator’s opinion of an empowered person and objectives, then the evaluator would not regard that person as an empowered person.

The section reviewed empowerment in an educational context, since one of the objectives of this study is to understand how teachers plan to use the empowerment learning technique.

2.3.3 School Violence Prevention and Interventions

This section reviewed literature on school violence prevention and intervention programs. It started with theories on prevention and intervention, then it reviewed the existing types of prevention and intervention programs at the student level. Hence, this section includes practical theories and school violence prevention and intervention at the student level.

Violence prevention programs could reduce intentional injury and trauma recidivism (Hughes, Griner, Guarino, Drabik-Medeiros, & Williams, 2010), but it is important to take into account many informants with many methods (Espelage & Swearer, 2004; Johnson, 2006). It is crucial to ask all the involved parties for advice and suggestions. The most important parties in this case would be youths and adolescents since they are the ones who would be participating in the prevention and intervention programs. They would give the most relevant and effective input. According to the study by Hall, Kulig, & Kalischuk, (2011), it is highly recommended that the following people/group should be involved in the violence prevention program development: youths, adults, families, teachers, community workers, and community.

According to Johnson (2006), effective intervention programs must come from theoretical rationales, address strong risk factors, are long-term programs, follow a cognitive-behavioral strategy, focus on improving skills development, are developmentally appropriate, are not delivered with force, and have capacity for

delivery with commitment.

Fishbaugh, Berkeley, & Schroth (2003) believed that the same set of prevention and intervention does not always work for all students. This can be seen in the following quote, “It is naïve to expect that all teenagers will respond equally to the same intervention and need the same type and level of services. In particular, it is unlikely that youth who have progressed from childhood aggression to more serious and habitual adolescent violence will respond to broad-based educational or social development programs.” Hence, it is better to have separate intervention and prevention programs for males and females since different genders tend to have different views and opinion on the topic of violence. According to Hall, Kulig, & Kalischuk (2011), males did not believe that the following prevention and intervention would be effective: “education for victim, education for youth, education for parents, education for families, education for school staff, school rules against violence, cameras inside schools, supervision on school grounds, security officers in schools, sniffer dogs in schools, and metal detectors in schools.” Furthermore, they found that females were more accepting towards intrusive means to stop violence. They were accepting to the following means to prevent violence: “education for parents, education for families, school policy of zero tolerance towards violence, in-school supervision, cameras, security officers, sniffer dogs to find drugs, and metal detectors.”

This part talked about the characteristics of effective and ineffective prevention and intervention. Once the characteristics of effective prevention and intervention are known, this research will avoid ineffective prevention and intervention. And this part can also help explain why schools with prevention and intervention programs still have school violence. The next part of this section will review preventions and interventions at the student level.

Preventions and the interventions at the student level can be classified according to the following groups: skill building, changing behaviors, attitudes and beliefs, changing the environment, improving student relations, scare tactics, get tough programs, jurisdictional transfer laws, and group sessions.

The first group of prevention and intervention at the student level is skill building. Some examples of skills building programs are: social skills and competency

training, self-esteem training, and negotiating skills training (Fishbaugh, Schroth, & Berkeley, 2003). The Table below showed an example of activities used for social skills building.

Table 2.1 Examples of Three Levels of Social-Skills/Peacemaking Training Activities.

<p>Preschool: Hand Hugs</p> <p>Sometimes children can benefit from having a physical connection with each other. An activity like the hand hug can be used to end an activity or before children leave to go home. These kinds of brief contact experiences can restore good feelings to a group and remind children that they are part of a community.</p> <p>Have the children stand in a circle with you, holding hands. Squeeze the hand of the child on your right. Have that child squeeze the hand of the child on his or her right, and so on, passing the hand hug around the circle. The hand hug stops when it comes back to you.</p>
<p>K-6: Bridges</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Have partners of approximately equal size stand facing each other about six inches apart. Hands should be raised to shoulder level, with palms facing the partner's palms. 2. The players simultaneously fall forward, catching and supporting each other with their hands. They are now forming a bridge. 3. Pushing off each other, the players return to their original positions. Each player then moves back two inches, and the game continues as above. 4. The object is always for the players to catch and support each other as they fall. They can move as far apart as feels comfortable for them. <p>Despite its rather hair-raising appearance, this game offers very little opportunity for anyone to get hurt. Keep a watchful eye on things, however.</p>
<p>Middle School: Mirroring</p> <p>Have students work in pairs. One person is A, the other is B. Partners should stand, facing one another. First B reflects all movements initiated by A, head to foot, including facial expressions. After a short time, call 'change,' so that positions are reversed. Then B initiates the actions and A reflects. Have students discuss what it was like to mirror another person's actions.</p>

Source: Fishbaugh, Berkeley , & Schroth (2003)

The second group of prevention and intervention at the student level is changing behavior, attitudes, and beliefs. Prevention and intervention that aims to change students' behavior, attitudes, and beliefs works at a deeper level than skill

building. Some suggestions for changing behavior, attitudes, and beliefs are: “cognitive behavior modification and social-skills training; social learning theory and anger replacement therapy; education to develop ‘street smarts,’ which can help students to deal with violence in their own lives; and instruction on other students’ cultural backgrounds to improve interpersonal relationships” (Fishbaugh, Berkeley, & Schroth, 2003).

The third group of prevention and intervention at the student level is changing the environment. Some prevention and intervention programs aim to modify environmental factor that influences youth behavior. Some suggested programs are: “student adoption of school uniforms; drug-free programs such as Drug Free Youth in Texas (DFYIT), a program in which students voluntarily undergoes drug testing; student assessment of the safety of the school setting. The National School Safety Center has developed the School Crime Assessment Tools for school. It recommends enlisting student leaders to communicate desired student behavior” (Fishbaugh, Berkeley, & Schroth, 2003).

The fourth group of prevention and intervention at the student level is improving student relations. “Student-initiated interventions, particularly those in which students help one another, tap into students’ need for acceptance and belonging and take advantage of the fact that school is a social domain in which peer associations exert considerable influence on youth behavior. Success is limited to the strength student leaders exhibit in initiating and implementing the interventions” (Fishbaugh, Berkeley, & Schroth, 2003).

The fifth group of prevention and intervention at the student level is scare tactics. Scare tactics aims to gain attention from youth at risk of delinquency through the use of pictures showing the consequences of bad behaviors. The types of picture that they display are adult prisons, death as a result of the use of weapons or gang life. The reasoning is that viewing the dramatic pictures of real life would scare youths into stopping undesired behaviors. Research showed that intervention programs that use scare tactics don’t work; instead it might make these undesired behaviors worst (Johnson, 2006).

The sixth group of prevention and intervention at the student level is get-tough programs. Get tough programs is based on the idea that delinquency violence is

a result of lack of discipline. Therefore enforcing discipline would solve the problem. Examples of get-tough programs are group detention centers and boot camps. Research showed that these programs don't work. Instead these programs have the ability to worsen the problem since the more experienced youths can educate the inexperienced on delinquency (Johnson, 2006).

The seventh group of prevention and intervention at the student level is jurisdictional transfer laws. Jurisdictional transfer laws are legal procedures where the youths are judge using the adult systems which are tougher and stricter. The reasoning is that with harsher punishments, youths will be frightened of committing crimes. But according to Johnson (2006), this does not work out and lead to more cases of delinquency violence in youths who are put in adult prison.

The eighth group of prevention and intervention at the student level is group sessions. Group sessions involve many youths and/or adolescent getting together to participate in activities. This type of intervention is not effective when it involves an adult lecturing the participants. There is also the risk of contagion (Johnson, 2006).

This section attempted to explore ineffective school violence prevention and intervention and empowerment learning techniques that were used in schools. The effective empowerment learning techniques were skills building, changing behaviors, attitudes, and beliefs, improving student relations, and group sessions.

2.4 Related Research

Wessler (2011) found that in situations where violence arose due to students having different races and/or religions, teachers needed to acknowledge that there was a problem and give the students this little push that they need. Then the students were able to use their own abilities to overcome their differences and stop school violence.

Recently, students don't settle a disagreement with fistfights, but they used some kind of weapon instead. Students also hold on to grudges longer than in the past. For example, two students had a disagreement at the beginning of the term, but they wait until almost the end of the term to settle their dispute.

Zosky (2010) said that teenagers rarely informed anyone about the occurrence of violence. But when they did inform someone about it, they usually discussed it with a friend, a few informed their family members, and even fewer informed a person of authority. Hence, raising awareness and educating teenagers is important in changing youths' definition of domestic violence from being part of a normal relationship to a criminal act. Redefining the meaning of teenage violence is a necessary step in helping victims and punishing perpetrators.

Laeheem, Kuning, McNeil, & Besag's (2008) study revealed the number of students involved in bullying. 32.9% of the students in the study have bullied others. 67.1% of bullies claimed that they bullied others in the classroom and some bullied others in the playground and other places. 32.3% of the bullying occurred during lunchtime and 22.4% occurred during playtimes. Most bullies bully peers their age, 85.7%. 67.5% of the bullies bully others by themselves and not as a gang or group. Some bullied both boys and girls, 49.6%. They also found that older students, at least 11 years old, were more likely to bully others than students younger than 11 years old.

DeLara (2008) found that students viewed teasing, bullying, and harassment as a part of life, which all youths and adolescents have to go through, that are harmless. It's not only the students that viewed it as being harmless, but also teachers and parents too (Espelage & Swearer, 2004). As a consequence, being teased, bullied, and harassed have detrimental effects on the victims (DeLara, 2008). Another interesting finding that would prove this belief wrong is the fact that some perpetrators of school shootings are actually victims of school violence (DeLara, 2008; Newman, 2004).

School level (elementary, middle or high school) is "inversely associated with students' likelihood of avoiding one or more places in school" (Weiss, 2006). For example, eight percent of 6th graders avoided one or more places in school in 2005, compared with 1 percent of 12th graders (Weiss, 2006). This is because these places are locations for violence since adult supervision is minimal. Smith, Madsen, & Moody (1999) reviewed that as students grow older, the rate of victimization declines. Craig & Harel (2004) and Benbenishty & Astor (2008) also support the findings that older students tend to be bullied less. Benbenishty & Astor (2008) proposed that the

reason for the decline of victimization as a result of age might be due to culture. Perhaps in these cultures, seniority and age is emphasized. They also found that “this kind of behavior is accepted by school authorities that view this form of bullying as normative.”

Fishbaugh, Berkeley, & Schroth (2003) stated that shooters in school shootings told other students of their plans, most shooters were bullied, and most shooters were suicidal. Suggestions to preventing school shootings and school violence were to forbid youths and adolescents from handling guns; teach students on violence prevention, anger management, problem solving, report students with weapons in school, inform school personnel of violence threats; and all violence threats should be taken seriously.

The frequency of violence is high in areas of poverty. This is because when one is unable to meet the basic living requirements, it causes stress for members of the family. This sometimes results in violence and theft; unable to earn a living legally. Sometimes violence is needed to earn a living. This might result in youths and adolescents using and dealing drugs. If they are drug dealers, they might use violence to defend their territory and to get their money.

Various researches were conducted on school size and its effect on school violence. Research showed that large schools (schools with classes that consist of more than 27 students per class) tend to have a higher rate of school violence. Researchers believed that this is because the students in large schools don't feel connected or belong (referring to both relationships between students and teachers) since there are a lot of students and school personnel don't have time for every student. Hence, small and medium schools usually give a friendlier atmosphere and feel safer. This is supported by the fact that five out of seven of the US school shootings took place in schools with a student population around 1,000 (The Rural School And Community Trust, 1999).

Even though school size affects the rate of school violence, but the perceived causes of the use of violence in school were lack of family involvement, family violence, students' lack of trust in adults with authority, and the parents' opinions.

Researches on school location's influence on school violence are

inconclusive (Kingery, 1996). Past researches showed that rate of school violence in rural schools and suburban schools are lower than urban schools (Weiss, 2006). This is supported by Fishbaugh, Berkeley, & Schroth (2003) who stated that students in urban schools are at a higher risk of dying from school violence than students in rural school and suburban school. According to Thurston & Berkeley (1998), the reasons that rural schools have lower rates of violence might be due to the culture in rural areas which are socially conservative, prejudiced, ethnocentric, and “intolerant to non-conforming ideas.” But recently, studies found that rate of school violence for both rural and urban schools are similar and parents and students do not feel that rural schools are safe. Furthermore, they found that 22% of survey respondents reported an increase in preschool violence, a 40% increase at the elementary school level, a 52% increase at the middle school level, and a 43% increase at the high school level. Many researchers speculate that the rising rate of school violence in rural schools is a result of school size and not the location (The Rural School And Community Trust, 1999; Thurston & Berkeley, 1998). A comparison analysis found that the relation between school size and violent behavior are more significant than the relation between ruralness and violent behavior (The Rural School And Community Trust, 1999). This is further supported by Kingery (1996) who found that school violence rate was usually high in areas with high population density. Hence, it could imply that the reason in which rural school’s rate of violence is increasing is due to urbanization of rural areas. This causes the student population in rural areas to increase, since families move into rural areas that have been turned into metropolitan areas. When the student population is high, the students in school do not feel close to each other since there are so many students. This creates a point of view of them vs. us and is a condition suitable for school violence.

This chapter attempted to conceptualize the study by drawing upon related literatures. It reviewed literatures on definitions of youths and adolescents, violence and school violence, and empowerment learning technique. Hence, youths is a period from the age of 0-11 years old and adolescents is from 12-18 years old; school violence rates is affected by school size, school location, and school level, and in order to empower students through learning, teachers must act as facilitator and let students participate in decisions that affect their learning.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presented the systematic procedures for this research project as followed:

3.1 Research Design

3.1.1 Quantitative Method

3.1.2 Qualitative Method

3.2 Population and Sample

3.2.1 Population

3.2.2 Sample

3.2.3 Sampling Method

3.3 Research Instruments

3.3.1 Questionnaire

3.3.2 Interview

3.4 Quality of the Research Instruments

3.4.1 Questionnaire

3.4.1.1 Validity

3.4.1.2 Reliability

3.4.2 Interview Questions

3.5 Data Collection

3.6 Statistics and Data Analysis

3.1 Research Design

The research was conducted using both quantitative and qualitative method approach.

3.1.1 Quantitative Method

A questionnaire was used to quantitatively investigate and understand teacher's perceived causes of violence and the situation of violence in the school that the teacher was employed in and how they think the empowerment learning technique could be implemented in their classroom.

3.1.2 Qualitative Method

A total of 10 teachers from public primary and secondary schools were interviewed. Interviewing these teachers helped understand what the school did and the context of the school that helped prevent school violence.

3.2 Population and Sample

3.2.1 Population

Nonthaburi Province had a total of 116 public schools. The following table stated the quantity of schools in municipal area and non-municipal area according to the types of school.

Table 3.1 Population of schools in Nonthaburi Province according to school level.

Location	Quantity of Schools				
	Gr. 1-6	Gr. 1-9	Gr. 1-12	Gr. 7-12	Total
1. Non-municipal	55	19	2	11	87
2. Municipal	17	4	1	7	29
Total	72	23	3	18	116

Note: Gr. 1-6 refers to primary school; Gr. 1-9 refers to primary and junior secondary schools; Gr. 1-12 refers to primary up until senior secondary schools; and Gr. 7-12 stands for secondary schools. Even though there are more than two districts in Nonthaburi Province, but here they are classified as either municipal or non-municipal.

Since the study attempted to prove the hypothesis on school level, therefore from the total number of 116 public schools, 26 schools, which provided education for primary and secondary levels, were excluded. Hence, the population after exclusion of the 26 schools is according to Table 3.2.

Table 3.2 Summary of quantity of primary and secondary schools in Nonthaburi Province.

Location	Quantity of Schools		
	Primary School	Secondary School	Total
1. Non-municipal	55	11	87
2. Municipal	17	7	29
Total	72	18	90

Since one of the factors studied was the effect of school location on the frequency of school violence; therefore schools were divided according to schools in the municipal area and schools in the non-municipal area. Schools in the municipal area were schools located in the Nonthaburi district. While schools grouped under the non-municipal areas were schools located in the other districts of Nonthaburi Province as followed: Bangkruey, Sainoi, Bangbuathong, Bangyai, and Pakkret. Then the teacher population was summarized according to the following table.

Table 3.3 Summarization of teachers' population according to school level and school location.

	Municipal Area	Non-municipal Area	Total
1. Primary School Teachers	388	641	1,029
2. Secondary School Teachers	727	916	1,643
Total			2,672

3.2.2 Sample

The sample size was calculated using the Taro Yamane formula (Yamane, 1973).

$$n = \frac{N}{1 + N (e^2)}$$

Where, n = sample size

N = population size

e = sampling error; e = 0.05

The table below showed the summary of the sample size for both primary and secondary schools, which included the sample size. The sample size was calculated using the Taro Yamane formula (Yamane, 1973). The Taro Yamane formula yielded a sample size of 348 teachers.

Table 3.4 Summarization of teachers' population and sample size.

	Population	Sample Size
1. Primary School Teachers	1,029	134
2. Secondary School Teachers	1,643	214
Total	2,672	348

3.2.3 Sampling Method

The multi-stage semi-random sampling method was used to decide on the participants. The sampling steps are listed below.

Step one: The stratified sampling method was used to separate the public schools in Nonthaburi Province into two groups, which were the primary school group and the secondary school group.

Step two: Proportional sampling method was employed to both the primary school group and secondary school group so that the minimal sample size calculated by the Taro Yamane formula will be met.

Step three: The questionnaire respondents were selected using the simple random sampling method by drawing lots from the population of teachers in public schools in Nonthaburi Province.

3.3 Research Instruments

The research instrument was developed based on summarizing other articles' factors that contributes to violence and empowerment: the Social-ecological Framework of Bullying (Espelage & Swearer, 2004) and Empowerment (Senge, 2006).

3.3.1 Questionnaire

The questionnaire was composed of four parts with a total of 33 questions.

Part I was personal information of the respondent.

Part II was information on the use of violence in the school.

Part III was causes of violence in school.

Part IV was on teachers' perception of how the empowerment learning technique should be implemented.

Part II, Part III, and Part IV of the questionnaire used rating scales based on Likert's scale that range from a score of 1 (Lowest) to 5 (Highest). The rating scales were as followed:

Lowest	= 1
Low	= 2
Moderate	= 3
High	= 4
Highest	= 5

The interpretation of means scores for data analysis is presented in the following table, according to Best's criteria (Best, 1981).

Table 3.5 Interpretation of the range of mean scores

Range of mean scores	Level of Violence
4.21 – 5.00	Highest
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Lowest

3.3.2 Interview

Interviews were conducted to further understand the factors affecting school violence and how teachers plan to implement the empowerment teaching technique in class.

3.4 Quality of the Research Instruments

3.4.1 Questionnaire

3.4.1.1 Validity

The questionnaire was checked for content validity. The questionnaire was submitted to two experts, one majoring in youth and adolescent violence and the other specializing in empowerment, to evaluate whether the questions answered the research questions or not.

3.4.1.2 Reliability

The questionnaire was also checked for reliability by sending out 30 questionnaires to random teachers from a public school in Nonthaburi to evaluate its reliability.

$$\alpha = \frac{n}{n-1} \left(1 - \frac{\sum s^2t}{s^2t}\right)$$

Where, α = coefficient of reliability

N = number of items on the scale

$\sum s^2t$ = the sum of variance of each item

s^2t = the variance of the instrument

Then Cronbach's alpha coefficient was calculated to gauge the reliability of the questionnaire. The confident value in coefficient of information was equal to 0.886.

3.4.2 Interview Questions

Thesis advisor checked the interview questions to ensure that the questions were relevant to the research objectives.

3.5 Data Collection

The following steps were used to collect data.

Step 1: the questionnaires were randomly distributed at the provincial meeting for public schools at both primary and secondary levels in Nonthaburi Province.

Step 2: the respondents included teachers in public schools since the questionnaire aimed to understand the use of violence in school and how teachers think they can incorporate empowerment into their lessons to prevent and solve violence in school.

Step 3: after analysis of the questionnaire was completed, a total of 10 teachers were interviewed as a follow-up from the questionnaire. Ten school teachers were randomly selected for interviews.

3.6 Statistics and Data Analysis

All the data collected had been checked and input into a computer program that analyzed descriptive and inferential statistics.

The following statistics were used for data analysis:

1. The respondents' personal information was analyzed using descriptive statistics. Descriptive statistics were used to describe the sample in terms of frequency, percentage, mean, and standard deviation to grasp the general picture of the sample.

2. Inferential statistics, t-test, was used to compare youths' and adolescents' use of violence in schools in Nonthaburi Province based on school factors.

3. The data from the in-depth interviews were analyzed using content analysis.

CHAPTER IV

RESULTS

This chapter presented the results of the study on teachers' perceptions of the empowerment learning technique and the occurrence of school violence in public schools in Nonthaburi Province. The data for this study were collected using questionnaire and interviews. The questionnaires were distributed to 348 teachers and administrators of public schools in Nonthaburi Province. 348 returned the completed questionnaire. This accounted for 100 percent of the total sample size of this study. After data from the questionnaire were analyzed using a statistical analysis software, ten teachers were randomly selected for the interview. The data from the interview were analyzed. The results of the analysis from both the questionnaire and interview were summarized and presented in the following order.

- 4.1 General information of respondents
- 4.2 The use of violence in school
- 4.3 Causes of violence in school
- 4.4 An approach to implementing the empowerment learning technique to prevent and solve youths' and adolescents' use of violence in school
- 4.5 Comparison of the use of violence in school and school factors
- 4.6 Analysis of interviews with teachers to prevent and solve youths' and adolescents' use of violence in school

4.1 General information of respondents

Table 4.1 Frequency and percentage of respondents according to general information
(n = 348)

General Information of Respondents	Frequency (n)	Percentage (%)
1. Position		
Administrator	107	30.7
Teacher	241	69.3
2. Gender		
Male	106	30.5
Female	242	69.5
3. Age		
Less than 35 years old	86	24.7
35-45 years old	127	36.5
More than 46 years old	135	38.8
\bar{x} = 42.46 years old, S.D = 8.81, min = 27 years old, max = 59 years old		
4. Education level		
Below Bachelor degree	5	1.4
Bachelor degree	191	54.9
Master degree	152	43.7
5. School location		
Municipal	125	35.9
Non-municipal	223	64.1
6. Student population		
Less than 500 students	78	22.4
500 students and above	270	77.6
7. School level		
Primary school	134	38.5
Secondary school	214	61.5

Table 4.1 revealed that the sample for this research are mostly teachers (69.3%), female (69.5%), more than 46 years old (38.8%), have a Bachelor degree

(54.9%), the school of most respondents are located outside the municipal area (64.1%), the student population is more than 500 (77.6%), and were mostly secondary schools (61.5%). For the age of the respondents, the minimum age was 27 years old, the maximum age was 59 years old, the means was 42.46 years old, and the S.D. was 8.81.

4.2 The use of violence in school

Table 4.2 The mean and standard deviation of the use of violence in school

(n = 348)

The use of violence	\bar{x}	S.D.	Level of violence
1. Students harm each other physically by punching, slapping, etc.	1.64	0.87	Lowest
2. Students use weapons to harm each other.	1.16	0.44	Lowest
3. Students receive extreme/severe punishment from teachers.	1.32	0.49	Lowest
4. Students verbally offend and tease each other.	2.14	1.09	Low
5. Students engage in verbally heated arguments.	1.77	0.92	Lowest
6. There are incidences of sexual harassment/rape.	1.05	0.22	Lowest
7. Students harm/hurt themselves intentionally.	1.04	0.20	Lowest
8. Students hold grudges or persecute against teachers.	1.09	0.29	Lowest
Total	1.40	0.40	Lowest

Note: 4.21 – 5.00 = Highest, 3.41 – 4.20 = High, 2.61 – 3.40 = Moderate,

1.81 – 2.60 = Low, and 1.00 – 1.80 = Lowest.

Table 4.2 revealed that the overall situation of school violence was at the lowest level; the mean was 1.40. The statement that had the highest mean was “students verbally offend and tease each other,” where the mean was 2.14. The statement that received the next highest mean was “students engage in verbally heated arguments” with a mean of 1.77 and “students harm each other physically by

punching, slapping, etc.” with a mean of 1.64; respectively. The statement that received the least mean was “students harm/hurt themselves intentionally” with a mean of 1.04.

4.3 Causes of violence in school

Table 4.3 The mean and standard deviation for causes of violence in school

(n = 348)

Related Factors	\bar{x}	S.D.	Level of Relevance
Students' Individual Factor			
1. Being male.	2.23	1.23	Low
2. Poor educational achievement.	2.06	0.99	Low
3. Misconduct.	2.58	1.22	Low
4. Low perceived self-worth.	1.94	1.10	Low
5. Use of alcoholic beverages.	1.39	0.83	Lowest
6. Addiction to drugs.	1.34	0.82	Lowest
7. Attitudes toward violence.	1.70	0.99	Lowest
8. Often moody.	1.95	1.03	Low
Total	1.90	0.73	Low
Factors between Students			
9. Peer pressure.	2.80	1.32	Moderate
10. Relationship problems between peers.	2.43	1.24	Low
11. Relationship problems between juniors and seniors.	2.03	1.16	Low
12. Relationship problems between teachers and students.	1.52	0.89	Lowest
Total	2.19	0.95	Low
Non-school factors			
13. Lack of family warmth.	3.15	1.31	Moderate
14. Poor parenting.	3.11	1.29	Moderate
15. Exposure to violence in media.	3.24	1.31	Moderate
16. Witnessing violence or having violent role models.	2.96	1.27	Moderate
Total	3.12	1.02	Moderate

Note: 4.21 – 5.00 = Highest, 3.41 – 4.20 = High, 2.61 – 3.40 = Moderate,

1.81 – 2.60 = Low, and 1.00 – 1.80 = Lowest.

The part on student's individual factor of Table 4.3 showed that the respondents' perception on the factors related to the use of violence in school is at a low level. The statement that had the highest mean was "misconduct"; the mean was 2.58. The statement with the next highest mean was "being male," the mean was 2.23; followed by "poor educational achievement," the mean was 2.06. And the statement with the lowest mean was "addiction to drugs," the mean was 1.34.

The part on factors between students of Table 4.3 revealed that this part in general is at a low level with a mean of 2.19. The statement with the highest means was "peer pressure," where the means was 2.80. The next highest mean was 2.43, "relationship problems between peers." The third highest mean was 2.03; "relationship problems between juniors and seniors." And the statement with the least mean was "relationship problems between teachers and students," the means was 1.52.

The part on non-school factors in general was at a moderate level; the mean was 3.12. The statement with the highest mean was "exposure to violence in media," where the mean was 3.24. The statement with the second highest mean was "lack of family warmth," where the mean was 3.15. The statement with the third highest mean was "poor parenting," where the mean was 3.11. And the statement with the least mean was "witnessing violence or having violent role models," where the mean was 2.96.

From all three factors, it was found that according to the respondents' perception the causes most related to the use of violence in school was student's individual factor ($\bar{x} = 3.12$); followed by factors between students ($\bar{x} = 2.19$) and non-school factors ($\bar{x} = 1.90$), respectively.

4.4 An approach to implementing the empowerment learning technique to prevent and solve youths' and adolescents' use of violence in school

Table 4.4 The average of the approaches to implementing the empowerment learning technique to prevent and solve youths' and adolescents' use of violence in school

(n = 348)

Empowerment Learning Technique	\bar{x}	S.D.	Level of Perception
1. Giving students the opportunity to plan and organize learning activities of life skills in school.	3.77	0.84	High
2. Making students feel that they are important.	4.20	0.72	High
3. Helping students so they have a clear goal in life.	4.22	0.68	Highest
4. Making students feel that they are satisfied with their current life.	4.20	0.63	High
5. Supporting students so that they try to solve problems logically rather than emotionally.	4.33	0.65	Highest
6. Helping students to acquire knowledge and understanding on how to protect themselves from violence.	4.26	0.67	Highest
7. Teaching students so they have good morals, are emotionally strong, and are confident.	4.34	0.65	Highest
8. Supports students' family so they are caring, close to their children, and give their children support and guidance.	4.29	0.69	Highest
9. There is additional class that teaches life skills and life skills are also taught as part of other subjects.	4.19	0.65	High

Table 4.4 The average of the approaches to implementing the empowerment learning technique to prevent and solve youths’ and adolescents’ use of violence in school (cont.)

(n = 348)

Empowerment Learning Technique	\bar{x}	S.D.	Level of Perception
10. Reviewing the students’ actual experience or real situations that occurred in the school as an important lesson on life skills.	4.22	0.77	Highest
Total	4.20	0.52	High

Note. 4.21 – 5.00 = Highest, 3.41 – 4.20 = High, 2.61 – 3.40 = Moderate, 1.81 – 2.60 = Low, and 1.00 – 1.80 = Lowest.

Table 4.4 showed that overall the appropriateness of the empowerment learning technique is at a high level. The approach that the respondents thought was the most appropriate was “teaching students so they have good morals, are emotionally strong, and are confident,” where the mean was 4.34. The second most appropriate approach was “supporting students so that they try to solve problems logically rather than emotionally,” where the mean was 4.33. The third most appropriate approach was “supports students’ family so they are caring, close to their children, and give their children support and guidance,” where the mean was 4.29. And the approach that the respondents thought was the least appropriate was “giving students the opportunity to plan and organize learning activities of life skills in school,” where the mean was 3.77.

4.5 Comparison of the use of violence in school and school factors

4.5.1 School Location

The analysis of the comparison between the use of school violence and school location is shown below.

Table 4.5 The average comparison of the use of violence in school based on school location.

(n = 348)					
School Location	n	\bar{x}	S.D.	t	p-value
Municipal	125	1.42	0.39	.675	.500
Non-municipal	223	1.39	0.40		

Table 4.5 showed that the different school location did not have a different rate of school violence.

4.5.2 School Size

The analysis of the comparison between the use of school violence and school size is shown below.

Table 4.6 The average comparison of the use of violence in school based on school size.

(n = 348)					
School Size	n	\bar{x}	S.D.	t	p-value
Small school	78	1.25	0.42	6.686	.000
Large school	270	1.73	0.31		

*Statistically significant at the 0.05 level.

Table 4.6 showed that large school had a statistically significant higher rate of school violence than small schools at the 0.05 level.

4.5.3 School Level

The analysis of the comparison between the use of violence in school and school level is shown below.

Table 4.7 The average comparison of the use of violence in school based on school level.

(n = 348)

School level	n	\bar{x}	S.D.	t	p-value
Primary school	134	1.37	0.33	.630	.529
Secondary school	119	1.34	0.33		

Table 4.7 showed that the different school level did not have a different rate of school violence.

Table 4.8 Summary of the research results

Hypothesis	Result
1. There is statistically significant difference in youths' and adolescents' use of violence in schools in Nonthaburi Province based on school location.	Rejected
2. There is statistically significant difference in youths' and adolescents' use of violence in schools in Nonthaburi Province based on school size.	Accepted
3. There is statistically significant difference in youths' and adolescents' use of violence in schools in Nonthaburi Province based on school level.	Rejected

4.6 Analysis of interviews with teachers to prevent and solve youths' and adolescents' use of violence in school

This section presented the interview results with 10 teachers, who were purposely selected from public schools in Nonthaburi Province. At first, this study aimed to interview five teachers who perceived that their school have no or low school violence and five teachers who perceived that their schools have problems with school violence. But once the questionnaires were analyzed, it was impossible to interview teachers from both schools with no or low violence and schools with violence problems, since all the teachers and administrators stated that their school did not have violence problem or have minimal violence problems. Hence, teachers who answered the questionnaire completely were chosen for interview since they seems more willing to be interviewed.

Question 1: What are the reasons that students use violence in school?

Interviews with teachers revealed that the reasons that students use violence in school were various. The reasons that most teachers gave were inappropriate parenting, family problems, peer's influence, influence of violence in media, yearns for acceptance from peers, yearns to dominate over peers, violent environment, arguments, misunderstandings, fooling around, trying to compensate for their inferiority complex with violence, low perceived self-worth, bad relationships with peers and teachers, and low academic achievement.

Question 2: How does the school punish/ deal with students who use violence in school?

Interviews with teachers revealed that the approach to punish/deal with students who use violence in school were quite similar. Students who used violence in school were to talk to a teacher about their actions. They were to explain the reasons for their actions. The teacher would talk to the student, but not pressure the students. The teacher would speak to the student so they understand the consequences of his/her action and to reflect on his/her action. The teacher would also speak to the student about the appropriate approach to deal with the problem. Sometimes the teacher would inform the student's parents of the student's misbehavior, so that they could come up

with an approach to deal with the problem. Then the students that use violence were to participate in activities that would develop their life skills to prevent them from using violence. Some schools would ask the students to do community service work, record the student's misbehaviors, and visit the students' home.

Question 3: What is the school policy on school violence?

Interviews revealed that there were various policies on school violence. One teacher said that the school deals with violence with mild punishment. Some use activities and lessons to promote unity, love, and morality between students. One teacher said that activities to prevent school violence should start at kindergarten. Teachers are to act appropriately, so students can imitate appropriate behaviors from teachers. Furthermore, having many source of knowledge and letting students have a say in their learning are also policies against violence.

Question 4: Do you think that school size, location, level have anything to do with the frequency of violence in your school?

Only one teacher said that school size, school level, and school location does not affect school violence. Most teachers said that school size affects violence; large schools have higher rates of violence. A few believed that school level affects violence; secondary schools have higher rates of violence. And one teacher said that non-municipal schools have less violence.

Question 5: Are you (teachers) familiar with the Empowerment Learning Technique?

The teachers interviewed have heard of and are familiar with the empowerment learning technique. They have an understanding on the empowerment learning technique. They claimed that the empowerment learning technique works with the student's well being and their confidence. Some even use the empowerment learning technique to conduct activities with their students.

Question 6: Do you (teachers) think that you can really implement the Empowerment technique to stop school violence? If no, what are the obstacles?

All the teachers interviewed believed that they could implement the empowerment learning technique to stop school violence.

In conclusion, interviews with teachers revealed that there are various reasons that students use violence in school, school punish/deal with violent students with various approaches, there are various school policies on violence depending on the school, most teachers believed that large schools have higher rates of school violence, a few teachers believed that school level affects school violence, most teachers did not believe that school location affects school violence, all the teachers interviewed are familiar with the empowerment learning technique, and all the teachers interviewed believed that the empowerment learning technique can prevent and stop school violence.

CHAPTER V

DISCUSSION

This study aimed to understand school violence in public schools in Nonthaburi Province and to study teachers' perceptions on the empowerment learning technique in solving school violence. The study was conducted using both quantitative and qualitative methods. The results of the study are discussed below in the following order.

5.1 The use of violence in school

5.2 Causes of violence in school

5.3 An approach to implementing the empowerment learning technique to prevent and solve youths' and adolescents' use of violence in school

5.4 Comparison of the use of violence in school and school factors

5.1 The use of violence in school

Teachers' perception of the overall use of violence in school is very low. This means that teachers think that their schools have very little school violence. This contradicted with Nakorntup who stated that Thai youth and adolescents are more aggressive and violent (personal communication, February 20, 2013). This could be due to the targeted respondents. Espelage & Swearer (2004) found that there are differences between teachers' and students' reports of school violence. Teacher reported lower school violence rates compared to the rate reported by students. They further explained that the discrepancy between teachers' and students' school violence rates were due to many factors: the teachers might perceive the violence as not hurtful; teachers can't report school violence incidents that occur when they're not around; even if teachers do recognize violence, but they're unwilling to report it; teachers are not likely to include social exclusion (relational aggression) in their definition of bullying; teachers' gender has been noted to influence perceptions of school violence;

and teachers' level of empathy (teachers with more empathy are more likely to identify incidents of violence).

This study found that even though the overall school violence frequency is lowest, but the violence aspect with the highest mean is students verbally offending and teasing each other. This is supported by Espelage & Swearer (2004) who found that verbal violence is the most prevalent form of school violence.

5.2 Causes of violence in school

This study found that students' individual factors have little influence on the students' use of violence in school. This means that teachers did not think that each student's individual characteristics played a big role in the student's use of violence in school. This contradicts with the social-ecological framework of bullying, where the individual subsystem have a direct influence on the student's use of violence. But this results that contradicts with the social-ecological framework of bullying could be due to the fact that this research only collected data from teachers, hence this result. Past research also found that teachers' and students' perceived rate of school violence differs. Therefore, collecting data from students could yield results that contradict with this study, but due to difficulties and regulations regarding minor participants, this research only collected data from teachers. The questionnaire revealed that teachers perceived that students' individual factors have little influence on the students' use of violence in school, but the interviews revealed that some of the students' individual factors were perceived as the cause of violence. Teachers revealed in interviews that they perceived that the yearning for acceptance from peers, yearning to dominate over peers, trying to compensate for their inferiority complex with violence, low perceived self-worth, and low academic achievement were causes of violence. The finding that youths and adolescents used violence to gain acceptance from peers is supported by Espelage & Swearer (2004). The finding that youths and adolescents used violence to dominate over their peers is supported by Espelage & Swearer (2004) and Pellegrini & Long (2002). The finding that youths and adolescents who have low academic achievement used violence is supported by Fishbaugh, Berkeley, & Schroth (2003).

The results showed that the overall factors between students have little influence on the students' use of violence in school. This contradicted with past researches. According to the social-ecological framework of bullying (Espelage & Swearer, 2004), peer subsystem is supposed to influence the students' use of violence, but is not as influential as individual factors. Again this could be due to the fact that data were collected from teachers.

In this study, other factors have a moderate influence on students' use of violence in school. Again this also contradicts with the social-ecological framework of bullying (Espelage & Swearer, 2004), since other factors in this study refers to factors further from the individual than the peer subsystem. And again data collection with students could yield results that contradict with this study.

5.3 Comparison of the use of violence in school and school factors

5.3.1 School Location

Data analysis showed that school location did not affect youths' and adolescents' use of violence in school. Only one teacher from the interview believed that school location affects students' use of violence in school. These results were supported by The Rural School And Community Trust (1999) and Thurston & Berkeley (1998). They speculated that school violence was not influenced by school location. But this result contradicts with Fishbaugh, Berkeley, & Schroth (2003) who found that school violence is affected by the school location. But Kingery (1996) said that researches on school location's influence on school violence were inconclusive.

5.3.2 School Size

The findings revealed that youths' and adolescents' use of violence was influenced by school size. This result is supported by the results from the interviews, which revealed that teachers perceived that school size affects youths' and adolescent's use of violence in school. These results were supported by Fishbaugh, Berkeley, & Schroth (2003), The Rural School And Community Trust (1999),

Thurston & Berkeley (1998), and Mink, Moore, Johnson, Probst, & Martin (2005). They found that large schools usually have higher rates of violence.

5.3.3 School Level

The results showed that school level did not influence youths' and adolescents' use of violence in school. The results from the interviews also revealed that teachers did not perceive that school level affects youths' and adolescents' use of violence in school. Since the grade level is positively proportionate to age, this could be interpreted, as the student's age does not influence the student's use of violence. These results contradicted with Weiss (2006), Smith, Madsen, & Moody (1999), Benbenishty & Astor (2008), and Craig & Harel (2004) who found that as students grow older, they tend to use violence less.

5.4 An approach to implementing the empowerment learning technique to prevent and solve youths' and adolescents' use of violence in school

Overall, the empowerment learning technique was perceived as an appropriate approach to solving school violence in both the questionnaires and interviews. Teachers rated the overall criteria for the empowerment learning technique as high. This means that they think that the empowerment learning technique can solve school violence committed by students. This result was supported by the Toronto Police Service (n.d.), who used empowerment to solve school violence and said that empowering students to solve school violence was effective. Furthermore, Johnson (2006) supported this in the following quote "self-esteem and negotiating skills training, which empower students to take charge of their own lives" were effective prevention and intervention programs. The results from the questionnaire were also supported by the results from the interviews. All the teachers interviewed were familiar with the empowerment learning technique and they believed that the empowerment learning technique could solve school violence caused by students.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

The objectives of this study were to study youths' and adolescents' use of violence in schools in Nonthaburi Province, Thailand; to compare youth's and adolescents' use of violence in schools in Nonthaburi Province based on school factors; and to investigate the implementation of the empowerment learning technique to prevent and solve youths' and adolescents' use of violence in schools in Nonthaburi Province, Thailand.

The study focused on teachers' perceptions factors that contributes to school violence (student's individual factors, factors between students, and non-school factors), appropriateness of the empowerment learning technique in preventing and solving school violence, and whether the empowerment learning technique could actually be used to solve school violence.

This research surveyed 348 public school teachers in Nonthaburi Province. Descriptive statistics were used to describe the general information of the respondents and t-test was used to analyze data. A total of 10 teachers were interviewed to further understand school violence and teachers' perception of the empowerment learning technique.

The results of the questionnaire showed that teachers perceived that violence in their school was very low, that students' individual factors and factors between students did not cause school violence, non-school factors had a moderate effect on school violence, the empowerment learning technique is appropriate for solving and preventing youths; and adolescents' use of violence in school, and out of the three school factors, only school size affects school violence. The results from the interviews showed that there were very little violence in schools in Nonthaburi Province, schools have their own policies on school violence, most teachers believed that school size affects school violence, all the teachers have heard of the

empowerment learning technique, and all the teachers believed that the empowerment learning technique can be implemented to solve school violence. This meant that the following hypotheses were rejected: there is statistically significant difference in youths' and adolescents' use of violence in schools in Nonthaburi Province based on school location, there is statistically significant difference in youths' and adolescents' use of violence in schools in Nonthaburi Province based on school level, and the frequency of school violence in Nonthaburi Province is high. The only hypothesis that was accepted was there is statistically significant difference in youths' and adolescents' use of violence in schools in Nonthaburi Province based on school size.

6.2 Recommendations

6.2.1 Recommendations from research

1) This study showed that the aspect of students verbally offending and teasing each other was high. Hence, schools should watch out for and prevent this aspect of violence.

2) In solving school violence, schools need to take into account causes of violence. In terms of student's individual factors, schools should watch out for students' misconduct. In terms of factors between students, schools should consider peer pressure. And in terms of non-school factors, were other factors that did not fall into the category of students' individual factor and factors between students, schools should consider students' exposure to violence in media.

3) The appropriate empowerment learning technique to prevent and solve violence problem for youths and adolescents in schools should have activities that support students so that they try to solve problems logically rather than emotionally and teach students so they have good morals, are emotionally strong, and are confident.

4) Related agencies should focus more on watching out for and preventing school violence in large schools, rather than small schools. This is because this study found that large schools have higher rates of school violence than small schools.

6.2.2 Recommendations for future study

1) Future studies on this topic should be conducted in provinces surrounding Bangkok or provinces that the population is growing at a very fast rate. Provinces with population that grows at a very fast rate tends to have schools with a large student population, large school. In large schools, students feel disconnected from each other, fell like they don't belong, feel insecure, and feel unsafe. Furthermore, there are not enough teachers to keep an eye on the large student population. Hence, there are many places without adult supervision and these places are frequently used for misconduct, which includes violence. Therefore, research in provinces with high growth rate would yield information on whether this assumption is true for Thailand or not.

2) Future studies on this topic should collect data with students. This study collected data with teachers and administrators and the results showed that public school violence rate in Nonthaburi Province was at the lowest level. Collecting data with students would either support or contradict this study's results since students' and teachers' report on school violence rates usually differ. Teachers' reports on their school violence rates are usually lower than students' reports. Hence, a study that collects data with both teachers and students would be really useful in determining school violence rates since it would take into account incidences of violence in the presence of teachers and without the presence of teachers. There should also be questionnaires for students on the empowerment learning technique. The questionnaire could ask students to evaluate their teachers' teaching (whether they felt empowered or not) and ask students about whether they were empowered or not.

3) Future studies should collect data with parents since students or teachers either reported the rates of school violence. There doesn't seem to be any research that collects data with parents. Collecting data on rates of school violence might not yield anything since parents only know about what is going on in school from their children or teachers, but it would shed some light on parents' awareness of school violence. Questionnaires for parents should inquire about their child's behaviors and academic performance before and after the implementation of the empowerment learning technique. This would help shed light on whether an "empowered student" means being empowered only in school or truly being empowered no matter the location.

4) A new research method should be used. The new research method could incorporate a variety of methods. It could use questionnaires to survey teachers, students, and parents on school violence. After determining the level of school violence, activities to empower students could be written up. Then questionnaires are distributed to both teachers and students as a control for the pre-implementation. During the implementation of the empowerment activities, teachers and students are also asked to complete questionnaires regarding the empowerment activities. After the completion of the empowerment activities, teachers, parents, and students are again asked to determine the rate of violence in school to see whether the empowerment activities actually made a difference.

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APPENDIX

Questionnaire

**Implementing the Empowerment Technique to Prevent and Solve Violence
Problem for Youths and Adolescents in Schools.**

Youths and Adolescents Use of Violence in Schools, Nonthaburi Province

Explanation: This survey’s objective is to investigate the factors related to violence and the situation of violence in youths and adolescents. The results from this survey will be used to determine the teaching process to solve the problem of violence in youths and adolescents. The participants will not be affected in anyway. Your answers will be confidential. Your name will not be exposed anywhere other than to analyze and understand the big picture.

Please tick, ✓, in the box that corresponds to your information/opinion.

Part I. Personal Information

1. Position

- () 1. Administrator () 2. Teacher

2. Gender

- () 1. Male () 2. Female

3. Age..... (Write your real age. If it’s more than 6 months, round it up.)

4. Education Level.

- () 1. Below Bachelor Degree
 () 2. Bachelor Degree
 () 3. Master Degree
 () 4. Doctoral Degree
 () 5. Other. (Please Specify)

5. School location

- () 1. Municipal
 () 2. Non-municipal

6. School size

- () 1. Less than 500 students
 () 2. 500 students and above

7. School level

- () 1. Primary school
- () 2. Secondary school

Part II. Information on the use of violence in the school.

Please evaluate the situation of violence in your school.

Situation	Perceived Frequency				
	Lowest	Low	Moderate	High	Highest
1. Students harm each other physically by punching, slapping, etc.					
2. Students use weapons to harm each other.					
3. Students receive severe punishment from teachers.					
4. Students verbally offend and tease each other.					
5. Students engage in verbally heated arguments.					
6. There are incidences of sexual harassment/rape.					
7. Students harm/hurt themselves intentionally.					
8. Students hold grudges or persecute against teachers.					

Part III. Causes of violence in school.

Please rate the following according to how it relates to the use of violence in your school.

Related Factors	Level of Perception				
	Lowest	Low	Moderate	High	Highest
Students' Individual Factor					
1. Being male.					
2. Poor educational achievement.					
3. Misconduct.					
4. Low perceived self-worth.					
5. Use of alcoholic beverages.					
6. Addiction to drugs.					
7. Attitudes toward violence.					
8. Often moody.					
Factors between Students					
9. Peer pressure.					
10. Relationship problems between peers.					
11. Relationship problems between juniors and seniors.					
12. Relationship problems between teachers and students.					

Part III. Causes of violence in school (cont.)

Related Factors	Level of Perception				
	Lowest	Low	Moderate	High	Highest
Non-school factors					
13. Lack of family warmth.					
14. Poor parenting.					
15. Exposure to violence in media.					
16. Witnessing violence or having violent role models.					

Part IV. Teachers’ perception of how the empowerment learning technique should be implemented.

How would you implement the empowerment learning technique to prevent and solve violence problems in youths and adolescents in schools?

Related Factors	Level of Perception				
	Lowest	Low	Moderate	High	Highest
1. Giving students the opportunity to plan and organize learning activities of life skills in school.					
2. Making students feel that they are important.					
3. Helping students so they have a clear goal in life.					
4. Making students feel that they are satisfied with their current life.					
5. Supporting students so that they try to solve problems logically rather than emotionally.					
6. Helping students to acquire knowledge and understanding on how to protect themselves from violence.					
7. Teaching students so they have good morals, are emotionally strong, and are confident.					

How would you implement the empowerment learning technique to prevent and solve violence problems in youths and adolescents in schools? (cont.)

Related Factors	Level of Perception				
	Lowest	Low	Moderate	High	Highest
8. Supports students' family so they are caring, close to their children, and give their children support and guidance.					
9. There is additional class that teaches life skills and life skills are also taught as part of other subjects.					
10. Reviewing the students' actual experience or real situations that occurred in the school as an important lesson on life skills.					

Thank you for your cooperation.

Interview Questions

1. What are the reasons that students use violence in school?
2. How does the school punish/ deal with students who use violence in school?
3. What is the school policy on school violence?
4. Do you think that school size, location, level have anything to do with the frequency of violence in your school?
5. Are you (teachers) familiar with the empowerment learning technique?
6. Do you (teachers) think that you can really implement the empowerment learning technique to stop school violence? If no, what are the obstacles?

แบบสอบถาม

**การจัดกระบวนการเรียนรู้แบบเสริมพลังเพื่อป้องกันและแก้ไขปัญหาการใช้ความรุนแรงของวัยรุ่น
และเยาวชนในสถานศึกษาจังหวัดนนทบุรี**

คำชี้แจง: การสำรวจความคิดเห็นครั้งนี้มีวัตถุประสงค์เพื่อค้นหาปัจจัยที่เกี่ยวข้องและสถานการณ์
การใช้ความรุนแรงของวัยรุ่นและเยาวชน ผลของการสำรวจจะใช้เป็นข้อมูลในการประกอบการ
กำหนดรูปแบบการจัดกระบวนการเรียนรู้เพื่อแก้ไขปัญหาการใช้ความรุนแรงของวัยรุ่นและเยาวชน
โดยการตอบแบบสอบถามครั้งนี้จะไม่ส่งผลกระทบต่อใคร ๆ ต่อผู้ให้ข้อมูลเพราะคำตอบของท่านจะ
เป็นความลับและจะไม่นำไปเปิดเผยที่ใดนอกจากจะนำไปวิเคราะห์ผลในภาพรวม

โปรดทำเครื่องหมาย ในช่องที่ตรงกับข้อมูล/ความคิดเห็นของท่าน

ส่วนที่ 1. ข้อมูลส่วนบุคคลของผู้ตอบแบบสอบถาม

1. ตำแหน่ง

() 1. ผู้บริหาร

() 2. ครู

2. เพศ

() 1. ชาย

() 2. หญิง

3. อายุ..... ปี (ใส่ตัวเลขตามอายุจริงมากกว่า 6 เดือนให้ปัดเป็น 1 ปี)

4. ระดับการศึกษา () 1. ต่ำกว่าปริญญาตรี

() 2. ปริญญาตรี

() 3. ปริญญาโท

() 4. ปริญญาเอก

() 5. อื่น ๆ (ระบุ)

5. ที่ตั้งโรงเรียน

() 1. เทศบาล

() 2. นอกเขตเทศบาล

6. จำนวนนักเรียน

() 1. น้อยกว่า 500 คน

() 2. 500 และมากกว่า 500 คน

7. ระดับชั้นที่เปิดสอน

() 1. ระดับประถมศึกษา () 2. ระดับมัธยมศึกษา

ส่วนที่ 2. ข้อมูลเกี่ยวกับการใช้ความรุนแรงในสถานศึกษา

ขอให้ท่านประเมินว่าสถานศึกษาของท่านมีการใช้ความรุนแรงที่เกี่ยวข้องกับนักเรียนอย่างไรบ้าง

เหตุการณ์	ระดับการเกิดเหตุการณ์				
	น้อยที่สุด	น้อย	ปานกลาง	มาก	มากที่สุด
1. มีการใช้กำลังชกต่อยตบตีกัน					
2. มีการทำร้ายกันด้วยอาวุธ					
3. ครูทำโทษนักเรียนเกินขอบเขต					
4. มีการใช้คำพูดจาคุกคามข่มขู่เหยียดหยาม หรือล้อเลียนกัน					
5. มีการด่าทอถกเถียงกันด้วยอารมณ์					
6. มีการล่วงละเมิดทางเพศ					
7. มีการทำร้ายตนเอง					
8. มีความขัดแย้งหรือก่อกวนแก่งัดครู					

ส่วนที่ 3. ปัจจัยที่เกี่ยวข้องกับการใช้ความรุนแรงในสถานศึกษา

ท่านคิดว่าปัจจัยดังต่อไปนี้มีความเกี่ยวข้องกับการใช้ความรุนแรงในสถานศึกษาของท่านระดับใด

ปัจจัยที่เกี่ยวข้อง	ระดับความคิดเห็น				
	น้อยที่สุด	น้อย	ปานกลาง	มาก	มากที่สุด
ปัจจัยภายในบุคคลของนักเรียน					
1. เพศชาย					
2. ผลการเรียนต่ำ					
3. มีพฤติกรรมเกเร					
4. ความรู้สึกมีคุณค่าในตนเองต่ำ					
5. การใช้เครื่องมือแอลกอฮอล์					
6. การคิดสารเสพติด					
7. ทักษะคติที่นิยมการใช้ความรุนแรง					
8. อารมณ์เสียบ่อย ๆ					

ปัจจัยที่เกี่ยวข้องกับการใช้ความรุนแรงในสถานศึกษา (ต่อ)

ปัจจัยที่เกี่ยวข้อง	ระดับความคิดเห็น				
	น้อยที่สุด	น้อย	ปานกลาง	มาก	มากที่สุด
ปัจจัยระหว่างบุคคลของนักเรียน					
9. อิทธิพลของกลุ่มเพื่อน					
10. ความสัมพันธ์ที่ไม่ดีระหว่างเพื่อน					
11. ความสัมพันธ์ที่ไม่ดีระหว่างรุ่นพี่รุ่นน้อง					
12. ความสัมพันธ์ที่ไม่ดีระหว่างครูกับนักเรียน					
ปัจจัยภายนอกบุคคลของนักเรียน					
13. การขาดความอบอุ่นจากครอบครัว					
14. การอบรมเลี้ยงดูที่ไม่ดี					
15. การได้รับสื่อที่แสดงความรุนแรง					
16. การเคยเห็นการใช้ความรุนแรงหรือมีต้นแบบแสดงความรุนแรง					

ส่วนที่ 4. แนวทางการจัดกระบวนการเรียนรู้แบบเสริมพลังเพื่อการป้องกันและแก้ปัญหาการใช้

ความรุนแรงของวัยรุ่นและเยาวชนในสถานศึกษา

ท่านคิดว่าแนวทางการจัดการเรียนรู้แบบเสริมพลังเพื่อการป้องกันและแก้ปัญหาการใช้ความรุนแรงของวัยรุ่นและเยาวชนในสถานศึกษาที่เหมาะสมควรมีแนวทางอย่างไรบ้าง

แนวทางการจัดกระบวนการเรียนรู้แบบเสริมพลัง	ระดับความคิดเห็น				
	น้อยที่สุด	น้อย	ปานกลาง	มาก	มากที่สุด
1. การให้นักเรียนได้มีส่วนร่วมในการวางแผนและจัดกิจกรรมการเรียนการสอนด้านทักษะชีวิตในโรงเรียน					
2. การทำให้นักเรียนรู้สึกว่าคุณค่า					
3. การส่งเสริมให้นักเรียนมีเป้าหมายในชีวิตที่ชัดเจน					
8. การทำให้นักเรียนรู้สึกพึงพอใจในชีวิตความเป็นอยู่ของตัวเอง					
5. ส่งเสริมให้นักเรียนพยายามแก้ไขปัญหาข้อขัดแย้งด้านสติปัญญามากกว่าอารมณ์					

ท่านคิดว่าแนวทางการจัดการเรียนรู้แบบเสริมพลังเพื่อการป้องกันและแก้ปัญหาการใช้ความรุนแรงของวัยรุ่นและเยาวชนในสถานศึกษาที่เหมาะสมควรมีแนวทางอย่างไรบ้าง (ต่อ)

แนวทางการจัดกระบวนการเรียนรู้แบบเสริมพลัง	ระดับความคิดเห็น				
	น้อยที่สุด	น้อย	ปานกลาง	มาก	มากที่สุด
6. การส่งเสริมให้นักเรียนมีความรู้ความเข้าใจในวิธีป้องกันตนเองจากการใช้ความรุนแรง					
7. การปลูกฝังให้นักเรียนมีจิตใจที่เข้มแข็งและมีความมั่นใจในตนเอง					
8. สนับสนุนให้ครอบครัวดูแลเอาใจใส่นักเรียนอย่างใกล้ชิดและมีการให้คำปรึกษาแนะนำที่ดีกับนักเรียน					
9. มีการจัดการเรียนรู้เพิ่มเติมเพื่อเสริมสร้างประสบการณ์ชีวิตและมีการสอดแทรกเนื้อหาในวิชาต่าง ๆ ให้มากขึ้น					
10. การเรียนรู้จากประสบการณ์จริงของนักเรียนหรือเหตุการณ์ที่เกิดขึ้นจริงในโรงเรียนเพื่อทบทวนเป็นบทเรียนที่สำคัญในการดำเนินชีวิตของนักเรียน					

ขอขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถาม

คำถามสำหรับสัมภาษณ์

- 1) เหตุผลที่นักเรียนใช้ความรุนแรงในโรงเรียนมีอะไรบ้าง ?
- 2) ทางโรงเรียนลงโทษหรือจัดการกับนักเรียนที่ใช้ความรุนแรงในโรงเรียนอย่างไร ?
- 3) โรงเรียนมีนโยบายจัดการกับความรุนแรงในโรงเรียนอย่างไร ?
- 4) คุณคิดว่าขนาดของโรงเรียนที่ตั้งของโรงเรียนและระดับชั้นของโรงเรียนมีผลต่อความรุนแรงในโรงเรียนอย่างไร ?
- 5) คุณคุ้นเคยกับการเรียนรู้แบบเสริมพลังมัย ?
- 6) คุณคิดว่าสามารถใช้การเรียนรู้แบบเสริมพลังเพื่อจัดการกับปัญหาความรุนแรงในโรงเรียนได้มัย? ถ้าไม่ได้อะไรคืออุปสรรค ?

BIOGRAPHY

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