

**THE STUDY OF FORGIVENESS AMONG VOCATIONAL
STUDENTS IN BANGKOK**

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THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE (CLINICAL PSYCHOLOGY)
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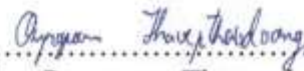
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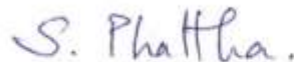
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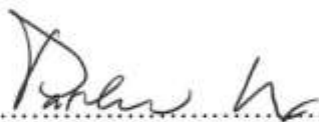
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THE STUDY OF FORGIVENESS AMONG VOCATIONAL STUDENTS IN BANGKOK

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ABSTRACT

This research studied forgiveness among vocational students in Bangkok. The sample was 240 students in a vocational college from whom data was collected using a Forgiveness Scales for Teenagers Questionnaire. Data were analyzed using descriptive statistics (frequency, percentage, mean and standard deviation). Then, F-test (One-Way Analysis) was computed to compare forgiveness, in total and by subscale, among the sample classified by year and department. The results indicated that the Total-, Other- and Situation forgiveness were 'fairly forgive' while Self- subscale was 'quite forgive'. When comparing the total and subscale scores of forgiveness by year, the 1st-year students had higher scores than the 2nd-year students with the significance level at .05. However, both total and by-subscale scores of students from various departments were not different. The above findings reflected the characteristics of forgiveness in certificate vocational students which provide vital information in planning to promote forgiveness among them in order to inhibit violence when resolving conflict.

KEY WORDS: FORGIVENESS / THE CERTIFICATE VOCATIONAL STUDENTS

55 pages

การศึกษาการให้อภัยของนักศึกษาอาชีวศึกษาประกาศนียบัตรวิชาชีพ (ปวช.) ในเขต
กรุงเทพมหานครแห่งหนึ่ง

THE STUDY OF FORGIVENESS AMONG VOCATIONAL STUDENTS IN BANGKOK

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คณะกรรมการที่ปรึกษาวิทยานิพนธ์: สุธศบาย จุลกทัฬพะ, พ.บ., อ.ว.(จิตเวชศาสตร์),
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บทคัดย่อ

การศึกษารั้งนี้เป็นการศึกษาการให้อภัยของนักศึกษาอาชีวศึกษาประกาศนียบัตร
วิชาชีพ (ปวช.) ในเขตกรุงเทพมหานคร และ เปรียบเทียบการให้อภัยโดยรวมและรายด้าน จำแนก
ตามชั้นปีที่กำลังศึกษา และแผนกการศึกษา กลุ่มตัวอย่างคือ นักศึกษาอาชีวศึกษาในระดับชั้น
ประกาศนียบัตรวิชาชีพในเขตกรุงเทพมหานครแห่งหนึ่ง จำนวน 240 คน เครื่องมือที่ใช้ในการวิจัย
คือแบบประเมินการให้อภัยของวัยรุ่น วิเคราะห์ข้อมูลโดยวิเคราะห์ข้อมูลด้วยความถี่ ร้อยละ
ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน เปรียบเทียบการให้อภัยโดยรวมและรายด้าน จำแนกตามชั้นปีที่
กำลังศึกษา และแผนกการศึกษาด้วย F-test (One-Way Analysis) ผลการศึกษา พบว่า กลุ่มตัวอย่างมี
การให้อภัยโดยรวม การให้อภัยผู้อื่น และ การให้อภัยสถานการณ์ อยู่ในระดับให้อภัยพอๆกับไม่ให้
อภัย การให้อภัยตนเองอยู่ในระดับค่อนข้างจะให้อภัย ผลการเปรียบเทียบค่าเฉลี่ยการให้อภัย
โดยรวมและ รายด้าน จำแนกตามชั้นปีที่กำลังศึกษา และแผนกการศึกษาพบว่า นักศึกษาชั้นปีที่ 1 มี
การให้อภัยผู้อื่นสูงกว่านักศึกษาชั้นปีที่2 อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ส่วนนักศึกษา
อาชีวศึกษาที่มีแผนกแตกต่างกันมีการให้อภัยโดยรวมและรายด้านไม่แตกต่างกัน ผลการศึกษาทำให้
ทราบถึงลักษณะการให้อภัยของกลุ่มตัวอย่างซึ่งจะได้เป็นข้อมูลในการวางแผนการเสริมสร้างการ
ให้อภัยของนักศึกษาอาชีวศึกษา ที่จะช่วยลดปัญหาการใช้ความรุนแรงในการจัดการความขัดแย้ง

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CHAPTER I

INTRODUCTION

Background and Rationale

In terms of Buddhism and Thai context, forgiveness is a type of kindness. When one forgives, he tends to lessen his ego and attachment. Those who learn how to forgive can also refrain suffering and anger (Thisaphak, 2005). Forgiveness can be a process and an output relating to emotional change and considering the intention of the transgressor as the victims voluntarily intend and decide to forgive the transgressor. This process helps lessen feeling of revenge and resolve psychological conflict toward the transgressor although the victims need to express their negative feelings toward the transgressor (Denmark et al., 2006). In asking for pardon or forgiveness, the victims can control their anger and revenges (Rangsisombatsiri, 2007). Whether physically or mentally abused, the victims are kind, try to understand, and maintain relationship with the transgressor (Issara, 2010). Sources of wrongdoing causing resentment can be oneself, another person or persons, or a situation that is beyond anyone's control such as illness or natural disasters etc. Resentment can be calm by self-, other- and situation forgiveness (Thompson et al., 2005, p. 318). Forgiveness occurs when there is unbiased thoughts or compassion compelling forgiveness and justice toward the transgressor (McCullough et al., 1999). However, the victims may not ready to forgive because they do not trust the transgressor and still have intensively negative thoughts and feelings toward the transgressor that need some time to help relieve them and give ways to forgiveness (Thompson et al., 2005, p. 320).

Nowadays, many news agencies keep reporting problems and conflicts within Thai society. One of coping strategies is violence using which affects life and mental health of its people including the economy, the society and the country respectively. The problems become more severe especially in adolescents who need development to be capable human resources for the future of the country. Violence in certificate vocational students in particular, formed by personal reasons and

brainwashing from their seniors, tends to continuously grow and severely cause loss of lives and properties. This becomes institutional violence. Everyone in the same institute are united and their institute is sacred. Insulting it will be fought back by violence and this becomes their customs (Boonyamalik et al., 2012, p. 1-18). Violence becomes more severe. Pen guns, T-squares, explosives, knives and guns are used as weapons (Subhawong, 1983 in Sokantad, 2014, p. 99-119). Statistics of fights among students from various institutions in Bangkok Metropolitan region during 2009-2012, collected by the Information Technology Center -Metropolitan Police Bureau, revealed that their average age was between 15-18 years old. There were 2,628 quarrels in 2009, 2,662 in 2010 (1.29% increased), 2,017 in 2011 (24.23% decreased which may be a result of the major flood) and 1,222 in 2012 (Research Division, Office of Police Strategy, 2012). Additionally, Office of the Vocational Education Commission (VEC) and Office of the Private Education Commission (OPEC) collaboratively created an operational guideline and preventive measure for the above problems and concluded that 1) Schools must hold an account for their students' quarrels. 2) Launch pre-vocational education program. 3) Provide curriculum and programs that enhance discipline, ethics, unity, philanthropy and relationship among institutions. 4) Set overlapping school hours. 5) Policemen, soldiers and schools must jointly patrol for students' safety and special police force for quarrel cases is appointed. And 6) all educational institution is weapon free zone. Inappropriate activities, whether inside or outside schools, are prohibited. (Division of Public Relations, Office of the Vocational Education Commission, 2015)

Although number of students' fights decreases, its severity increases as a result of using violence in solving problem which may cause premature deaths, disabilities, and physical and mental injuries to students and nearby people. Also, their schools are defamed while properties of the public and nearby people are damaged from the event that should not have happened.

In this research, forgiveness in certificate vocational students of Don Bosco Technological College (Bangkok) was studied as the principal willingly permitted the data collection because he saw the importance of forgiveness which was relevant to the college's philosophy "knowledge oriented - ethical concerned - excellent skill". The college defines ethics as a focus on developing their students to

become perfect human resources physically and mentally, promoting peaceful resolution in order to jointly create society with justice and respect for human dignity. Thus, forgiveness is a type of peaceful resolution as it helps relieve resentment without using violence. This is associated with Muadpud (2007)'s suggestion that to prevent violence, we must instill people to treat others with kindness and learn to forgive. This research would provide important information in planning to promote forgiveness as a protective factor in inhibiting violence among them and preparing them to be the future of our country. Like Pantumnawin (2007, p. 225) had proposed, Thai male certificate vocational students was at risk and urgently needed to learn how to forgive.

Purpose of the Study

1. To study forgiveness among vocational students in Bangkok.
2. To compare forgiveness in total and by-subscale among vocational students in Bangkok classified by year and department.

Hypothesis of the Study

1. The total and the subscale scores of forgiveness among vocational students in Bangkok, when classified by year and department, are different.

Benefits of the Study

This study of forgiveness among vocational students in Bangkok would provide important information for planning program promoting forgiveness among them.

Scope of the Study

1. Population

The population in this research was 781 certificate vocational students of a Thai private vocational college in Bangkok in academic year 2016.

2. Sample

The sample was 240 certificate vocational students of a Thai private vocational college in Bangkok in academic year 2016 gained through proportional stratified random sampling. The principal willingly permitted the data collection because he saw the importance of forgiveness as a factor that causes unity among his students.

3. Variables means the total and the subscale of forgiveness among vocational students in Bangkok. The research tool was the forgiveness scales for teenager.

Definition of Terms

1. Forgiveness refers to responses of the 1st-3rd year certificate vocational students in industrial field to stimulus causing negative feelings such as anger, resentment, pain and loss in order to relieve them and replace them with positive feelings, thoughts and behaviors such as understanding and kindness. It consists of the following components:

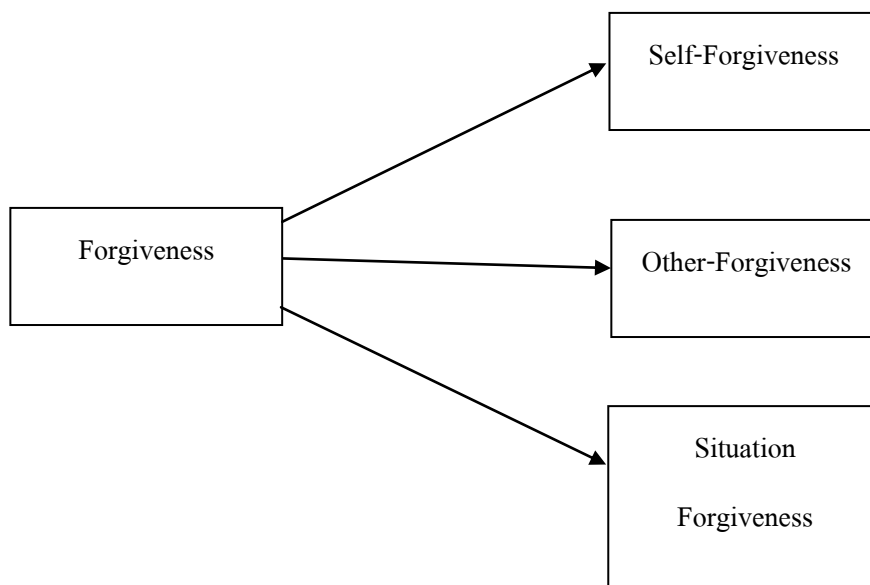
1.1 Self-forgiveness refers to responses to stimulus causing negative feelings such as anger, resentment, revenge and pain toward self in order to relieve them and replace them with positive feelings, thoughts and behaviors such as understanding, acceptance and kindness toward self.

1.2 Other-forgiveness refers to responses to stimulus causing negative feelings such as anger, resentment, revenge and pain toward other persons in order to relieve them and replace them with positive feelings, thoughts and behaviors such as understanding, acceptance and kindness toward others.

1.3 Situation forgiveness refers to responses to uncontrollable situations like illness or natural disasters causing negative feelings such as anger, resentment, revenge and pain toward the situation in order to relieve them and replace them with positive feelings, thoughts and behaviors such as understanding, acceptance and kindness toward the situation.

2. Certificate vocational refers to curriculum that junior high school graduates are entitled in order to provide and develop skilled labors for specific expertise in industrial field. It takes 3 years to complete which equals to the general education program.

Research Framework



CHAPTER II

THE LITERATURE REVIEW

Scope of literature reviews, concepts, theories and related research for this study presented below.

Concept of Certificate Vocational Students

- Definition of Adolescence and
- Criteria for Age Classification of Adolescence
- Definition of Certificate Vocational Education
- Curriculum of Certificate Vocational in Industrial Field
- Stereotype of Certificate Vocational Students in Industrial Field
- Statistics of Violent Quarrel among Certificate Vocational Students

Danger Points

- Related Research on Quarrels among Certificate Vocational Students

Concept of Forgiveness

- Definition of Forgiveness
- Theories of Forgiveness
- Benefits of Forgiveness
- Related Research on Forgiveness

Concept of Certificate Vocational Students

Definition of Adolescence

Pranot Kaochim (2006:1) - Adolescence is a Latin word (*adolescens/adulescentem*) referring to coming to maturity or young adult. It is a bridge connecting between childhood and adulthood. Adolescents grow physically, emotionally, intellectually and socially. It is a time to encounter with new responsibilities, relationships or experiences.

Sriruen Keawkungwal (2003:329) - Adolescents have rapid and remarkable changes in all aspects of development - physical, emotional, intellectual and social.

Supatra Suparp(1982:2) - It is a transition from childhood to adulthood or puberty.

Thus, the researcher defined adolescence as reproductive age or puberty. It is a gap between childhood and adulthood. Developments are obvious in all aspects - physical, emotional, intellectual and social- at an accelerated rate.

Criteria for Age Classification of Adolescence

Sriruen Keawkungwal(2003:329) - Adolescence ranges from 12-25 years old because nowadays adolescents spend longer times in educational institutions. Therefore, their self-support are extended. It can be divided into 3 stages - 1) Age 12-15 years is early adolescence. They still have childish behaviors. 2) Age 16-17 years is middle adolescence. There is a mix between children' and adults' behaviors. And 3) Age 18-25 years is late adolescence. Their behaviors are similar to the adults'.

Suriyadev Tripathi(2007:1) and Wirote Areekul (2012) - Adolescent developments are divided into 3 stages; early (10-13years), middle (14-16years) and late (17-20 years) in order to illustrate distinguished characteristics of each as follows:

1. Early adolescence (10-13years): They rapidly increase in height and weight. Their bodies become more mature. They obsessively think about all their physical changes and this affects their mental health, causing emotional instability. They have strong emphasis on peer group. Friends gain importance.

2. Middle adolescence (14-16years): Their bodies are more similar to those of adults. Adolescents can now accept their changing bodies. They pay more attentions to personal care, try to be idealistic, and search for self-identity. They also need to detach and be independent from their parents. They are extremely emotional. They dislike being forced or commanded. Peers are more involved in daily lives and gaining acceptance.

3. Late adolescence (17-20years): Their bodies are completely grown up and ready for reproduction. They tend to feel independent and be themselves. Realizing that they still need to depend on their parents or be under their supervision, conflicts emerging during the middle adolescence stage are now perceived as love and well wishes from their parents. They have their own thoughts, feelings and values. It is time to consider their future careers and apprenticeships. They plan their future lives based on reality and abilities and create intimacies to opposite-sex peers and lover.

In conclusion, from early to middle adolescence, physical development grows rapidly while emotions are extreme. They are moody, independent, emotionally instable and dislike being forced or commanded. Peers have influences on their behaviors. When it comes to late adolescence, they can accept and understand social change.

Definition of Certificate Vocational Education

According to Vocational Education Act of 2008, section 4 had defined “vocational education” as a learning process for providing and developing workforce as skilled, technician and technology professionals. Moreover, its section 6 mentioned that vocational education and training administration must be consistent with The National Economic and Social Development Plan and The National Education Plan in order to meet workforce demand by employing well-accepted theoretical knowledge and Thai wisdom to develop students to have enough competencies to earn a living as practitioner or self-employed.

Section 8 of this act specifies types of vocational education and training administration as follows:

1. Formal education focuses on core or vocational colleges by settings objectives, learning methods, curriculum, time allotment, measurement and evaluation which are the requirements of completion.

2. Non-formal education offers flexibility in setting objectives, learning methods, time allotment, measurement and evaluation which are the requirements of completion under the condition that contents and curriculum must relate and be appropriate to problems and needs of each specific group.

3. Bilateral education is emerged from agreements between vocational college, public enterprises, government agencies and private companies in developing curriculum, learning methods, measurement and evaluation. Students spend time in classroom study and practice their lessons in private companies, public enterprises or government agencies.

For the benefit of providing and developing workforce, vocational institutions can administer many types of education mentioned in paragraph 1 altogether. However, they must mainly focus on bilateral education.

The Eleventh National Education Plan (2012-2016) set a strategy and an approach in administrating vocational education as follows:

1. Build image and improve quality of vocational education

1.1 Develop occupational guidance system so that students have enough information before choosing the program according to their interests and capacities.

1.2 Publicize correct information on vocational education to students, their parents and the public for allowing them to see its importance and necessity including changing their attitudes towards it.

1.3 Improve quality of education so that students have academic and professional knowledge and skills appropriately and adequately.

1.4 Develop operating system of the Thailand Professional Qualification Institute for more efficiency in certifying competence in performing job.

1.5 Revise compensation and benefit structure of skilled labors in order to attract more students to vocational education.

2. Provide and develop vocational workforce updated to technological changes

- 2.1 Provide education based on “less theory, more practice” approach.
- 2.2 Promote bilateral and cooperative education which focus on internship in private companies.
- 2.3 Encourage private sector to participate in providing and developing vocational workforce.
- 2.4 Support vocational lecturers to get trainings in private companies.
- 2.5 Make vocational and higher education more accessible for working age population.
- 2.6 Develop curriculum and adjust education process to keep up-to-date with technological changes and advancement.

Curriculum of Certificate Vocational in Industrial Field

1. Auto-Mechanics Program - 1) Auto Mechanic 2) Industrial Machinery 3) Marine Engineering 4) Agricultural Machinery and 5) Auto Body Repairing and Repainting branches
2. Mechanics Program - 1) Machine Tools 2) Metal Molding 3) Plastic Molding and 4) Auto Parts branches
3. Welding Program – 1) Product Welding 2) Structure Welding and 3) Bus Body Industry branches
4. Electrical-Power Program
5. Electronics Program
6. Civil Construction Program
7. Furnishing and Interior Design Program
8. Architecture Program
9. Survey Technique Program
10. Mechanical Drawing Program
11. Maintenance Technique Program
12. Printing Technology Program
13. Optometry Program

14. Ship Building Program – 1) Metal Ship 2) Wooden Ship and Fiber Ship and 3) Naval Architecture branches
15. Telecommunication Program
16. Public Works Program
17. Rubber Industry Technology Program
18. Mechatronics Program

Stereotype of Certificate Vocational Students in Industrial Field

Saosing and Kruahong(1994in Siang-Dee, 2004, p. 13) had mentioned this as follows 1. Since their subjects require practice with machineries, their clothes are not neat and always dirty.

2. Friends are very important to them. They follow the opinion of the majority whether it is right or wrong. Otherwise, they will have no friends.

3. Students with higher academic performance tend to have fewer friends.

4. Their words of speech may be disrespectful, curtly and recalcitrant and they see this is normal.

5. Pride of the department or institution is a cause of quarrel.

6. Since they run machines in their shop, which make a loud noise most of the time, students get used to speak loudly.

7. They are non-addicted smokers or drinkers but they like it because it helps them getting along well with others.

8. They are prone to act hostilely when something stirs up their feelings.

9. They behave and speak straight forwardly, openly and sincerely.

10. Their peer group is highly cohesive. They help each other whether what they do is right or wrong.

Statistics of Violent Quarrel among Certificate Vocational Students and Danger Points

Supaporn Addech (2012) reported that during the past 5 years, measures to suppress violent fights in vocational training students did not seem to be effective.

2008 – 639 students fights were reported.

2009 – Calls for suppressing students fights increased to 2,619 times. Although measures were implemented, the problem became more severe.

2010 – There were 881 calls reporting students quarrel in the first-half of the year.

2011 – Students fights occurred for 106 times. 26 students and innocent people were killed.

2012 - Worralluck Si-yai of TCIJ News reported that there were 386 calls due to students' quarrels. Most of them occurred during June and July while peaked in August. The highest student violent crime rates was in Hua-Mark Police Area (21 times).

Research Division, Office of Police Strategy (in Sokantad, 2014) reported the statistics of students quarrel during 2010 – 2012:

2010 - Students fights occurred for 2,662 times

2011 - Students fights decreased to 2,017. This may be because of the major flood in late that year.

2012 - 1,222 students fights were reported.

Danger Points included Bang Khae, Zeer-Rangsit, Min Buri, Bang Na intersection, Sukhumvit, Muang Ake, Phahonyothin Road, PhraKhanong, Bang Kapi and PhetKasem Road.

- 34 fights occurred in Division 1 area which covers inner Bangkok city.
- There were 137 fights in the north of Bangkok which is under Division 2's supervision.
- Division 3, who is responsible for Min Buri, NongChok and Ladkrabang districts, was called for 101 students fights.
- Division 9, which covers Thon Buri side of the Chao Phraya River, was called to suppress 112 students' quarrels.

Top 4 Danger Points of Students Fights

The 1st point is Don Mueang, from Vibhavasi Rangsit Road to the border of Pathum Thani province where students commute from their residences to their schools. It is under the supervision of Don Mueang and Sai Mai Police Stations

The 2nd point is Bang Na intersection as it connects to Sam Rong, Bang Na-Trad, Sanphawut and Sukhumvit Road. Police are regularly deployed to oversee this area.

The 3rd point is Min Buri intersection where students from Min Buri, Sai Mai and Khan Na Yao districts always use as an assembly point and fight against each other.

And The 4th point is Bang Khae where students around Thonburi go for recreation.

Other points are Hua Mak, Phahonyothin and Phet Kasem.

Although the above figures and their sources are varied, they represent high students crime rates. Besides, these crime scenes are crowded public roads where innocent people can be harmed.

Related Research on Quarrels among Certificate Vocational Students

Department of Mental Health (2006) summarized that most studies in quarrel behavior, which is a violent one, in vocational training students were survey research while in-depth studies were limited.

Natthaporn Sokantad (2014) found the related factors to violence behavior of quarrel vocational students in Bangkok were psychological factor and students' association with mischievous friends. Both factors linked to the use of violence in both direct and indirect ways while family and community factors indirectly affected to it. Students from both public and private vocational schools were moderate in violent behavior.

Phongphan Waewviset (1991) suggested that vocational students' attitudes toward quarrel was associated with peering. The more appropriate peering, the less positive attitude toward quarrel. They also perceived democratic atmosphere between instructor and students much better than students with quarrel behavior.

Suchin Predasuriyachai (2000) discovered that value in using violence to solve conflict had the greatest influence on the fight of the vocational students, followed by institution loving, unimportance of education and friend loving consecutively. Their values were about using violence and seeing fighting as normal.

Students with positive attitude towards using violence and fighting tended to fight with other students than those who did not.

Sudjai Sukha et al. (2004) believed that conflicts between institutions were caused by values, beliefs and attitudes that passed down through generations right after being part of their institutions. These values, beliefs and attitudes became violent when stimulated by specific situations e.g. being challenged or harmed by students from other institutes etc.

In summary, violent behavior in vocational training students is moderate and relates to peering. Using violence to solve conflict has the greatest influence on their fights. These values, beliefs and attitudes that pass down through generations and become violent when stimulated by specific situations. Therefore, the researcher see the importance of forgiveness, which is a peaceful way in handling problems, and decides to study it in vocational training students in order to comprehend and promote non-violent value among them.

Concept of Forgiveness

Definition of Forgiveness

Thompson et al. (2005) defined forgiveness as perceiving an offense and one's responses to it by transforming negative feelings to the neutral or positive ones. The source of such offense may be oneself, another person or uncontrollable situations e.g. illness or natural disasters. When one forgives, he will accept the offense and this helps relieve negative feelings, thoughts, and behaviors toward such offense.

North (1987, in Subkoviak, et al., 1995) viewed forgiveness as overcoming resentment with love and kindness toward the transgressor. The most important thing of this definition is although the victim gets hurt and wants to respond with negative feelings, he does not express it and decides not to respond that way while replacing it with the positive ones, that is, love and kindness toward the transgressor. This can occur even though the victim does not have any connections with the transgressor.

Buddhist proverbs (in PhraRàjaBrahmanàna, 1989) stated that "AbhayadanamAmisadanamJinati" which means forgiving is the greatest giving. The

Buddha once said the most important Dhammadàna (spiritual gift) and Paramatthadana (ultimate giving) the condition that helps lead to Nibbàna, is Abhayadana (forgiveness) (Paramattha means absolute meaning or benefit).

Phramaha Hansa Dhammhaso (2010) narrated that Abhayadana or forgiveness in Buddhist term, comprises of 3 words that is “A+Bhaya+Dana” which means giving dare or giving safety It can be referred to forgiveness or non-punishment. The victim does not get anger, hate, feud, take offense or revenge. It creates the atmosphere of reconciliation when thought, feeling or behavior of the victim does not threat or make the offender to feel afraid in order to open up to or ask for forgiveness.

In conclusion, the research defined forgiveness as perceiving the wrongdoing which causes resentment and revenge that can be overcome with understanding, kindness and love, transforming negative feelings toward the wrongdoer to the neutral or positive ones. Sources of such offense may be oneself, another person or uncontrollable situations e.g. illness or natural disasters.

Theories of Forgiveness

Concept of Forgiveness by Enright et al. (1992)

This structural model of forgiveness is based on Kohlberg’s stages of moral development which classifies forgiveness in 3 stages as below.

Basic Stage:

1) Revengeful Forgiveness occurs with punishment equivalent to the pain the victim has suffered.

2) Conditional or Restitutional Forgiveness is gained when the victim is compensated or will feel guilty if not forgive.

Intermediate Stage:

3) Expectation Forgiveness is when other people force or expect the victim to forgive. For example, people around me thought it was wrong that I got angry with my parents so I choose to forgive them.

4) Lawful Expectational Forgiveness is required by the custom, tradition or religion of the victim. For instance, I forgive because my religion teaches so.

Advanced Stage: which is a true forgiveness

5) Forgiveness as Social Harmony emerges as the victim wants to reconcile, reduce conflict and maintain relationship.

6) Forgiveness As Love - forgiveness is a result from a true sense of love. The pain another person causes does not affect one's love. This type of forgiveness is free from revenge.

Concept of Forgiveness by Lewis (1996)

Lewis (1996) suggested that forgiveness is beautiful. Whenever we forgive, we are getting closer to the beauty of human than everyone else. Since pain does not last forever, we can start it all over again by changing our views toward the past. Although the nature of justice is 'what we give is what we get', forgiveness breaks it by the power of love. Lewis had proposed 4-step to forgiveness which explained that:

1. Pain, disappointment, hesitation and betrayal causes trauma.
2. Hatred, a sign of sickness, must be healed as healing can prevent malice which is a fatal risk.
3. Healing, through forgiving others, can relieve that pain.
4. Reconciliation leads to understanding and restoration.

Two-Dimension of Forgiveness Theory

Baumeister, Exline, and Sommer (1998) proposed that there were two dimensions of forgiveness - intrapsychic and interpersonal forgiveness. The former reflects forgiveness or unforgiveness to others while the latter involves the expression of them. If the victim does not forgive nor express it, he has no forgiveness. If he forgives but does not express it, he has silent forgiveness which makes him feel peaceful. However, if he does not forgive but expresses so, he has hollow forgiveness as the society expects him to do so while he still feels bad about it. Finally, total forgiveness makes him want to forgive and sincerely expresses it which is beneficial to both wrongdoer and the victim.

The Four Stations of Forgiveness

1. The programs or applications' systems, which are designed for the user to be easy to learn and not complicated to use, stimulate interest, motivate the user to use the programs and utilities.
2. The systems have speed processing and effectiveness.

3. The program design intended to reduce errors as much as possible and focus on the accuracy of processing.

4. After the users has used the programs for a long time. They will still remember how to use it or can recognize easily

Hargrave and Sells (1997) presented the four stations of forgiveness. These stations are not stages therefore, they are unordered (Hargrave, 2001).

1. Insight refers to the perception of the wrongdoing.

2. Understanding involves comprehending why it happened.

Hargrave called these two stations as 'exonerating'. When the victim has both insight and understanding, he will not feel guilty to his response. The next two steps are about interpersonal forgiveness.

3. Giving the Opportunity for Compensation is the review of the response to the wrongdoer.

4. Overt Act of Forgiving relates to the review of the expression of forgiveness from the victim to the offender and the response of the offender to forgiveness of the victim.

Phramaha Hansa Dhammahas (2010) noted that there were three types of forgiveness in Buddhism:

1. Mental Forgiveness begins with the awareness that anger, hatred and feud have negative effect on the victim as it disturbs his peace of mind. Realizing that everyone can make mistake can also lead to asking for pardon and forgiveness.

2. Physical Forgiveness is when the offender physically approaches to the victim in order to convey the message through non-verbal language that he is now willingly responsible to his misconduct. This way of asking for pardon is called as "Samicikamma" in Buddhism.

3. Verbal Forgiveness, usually found in the Buddhist Scriptures, is verbal asking for pardon.

We can see that pardon or forgiveness is an unconditional giving from the victim.

Edward M. Hallowell (in Wirong-rongNigulkarn, 2009, p. 40-43) stated that types of forgiveness were vary depending on various conditions such as levels of

pain the victim got. There are two parties involving this - a person who forgives and a forgiven person. Relationship between the two parties can divide forgiveness into 9 types:

Type 1: Wrongdoer offends you and then apologizes. It is easy for you to forgive in this case. However, if the situation is severe and very painful, you may not forgive even though the wrongdoer tries to apologize or compensate.

Type 2 : Wrongdoer offends you but does not realize his offense and does not apologize. It is hard for you to get an apology but you can forgive.

Type 3 : You do not know the offender so you can neither blame nor forgive.

Type 4 : You have done something wrong, realize that and seek forgiveness from another person which you may not get it. However, this can give you self-forgiveness.

Type 5 : You have done something wrong, thinking it is deserved and no need to apologize. Although it does not give any kind of forgiveness, it will remind you not to make the same mistake.

Type 6 : You have done something wrong but dare not to confess or seek forgiveness from another person. This will make you feel guilty to the victim and yourself. If you have a chance to tell a trustworthy person, you may gain self-forgiveness.

Type 7 : All involving parties have their own reasons for wrongdoing and do not seek forgiveness. The problem can be resolved if they had a talented conciliator.

Type 8 : You had made mistake and acknowledge to seek forgiveness and take a responsibility. By doing this, you will be praised for being honest and responsible.

Type 9: Wrongdoing is considered as fate and no one is to blame. However, you may feel guilty and seek forgiveness while others get angry and seek revenge such as persons who get infected with the incurable disease.

Type 1, 2 and 7 are other-forgiveness while Type 4, 5 and 6 reflect self-forgiveness, and Type 3, 8 and 9 indicate situation forgiveness.

The above theory is consonant with the theory of Snyder & Lopez (2007, p. 280-283 in Chunhakan, 2013) which mentioned that forgiveness consisted of self-, other-, and situation aspects as described below.

Self-forgiveness is defined as a release of resentment to self for an understanding of wrongdoing of oneself as one needs to stop negative feelings and behaviors to harm oneself due to feeling of guilt and shame to the situation which in turn affects self-perception as being worthless, incapable or powerless. People who feel guilty or sorry for their mistakes tend to express it by apologizing or confessing in order to relieve it. It is difficult to make people feel less guilty because shame is caused by various situations rather than a specific one.

Other-forgiveness is a response to another person in order to feel less pain by reducing or stopping inappropriate thoughts, feelings and behaviors to the one who causes resentment. North (1987 in Subkoviak et al., 1995) noted that the victims wanted to overcome their resentment with kindness, acceptance and empathy that re-establish relationship with the offenders.

Situation forgiveness is when people have negative thoughts, feelings or behaviors toward the situation that is uncontrollable. They may get angry or hurt with something that is out of their control such as illness or natural disasters. Situation unforgiveness can be expressed as blaming or taking revenge, fear or escape while situation forgiveness allows people to move on with their lives without sticking to the past.

Benefits of Forgiveness

Forgiveness directly benefits body, mind and relationship. It also relates to happiness and short-term self-control. In other words, the more one forgives, the better his physical and psychological health are. (Toussaint et al., 2011; Seybold et al., 2001). A research conducted by Lawler et al. in 2005 revealed that forgiveness was directly associated with physical health status - physical symptoms, medications, quality of sleeping, fatigue and somatic pain. It also inhibited negative effects such as depression affecting mental strength, conflict and stress management. Toussaint, Owen and Cheadle (2011) discovered that forgiveness was associated with key proximal health indicators like cardiovascular, endocrine and immune functioning.

Previous research also revealed that the higher forgiveness was, the better the cardiovascular functioned (Friedberg et al., 2007; Toussaint & Cheadle, 2012). Likewise, Waltman (2003 in Worthington et al., 2007) examined a ten-week forgiveness intervention with patients who had coronary artery disease. No differences were found between the groups from the pre-test to post-test. However, after 10 weeks, the forgiveness group experienced less coronary artery disease due to reduced anger. Forgiveness was also found to relieve chronic pain. This is supported by the study of Carson et al. (2005 in Worthington et al., 2007) in patients with chronic back pain and found that anger had an impact on it. Patients with forgiveness had lower chronic pain and stressful mental state. Besides, Lin et al. (2004) discovered that substance abusers could reduce their consumption. This may be because forgiveness helped inhibit stress and then the abusers needed less drugs. Forgiveness also has an impact on relationship. Similarly, the study of Mayo Clinic in 2014 found that forgiveness could lead to better relationship, mental health and happiness while unforgiveness caused bitterness to all past and current relationships. People felt guilty with themselves as they could not live fully in the present moment and this could lead to depression and anxiety. They felt meaningless and their relationships with others were shallow. Karremans, Van Lange and Holland (2005) proposed that forgiveness not only improved relationship between victim and transgressor but also promoted philanthropic and volunteering behaviors including concern of public interest.

Forgiveness not only improves physical and mental health but also establishes good interpersonal relationship and diminishes resentment. It is interesting to study this topic in certificate vocational students who usually use violence in coping with problem. Forgiveness also improves problem solving ability, happiness, relationship, unity and conflict resolution among certificate vocational students both inside and outside their institutes.

Related Research on Forgiveness

Wattanamongkhol (2010) investigated the effects of capability for wrongdoing on intergroup forgiveness as mediated by empathy and perceived intergroup conflict severity in 375 sample. It showed that capability for wrongdoing

had a direct effect on intergroup forgiveness and had an indirect effect via empathy and perceived intergroup conflict with significance level at.05.

Phuanfoong (2013) studied forgiveness among adolescent student in Bangkok. The sample was 400 Grade 7-9 students. It revealed that their total forgiveness scores according to Enright's was 224.57 (from 360 points). From the total 120 points of each subscale, the average of the affective was 70.80, of the behavioral was 76.11, and of the cognitive was 76.66. Students with different gender had different total and affective forgiveness scores with significance level at .05 while their behavioral and cognitive forgiveness ones showed no significant difference. Students with different ages had different total and affective forgiveness scores with significance level at .05 while their behavioral and cognitive forgiveness ones showed no significant difference. For instance, 13 year-old students had different affective forgiveness scores from 15 year-old students' significantly at .05. Students from different years had different total forgiveness scores with significance level at.05. The 8th graders had different scores of total forgiveness from the 9th graders with significance level at.05.

Chunhakan (2013) studied counseling intervention to develop the sense of forgiveness for teenager and unwanted pregnancy teenagers. It revealed that participants had above-average levels for total-, self- and situation-forgiveness while other-forgiveness was at average level. After the individual counseling program, the two group had different forgiveness levels with significance level at.05. The experimental group was found to have higher forgiveness level than the control one.

The above research were about forgiveness in adolescent students but they did not cover certificate vocational students who had specific characteristics. Thus, the researcher decided to study them by scoping Bangkok area only.

CHAPTER III

RESEARCH METHODOLOGY

This study of forgiveness in vocational training students in Bangkok was a survey research conducted through the following steps:

Population and Sample

Research Tools

Data Collection

Data Analysis

Population and Sample

Population

781 students of Don Bosco Technological College (Bangkok) in academic year 2016.

Sample

240 students of Don Bosco Technological College (Bangkok) in academic year 2016 gained through proportional stratified random sampling for all 4 departments. Number of the sample was calculated by the following formula (Cochran, 1997 and Rosner, 2000 in Naiyapatana, 2005)

$$n = \frac{NZ^2_{\alpha/2}pq}{d^2(N-1) + Z^2_{\alpha/2}pq}$$

Where

n = sample size

N = number of population

$z_{\alpha/2}$ = the value of the standard normal variable given (=1.96 for a 95% CI)

p = Estimate of proportion of the target population based on previous research by Chanhakan (2013) (=0.307 assumed in this study)

$$q = 1-p$$

d = the acceptable sampling error(=0.05 assumed in this study)

From this formula, the outcome was $229.95 \approx 230$

Note: This formula was selected because the researcher knew number of population and the estimate of proportion of the target population while setting the acceptable sampling error at its maximum at .05. However, the researcher collected data from 240 samples to spare in case of lost or incomplete data.

Sampling method

1. Divided students from 4 departments of Don Bosco Technological College (Bangkok) based on curriculum of the Office of the Vocational Education Commission, namely Mechanics, Electro-Mechanics, Auto-Mechanics and Printing Technology departments.

2. Proportional stratified random sampling for 240 samples was conducted with the 4 departments as follows:

1) 260 Mechanics population = 80 samples

2) 205 Electro-Mechanics population = 63 samples

3) 200 Auto-Mechanics population = 61 samples

4) 116 Printing Technology population = 36 samples

Then simple random sampling was applied with students who voluntarily joined the research.

Selection Criterion

1. Was certificate vocational students of Don Bosco Technological College (Bangkok) in academic year 2016.

2. Gave a consent in completing the survey.

Research Tools

Research tools in this study had 2 parts:

Part 1: Demographic questionnaire for identifying year and department

Part 2 : The Forgiveness Scales for Teenagers by Chunhakan (2013) adapted from Thompson's Hartland Forgiveness Scale (HFS) which measures forgiveness in 3 subscales; self-, other-, and situation forgiveness. The Cronbach's alpha coefficient of this scale was .906. This 49-item scale comprised of 7-point scale (1-7) varied from "Almost always false of me" to "Almost always true of me". Each subscale had number of items and Cronbach's alpha as follows.

Subscale	No. of Items	Cronbach's Alpha
Self-Forgiveness	12	.842
Other-Forgiveness	23	.887
Situation Forgiveness	14	.855
Total Forgiveness	49	.906

Scoring

Positively worded statements would be scored by the level of forgiveness while the negative ones would be scored reversely. Then, summed the values for the items that composed each subscale and finally calculated the total score of forgiveness.

Interpretations

The average score would be interpreted as follows:

1.00 - 2.50 not forgive	= always not to forgive the cause of resentment
2.51 - 3.50 not quite forgive	= usually not to forgive the cause of resentment with little forgiveness
3.51 - 4.50 fairly forgive	= forgive and not to forgive the cause of resentment equally
4.51 - 5.50 quite forgive	= usually forgive the cause of resentment with little unforgiveness
5.51 - 7.00 forgive	= always forgive the cause of resentment

Data Collection

1. Requested for permission to the test developer.
2. Submitted the research permission request to the Human Research Protection Unit- Faculty of Medicine Siriraj Hospital, Mahidol University.
3. Sent the request for permission issued by the Faculty of Graduate Studies, Mahidol University to the principal of Don Bosco Technological College (Bangkok).
4. When the principal of Don Bosco Technological College (Bangkok) allowed the data collection, the researcher selected the date and time that did not interrupt students' timetable. On the selected period, the researcher introduced herself, explained the purpose of the study plus with data protection rights to the sample before allowing them to fill the forms. It took 20-30 minutes. Then the research collected the forms back and checked their completion.
5. Scored the collected data.
6. Analyzed the collected data.

Data Analysis

1. Classified the demographics of the sample by descriptive statistics illustrating frequency and percentage that were year and department.
2. Calculated mean and standard deviation of the forgiveness scales for teenagers.
3. Analyzed the differences among the total and the subscale scores of forgiveness by one-way ANOVA.

CHAPTER IV

RESULTS

Results of the study of forgiveness in certificate vocational students in Bangkok were presented in the following 3 parts:

Part1 - The demographics of the sample in terms of frequency and percentage

Part2 - The analysis of the total and by-subscale forgiveness scores of the sample

Part3 - The comparison of the total and by-subscale scores of forgiveness between groups of the sample classified by year and department using F-test.

Part 1 The Demographics of the Sample

Table 4.1 Frequency and Percentage of the Sample Classified by Year and Department- The researcher used the program in terms of design, starting by defining the concept of the program then designing the theme (formed in a presentation), background, art work, and layout program presented on each page.

Table 4.1 Shows the first page of the psychological capital inventory computerized version

Variables		Frequency	Percentage
Year	1 st	64	26.7
	2 nd	100	41.7
	3 rd	76	31.7
	Total	240	100.0
Department	Mechanics	81	33.8
	Electro-Mechanics	66	27.5
	Auto-Mechanics	69	28.8
	Printing Technology	24	10.0
	Total	240	100.0

Referring to Figure 4.1, when considering their years, most of them were the 2nd-year students (n=100, 41.7%), followed by the 3rd-year (n= 76,31.7%) and the 1st-year(n=64, 26.7%) accordingly. But when considering their departments, most students were from the Mechanics (n= 81, 33.8%), Auto-Mechanics (n=69, 28.8%), Electro-Mechanics (n=66, 27.5%) and Printing Technology (n=24, 10.0%) respectively.

Part 2 The Analysis of the Total and By-Subscale Forgiveness Scores of the Sample by Descriptive Statistics (n= 240)

Table 4.2 The Analysis of the Total and By-Subscale Forgiveness Scores of the Sample

Forgiveness	Mean	Maximum	Minimum	Std. Deviation	Interpretation
<u>Total</u>	4.45	6.57	2.71	0.670	Fairly Forgive
<u>Other-</u>	4.36	6.57	2.17	0.884	Fairly Forgive
- Positive feelings toward others	4.72	7.00	1.71	0.942	Quite Forgive*
- Negative feelings toward others	4.25	7.00	1.38	1.173	Fairly Forgive
- Avoidance	3.97	7.00	1.00	1.237	Fairly Forgive
<u>Self-</u>	4.67	6.50	2.75	0.664	Quite Forgive*
- Positive feelings toward self	5.27	7.00	2.57	0.908	Quite Forgive*
- Negative feelings toward self	3.80	6.80	1.00	1.050	Fairly Forgive
<u>Situation-</u>	4.44	7.00	2.14	0.866	Fairly Forgive
- Positive feelings toward the situation	4.78	7.00	2.00	1.027	Quite Forgive*
- Negative feelings toward the situation	4.25	7.00	1.00	1.171	Fairly Forgive

In accordance with Table 4.2, the average total forgiveness score of the sample was ‘fairly forgive’ (Mean = 4.45). The average other forgiveness score was ‘fairly forgive’ (Mean = 4.36). ‘Positive feelings toward others’ aspect - which

comprised of understanding, kindness, acceptance and giving a chance to whom that caused resentment – was ‘quite forgive’ (Mean = 4.72). ‘Negative feelings toward others’ aspect – which included getting angry and wanting to get revenge to the abuser was ‘fairly forgive’ (Mean = 4.25). And ‘Avoidance’ aspect – which consisted of avoiding and fear of the abuser – was ‘fairly forgive’ (Mean = 3.97).

Self-forgiveness was ‘quite forgive’ (Mean = 4.67). ‘Positive feelings toward self’ aspect - which comprised of understanding, kindness, acceptance and giving a chance to oneself – was ‘quite forgive’ (Mean = 5.27). ‘Negative feelings toward self’ aspect – which included getting angry, feeling guilty and being shameful toward oneself – was ‘fairly forgive’ (Mean = 3.80).

Finally, the situation forgiveness was ‘fairly forgive’ (Mean = 4.44). ‘Positive feelings toward the situation’ aspect- which comprised of understanding and acceptance of the situation - was ‘quite forgive’ (Mean = 4.78). ‘Negative feelings toward the situation’ – which included fear of and getting angry to the situation - was ‘fairly forgive’ (Mean = 4.25).

Part 3 The Comparison of the Total and By-Subscale Scores of Forgiveness between Groups of the Sample Classified by Year and Department Using F-Test.

Table 4.3 The Comparison of the Total and By-Subscale Scores of Forgiveness between Groups of the Sample Classified by Year

Forgiveness		1 st -yr	2 ^{ns} -yr	3 rd -yr	Total	F	Sig	Post-Hoc
Total	Mean	4.496	4.377	4.519	4.453	1.152	0.318	
	Std. Deviation	0.645	0.679	0.677	0.670			
Other-	Mean	4.557	4.206	4.385	4.356	3.193	.043*	1-2.
	Std. Deviation	0.790	0.904	0.907	0.884			
Self-	Mean	4.570	4.654	4.739	4.659	1.128	0.325	
	Std. Deviation	0.685	0.653	0.659	0.664			
Situation-	Mean	4.334	4.419	4.549	4.437	1.112	0.331	
	Std. Deviation	0.865	0.817	0.927	0.866			

*p<0.05

From Table3, the sample with different years had similar total-, self-, and situation forgiveness scores but their other-subscale scores were different, that is, the 1st-year students had higher other-forgiveness scores than the 2nd-year students with the significance level at .05.

Table 4.4 The Comparison of the Total and By-Subscale Scores of Forgiveness between Groups of the Sample Classified by Department

Forgiveness		Mechanics Dept.	Electro-Mechanics Dept.	Auto-Mechanics Dept.	Printing Technology Dept.	Total	F	Sig
Total	Mean	4.469	4.492	4.416	4.401	4.453	0.207	0.892
	Std. Deviation	0.658	0.681	0.644	0.779	0.670		
Other-	Mean	4.418	4.415	4.229	4.353	4.356	0.706	0.549
	Std. Deviation	0.862	0.931	0.835	0.976	0.884		
Self-	Mean	4.613	4.698	4.719	4.531	4.659	0.685	0.562
	Std. Deviation	0.623	0.668	0.685	0.733	0.664		
Situati on-	Mean	4.429	4.443	4.466	4.366	4.437	0.081	0.97
	Std. Deviation	0.838	0.839	0.909	0.957	0.866		

*p<0.05

According to Table4, both total and by-subscale forgiveness scores of the sample from various departments were not different.

CHAPTER V

CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

Conclusion

The results of this study were elaborated below:

1. The total and by-subscale forgiveness levels of students of a vocational school in Bangkok

The average total forgiveness score of the sample was ‘fairly forgive’ (Mean = 4.45). The average other forgiveness score was ‘fairly forgive’ (Mean = 4.36). ‘Positive feelings toward others’ aspect - which comprised of understanding, kindness, acceptance and giving a chance to whom that caused resentment—was ‘quite forgive’ (Mean = 4.72). ‘Negative feelings toward others’ aspect – which included getting angry and wanting to get revenge to the abuser was ‘fairly forgive’ (Mean = 4.25). And ‘Avoidance’ aspect –which consisted of avoiding and fear of the abuser – was ‘fairly forgive’ (Mean = 3.97).

Self-forgiveness was ‘quite forgive’ (Mean = 4.67). ‘Positive feelings toward self’ aspect- which comprised of understanding, kindness, acceptance and giving a chance to oneself—was ‘quite forgive’ (Mean = 5.27). ‘Negative feelings toward self’ aspect – which included getting angry, feeling guilty and being shameful toward oneself –was ‘fairly forgive’ (Mean = 3.80).

Finally, the situation forgiveness was ‘fairly forgive’ (Mean = 4.44). ‘Positive feelings toward the situation’ aspect - which comprised of understanding and acceptance of the situation - was ‘quite forgive’ (Mean = 4.78). ‘Negative feelings toward the situation’ – which included fear of and getting angry to the situation - was ‘fairly forgive’ (Mean = 4.25).

2. The comparison of the average total and by-subscale scores of forgiveness between groups of students of a vocational school in Bangkok, classified by year and department

When classified by year, the sample with different years had similar total-, self-, and situation forgiveness scores but their other-subscale scores were different, that is, the 1st-year students had higher other-forgiveness scores than the 2nd-year students with the significance level at .05.

When classified by department, both total and by-subscale forgiveness scores of the sample from various departments were not different.

Discussion

According to the results of the study, each crucial issue was discussed below.

1. The average overall forgiveness of the sample was 'fairly forgive', that is, they equally forgave and unforgave the cause of resentment. It reflected that cognitive, affective, and behavioral responses of most sample toward the cause of resentment contained negative feelings - such as anger, hatred, sorrow, revenge or avoidance - as well as the neutral or positive ones - e.g. kindness, understanding and love (Subkoviak et al, 1995, p.642). It also implied that negative feelings toward the cause of resentment could lead to using violence in solving problem, namely quarreling, taking revenge or fighting. Considering development theory, the sample are middle adolescent who typically are highly self-confident and independent, emotionally sensitive, and cannot cope with problems properly. Similarly, Sucha Chan-Aim (1986) suggested that adolescents have outstanding physical, mental, emotional and social changes. They are highly emotional, sensitive and self-confident. They dislike being forced but like to be accepted. They love to act or express their opinions differently from others. When they get angry, they expose it obviously such as condemnation, sarcasm, gossip, vandalization or assault etc. People at this age tend to handle things inappropriately, creating negative feelings like resentment, or wanting to get revenge which lead to their moderate level of forgiveness as seen in the sample.

Other-forgiveness had the lowest average score of all. 'Fairly forgive' level represented cognitive, affective and behavioral responses to a person who caused resentment with negative feelings like anger, hatred, revenge, fear and avoidance. They would not forgive even though what others had done to them was over. This pain would

keep resenting. This is consistent with the notion of Enright & Kittle (1999, p.1625-1626) that they are still in the preforgiveness stage – feeling hurt from others' actions and being treated unfairly. When repeatedly thinking of what they got, anger toward the person that caused resentment grows, and the pain makes them pessimistic so forgiveness cannot happen. The sample are in the age that physical and psychological change occur altogether. They also perceive their own problems and needs which cause internal conflict. There are confusion and emotional instability when they have resentment with others. So they cannot understand or accept others and respond with inappropriately negative feelings like aggression which leads to violence and more severe resentment between the two parties (Siang-Dee, 2004, p. 19).

Decision to forgive stage happens when people realize that negative feelings such as anger, pain, frustration or wanting to get revenge are not proper ways to handle with the conflict. When they can accept these negative feelings and want to stop feeling so, they decide to forgive. The next step is forgiving, that is, noticing and understanding the reason behind the wrongful act that others did to them rather than focusing only on their own feelings. This helps decrease negative feelings and lead to kindness and empathy to the wrongdoer. Forgiving is accepting the pain, without obsessive thinking about it or passing it to nearby people to feel the same way, as to stop the cycle of revenge (Enright & Kittle, 1999, p.1626-1627). Besides, there is the structural model of forgiveness by Enright et al. (1992) which is based on Kohlberg's stages of moral development and is classified as basic, intermediate and advanced stages. In the basic stage, forgiveness is given when the wrongdoer is deservedly punished in equivalent to the pain the victim had suffered or properly compensated. For the intermediate stage, forgiveness is required by the social norm. Finally, the advanced one is aimed to constitute reconciliation and relationship. As seen in this research, the sample had negative feelings and avoided to encounter with the wrongdoer in the moderate level ('fairly forgive') and had positive feelings toward the wrongdoer ('quite forgive'). It showed that the sample tended to have higher positive feelings when the wrongdoer was punished or properly compensated or the victim successfully avoided the wrongdoer in order to understand the cause of the misconduct. This lowered negative feelings and made the overall other-forgiveness moderate ('fairly forgive').

The overall self-forgiveness was above average ('quite forgive') which was the highest of all scores in this study. It represented that the sample forgave than not to forgive themselves. It could be implied that they responded to themselves in the form of feeling guilty or disappointed, worried, hated and feared. It also indicated their lack of experience or thoughtfulness. Adolescents are impulsive and sensitively emotional (Child and Adolescent Psychiatric Society of Thailand, 2005) so the sample felt a bit sorry and guilty for what they had done. That was why they responded to themselves with fairly negative feelings ('fairly forgive'). As time went by, the sample became more understanding in their mistakes. They no longer wanted to think or blame themselves about it. In contrast, they accepted it and had less negative feelings toward themselves. Meanwhile, their positive feelings became stronger, that is, they accepted, loved and gave a chance to themselves in order to move on. In other words, they forgave themselves. Likewise, Worthington (2006, p.190 in Chunhakan, 2013, p.183) stated that those who understand their own reasons, actions and limitations can accept mistakes they had made even though it is shameful or painful by having less negative feelings and feeling more positive to themselves which finally leads to self-forgiveness.

Our sample had 'fairly forgive' level toward the overall situation-forgiveness equally to other-forgiveness but less than self-forgiveness. This illustrated that if the situation was uncontrollable or could not identify whose mistake it was such as illness, accident, natural disaster or loss etc., the sample pruned to have negative feelings - namely dissatisfaction, pain, sorrow, or fear – toward the situation in fair level ('fairly forgive'). However, the sample wanted to replace them with positive feelings, that is, understanding and accepting the results of that situation in above average level ('quite forgive'). 'Fairly forgive' of the negative feelings toward the situation can be explained by Piaget's cognitive development theory. Adolescents, like our sample, have higher cognitive development, enable to learn and understand things like adults. However, they lack of experience, coping skill and emotional management including thoughtful consideration (Panom Katumarn, 2550). When encountering inevitable event, their impulsiveness makes them reluctant to respond in time which causes resentment and later negative feelings such as complaining, avoiding, or obsessive thinking about such event. However, they want to stop negative feelings as they see the event is inevitable and can happen to anyone. They no longer want to stick with it. This causes positive feelings, that is, understanding and accepting the results of that situation which leads to situation-forgiveness accordingly. It is also

supported by the notion of Snyder & Lopez.(2007, p. 282) suggesting that people can forgive the situation when they realize that it does not occur only to them but also other persons. Although there is a loss, there is also a hope and a second chance in achieving their goals which finally leads to understanding and accepting that situation.

2. The comparison of the total and by-subscale scores of forgiveness between groups of the sample classified by year and department

2.1 According to the research results, the sample with different years had similar total-, self-, and situation forgiveness scores but their other-subscale scores were different, that is, the 1st-year students had higher other-forgiveness scores than the 2nd-year students with the significance level at .05. This may be because the 1st-year students are freshmen. They are new to the place, the environment and people which need some time to adjust themselves to the rule of the institution and the new society. Therefore, they have not realized its values such as institution loving or inter-institute conflict. They have never been threatened from students from other colleges (Sukha et al., 2004). This supported the finding of Phongphan Waewviset (1991) suggesting that freshmen vocational students had positive attitude toward non-quarrel than the sophomore or the senior since they had not been influenced by peer group or the environment to change their attitudes.

2.2 With reference to the results in Chapter 4, both total and by-subscale forgiveness scores of the sample from various departments were not different. This maybe because all departments require practices with machineries in addition to classroom study. This allows them to know students from other departments. They choose to acquaint with people who get along well with them, learn to live with others, follow the opinion of the majority, are highly cohesive, and help each other (Saosing and Kruahong, 1994 in Siang-Dee, 2004).Our sample was like other adolescents, they seek identities to contribute self-esteem of their own, group and society. They need to learn and observe their friends, who are similar to them or get along well with them, as role models in concepts, values, ethics, system, expression, and problem solving (Child and Adolescent Psychiatric Society of Thailand, 2005). Likewise, Silom Jamulitrat,(2000) stated that grouping will always be followed by group culture which helps its members considering adjustment in order to create ideology, beliefs and norms which later develops core culture of the group. Sometimes, there are emotional conflicts when members have to choose between following the majority or being assertive.

Practical Implications

1. According to the research, the sample had 'fairly' other-forgiveness score which was lower than the average scores of self-and situation forgiveness, reflecting higher unforgiveness than other subscales. Hence, promoting other-forgiveness is required in order to strengthen interpersonal relationship with others, especially for the 2nd-year students of the academic year 2016.

2. The sample had 'fairly' situation-forgiveness score which indicated their limited experience. When they faced unexpected situation, they responded to it with negative feelings. Thus, parents and teachers should encourage them to experience doing the right things in order to gain self-esteem. Teaching them about dangers and risks in lives, how to cope and deny these, being self-restraint, and avoiding risky situation are also needed.

3. Everyone has resentment which may be responded with negative feelings. In order to forgive, counseling program to the victims may be provided.

Recommendations for Future Research

1. Other factors such as institution loving etc. should be included in future research.

2. Program for promoting forgiveness in vocational training students should be developed.

Limitations

1. This study focused only a vocational college in Bangkok. Its results cannot be generalized to other institutions. To gain a bigger and clearer perspective of forgiveness in vocational training students, research in different contexts or regions should be conducted.

2. According to the data collection, the population of Printing Technology Department was lower than informed. Its sample was not as proportionately planned and might affect the distribution of the sample. Therefore, the researcher chose simple sampling instead.

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APPENDIX

ชุดที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบประเมิน

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในช่อง

1. อายุ 16 17 18

2. ระดับชั้นประกาศนียบัตรวิชาชีพ

ปีที่ 1 ปีที่ 2 ปีที่ 3

3. แผนกที่กำลังศึกษา

แผนกช่างกลโรงงาน

แผนกช่างไฟฟ้ากำลัง

แผนกช่างยนต์

แผนกช่างพิมพ์

คำชี้แจง : สำหรับการเลือกระดับคำตอบ ที่ใช้ในชุดคำถามที่ 2-4

ให้นักศึกษาอ่านข้อความในแต่ละประโยคและทำเครื่องหมาย ✓ ตามระดับ
ความเป็นจริง

(จากระดับ 1-7) ที่ตรงกับการกระทำที่เป็นจริงที่สุดของนักศึกษา โดยแต่ละระดับ มีความหมายดังต่อไปนี้

ระดับที่ 1 หมายถึง ไม่จริงเลย นักศึกษาไม่เคยตอบสนองต่อเหตุการณ์ที่เกิดขึ้น
โดยข้อความนี้เลย สักครั้งเดียว

ระดับที่ 2 หมายถึง ส่วนใหญ่ไม่จริง คือ นักศึกษาแทบจะไม่เคยตอบสนองต่อ
เหตุการณ์ที่เกิดขึ้น โดยข้อความนี้อาจมีแค่ 1 ครั้งเท่านั้น

ระดับที่ 3 หมายถึง ไม่ค่อยจริง คือ นักศึกษาอาจมีบ้างที่ตอบสนองต่อเหตุการณ์ที่
เกิดขึ้น โดยข้อความนี้ แต่น้อยอาจมี 2-3 ครั้ง

ระดับที่ 4 หมายถึง จริงพอๆกับไม่จริง คือ นักศึกษามีการตอบสนองต่อเหตุการณ์
ที่เกิดขึ้น โดยข้อความนี้เท่ากับที่นักศึกษาไม่มีการตอบสนองต่อเหตุการณ์ที่เกิดขึ้นด้วย
ข้อความนี้ ประมาณ 5 ใน 10 ครั้ง

ระดับที่ 5 หมายถึง จริงบ้าง คือ นักศึกษามีการตอบสนองต่อเหตุการณ์ที่เกิดขึ้น
ด้วยข้อความนี้อยู่บ้าง ประมาณ 6-7 ครั้ง ใน 10 ครั้ง

ระดับที่ 6 หมายถึง ค่อนข้างจริง คือ ค่อนข้างจริง นักศึกษามักจะมีการตอบสนอง
ต่อเหตุการณ์ที่เกิดขึ้นด้วยข้อความนี้เกือบทุกครั้ง

ระดับที่ 7 หมายถึง **จริงที่สุด** คือ นักศึกษามีการตอบสนองต่อเหตุการณ์ที่เกิดขึ้น ด้วยข้อความนี้เสมอในทุกครั้ง

ชุดที่ 2 การให้อภัยผู้อื่น

คำชี้แจง กรุณาทำเครื่องหมาย ✓ ในแต่ละข้อที่ตรงกับความคิดเห็นของ นักศึกษาเกี่ยวกับเหตุการณ์ที่ผ่านมาที่ **ผู้อื่น** หรือบุคคลอื่นเป็นผู้กระทำให้นักศึกษาเกิด **ความเดือดร้อน** ความไม่พอใจ หรือความสูญเสีย แล้วให้นักศึกษาพิจารณาว่า นักศึกษา ได้มีพฤติกรรมตอบสนองต่อเหตุการณ์ที่เกิดขึ้นนั้นอย่างไร ตามความเป็นจริง (จากระดับ 1-7) ที่ตรงกับความเป็นจริงที่สุดของนักศึกษาที่กระทำต่อ**ผู้อื่น** ไม่มีคำตอบใดถูกหรือผิด กรุณาตอบให้ตรงกับความเป็นจริงมากที่สุด

ระดับคำตอบ						
1	2	3	4	5	6	7
ไม่จริง เลย	ส่วน ใหญ่ไม่ จริง	ไม่ค่อย จริง	จริงพอๆ กับไม่จริง	จริงบ้าง	ค่อนข้างจริง	จริงที่สุด

ข้อ ที่	ข้อความ	ระดับคำตอบ						
		1	2	3	4	5	6	7
1	เวลามีคนอื่นมาทำให้ฉันรู้สึกไม่พอใจ ฉันจะเกลียด คนๆนั้น							
2	ฉันรู้สึกกลัวที่จะต้องเข้าใกล้คนที่ทำให้ฉัน เดือดร้อน							
3	ฉันสามารถทำความเข้าใจกับเหตุผลของผู้อื่นที่ทำ ไม่ดีกับฉันได้							
4	ทันทีที่มีโอกาสฉันจะตอบโต้กับคนที่เคยทำให้ฉัน ไม่พอใจอย่างสาสม							
5	เมื่อนึกถึงคนที่เคยทำให้ฉันเดือดร้อน ความรู้สึก เดือดดาลจะเกิดขึ้นกับฉันในทันที							
6	แม้ว่าจะมีคนทำไม่ดีกับฉัน ฉันหวังว่าเขาจะไม่ทำ ร้ายฉันอีก							
7	ฉันให้ออกาสในการแก้ตัวใหม่กับคนที่ทำให้ฉัน เดือดร้อนเสมอ							

8	ฉันไม่อยากเห็นหน้าคนที่ทำให้ฉันรู้สึกเจ็บปวด และเดือคร้อน							
9	ฉันจะทำทุกวิถีทางเพื่อเอาคืนกับคนที่ทำให้ฉันรู้สึก เจ็บใจ							
10	ฉันเปิดโอกาสให้คนที่ทำไม่ดีกับฉันได้แก้ไข ชาติใช้ ในข้อผิดพลาดที่เขาได้ทำลงไป							
11	ฉันยอมรับว่าทุกคนมีโอกาสทำผิดพลาดได้ รวมถึง คนที่เคยทำร้ายฉันด้วย							
12	ฉันเข้าใจในการกระทำของผู้อื่นถึงแม้ว่าการกระทำ นั้นจะทำให้ฉันรู้สึกเจ็บปวด							
13	ฉันรู้สึกสะใจถ้ารู้ว่าคนที่เคยทำร้ายฉันกำลังเจอกับ ความเดือคร้อน							
14	ฉันจะรู้สึกโกรธคนที่มาสร้างความเดือคร้อนให้กับ ฉัน							
15	ฉันไม่สามารถพูดจาดีๆกับคนที่เคยทำไม่ดีกับฉัน ได้							
16	ฉันทนไม่ได้ที่จะต้องอยู่กับคนที่เคยทำร้ายฉัน							
17	ฉันจะหาทางลงโทษกับคนที่เคยทำให้ฉันเดือคร้อน อยู่เสมอ							
18	ฉันรังเกียจคนที่สร้างความเดือคร้อนซึ่งทำให้ฉัน รู้สึกแยะ							
19	เพียงแค่นึกถึงคนที่ทำให้ฉันเจ็บปวด ฉันจะรู้สึก โมโหขึ้นมาทันที							
20	ถ้ามีคนที่ไม่ดีต่อฉัน ฉันก็จะคิดไม่ดีกับเขา ตลอดไป							

21	การแก้แค้นคือสิ่งที่ฉันตั้งใจจะมอบให้กับคนที่เคยทำร้ายฉัน							
22	ฉันจะทำทุกอย่างให้มันยากยิ่งขึ้นสำหรับใครก็ตามที่ทำให้ฉันรู้สึกเจ็บปวด							
23	ฉันสามารถยกโทษให้กับผู้ที่ทำให้ฉันเดือดร้อน ไม่สบายกายและไม่สบายใจได้							

ชุดที่ 3 การให้อภัยตนเอง

คำชี้แจง กรุณาทำเครื่องหมาย ✓ ในแต่ละข้อที่ตรงกับความคิดเห็นของนักศึกษาเกี่ยวกับเหตุการณ์ที่ผ่านมา **ที่ตัวของนักศึกษาเองเป็นผู้ที่กระทำแล้วก่อให้เกิดความเดือดร้อน ความไม่พึงพอใจ หรือความสูญเสียกับตัวของนักศึกษาเอง แล้วให้นักศึกษาพิจารณาว่า นักศึกษาได้มีพฤติกรรมตอบสนองต่อเหตุการณ์ที่เกิดขึ้นนั้นอย่างไรตามความเป็นจริง (จากระดับ 1-7) ที่ตรงกับความเป็นจริงที่สุดของนักศึกษาที่กระทำต่อตนเอง** ไม่มีคำตอบใดถูกหรือผิด กรุณาตอบให้ตรงกับความเป็นจริงมากที่สุด

ระดับคำตอบ						
1	2	3	4	5	6	7
ไม่จริงเลย	ส่วนใหญ่มิใช่จริง	ไม่ค่อยจริง	จริงพอๆกับไม่จริง	จริงบ้าง	ค่อนข้างจริง	จริงที่สุด

ข้อที่	ข้อความ	ระดับคำตอบ						
		1	2	3	4	5	6	7
24	เมื่อฉันได้ทำสิ่งที่ผิดพลาดลงไป ฉันมักจะให้โอกาสตัวเองในการเริ่มใหม่							
25	ฉันยอมรับตนเองกับทุกๆสิ่งเลวร้ายต่างๆที่ฉันได้ทำลงไป							

26	ฉันมีความหวังว่าตนเองจะสามารถแก้ไขให้ผ่านพ้น ความเดือดร้อนที่กำลังเกิดขึ้นต่อเนื่องจากการกระทำ ของตนเองได้							
27	เวลาที่ฉันทำอะไรแล้วก่อให้เกิดปัญหา ฉันจะทำ ความเข้าใจกับข้อผิดพลาดที่เกิดขึ้น							
28	ฉันยอมรับข้อผิดพลาดของตนเองที่ก่อให้เกิดความ เดือดร้อนได้							
29	ฉันรู้สึกโกรธตนเองเมื่อฉันได้ทำสิ่งที่ผิดพลาดลงไป							
30	ฉันมักจะหนีปัญหาที่ฉันก่อขึ้นเสมอ							
31	ฉันกลัวที่จะเผชิญกับผลของการกระทำที่ไม่ดีซึ่งฉัน ได้ทำลงไป							
32	เมื่อคิดถึงข้อผิดพลาดที่ฉันได้เคยทำลงไป ฉันยังรู้สึก ว่าตนเองผิดอยู่ตลอด							
33	เวลาทำให้ฉันเข้าใจถึงความผิดพลาดที่ฉันได้เคย กระทำมา							
34	ฉันอดที่จะโทษตนเองไม่ได้เมื่อนึกถึงความ เดือดร้อนที่เกิดขึ้น							
35	ฉันให้อภัยตนเองกับความผิดพลาดที่ได้ทำลงไป							

ชุดที่ 4 การให้อภัยสถานการณ์

คำชี้แจง กรุณาทำเครื่องหมาย ✓ ในแต่ละข้อที่ตรงกับความคิดเห็นของ
นักศึกษาเกี่ยวกับเหตุการณ์ที่ผ่านมา ที่เหตุการณ์ที่เกิดขึ้นซึ่งไม่สามารถระบุได้ว่าเป็น

ข้อผิดพลาดของผู้ใด เช่น อคติทางธรรมชาติ โรคภัย ความเจ็บป่วย ซึ่งล้วนแต่เป็น เหตุการณ์ที่เกิดขึ้นแล้วก่อให้เกิดความเดือดร้อน ความไม่พอใจ ความเจ็บปวด หรือความ สูญเสีย กับตัวของตนเอง แล้วให้นักศึกษาพิจารณาว่า นักศึกษาได้มีพฤติกรรม ตอบสนองต่อเหตุการณ์ที่เกิดขึ้นนั้นอย่างไร ตามความเป็นจริง (จากระดับ 1-7) ที่ตรงกับ ความเป็นจริงที่สุดของนักศึกษาที่กระทำต่อเหตุการณ์นั้น ไม่มีคำตอบใดถูกหรือผิด กรุณาตอบให้ตรงกับความเป็นจริงมากที่สุด

ระดับคำตอบ						
1	2	3	4	5	6	7
ไม่จริง เลย	ส่วน ใหญ่ไม่ จริง	ไม่ค่อย จริง	จริงพอๆ กับไม่จริง	จริง บ้าง	ค่อนข้างจริง	จริงที่สุด

ข้อที่	ข้อความ	ระดับคำตอบ						
		1	2	3	4	5	6	7
36	แม้ว่าจะเป็นภัยธรรมชาติที่สร้างความเดือดร้อนให้กับฉัน ฉันยังคงรู้สึกโกรธเหตุการณ์นั้น							
37	เมื่อมีสิ่งผิดพลาดเกิดขึ้นด้วยเหตุผลที่ไม่สามารถควบคุมได้ ฉันมักจะคิดในแง่ร้าย							
38	ฉันยังรู้สึกเจ็บแค้นต่อเหตุการณ์แย่ๆที่เกิดขึ้นแม้ว่าจะผ่านมานานแล้วก็ตาม							

39	ฉันพยายามหาวิธีที่จะตอบโต้กับเหตุการณ์เลวร้ายที่เกิดขึ้น							
40	เป็นเรื่องยากจริงๆสำหรับฉันที่จะยอมรับสถานการณ์ที่เลวร้ายซึ่งไม่เป็นความผิดของใคร							
41	ฉันรังเกียจเหตุการณ์ร้ายๆที่เกิดขึ้นซึ่งทำให้ฉันเดือดร้อน เสียโอกาสดีๆในชีวิต							
42	แม้ว่าสถานการณ์ที่เกิดขึ้นจะสร้างความเดือดร้อนให้กับฉัน ฉันมีความหวังว่าทุกอย่างจะดีขึ้น							
43	ฉันมักจะพูดถึงเหตุการณ์เลวร้ายที่เกิดขึ้นด้วยความโมโห							
44	ฉันพยายามหาโอกาสแก้ไขทุกอย่างเพื่อให้ผ่านพ้นสถานการณ์แย่ๆนั้นมาได้							
45	ฉันสามารถทำความเข้าใจกับสถานการณ์ที่สร้างความเดือดร้อนให้กับฉันได้							
46	แม้เหตุการณ์เลวร้ายที่เกิดขึ้นจะทำให้ฉันเดือดร้อน ฉันยังคงมองมันในแง่ดีได้							
47	ฉันกล้าที่จะเผชิญหน้ากับสิ่งที่เกี่ยวข้องกับเหตุการณ์เลวร้ายที่เกิดขึ้นได้							
48	แม้ว่าสถานการณ์นั้นจะเป็นเหตุสุดวิสัย ฉันยังคงรู้สึกเกลียดสถานการณ์นั้น							
49	ฉันรู้สึกเสียใจเกี่ยวกับเหตุการณ์แย่ๆที่เกิดขึ้น แม้ว่าฉันจะทำอะไรกับเหตุการณ์นั้นไม่ได้							

BIOGRAPHY

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