

**THE PERSPECTIVES OF CRIMINAL JUSTICE PERSONNELS
TOWARDS THE CAUSES OF ASSAULTED VIOLENCES OF
GIRL DELINQUENTS**



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Finally, were results benefited publics at large, the researcher would offer their virtues to this father and mother the highest reverends including his family and relatives for their unfailing spiritual supports. Any errors arisen, he admitted for further improvements.

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THE PERSPECTIVES OF CRIMINAL JUSTICE PERSONNEL TOWARDS THE CAUSES OF ASSAULTED VIOLENCE OF GIRL DELINQUENTS

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ABSTRACT

This study was to investigate perspectives and recommendations of the criminal justice personnel, the factors related the problems and the limitations on the causes of assaulted violence among girl delinquents. 240 samples were criminal justice personnel working in six (6) justice administration offices, i.e. Department of Central Observation and Juvenile Protection Center, Department of Corrections, Department of Probation, Office of the Attorney-General, the Metropolitan Police Division 7 and the Bar Council. Sets of questionnaire were used in data collection. The statistical applications were percentage, mean, standard deviation, t-test and One Way ANOVA. Results were:-

1. The majority of the samples was male with current ages between 41-45 year, married and cohabitated, and earned bachelor degree. The majority of the samples are currently working in the Department of Central Observation and Juvenile Protection Center. Their tenures were 16-20 years in this department. The officers and the staffs received the delinquent information mostly from TV and never had prior experiences in handling delinquents.

2. Their perspectives were the key factors or cause related to violence among the girl delinquents was the self-control, followed by peer association, bond, influences of mass media and their views of violence, respectively.

It was recommended that offices involved either the government sectors or the private sectors particularly the Ministry of Social Development and Human Security should encourage parents, and families in the Thai societies to implant children with forbearance, tolerance, self-control, avoidance of deviant behavior upon provocation, to equip them with morals, ethics and the good citizen of a society.

**KEY WORDS: CRIMINAL JUSTICE ADMINISTRATION / VIOLENCE /
GIRL DELINQUENTS / ASSAULT**

160 pages

ทัศนคติของบุคลากรในกระบวนการยุติธรรมทางอาญาต่อสาเหตุของการใช้ความรุนแรงของเด็กและ
เยาวชนหญิงกรณีการใช้กำลังทำร้ายร่างกาย

THE PERPECTIVES OF CRIMINAL JUSTICE PERSONNELS TOWARDS THE CAUSES OF
ASSAULTED VIOLENCES OF GIRL DELINQUENTS

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บทคัดย่อ

การศึกษาในครั้งนี้มีวัตถุประสงค์เพื่อศึกษาถึงทัศนคติและข้อเสนอแนะของบุคลากรในกระบวนการ
ยุติธรรมทางอาญาต่อการใช้ความรุนแรงของเด็กและเยาวชนหญิงกรณีการใช้กำลังทำร้ายร่างกาย เพื่อศึกษาถึงปัจจัยที่มี
ความสัมพันธ์กับการใช้ความรุนแรงของเด็กและเยาวชนหญิงกรณีการใช้กำลังทำร้ายร่างกายในทัศนคติของบุคลากรใน
กระบวนการยุติธรรมทางอาญาและเพื่อศึกษาถึงทัศนคติของบุคลากรในกระบวนการยุติธรรมทางอาญาต่อปัญหาและ
อุปสรรคในการปฏิบัติงานเกี่ยวกับการใช้ความรุนแรงของเด็กและเยาวชนหญิงกรณีการใช้กำลังทำร้ายร่างกาย กลุ่ม
ตัวอย่าง ได้แก่ ข้าราชการและเจ้าพนักงานที่เกี่ยวข้องซึ่งปฏิบัติงานอยู่ในหน่วยงานของกระบวนการยุติธรรมทางอาญา
จำนวน 6 หน่วยงาน คือ กรมพินิจและคุ้มครองเด็กและเยาวชน กรมราชทัณฑ์ กรมคุมประพฤติ สำนักงานอัยการสูงสุด
กองบังคับการตำรวจนครบาล 7 สภากาชาดไทย จำนวนทั้งสิ้น 240 ราย เก็บรวบรวมข้อมูลโดยใช้แบบสอบถาม สถิติที่
ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ ค่าเฉลี่ยเลขคณิต ส่วนเบี่ยงเบนมาตรฐาน การวิเคราะห์ความสัมพันธ์ระหว่าง
ตัวแปร การทดสอบสมมติฐานโดยใช้สถิติทดสอบค่าที (T-test) และการวิเคราะห์ความแปรปรวนแบบทางเดียว (One Way
ANOVA) ผลการวิจัยสรุปได้ ดังนี้

1. กลุ่มตัวอย่างส่วนใหญ่เป็นเพศชาย ปัจจุบันมีอายุระหว่าง 41-45 ปี สมรสแล้วอยู่ด้วยกัน จบการศึกษาระดับปริญญาตรี มีรายได้ต่อเดือนประมาณ 16,000-20,000 บาท ปัจจุบันปฏิบัติงานอยู่ในสังกัดหน่วยงานกรมพินิจและ
คุ้มครองเด็กและเยาวชน ปฏิบัติงานอยู่ในหน่วยงานที่เกี่ยวข้องกับกระบวนการยุติธรรมทางอาญามาแล้วเป็นระยะเวลา 16-
20 ปี ได้รับทราบข้อมูลข่าวสารเกี่ยวกับการกระทำผิดกฎหมายของเด็กและเยาวชนจากสื่อประเภทโทรทัศน์และเคยมี
ประสบการณ์ในการปฏิบัติงานที่เกี่ยวข้องกับเด็กและเยาวชนกระทำผิดกฎหมายมาก่อน

2. ทัศนคติของบุคลากรในกระบวนการยุติธรรมทางอาญาต่อสาเหตุของการใช้ความรุนแรงของเด็กและ
เยาวชนหญิงกรณีการใช้กำลังทำร้ายร่างกาย พบว่า ปัจจัยหรือสาเหตุที่มีความสัมพันธ์ต่อการใช้ความรุนแรงของเด็กและ
เยาวชนหญิง ได้แก่ ปัจจัยทางด้านการควบคุมตนเอง อยู่ในระดับมากที่สุด รองลงมา คือ ปัจจัยทางด้านการคบหาเพื่อน
ปัจจัยด้านทางความผูกพัน ปัจจัยทางด้านอิทธิพลของสื่อและปัจจัยทางด้านทัศนคติต่อความรุนแรง ตามลำดับ

ข้อเสนอแนะจากการวิจัย หน่วยงานต่างๆ ที่เกี่ยวข้องไม่ว่าจะเป็นหน่วยงานภาครัฐและภาคเอกชน
โดยเฉพาะกระทรวงพัฒนาสังคมและความมั่นคงของมนุษย์ ควรมีการส่งเสริมให้พ่อ แม่ หรือครอบครัวต่างๆ ใน
สังคมไทยช่วยกันทำหน้าที่ในการเลี้ยงดู อบรมให้เด็กและเยาวชนมีขันติ มีความอดทนอดกลั้น มีความยับยั้งชั่งใจ ไม่
กระทำความผิดกรรมเบี่ยงเบนเมื่อมีสิ่งมาขัดขวาง ตลอดจนการมีศีลธรรมจริยธรรมและการเป็นพลเมืองดีของสังคม

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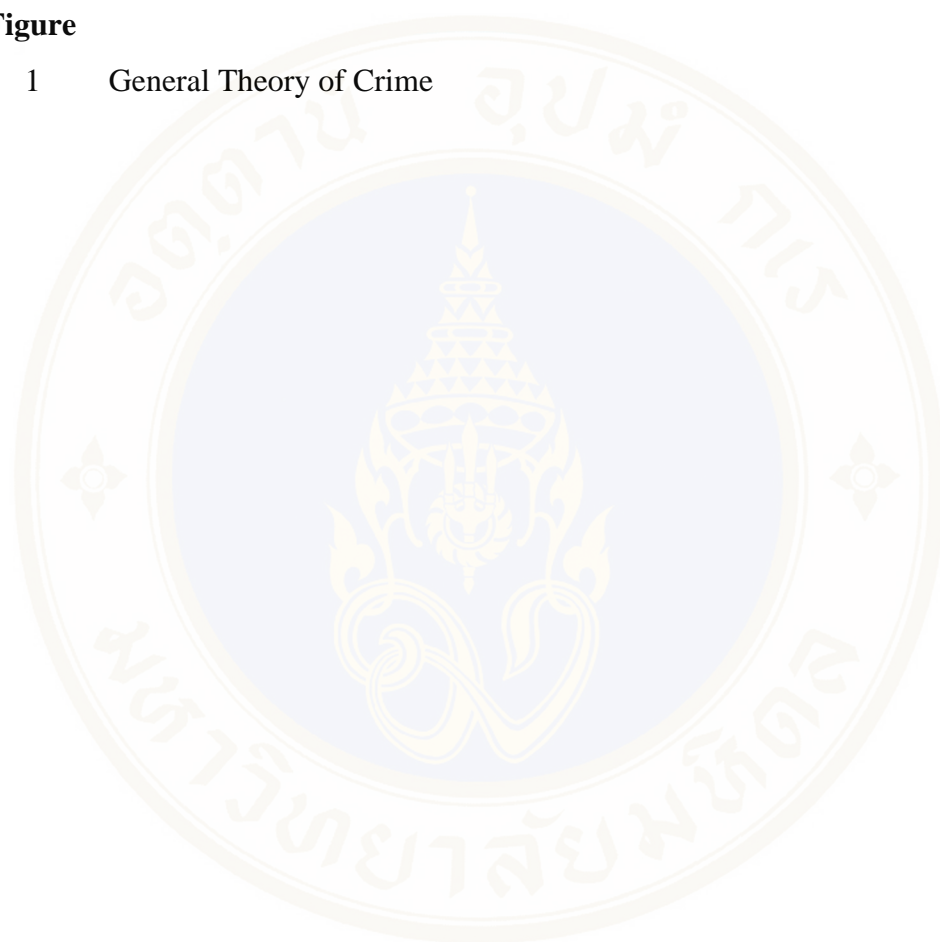
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CHAPTER I

INTRODUCTION

1.1 Background and Significance of the Problem

Human being in any societies must have some rules and regulations for a common peaceful stay. So, social order is a way societies use in controlling human not to violate rules through various social norms, status and roles mechanized for controls. Most social organizing is similar but differed in some minor things to their appropriateness.

In any societies, had its members followed its social norms, the society would live with each other in order. Otherwise, it becomes anomie - misbehaving of individuals rather than in the social norms. So, societies need social controls.

Juvenile delinquencies in criminology are critical to societies which they must be solved and corrected without delay. Rationally, youth are the social assets and on course of development and the major force of the nation. Their delinquencies come during their youth time and sensitive, complicated with many issues. Had they been controlled through prevention and correction, it requires thorough understanding of the problems, and their real roots. Then such controls will be effective, meeting reality and useful to societies at present and in future.

In addition, criminology does not consider delinquencies are crimes and does not call juveniles criminals but delinquents (Boonprao, 1998:1-2). Juvenile delinquency might be committed by negligence, roguishness, and for excitement. To help them return to be good and to societies requires then cooperation from many parties e.g. families, schools, communities and the government agencies.

A problem related or likely become the influence on lawbreaking in future is using violence and it is a critically social problem and the root of many types of crime taken from assault, total robbery, harassment, rape and intent murder. These crimes are escalating and more violent regardless the violence among adults, in families, and in thinking. Juvenile violence is so long chronic such as group fights among the male vocational students to announce their might and assaulting the opposition in other institutions. It as such creates destruction of their life and property and of others. Delinquency using violence to assault is both well prepared and accidental. The former is by appointment the opposition or by ambush with weapons such as knives, T-rulers, guns, and explosive for assaults. The latter is such as meeting the opposition on the way, a lone student from other institution and victimized unknowingly (Sinanat Premmani, 2008:2).

From Table 1, it illustrates delinquents admitted to training centers of the Department of Observation and Protection nationwide by the court verdict. Property crime still takes the lead (14,314 cases in 2006) followed by narcotics (8,803 cases in 2006), about life and property (8,284 in 2006), other (8,020 cases in 2006) such as troublesome to other people, highway or road race. These four offenses are increasing each year.

Table 1 Frequency of delinquents admitted by the court verdict to the training centers of the Department of Youth Observation and Protection nationwide distributed by offenses

Offenses	Years									
	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Property	7,782	9,196	7,986	7,719	7,374	7,949	8,886	10,496	10,733	14,314
Life	1,985	1,919	2,304	1,946	2,175	3,054	4,843	5,969	6,112	8,284
Sex	964	947	1,004	961	1,026	1,479	1,735	2,416	2,680	3,652
Peace and order, liberty, fame and governing	288	203	557	482	397	681	1,016	1,149	1,271	1,731
Narcotics	14,407	20,986	21,099	20,103	16,563	16,723	5,897	5,310	6,542	8,803
Weapons and explosive	4,350	4,163	892	900	933	1,380	1,957	2,031	2,404	3,414
Others	892	1,058	3,546	3,328	2,980	4,019	5,581	5,937	6,338	8,020
Total	30,668	38,472	37,388	35,439	31,448	35,285	29,915	33,308	36,080	48,218

Source: Data and Information Job, Office of Juvenile Justice Development System, Department of Juvenile Observation and Protection (www.djop.moj.go.th)

It is observed that measures to control and to prevent delinquents at present fail to rehabilitate and deter juveniles from troublesome behavior against societies. In addition, most delinquencies are involving properties, narcotics, and assaults. It is found that there are more male than female among the vocational groups and the general education groups around 14-18 years who are at the age of adventures, curios experiments and acceptance needs from friends on dare-devilishness, senseless bold, or idiot smartness and act-art for female and so on. In fact, there are still a large number of delinquents. With the present volatile economic situations, they would be increasing but those offenses are not yet charged or there are compromise s or under justice deterrence. The real number is likely misleading.

Besides statistics, it is found that delinquency of life and property is increasing each year. It is observed that measures of preventing delinquency today fail to rehabilitate and deter juvenile from troubling societies. Further , we find violence,

forced assault against juvenile and their life among the vocational students and the general education ones around 14- 18 years who are adventurous, curios experiments and acceptance needs from friends on dare-devilishness, senseless bold, or idiot smartness and act-art for female and so on.

Present social phenomenon where juvenile favor violence in ending problems or for act-art among friends, want to proclaim equality and the similar boldness and favor to take photos or clips on quarreled fights to be disseminated to other in the same school so as to belittle the opponents or to create grandeur among friends and juniors for fearful respect. It is witnessed in newspapers since 2007. It is found that girl delinquents hold gang fights in schools and in many places without care to the eyes of passers-by. It might be because of disgust or hatred or might show among their friends or to proclaim might of the gang groups in schools or between institutions and fights to date with boys. For example, there is news about commercial school girls fight along the Rojjana Road in Ayudhya Province appointed to clear tom-love in the same institution. Upon unable to settle the matter, they fight and hold hair to smash the road till death even their dresses lose but they care no eyes of the passers-by. Their friends take VDO with their hand-phones and disseminate to humiliate them (http://www.becnews.com/backissue/NEWS3/regional_280649.html). News of girl students uses hot cooked water in a noodle bowl splashed to the face and attacks by holding hairs and beat till injuries. The roots is just likely from being looked at and dissatisfied (Daily News, Issue, September 12, 2007:11) and so on.

The delinquent violence above attract the researcher being a student in the Program of Criminology and Criminal Justice that such violent behavior of delinquents, and assault among female juveniles even not so much in number and unequal to the violent assaults committed by male juveniles but they are rising. So, it attracts the researcher to investigate violent assault of girl delinquents by studying perspectives of personnel involved of the criminal justice administration. Rationally, they directly handle the issues of their delinquent behaviors and their delinquency. The researcher applies various criminological theories as guides for analyzing their violent behaviors for the benefits of exploring measures in controlling, preventing and solving female delinquencies of violence in future.

1.2 Research Objectives

1.2.1. To study perspectives and recommendations of criminal justice personnel towards the causes of assaulted violence of girl delinquents.

1.2.2. To study factors relating assaulted violence of girl delinquents in the prism of the criminal justice personnel.

1.2.3. To study perspectives of criminal justice personnel towards the problems and limitations of the assaulted violence of girl delinquents.

1.3 Scope of the Study

1.3.1 The sites - the researcher surveys six offices of the justice administration located in Bangkok and its premises, i.e. the Department of Observation and Protection in Nonthaburi Province, the Department of Corrections in Nonthaburi Province, the Department of Corrections in Bangkok, the Office of the Attorney General in Bangkok, the Metropolitan Police Division 7(MPD7) in Bangkok and the Bar Council in Bangkok.

1.3.2. The population – the survey is conducted with 240 criminal justice personnel from six offices above divided into 40 personnel for each office.

1.3.3. The contents are:

1.3.3.1. Review documents, researches, theses related to perspectives, roots of motivation, models, and offenses of girl delinquents in assaulting.

1.3.3.2. Review concepts and theories of delinquency, perspectives of delinquent behavior, problems and limitations on preventing and solving delinquents of the criminal justice officers involved.

1.4 Definition of the Terms

1.4.1. Violence – it is quarrel or using intent force for threat, interference or action against others or a group for the physical endangering such as pinching, beating, slapping and boxing which might be continuing or kidding, and belittling among individuals with different violent levels and not reaching lawbreaking or being arrested.

1.4.2. Assault – it is an action against other body regardless ways by only the physical force such as pinching, nipping, pulling, strong drawing, beating, slapping, and stumping either with a device or a weapon either edged or not as a tool incorporated to harm other's body that the person gets pain, danger, injury and might be so server that deforming him/her or to life. Such action is a lawbreaking and deserved criminal punishment, i.e. physical assault, attempted murder and chaotic assault.

1.4.3. Perspective of violently assault of the girl delinquent – it is the sense of the criminal justice personnel towards something arisen from experience. It is a sense of a violent behavior of the girl delinquent especially in assault.

1.4.4. Psycho Factors – they are elements of perspective towards violence in various situations and the factors of the behavioral and the emotional controls of oneself in various situations, i.e. emotional control, rationalization, decision-making, risk-taking and antisocial behavior.

1.4.5. Antisocial Behavior – it is an expression characterized a delinquent attribute from the social tradition, values and order regardless being ideas which might affect gestures against others such as aggressiveness and heedlessness to people around.

1.4.6. Social Factors – they are the externally environmental elements which might affect the delinquent expression such as social bond, friend association and media influences.

1.4.7. Delinquent Peers – it is the association with delinquent or lawbreaking friends either ever or never being arrested. In this research, it means number of delinquent friends, their attributes, friends ever assaulting others, friends with offending experience such as assault, attempted assault, quarrel, being persuaded to assault, association with delinquent friends, and being advised and instructed assaulted techniques.

1.4.8. Self-control – it is an attribute showing an ability to control oneself or one's emotion to stop offending such as patience, and self-restraint. Such attributes might be expressed in impulsiveness, emotion-led, and risk-led and so on.

1.4.9. Social Bond – it is the relation delinquents have with others in societies. There are four factors, i.e. social affection, social attachment, social bond and social activity involvement and belief.

1.4.10. Media Influence – it is the dominion of media on imitation of delinquent violence, i.e. newspapers, and printed matters such as titles, and cartoons; magazines and books from TV and radio such as movies, plays, music, VDO, internet and game on line.

1.4.11. Girl Delinquent – it is girl adolescent aged between 7-18 years living in Bangkok.

1.4.12. The Criminal Justice Personnel – they are individuals working in the justice administration, i.e. interrogators, probation officers, public prosecutors, corrections officers, observation and protection officers and lawyers

1.5 Research Variables

1.5.1. The independent variables, i.e.

- The personal data – gender, age, marital status, rank, education, income, supervision-in-command office, tenure, perception of information related to delinquency, experience with delinquent.

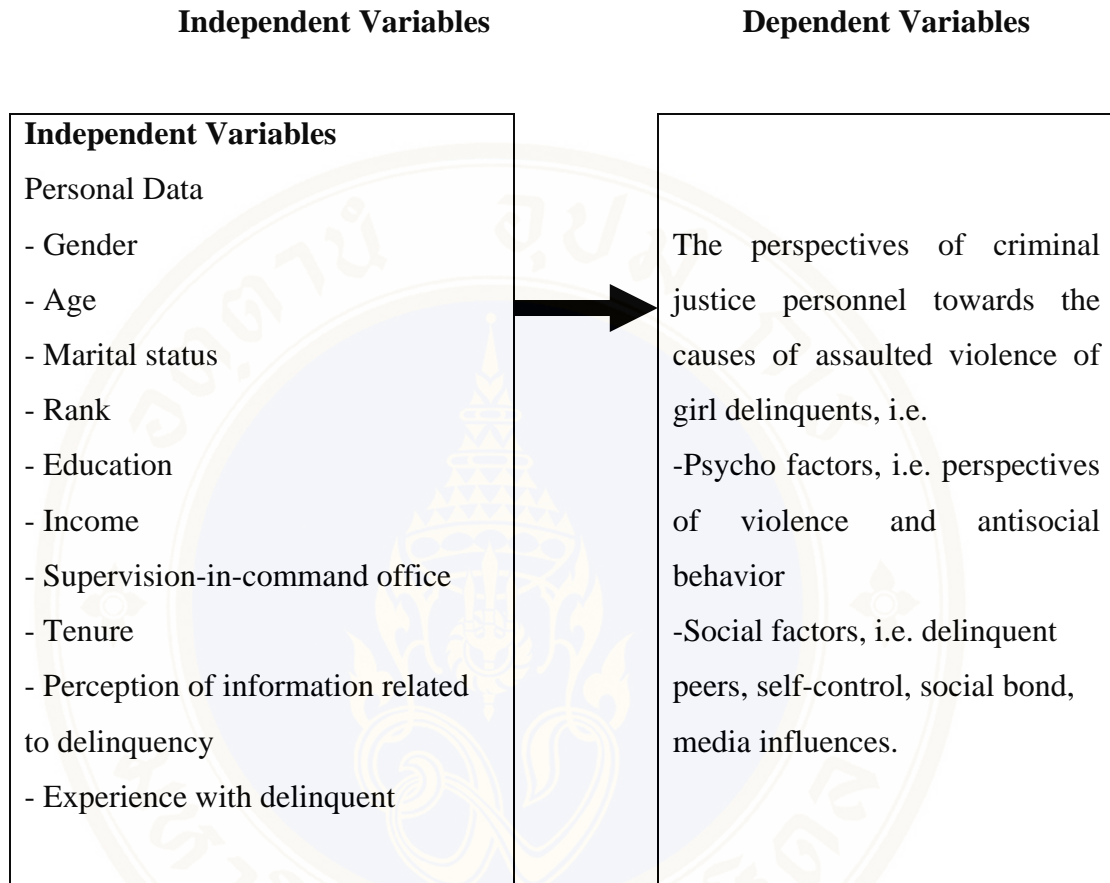
1.5.2. The dependent variable is the perspectives of criminal justice personnel towards the causes of assaulted violence of girl delinquents. They are:

- Psycho factors, i.e. perspectives of violence and antisocial behavior
- Social factors, i.e. delinquent peers, self-control, social bond, media influences.

1.6 Measurement

Variables	Measurement
<p>Independent Variables</p> <p>Personal Data</p> <ul style="list-style-type: none"> - gender - age - marital status - rank - education - income - supervision-in-command office - tenure - perception of information related to delinquency - experience with delinquent 	<ul style="list-style-type: none"> Nominal Ratio Nominal Nominal Nominal Ratio Nominal Ratio Nominal Nominal
<p>The Dependent Variable</p> <ul style="list-style-type: none"> - The perspectives of criminal justice personnel towards the causes of assaulted violence of girl delinquents. They are: <ul style="list-style-type: none"> - Psycho factors, i.e. perspectives of violence and antisocial behavior - Social factors, i.e. delinquent peers, self-control, social bond, media influences. 	<ul style="list-style-type: none"> Ordinal

1.7 Conceptual Framework



1.8 Hypotheses

1.8.1. Different genders of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents.

1.8.2. Different ages of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents.

1.8.3. Different marital statuses of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents

1.8.4. Different ranks of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents

1.8.5. Different educations of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents

1.8.6. Different incomes of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents

1.8.7. Different tenures of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents

1.8.8. Different experiences in working with delinquents of the criminal justice personnel has different perspective on the causes of assaulted violence in girl delinquents

1.9 Expected Benefits

1.9.1. To know perspectives and recommendations of criminal justice personnel towards the causes of assaulted violence of girl delinquents.

1.9.2. To know factors relating assaulted violence of girl delinquents in the prism of the criminal justice personnel.

1.9.3. To know perspectives of criminal justice personnel towards the problem and limitations of the assaulted violence of girl delinquents.

1.9.4. To make use of this study for researching either the same or other issues related to violence among delinquents in the future.

1.9.5. Results would have been useful to find approaches to reduce violence among delinquents and to help building trust and stabilizing happily living in society

CHAPTER II

LITERATURE REVIEWS

In the study on perspectives of criminal justice personnel towards the causes of assaulted violence of girl delinquents; the researcher reviews academic papers, theories, concepts, theses and related researches to complement this literature as follows:

- 2.1. Concepts and Theories of Perspective
- 2.2. Meaning and Concepts of Juvenile
- 2.3. Concepts of Aggression and Violence
- 2.4. Concepts and Theories of Criminology on Exercising Violence and Delinquency
- 2.5. Related Researches

2.1 Concepts and Theories of Perspective

2.1.1. Meaning of Perspective

Many have defined 'perspective' however, the researcher present just below.

Somkasem Jarak (1995:10) defines that it is a conscience or opinion of any individuals to a thing. It is a way of practice or reaction to any environments or in other words, it is an opinion or a comment.

Hathairat Phoomkhacha (1990:10) defines it is a feeling, and idea or an opinion of any individuals to a thing. It is a way of practice or reaction to any environments or in other words, it is an opinion or a comment. It is and individual feeling to respond to questions in a questionnaire without right or wrong discretion. It

is knowledge, personal opinion to a thing and a way of practice or a reaction to the thing.

Boonthan Kijpreedaborrisuddhi (2000:15-16) defines that it is an opinion to a thing such as individual, thing, action, situation and mood. It is also a feeling telling the mentality toward a thing. This thing comes from direct experience or from the influence learnt at home. It is a part leading to express an action or it the readiness to react if motivated and driven. There are two types of perspective – positive attitude, i.e. willingness of acceptance and negative attitude, i.e. willingness of rejection.

Praphaphen Suwan (1983:5) defines in view of psychology that it is significant to human behavior in terms of knowledge and comprehension of facts and the developments of human ability of skills, intellectual and discretion to complement decision-making. That is an acceptance of a human learning that it begins from simple level to increasing ability in thinking and intellectual development respectively. It is divided into five (5) stages, i.e.

1. Knowledge – a first stage of a behavior related to memory ability through perception, seeing, and hearing /listening. This stage contains definition, meaning, facts, theories, structural rules, solution, and standards and so on. It could be said that knowledge is the matter of memory or recollection unnecessarily using complicated thinking and brains. So, memory is a psychological process and a stage leading to comprehension application of analysis, synthesis and evaluation which are the stages to use more thinking and ability of the brains respectively. John Hospers asserts that there are four sources of knowledge: real experience, rationalization, experts and intuition.

2. Comprehension- it follows the knowledge stage needed to use brain and high skills at the level of ‘communication’. This might be the use of speaking, writing, language, and symbols. It usually happens after one knows information through listening, seeing, reading and writing. This comprehension might be expressed in a form of skills or interpretations such as describing information by one’s own

words or interpreting a language to another language but still keeping the original meaning or commenting or summarizing or forecasting.

3. Application – an ability to implement knowledge. It is the third stage needed ability or skills of comprehension above and applying them. In other words, it is a problem solving upon viewing all comprehension of theoretical principles have been used in solving problems.

4. Analysis – this ability helps parting the whole for clearer comprehension. It is segmented into three (3) minor stages, i.e.

4.1. Ability to part components of a problem into segments

4.2. Ability to see their relationship

4.3. Ability to clearly see their integrations into the whole.

Generally, this ability comes from the past and the present experiences and orderly frames them. This ability of synthesis is part of creativity or intuitive and needs many stages of ability above – comprehension of applying knowledge and analysis.

5. Evaluation – it involves valuing knowledge and facts and needs criteria or any standards as parts in the evaluation. This standard shall give both quality and quantity. The standards may come from an individual or the existing one. The ability of evaluation not only is the last stage but also significantly connects other behaviors. It is not necessary to always come up at the last stage but may emerge during the stage of ability or the stage of skills.

In conclusion, perspective is the expression of thought, a feeling to anything and might be either speaking or writing through basic knowledge, experience and environments which help in expressing opinions.

2.1.2. Perspective Components

1. Affective or emotional component – it comes from the conditional learning of human in the past and either positively or negatively affecting the feeling on what have been perceived such as bad experiences to a thing lead to bad happens when facing such things later and the individual then hates them.

2. Cognitive or belief component – a personal perspective showing others that an individual has a belief of something in some ways. This belief affects the individual expression. Its components come from the individual learning especially from one's environments.

3. Behavioral component- when perspective is part of the individual thinking system and the belief. It is the motivator driving an individual to behave in the same direction of one's perspective. So, behavior reflects one's perspective. However, there are many researches showing that the expressions are not necessarily always responded to the individual perspective. Rationally, human behaviors are dictated by perspective alone but there are other factors do such as status, situation, and the circumstances of the moment.

Freeman (cited in Chawalit Anantarangsi, 2003:14) finds that perspective is a stable system containing three (3) components, i.e.

1. Cognitive Component
2. Feeling Component
3. Behavior Component

Duanguan Phanthumnawin (1980:5-7) contends there are three (3) component of perspective, i.e.

1. Cognitive Component – it is the individual perspective to something and needed to have first the knowledge of the thing and knowing to what extent the thing worth, knowledge or belief and how to evaluate it.

2. Affective Component – it is favor or disfavor of the thing, satisfaction or dissatisfaction of the thing. It comes automatically when an individual know its worth.

3. Action Tendency Component – it is the individual readiness or tendency to behave when an individual owns the evaluative knowledge and favors or disfavors the thing. The consecutive relevancy is the readiness to as in accordance with one's feeling of the thing.

Theeranit Limparangsi (1997:42) divides perspective into two components, i.e.

1. Affective component – it is what is favored or disfavored or hatred or fear which involve either the human or the societal mood – the spirit.

2. Cognitive component – this part in the reasoning of an individual to distinguish things, their consequences, and their profit-loss. In deep, it is the individual implement social values gained from instruction and transferring into analysis with rationalization one evaluates. In the case of a scientist, it includes using disciplines one learns in consideration, distinguishing differences between the part and the feeling: this consideration is free from mood but just rationalization from the individual belief.

2.1.3. Characteristics of perspective

Perspective comes from learning. It is a state of readiness or disposition to act or react to any arousals to a certain extent. It shows in either wording or behavior upon doing things about the perspective. Each one will differently have a perspective to something but its critical characteristic is abstraction. Studying perspective is indispensable so as to change various processes such as communication, advertisement, education and so on. Many scholars characterize it as follows:

Alport (cited in Nussara Kaewsondhi, 1999:21-22) classifies it into 5 characteristics, i.e.

1. Mental and Neutral – it expresses behaviors such as anger, hatred and affection and so on.

2. Readiness to Respond – upon having either positive or negative perspective, one is ready to respond by the emerged perspective such as favoring perform arts, one is willing and determine to study or always taking interest in it.

3. Organized – it happens in group and organizes in itself, i.e. given perspective to anything, it continues happening and pursuing the behavior related such as anger, and stern face.

4. Through Experience – it is an experience that helps in building positive perspective such as Mr. A finds Mr. B is kind and Mr. A prefer him.

5. Exerting a Directive and for Dynamic Influence on Behavior – any expressions rely on perspective such as Mr. A dislikes because he is bad and wishes no association.

Patchani Worrathawin (1983:78-79) contends an individual perspective is differed by its dimension, i.e. Direction, Magnitude or Extremity, Intensity or Valance, Saliency, Affective saliency, Ambivalence, Overtness, Subconsciousness, Embeddedness or Connectedness, and Flexibility. In this study, they are:-

1. Direction – it is the support or dissupport, favor or disfavor which emphasizes on mood. If it is positive, they are it supports, agree, and trusts while the negative side, it objects, disagrees and eradicates.

2. Magnitude or extremity – it favors –disfavors Item 1 to what extent is it violent. One evaluates perspective on favor-disfavor and agree-disagree to be related to quality such as much favor, most favor, disfavor, agree, strongly disagree and disagree and so on.

Titiya Suwannachot (1984:79) states about four (4) important characteristics of the perspective, i.e.

1. Predisposition to respond situations or any specific thing.
2. Predisposition overtime but it does not mean there will be no change.
3. Perspective is the disguised variable leading to meet between behavior and thought regardless wording expression or encountering or avoidance of something.

It is then said the characteristics of perspective arisen comes from a belief of something which is the feeling and the mood. These things mandate individuals to express such as favor or disfavor and others.

2.1.4. Sources of perspective

The existing individual perspectives come from socialization or the past experiences learnt either directly or indirectly. It could be stated that what mandate

human perspective are the external experienced factors: the large social system where humans are member, workplaces or organizations, families and people involved.

1. Residential society – every society owns its culture, tradition, dialect and various values system of its kind. Individual born and grown in any society will naturally adopt the societal practices through exposure and familiarity and hybridize to personal values.

2. Organization or workplace – each will be a member of a societal organization either school or volunteering association or professional association or company or government office. All these organizations accommodate a number of their members interacting. Such contact leads to exchanges of various opinions and knowledge and shares in creating or changing individual perspective.

3. Family – it is the most close and influential institute of an individual. A born child will learn things first from its family before others and other institutes. The father and the mother significantly share creating its perspectives.

4. Peer – each one spends part of their time with friends. Some spend more time with friends than with their family. At early age, the friends are neighbors, and classmates. When growing, there are colleagues for association to emit feeling and opinions because of intimacy and preference. Disposition of peer association is selective with the same perspectives since they can provide reciprocal satisfaction.

2.1.5. Duties of perspective

It connects individuals and environments and is the social indicator. Perceiving other perspectives allow one to know how to treat them. Knowing common perspectives all one to realize social atmosphere and what will follow.

Katz (cited in Supphalk Phorpruon, 2005:28-29) asserts that there are four (4) duties of perspective. If one understands them well, they help better precisely predict other behavior. If one needs to change one perspective, one can correctly do. Duties are:

1. Adjustment function: generally, perspective direct individual behaving what one 'favors' or what brings 'satisfaction'. One 'dissatisfies' things or whom one meets and being unhappy. This means one seeks personal gains and avoid what harms oneself physically and psychologically. To this part, perspective will work on the adjustment function to reach what one satisfies.

2. Ego-defensive Function: on various occasions, perspective adjusts to meet what one act on the reason of raising good image of oneself. If one sometimes contradictorily behaves against one's goodwill, one is unhappy and stressful or uneasy. So, one creates new perspective by renationalization to explain the action which might find scapegoats or accuse environments.

3. Value Expressive Function: the existing individual perspective shows other what values one admires. Though each individual perspective on ting around are countless and different but mostly, the perspective clearly mirrors the individual main values. Individuals in a group or in the same society own similar values. People of a profession likely own common main value.

4. Knowledge function: perspective indicates how much one knows the thing one comments. One can observe what one has been exposed to and impressed, one remember it rather than to what one has been exposed to but indifferent. This is when the perspective store data observes phenomenon and refers or predicts things. Within one's thinking system, individual likely selects data relevant to one's belief and senses. So, perspective helps remember phenomenon for storing knowledge.

2.1.6. Roots of perspective

It does not immediately happen but is accrued experiences or arousals. It comes from individual learning and experiences. There are four roots of perspectives (Thawin Tharaphoj, 1989:50), i.e.

1. Specified Experiences – they are experiences an individual personally meet and upon encountering, they are imprinted and turned into one's

perspectives. For example, if one had god experience in contacting anyone, one favors the person if not; one tends to disfavor the person.

2. Communication from others – normally, one one’s daily life one has to contact others in societies. Its consequences are one unintentionally adopts many perspectives because the contacts are not planned and mostly they within the family, relatives and intimate persons. In addition, mass media are other channels of communication. Though they have less influence but a face-to-face communication, they can also enhance individual perspectives.

3. Models- often one’s perspectives come from imitation, i.e. watching what others do and how they react to things and one remembers to follow those reactions. Such modeling creates some extent of perspectives but depended upon the extent an individual accepts.

4. Institutional factors- many perspectives come from institutions, e.g. church, family, workplace, association, school and organizations and so on. These institutions are the sources creating countless perspectives.

Roots of perspectives have been commented by Sheriff and Sheriff (cited in Nussara Kaewsondhi, 1999:10) that individual perspectives are not by birth but from learning and experiencing.

2.1.7. Creating and changing perspective

Perspective comes from each individual’s learning and experiences which are differently enhance it. Environment where individual directly and indirectly associating is the key mechanism to form a perspective under the influence of the family, school, social peer group, mass media and thing surrounding.

Foster (cited in Chawalit Anantarangsi, 2003:18-19) contends there are two roots to create perspective, i.e.

1. Experience with object, individual and situation: with exposures and experiments of direct experience or from indirect experience such as seeing, reading, and listening to things; an individual will not have any perspectives, had he/she never pre-experienced with those things because perspectives are the matters of perceptions.

2. Attached attitude: each individual might different perspective to the same thing. To have either positive or negative perspective to a thing or right or wrong, it depends on values or the group standards. Had a group found a thing is good, an individual would also do by situation and environment.

2.1.8. Theories of Creating and Changing Perspectives

Perspectives to something are created by an individual and they are changeable. There are many theories concluded here below (Pornphimon Warawuddhibuddhaphong, 1985:89)

1. Conditioning and Reinforcement Theory – creating perspectives and sense of an individual to something through the processes of building relation, reinforcement and imitation when more than two arousal often emerge at the same time, and in the same place; there will be a relationship with the arousals.

Learning will emerge when there is reinforcement and perspectives changed could have been appeared upon the reinforcement because perspectives come from learning.

Besides building relation and reinforcement; a perspective learns through imitation. An individual apes others who are the grandeur. For example, children imitate parents, teachers, and social leaders and so on.

Creating and changing perspective is possible through the processes of building relation, reinforcement and imitation. All these emphasize that perspective come from learning.

2. Incentive and Conflict Theory – the theory views creating and changing perspective in light of an individual upon mental conflict will search a positive perspective to a thing but it depends on how much it is useful he/she will gain. For example, an individual knows a duty corruption is immoral and wrong, one gains a negative perspective to corruption. But if corruption earns wealth and happiness for one's family, one grows positive perspective to corruption. By this example, one has conflict in the mind. At first, one reacts with negative perspective but upon returns, one turns to positive perspective to corruption.

This theory is similar to the Learning Theory which creates relation and reinforcement. The evident difference is this theory explains how a perspective changed by emphasizing benefits or interest gained upon having a perspective to a thing.

3. Cognitive Consistency Theory – this theory is founded on when one information inconsistent to the previous information perceived, one is unhappy. This unhappiness attracts one to do something or to change one's cognition relevant to one's perception.

The changing perspective happens in a process and McQuire (cited in Chawalit Anantarangsi, 2003:20) analyzes the process in five stages as below.

1. Attentiveness – one must surrender one's attentiveness to perceive persuasion
2. Understanding emerged when one receives information.
3. Acceptance through following and imitating or internalizing to gain benefits or satisfying imitation.
4. Necessity – fast or slowly changing perspective relies on an individual whether how long one remembers it. If it were important one prolongs to remember.
5. Action – it is the last stage of process in changing perspectives, i.e. expressing the perspective.

2.1.9. Duty and Usefulness of Perspective

Nipon Khanthasewi (cited in Chawalit Anantarangsi, 2003:17) contends that perspective indicates and directs one's expression to a thing, to a person and to a situation. Perspective is then important in reacting to the thing and influential to human behavior especially social relation.

Edward (cited in Nussara Kaewsondhi, 1999:10) observes that while an individual associating with other persons; factors affecting the individual's expression are perspectives, i.e. belief, feeling and behavioral model to something or to some persons.

Katz and others (cited in Nussara Kaewsondhi, 1999:10) mentions about four duty and benefits of perspective, i.e.

1. Understanding or Knowledge Function – many perspectives help understanding the world and circumstances, learning and comprehending actions of an individual in societies, enabling to explain and to predict one's action and the actions of others.

2. Ego-defense or Protect their Self-esteem – individuals often find exit for themselves for their peace of mind, e.g. Direct remarks for self-defense are as if serious with peers.

3. Adjective Function or Need Satisfaction – perspectives help individuals to adjust themselves to circumstances and societies. Generally, ones think first of one's' benefits and develop perspective to satisfy ones' needs e.g. returning to education believing that it raises better living.

4. Value Expression - perspectives help individuals demonstrate ones' values. For example, strong honesty expresses corruption free.

From the views of scholars above, it could be concluded that duties and benefits of perspectives are leading to learning – individual attempts to explore knowledge around them and comprehend their past experiences to help their needs of achievement. Rationally, perspectives allow them to understand things around them which lead them to change their perspectives.

2.2. Meaning and Concepts of Juvenile

2.2.1. Meaning of Juvenile

Based on the Act to establish the children and juvenile and family court, and procedures of juvenile and family cases 1991 defined “children “ and “juvenile” as follows:

“Children” was referred to an individual aged over complete seven years but not more than complete fourteen years.

“Juvenile” was referred to an individual aged over complete fourteen years but not more than complete eighteen years.

Therefore, the children and juvenile under authority of juvenile and family court is individuals aged over complete seven years but not more than complete fourteen years, and individuals aged over complete fourteen years but not more than complete eighteen years.

Reasons coded the minimum age of an individual charged in the juvenile and family court had to be over complete seven years because in the Criminal Code 334 Article 73 coded “a children with ages of not complete seven years violates laws code offense is not legible to punishment.” Thus, in case there was an individual criminally offended and it was a children and the nature of offense had to be brought forth to the juvenile and family court and it was found that the delinquent was a children aged not more than seven years, the children committed crime but free from punishment. Therefore, the trial could not be brought forth to in the juvenile and family court.

Besides the meaning of children and juvenile who are older than complete seven years but not older than fourteen years and those of older than fourteen years but not older than complete eighteen years by the Law of the Kingdom; many scholars define ‘youth’ by age intervals or physical development such as body, mood and mental. Thus, it is similar to children and juvenile.

Adolescence comes from a Latin of “Adolescere” which means to grow into maturity or the age of developing perspectives, belief and social adjustment of an individual from a child to a youth (Roger, 1972:129).

Dusek (cited in Pornphimol Jiamnakharin, 1996:11) contends that ‘adolescence’ is a year connecting childhood with adulthood and it is the time to adjust childish behavior to the adult behavior acceptable by societies. Adolescence is then not just the physical growth but also the social growth under the each locally cultural sphere.

WHO (2002:27) defines adolescence as a time free from childhood but not adulthood. It is during 10-19 years when the body, mind and social change. There are three attributes, i.e.

1. The physical development, i.e. sexual maturity
2. The mental development, i.e. changes from childhood to adulthood.
3. The social change, i.e. given more roles and duties and more complicated.

There are three age intervals, i.e.

- 1) Early Adolescence: 10-13 years
- 2) Mid-Adolescence: 14-15 years
- 3) Later-Adolescence: 16- 19 years

In social sciences, scholars divide their age intervals based on their physical development (Kagan and Cole, 1972; Keniston, 1970; Lipsitz, 1977 cited in Thiti Promsorn, 205: 21-24), i.e.

- 1) Early Adolescence: 11–14 years
- 2) Middle Adolescence: 15–17 years
- 3) Later Adolescence: 18–21 years

2.2.2. Development and Personality from Child to Youth

Since conception, human changes through age intervals – body, mind, mood, intellectual, social and behaviors which are both easy and difficult to observe.

These changes connect with its personality development and its adjustment such as socialization, interaction with people around, and mood expression. Besides the physical changes, fostering and surroundings such as peer association, and residential surroundings mold its development and its personality whether positively or negatively, e.g. aggressiveness, and antisocial which are related to further delinquencies.

Many scholars postulate and explain concepts of youth development as follows:

Sigmund Freud postulates Psychosexual Development Stages stressing hierarchical development and serving the fundamental means of a human. Stages are as below.

Stage 1: Oral Stage. It is between 0-1years. The infant is happy with the oral activities, e.g. sucking, and develops to biting, gnawing, and chewing. An infant is motivated to bring objects for sucking to satisfy its oral needs. Infants at this stage are most attached to their mothers. If they were not satisfied at this stage either over satisfaction or over dissatisfaction; it creates fixation till they are adult and differently behaves such as mouth bites, chewing gums, addicted smoking, alcoholic and ginseng.

Stage 2: Anal Stage. It begins at 1-3 years of age. Children are satisfied with their anal defecation or its controls. Development comes from parents are serious with punctual excrement, practices of place defecation and cleanliness. If such practices are too rigid and they are successful in retaliation; they would become disorderly, confused, neatless, and messy. If they fail to retaliate, they become worry and subject to parental control; they would feel insecure. So they behave orderly, rigid, thrifty, neatness and cleanliness-oriented.

Stage 3: Phallic or Oedipus Stage. It is between 3-5 years. Infants are satisfied in exploring their own sex organ and more satisfied with playing with it. They are interested in the difference of male and female and the father or the mother

who has opposite sex. They are jealousy of the affection of the father or of the mother of the same sex. The boy sees its father as a rivalry for his love with his mother. The girl rivals with her mother or has the Oedipus complex. To exit such crisis, if the boy and the girl' superego is active; in the part of conscience remarking of guilty and worry; they use their defense mechanism by imitating their parents of the same sex to gain affection from either the father or of the mother by different sex. The Phallic or Oedipus Stage is the most difficult one to pass. IT is stressful and exciting for children. If this stage flows well, the following stage grows. Psychoanalysts find that the prime background of delinquency in adult comes from this stage.

Stage 4: Latency Stage. It begins from 5 years onwards to adolescence. It is more peaceful than the previous stage or the further one. It is the break on sex matters so children are not so over worry. It allows children to be free to explore things around them, e.g. socially accepted activities, e.g. sports, games, and IQ development, self sex-interest and are not interested in the opposite sex.

Step 5: Genital Stage. It is the puberty time and more free from parents for their own new life. They are satisfied with the opposite sex, seeking happiness and satisfaction as an adult.

Freud stresses that all are subject to Oedipus crisis especially men certainly have such feeling. It comes from the instability of the Phallic or Oedipus Stage. Those pass it well will have stable development. Explorations of the oral stage, anal stage, the phallic or Oedipus stage and genital stage are parts of later molding human personalities.

Erik Erikson proposes the Psychological Development Stage which stresses the social development of each individual. He divides it into 8 age intervals because each interval is differed by the socio-cultural influences. The first four stages are for the infant and a child while stage 5 is for the youth and the last three stages are for the adulthood (Sriroen, Kaewkangean, 2003:41-45), i.e.

Stage 1: Trust vs Mistrust. It is around 0-2 years. Infants are under others' caretaking. The mothers will foster, cherish, dress and motivates new things for them. Both the fathers and the mother hug them, speak and play with them. This socialization directs their later perspectives. If they are raised under affection and adequate physical arousals, they learn to trust things around them, i.e. closed persons and spread to self-trust and trust others. Had it been over response and over pleasures; they would be easier to trust others. If not, or inconsistent caretaking by parents; they became coward, excited and mistrust, no self-confidence as mistrusting others. Beneficial developments are balance of trust in other and suspicion. Such sense will be the drive for human to overcome limitations.

Stage 2: Autonomy vs Doubt. IT is around 2-3 years. Children begin control their muscles, and touching senses, walking, speaking and freedom in expressions. They learn fast and explore their world. They are active and the sitters likely control them fearing harmfulness. If the sitters free them rationally, they develop their selfness. But otherwise, they will be bashful and uncertain with themselves. If more bashfulness and uncertainty, they do thing in concealment and become adult working in concealment, introvert, telling lies. But if they were over confidence, it make them difficult to settle with others, no respect to social norms, act-arts, and antisocial. Balances between being oneself with bashfulness and uncertainty allows them to properly control themselves, having determination to do activities and knowing how to decide what is wrong and what is right; what is moral and what is immoral; what is proper and what is improper. All these are the desired qualities of the stable personality formulation.

Stage 3: Initiative vs Guilt. It is around 4-5 years. Children begin develop their motor skill, communicateable, understand the mother tongue, intertwine well between their bodies and their minds. Their daily life is more determination and firmer decision-making. they exposes more of their surrounding experiences, knowing how to dream, creative, and peer association at school, with neighbors, and relatives. If their parents support their activities, asking, and creative playing; they can learn by themselves easier. The more they try more experiences by themselves. But if over

cherish and framed with rules, blocking their imagination or prohibitions; they will feel guilty and fear punishment or develop self-guilty personality or truth-avoidance through either dreams or aggressiveness, or arrogance, so as to gain what they wish. Balance between initiative and guilt develop their creative quality, exploring solutions for improving what they have to do and courageous to face their own truth and their life.

Stage 4: Industry vs Inferiority. It is around 6-11 years old. It is the late childhood and seriously learning. Children are less in the world of dreams, knowing how to respect the rules of the family, school and societies, and playing by rules. Children with assistance of teachers, and parents guiding learning and playing have been highly expected but if they cannot achieved, they are forgiven. This encourages and perseveres them to learn and to play. They have adequate quality to create activities by themselves. This stage is worth practicing skills, e.g. drawing, singing and dancing, sports, music, household works and healthy habits, e.g. cleanliness, and orderliness. Boys' roles help instructing to use new ability found in workplaces or creativity while girls' roles are cooking and sewing. Both genders are equally liberal to learn through reading and learning what they are interested. Had they been supported by their parents and their teachers, they would develop their diligence, curiosity and explore intellectual motivation. Had parents and teacher over expected from them; they would feel inferiority. If such complex is over strong, they felt having inferiority complex and disable. If such feeling were multitude, it led to inferiority complex in any areas. So, had it been balance between diligence and inferiority; children would have been developed with authentic capacity.

Stage 5. Identity vs role Confusion. It is around 12-18 years old and the time of conflict which is more critical than other periods since it is the connection between youth and adulthood. Such state leads to relationship conflict with adults, with peers, with opposite sex, with social and mental confusion. For example should they obey their parents or friends; should they imitate friends, and the appeal or self-identity; should they choose beloved profession or to follow friends or parents. Had these crises not well been solved; they would have confused identity and later become

in stable adult. Youth not knowing their own identity well; are helpless to coordinate theirs to the social structure. They likely become identity crisis or identity diffusion and loneliness, dependent, melancholic, worry, disable to decide, and feeling abandoned until they become rogues, addicts, and irresponsible. Perfect self-development of the youth ends when they see their true structures or their true selves such as understanding their own weakness, their own strength, their own life philosophy, their own life needs and so on and surrendering to accept their own true selves.

Beside the above concepts and theories, they are likely concluded that given from infancy to youth, it is not only evident physical changes but also developments and changes of the mind and the mood. They are the roots of growth and to become the quality persons with maturity of the body and the mood. So, children and youth should have been well fostered and caretaking by their families, people around them and with appropriateness. They would then access their roles, duties and be adjustable to changes physically, mentally, and emotionally including the proper personality exposed.

Besides their physical and social development in each age stage affecting their expressions in each stage as mentioned above, psychologically, Alfred Adler conceptualizes the individual psychology that each individual goal designs the present behavior. Individuals have life targets – perfection which comes from their own inferiority that is their motivator as compensation. There are six structures of the Personality Theory, i.e.

1. Fictional Finalism

Adler explains that what motivates human so much comes from the future expectations rather than the influences of experience from the past. The fabricated targets of human do not really exist in future but being formed as motivators to develop its personalities. Adler asserts that roots of behaviors are the final targets which might be an imagination or idealism or illusion. But what human strives for and counts as directing behaviors. However, individuals are free to leave

the influence of their targets in their imagination and encounter truth when it is necessary.

2. Striving for Superiority

Adler concludes that the final target of human explored is gigantism through aggression and power play to seek superiority. Had one ill-mental health, one becomes problematic – rogue, advantage takers, threat, bullying others, conceited, arrogant, haughty, and belittling others.

3. Inferiority Feeling

Adler believes that to a certain point human feel inferior and has to do something to enhance oneself. For example, the weak will develop itself to become stronger. But if one has ill mental health, it comes inferiority complex but compensated by the superiority complex.

4. Social Interest

Adler mentions about human interest and the unavoidable truth that compensate the inferiority complex by human nature. It shows cooperation, interpersonal relation with social, group imitation, reciprocal sympathy and with others so as societies achieve goals – perfection. It is counted as a social creativity so as to end selfish personality which is expressed in power play, aggression, and threat but turned into consciousness of common benefits.

5. Style of Life

Its concept is necessary to help explaining each individual identity. All must have their own lifestyle even having the same goal – superiority. But there are many ways to seek such goal such as through intellectual development, and fit body. Such approaches differently design one's lifestyle and specifically compensates inferiority complex. For example, if it is a weak body, the lifestyle will be in the action leading to vigor.

6. Creative Self

Self-creativity is indispensable to life because it designs life goal and how to achieve the goal. It arouses individuals to act with the world truth and to change those truths to personality. They become internalization, mechanism, sum of behaviors, personal feeling, and identity. This idea contradicts Freud imaging that human is good, dignified, valued, admired and perfect.

Adolescent development is concluded that it comes when a child enters 12-13 years while the girl enter two years faster and develops until they are eighteen to enter adulthood. Many changes are as below (<http://www.psyclin.co.th/newpage56.htm>).

1. Physical Development

It contains largely and speedy physical changes, sexual changes, growth hormones, and sex hormones. They evidently affect the physical development. The fast growing body, longer limbs. Girls become lasses with more fat and shape, widen hip and menarche. These signal youth entry. The male youth will have muscles ore and stronger, broken voices, bearded and mustached and nocturnal ejaculation. These are the signals of the youth entry.

2. Psychological Development

1) The Intellectual Development – children at this age grow their constructive intellectual (Jean Piaget explains that the formal operation is the ability learn and to deeply understand situations as in abstract thinking). They gradually and enormously think analytically and synthetically. Upon passing youth, they own their intellectual ability like adults but during their youth, they are poor at self-restrain but impulsive, and thoughtless.

2) Self-awareness – at this age youth are able to perceive on:-

- *Identity*: they express their favoritism and their aptitude which show their typical identity such as favorite subject sports, hobby, spending free time, enjoyment, and selective peer group. They selectively associate

with those of similarity and well socialized. There is learning and transferring models of their peer groups on ideas, values, moral system, expression, and life solutions until all these turn into their identity and to their personality. Their identical expressions are such as sexual identity, sexual orientation, fashion, celebrity, songsters, dresses, imitation, belief, career, motto, life goals. Erik Erikson explains that youth encounter identity vs role confusion.

- *Self-image*: it is a self-mirroring such as appearance, shapes, beauty, handsomeness, disability, physical weakness and strength. Youth are attracted with outlooks and skins much more than other ages. If they had inferiority, they feel ashamed.

- *Acceptance*: youth dire need acceptance from peer groups. The acceptance helps them feel secure, safe, self-value, self-confidence and at this age they identical fame and public recognition.

- *Self-esteem*: it comes from being accepted by peers and other which draws self-values goodness and usefulness to others. What they do, they are successful.

- *Independent*: youth love freedom and liberty and hate being subject into rules and regulations. They prefer thinking by themselves, self-dependency, reacting coercing adults, strong-experimental curiosity. This can easily lead to risk-taking behavior if they lack self-restraint. Doing things by oneself and successful brings them self-confidence, and self-control. At this age, they learn how to control their thoughts, restraint, and systematic thinking so that they can use their thought efficiently and well settle with others.

- *Mood*: their moods are chaotic, easily changed, irritated, stressful, rage and might be Down syndrome without causes. All ill-moods lead to being rouge, aggressive, and affect their studies and living in the early youth. Their mood control is likely efficient. Sometimes they still follow their own mood but gradually better when they grow older. Sex mood are growing and brings them interest or sexual behavior such as masturbation. It is common but sometime it brings problems such as sexual delinquency, sadistic and youth sex.

Moral Development: due to this age group has strong idealism since they can separate morality and immorality, self-conscience, righteousness and fairness needs in societies, Samaritanism, being the good and admired by others. They feel uneasy if there is unrighteousness in society or at home. Even, with their parents, they feel they are imperfect as before and sometimes raise strong criticism against them or even against their teachers. So, resistance and protests are often staged at this age. When they find wrong actions or exploitation, discrimination, and inequality; they at first are difficult to control themselves but after older, they control better and becomes the perfect ethics as in adults.

3. Social Development – distance from home begins and unlikely acquainting with parents and siblings as before but more favoring peers , spending more time with them, activities outside home, declining to travel with family, interesting the opposite sex, interesting socio-environment, better adjusting to the social rules, social skills, negotiated communication, solving problems, comprising, being flexible, surrendering with each other, and collaborative. Good social development founds good human relation and good personality. Learning social development helps them explore their worthwhile life, proper profession and society deserving them in future.

2.3. Concepts of Aggression and Violence

2.3.1. Meaning of Aggression

Aggression and violence draw many kinds of offense either assault, theft, robbery total, rape, intent murder which affect body, mind and societies. So, many scholars define them as below.

Rangsim Sinaphongphiphit (1997:34) defines that aggression is a power play over others to release stresses, uneasiness and immoral feeling and troubles others physically, mentally and their properties.

Pranee Janhorm (1998:29) define aggression is a violent act than normal intentionally or unintentionally painning and destroying oneself and/or others.

Sukhumal Khamwarn (2000: 25) defines aggression is a destructive behavior to oneself and others physically and verbally and inclusion of destroying things behavior.

Sansuda Meechanchuong (2001: 23) defines aggression is an improper behavior through words and action intended to harm or to damage others rotted by uneasiness and superiority.

Supattra Phanthuworn (2003:31) defines aggression is verbal expression and actions intended to harm, to injure, and to destroy others physically and mentally and their properties to ends their uneasiness, rage, stress and dissatisfaction against others or things around them.

Berkowitz (cited in Nittaya Pholsak, 2007:5) defines aggression is an intent action to destroy human or objects. It is divided into two aggressions, i.e.

1. Instrumental Aggression – an unintended behavior to damage a person or things. An individual behaves for some results such as to release uneasiness, for rewards, and for center of interest. Such behaviors spontaneously change situation, rewarding and punishing.

2. Angry Aggression or Hostility Aggression is a desired behavior to harm individual or objects. Indicator of this behavior is the past punishment and the current destruction of dignity.

2.3.2. Roots of Aggression

Sucha Jan-em (1993:139-140) asserts the roots of aggression as below.

1. Children might come from poor families, lack of nurturing and not righteous spiritual retreats.

2. Parents or guardians too love and over care that allow children expect and want what they want from friends who surrender to them as they have from their parents.

3. Parents and guardians are too coercing, rigid and strict leading to dissatisfaction and express them with friends or others.
4. Lacking affection, and warmness from parents and without happiness.
5. Unable to adjust themselves with others thinking that others are unfriendly.
6. Hating teachers but fear to express such conflict but express with others.

Winee Chidherdwong (1994:216) asserts the roots of aggression that

1. Parents and guardians are too coercing, rigid and strict turning children fear to express the conflict but express them with others.
2. Parents or guardians too love and over care that allow children expect and want what they want from friends who surrender to them as they have from their parents.
3. Parents or guardians too love and over care but sometimes over abandon them that they cannot adjust themselves.
4. Lacking affection, and warmness from parents
5. Hating teachers but fear to express such conflict but express with others.
6. Suspicious and thinking that others are unfriendly.

Lang and Jakubowski (cited in Suthat Khamchalee, 2005:9) believe that aggression is rooted in four things, i.e.

1. Being powerless or being threatened – when an individual feels being threatened or attacked and senses powerless with the situation; an individual may express aggressiveness.
2. Fearing to express in the past can lead to aggression, because:-
 - 2.1. When an individual fear to express so long and allow one's rights and feeling violated; he/she accumulates anger and pains until over excess then aggression is expressed.

2.2. Having aggression is a guide for self-defense before fearing to express.

2.3. Fearing to express in front of the superior, individual suppress some dissatisfaction and find ways to release them with the weaker.

2.4. Misbelieving that the others have no rights to behave something such as request, borrowing, and believing that such thing one has no rights to do. If others exercise such rights with the misbelieving person; there is tendency to respond with aggression.

3. The aggressive person has the past experience with mood expressing aggression because of being defeated and it is yet corrected. When a similar present event happens; the person tends to express aggression as before.

4. Belief of aggression – an individual believes that aggressive expression and besides the individual lacks learning about skills to properly express in some specific situations. Then the individual expresses aggression.

2.3.3. Aggression Expressions

Phakha Sattayatham (1988:58) states that an aggressive child troubles others in doing things what he/she wants negligent to others' troubles. The child quarrels, conflicts, bullies, beats, kicks, challenges, destroys things around him/her and public belongings, says impolite words, acts aggressively bodily and verbally, does not fear adults, is arrogant, disobeys, being rude, and troubles classmates and teachers during in the class

Somporn Suthassanee (1988:43) identifies common aggressive behaviors, i.e.

1. Rude, arrogant, and disputing
2. Reprimanding and accusing others
3. Bullying such as taking things from others
4. Fighting, beating, slapping, knocking classmates' heads
5. Interrupting teachers in classes
6. Being quarrelsome and throwing things to pain others
7. Destroying belongings, e.g. notebook tearing and damaging things by throwing

2.3.4. Meaning of Violence

Umaporn Trangkhasombat (1997:18) defines violence as an action either intent or not intent to injure others. Such hurt may come from assault or sexual abuses and wound might begin from a minor one to life.

Office of the National Women Bureau (1999:23) defines violence as any actions transgressing private rights physically, verbally and mentally through coercion, threat, beat, intimidation, discrimination of freedom in public and in private life leading to either physical or mental tortures of the victim.

Orn-anong Indrajit et al. (1999:5) defines violence as a behavior or an action violating others' private rights physically, verbally and mentally through coercion, threat, beat, intimidation, discrimination of freedom in public and in private life leading to either physical or mental tortures of the victim.

Benjaporn Panyayong, MD, a psychiatrist of Department of Mental Health (www.thaimental.com) defines violence as acts by force and hurt others and destroys others' property or intimidation to assault or to destroy property and including coercion, detention, and breaking the personal rights and liberty.

By sociology, violence is defined as injuring on a human body or human property by force of a body or of a weapon. Mostly, it is specified in the social action such as forces between husbands and wives, or guardian so children,

WorldNet dictionary (cited in Kornvida Srisupha, 2004:31-33) defines violence as:

- An aggression behavior in countering person on short fights
- Readiness to stage violence or to stage riots.
- Chaotic situation leading to injury and destruction

Webster Online (Webster's 1913 Dictionary, 2003: 127) defines violence as nature or condition turned to be violence from an accrued arousal regardless from the body or from morals such as temperament and impulsiveness.

Violence is then concluded as a violent expression separated from aggression and negatively affects one and others.

WTO(cited in <http://www.wto.int/violenceprevention/approach/definition/en/index.html>, 2007) typologizes violence into 3 major groups, i.e.

1. Self-directed Violence
2. Interpersonal Violence
3. Collective Violence

Self-directed Violence – it is self-victimization and divided into 2 types, i.e.

1. Suicide, intent suicide, attempted suicide, and successful suicide
2. Self-assault including self-harm and self-injuries or subject oneself to assault, risk but not death.

Interpersonal Violence – aggression committed by other individual or groups and divided into 2 groups, i.e.

1. Family violence – it is the aggression committed among the family members, spouses, i.e. child abuse, intimate partner violence and elder abuses.
2. Community Violence – it is the aggression committed among neighbors and persons knowing each other well and those not knowing each other or among relatives and strangers, i.e. gang violence, stranger rape and sexual assault, random acts of violence, physical assault between youth, dating violence and the institutional violence such as sexual harassment; the aged home violence such as abandonment, non-caretaking and beating and so on.

Collective Violence – it is an aggression committed in group with state to state or nation to a nation which might be disguised in societies as tools to victimize people and inequity or sex discrimination. It is divided into three types, i.e.

1. Social violence - they come from hatred such as hate crime, terrorist acts and mob violence.
2. Political violence – it comes from war, conflicts and aggression from the state or from large groups, i.e. war rape, war violence such as torture, political prisoners and so on.

3. Economic violence – aggressions from large groups out of interests and planned economic failures, economic attacks leading to direct and indirect impacts. Roots leading to such violence might come from a cause or from many causes.

It is then concluded that violence defined by WTO is the intent to act against individual or a group or an individual or others regardless of place, individual groups, age, and gender and so on. The ill-effects are injuries physically and mentally and sexually including discrimination, and right abuses.

Violence acts are divided as below (Boonserm Hutapaet, 2002:38-40)

1. Physical Violence – using forces or any tools as weapons causing victim slightly injured, seriously hurt with traces or not with traces or even to life such as slap, beat, kick, neck press, pushes, throws, jabs, chaining, detention, burns by cigarette or hot object and poisoning and so on.

2. Mental Violence – acts or non acts leading to victims' sorrow, pains, spiritual impact, fear, worry, paranoid, distrust and disrespect of self, loss of rights and liberty such as rude, snap, gnaw, belittle, remarks, condemn, stern, speechless, isolation, abandonment, rejection of rights, freedom and liberty restraints in choices.

3. Sexual violence – it is the sexual harassment or abuses such as immoral courting, intent adultery, wooing, eye-courting, forced sex invitation and so on. There are also abuses, rape and sexual harms.

4. Social Violence – negligence, abandonment, overlooking, uninteresting, advancement block, association blocks such as meeting peers, relatives, parents, and children and so on.

5. Economic violence – it is the property control; restricted spending leading to difficult living and loss of living means.

There are four levels of violence by its action (Sari Jittinant, 1998:35-38)

1. Light Violence – a level of petty case and not dangerous, temporal, but affecting body, mind and gender such as physical wound at the tissue or on the surface, trance, scratch, and blackening; mentally, such as intolerable words,

humiliation, chaotic climate, and sexually, such as immoral touch, sex invitation or showing sexual organ, and socially, such as abandonment, and occasional affection.

2. Moderate violence – stronger than the previous above but not deadly and prolong effects, i.e. physically, such as more harm wound, blackened skin, widely reddish wound, wide wound with dried blood; mentally, such as scorns, severe humiliation, occasional contempt and sexually such as fondling and organism.

3. Strong Violence - a chain acts or seriously harmful to the body and the mind, i.e. physically such as severe and deep wound, broken bone, neurohemorrhage, burns and deep inside; mentally, such as often contempt, negligence, and isolation or detention and socially, such as contact block on association with others.

4. The Most Severe Violence - prolongs harms, deadly and dread to life.

Such meaning and violent models, it is found that violence in a complicated phenomena with many factors including biology, social, culture, economy, and politics. So, its roots are integrated between personal factors and the social factors which are possible to be committed with anyone and with any gender, and with any social classes and never selects places. It might be at home, at workplaces, and it draws multidimensional crimes such as quarrels, assaults, rape, and suicide. Such violence is a problem of the Thai societies gradually critical both within families, and against children and women.

2.3.5. Violence and Youth

Upon entry youth, children will have countless personal problems, e.g. studying, peer acceptance, and opposite gender association. Adolescents unable to solve or select the best way to solve them will choose violence such as assault, and quarrels.

Grinder (cited in Thiti Promsorn, 2005:41-43) contends that all scholars studying about youth have agreement in common that youth using violence because of the failure of socialization. Normally, violence could be intervened by conscience,

people in societies, and laws transferred from families and other workplaces related to child development. Such things will be the immune within youth to forebear external surroundings with negative influences when they grow. If such process fails, youth favor violence.

Nathaphan Chinlamprasert (cited in Department of Mental Health, Violence of the Thai Youth: Health risk Behavior, 2006:35), defines youth violence as aggression within youth, their offense, and force used among them, gang fights and some delinquency and affect health and welfare of the doers.

Parts of the violence causes among youth are from mental stress prolongly accrued. It might be the time of many changes happen at the same time, i.e. body, mind, mood, social, intellectual, and social adjustment. Multiple changes together make adjustment difficult leading to violent mood and behavior of impulsiveness (Dussanee Thongkliang, 2003:30-31). This turns juveniles delinquent in many forms e.g. rage, fussiness, aggression, and quarrels and affect themselves, other and societies. At present, Thailand meets juvenile problems of 7-18 years old who have many more forms of violence either quarrels in schools, gang fights between schools which brings injuries of bodies and properties or even death. The studies of Child Watch in each province during 2005-2006 conducted by the Ramjiti Institute showed that more than 6000,000 were assaulted in schools (Khowsod Newspaper, Issue; September 29, 2007:10). Such violence might have been developed to various offenses. In the first quarter of 2007, it was found that juvenile increased commit delinquency at 6.4% (Office of the National Social and Economic Development, 2007:52-53). Their behaviors were not differed from the adults. In addition, their delinquency was more violent. The age of delinquent is growing younger. Violent problems among delinquents are mostly assaults, quarrels, gang fights and in the past they are 13-18 years and the vocational students enter gang fights with their opposition from another schools. Overview of youth violence, there are four types (Aggression of Hot Age: www.waiteen.net/knowledge/violence/violence2.htm), i.e.

1. Violence from Institutionalism – it is quarrels and assaults across institutions.

2. Violence of Gangs – it is an association with a leader, and gang symbol to commit violence in various levels such as provocation, annoyance, endangering risks as in road race or crime as such robbery, gang robbery, exhortation, robbery total, assaults, and rape and so on.

3. Violence from Personal Conflict – such as encountering during sports, entertainment visits, dislike, and lover competition, which end in using force.

4. Violence from Life Problem – it is an exit of choice for the youth to end unsolvable problem such as problems from family, from studying, and heartbroken, which might happen with others and might end in hurt oneself.

Besides, moodiness such as lack of self-restraint, showing strength for acceptance, values and dignity which are the internal factors of the juvenile favoring violence and their surrounded factors such as lack of family affection, family violence, and media influence either from newspapers, TV plays, movies and so on. They are arousals for delinquent violence. Studies show that secondary students who commit violence are likely received intervened violence such as computer games, and action drama displaying violence (Rabhiphat Srimala, 2004:95-99).

It is possible to conclude that juvenile violence is any juvenile action harming and destroying others and properties, injury, and defame either physically, verbally, and expressions which negatively affect others.

2.4. Concepts and Theories of Criminology on Exercising Violence and Delinquency

2.4.1. Self-control Theory

Gottfredson and Hirschi propose the Self-control Theory. It is a factor to explain individual difference about delinquency. However, Hirschi's the Social Bond Theory might better viewed it in terms of criminology. The social bond theory preliminarily explains delinquency that it is the weakness of the social bond especially negative bond with peer, avoidance of involvement, breaking bond of daily life and religious belief support (Longshore et al., 2004: 542-545).

The weak social bond is ‘the level of a large production of poor self-control’. The poor self-control comes early in life and likely become a negative development of the social bond in the later life of individuals who have poor self control. This might be the poor relationship with peers especially with those lacking self-control and those with the same delinquency, unable to adjust to the needs of the school or workplaces and less attached to the location. Wright, Carpi, Moffitt and Silva find that most peer committing crimes have poor self-control (Longshore et al., 2004: 542-545).

Gottfredson and Hirschi view that all human predispose to offend or to commit crime because of lacking self-control and self-restraint. The propensity to commit crimes remains stable throughout a person’s life except opportunity permits. Human tends to offend critically relying on his level of self-control. Restraint or low self-control leads to impulsiveness or indifference to other feeling, favoring physical vigor rather than thinking, risk-oriented, short sightedness and using body language more than verbal (Gottfredson and Hirschi , 1990 : 285-290).

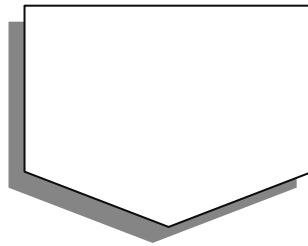
It is further explained that the biological and the psychological factors makes human impulsive and offence-led. They might have been inherited through heredity or developed until disability or might be coming from child rearing practice. The biological theorists view that parents or guardians careless to raising children, avoidance of punishment and deterrence upon offense or delinquency, it finally turns children to lack of self-control. Children with lacks of closeness and bond with parents, parental caretaking, parental delinquency, and criminal parents affect their self-control and it never stops developing lacks of self-control (Giever, 1995: 310-312). It develops early in life and ongoing until entering adulthood (Agnew, 1995:251-252). This is corresponded with the study of Unnever, J et al. (2003: 471-500) investigating Parental Management, ADHD, and And Delinquency Involvement: Reassessing Gottfredson and Hirschi’s General Theory with 2,472 students. They find that Gottfredson and Hirschi-based concepts of crime is the inefficiency of parental cares which leads to poor self-control in children then to violence and to crime in the future.

Gottfredson and Hirschi assert that self-control is “the different tendency of people to avoid committing crimes regardless environments they encounter.” Those with efficient self-control can deter impulsive pleasure and criminal behavior. On the contrary, the inefficient self-control persons are likely temperate, risk-taking, egocentric, moody and satisfy with temporal pleasure rather than spiritual happiness. Poor self-control and opportunity to commit crime permit people to offend and arousal of antisocial. The study of Alexander T. Vazsonyi, Janice E. Clifford Wittekind, Lara M. Belliston and Timothy D. Van Loh on Extending the General Theory of Crime to “The East: Low Self-Control in Japanese Late Adolescents” among 335 juveniles. They find that there are relationships between ability of self-control and delinquency. Those with poor self-control tend to commit mild to severe violence. The root of poor self-control comes from the failure of child raising. Parental failures are (1) control child behavior, (2) blind to child delinquency and (3) punishing the behavior (Siegel, 2000:290).

Siegel concludes the General Theory of Crime or Self-control of Gottfredson and Hirschi in his book named “Criminology” as Figure 1 below.

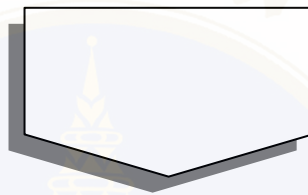
Low self-control

- Poor parenting
- Delinquent parents
- Lack of supervision
- Active
- Self centered



Weakening of social bond

- Attachment
- Involvement
- Commitment
- Belief



Criminal opportunity

- Gangs
- Ferrite
- Drugs
- Suitable targets



Crime and delinquency

- Delinquency
- Smoking
- Drinking
- Sex

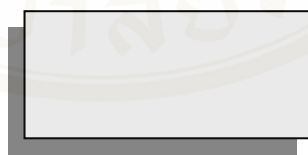


Figure 1: General Theory of Crime

In addition, many criminologists attempt to design measurement testing self-control factors and questions to make the measurement clearer. The most popular one today is the measurement of Harold G. Grasmick and friends from the University of Oklahoma, USA. They divided self-control factors into six components, i.e.

1. Impulsive Component – it is a fiery behavior or immediate reaction to an external arousal: an individual hastily react without caution and liable to error.
2. Simple Task Component – it is avoidance to act what one thinks it is difficult or withdrawal from the undesired situation: this type refuses to work hard but pleases with unstressful thing.
3. Risk-taking Component – a vulnerable behavior-oriented person believing that things are life challenging, excitement-favored and problems often to be solved is a challenge. This type sees excitement and adventure are prioritized rather than safety.
4. Physical Activities component – a behavior using force for settlement rather than using brain: this type is pleased to move rather than to be immobile for thinking and favors outdoors rather than sit still. They use vigor with activities rather than others within the same ages.
5. Self-centered Component – it is an egocentric disregarding others' spirit and thoughts: if troubling others, they find it is the others' problem and not their responsibility.
6. Temper Component – it is a behavior of irritation, moodiness, and outburst, which is annoying others. If disagreeing; they angrily and aggressively behave and blast senselessly and irrationally.

Later on, Grasmick has improved components of self-control in 1996 by testing Dimensionality and Invariance of Low-Self Control based on Likert Scale for more clarity and reliability (Bruce J. Arneklev; Harold G. Grasmick; and Robert J. Bursik, Jr., 1999: 307–331: cited in Ratchatawan Maliwan, 2005:30-36).

In conclusion, the General Theory of Crime of Gottfredson and Hirschi is focused on self-control, in particular, the low self-control. They contend that a person with low or lack self-control owns an impulsive personality (tends to be impulsive) – an indifference to others' feeling, physical activities-oriented, risk-taking, short sightedness, body languages rather verbal, face-to-face situation-led and sluggishness. If juveniles lack self-control, they tend to be delinquents and to offending such as assault, theft, robbery total, gang robbery and rape and so on.

2.4.2. The Social Bond Theory

Hirschi postulates a concept of social control and believes that human originally tends to break laws but under control. Why human can control and does not offend because human fear to lose good relations with peers, family, relatives, siblings, neighbors, teachers/instructors and so on. Without tie or bond and empathy, human are free to offend. It is explicable that delinquency comes from the weakness or the break of bonds or the bridge of youth and social norms.

Hirschi divides social bond components into 4 factors, i.e.

1. Attachment – the strong bond with others on emotional element related to affection, and tie. Hirschi finds that attachment of children to other persons such as parents, schools and teachers declines them to do wrong because they have positive sensation and are ready to adopt values and beliefs from their parents and school regulations. They can avoid doing wrong.

2. Commitment – attempt, determination and vigor to follow tradition such as attentive to study, determination in job seeking, property, and fame; so, they avoid misbehaviors destroying their determination.

3. Involvement – participating activities relevant to social rules so that one has no time and opportunity to be delinquent. Hirschi sees that too much free time for youth draws some values of offense.

4. Belief – acceptance of values, social norms, morals and ethics such as if one less believes in following laws, one tends to offend more.

2.4.3. The Differential Association Theory

Edwin H. Sutherland believes that criminal behaviors come from an individual learning process in a social culture rather than from traits, socio-economic position and legal process. The learning process comes from association with delinquents who will socialize attitude, values, admiration and other forms of offense. The criminal behaving relies on different time space and regularity of association.

Sutherland (1966:81-82) further explains that criminal behaviors are transferable under the following processes.

1. From learning - not from heredity but learning and training: those not being raised will not be receiving criminal behavior transferred.
2. Learning from others – this is through connection either from training or instructing or meeting or narrating or imitating.
3. Best behavioral learning is the closeness to the primary source. Temporal connection or finding in newspaper or movies are not the critical factors to disseminate criminal behaviors.
4. Criminal behavior learning contains
 - a). criminal methods with different ease and difficulty
 - b). motive, drive, goal and attitude
5. Learning by defining that the laws of the nation deserves respects and practices or violation because some societies instruct members to respect the laws of the nation but among the outlaws or the above law believe that lawbreaking is a recognized value.
6. One turns to be an offender when there is an interpretation that laws is rather for violation or for respect and to follow.
7. The differential association is differed by frequency of afore doing or after doing, and density. It means that anyone differently associates with offensive behaving since early age with regularity and with seriousness tends to become criminal without dispute.
8. Criminal behavior learning process has relationship with criminal models and counter crime models and other learning mechanism. This process can be explained that the criminal behavior learning is not restricted to the imitation process but also through enticement and through persuasion.
9. Criminal behaviors are not necessarily the expression of wants, in general and values cannot be asserted that the criminal behavior coming from the wants and the values because the normal behavior is the wants and the values.

Sutherland (1966:81-82) points out that property lawbreakers act to gain property while honest labors also work with honesty for property. Money or property means a stable status which is a 'value' in societies and the 'want'. So, they cannot be brought to explain the roots of crime.

Youth is the age to be free from family. They begin to act anti-dependency to their parents, rules, prohibition, solving confusion of the mental state by themselves by turning to peer groups with the same state. These attract them to adopt the group practices unconditionally (cited in Siriporn Sae-ten, 2006:31-33) which leads to aggression and violence.

In summary, the Differential Association Theory believes that criminal behaviors come from learning processes which is the consequence of association or connection with offenders who socialize their attitudes, values, admiration and other offensive models. If juveniles regularly associate with delinquents or violent peers or meet family violence as part of their life; consequences are juveniles repetitively and regularly learn them till they are familiarized to such violent pictures and find them not wrong. This leads them to act for learning until it finally becomes offense.

2.4.4. The Social Learning Theory

Albert Bandura (1977:185-188) asserts that humans have ways or practices or social behavior in various forms and not from birth but from learning by itself.

Learning is a factor driving human behaviors or expressions. When youth at an age of easier learning and imitating has learnt, met and experienced violence such as seeing family violence, quarreling parents, violent fights in movies, quarrels in plays, in TV, violent reports in newspapers in their daily lives; they are absorbing such violence which finally leads them to aggression and using violence.

Gabriel Tarde believes that interrelation and behavioral observation affect imitation. Samples in movies, TV and newspapers influence criminal behaviors. Tarde prioritizes reaction between social factors and psychological factors and believes that socio-environment influence crimes. He sets three rules of imitation as below.

1. Those staying close to each other imitate behaviors of each other.
2. Crime and delinquency tend to move from more to minus or one imitates the higher status such as imitating parents and so on.

3. There is interventions in behaving – new behaviors replace old ones and more violent.

Human learning comes from two (2) ways (cited in Panita Nittayaoporn, 2000:35-36), i.e.

1. Learning by Response Consequences – it is a direct learning from experience. That is human has opportunities to meet events leading to acting as an actor or the acted by itself. It is to learn the advantageous or the disadvantages in acting. In the human real life, there is likely little proportion in the direct learning.

2. Learning through Modeling or Observational Learning or Learning by Imitation – it is a learning from observing. Upon meeting actions of others or model, human first interacts with things surrounding. Both himself and environments influences each other and not less important to each other. So, learning from observing is the consequence from imitation between human and environment. Human learning comes mostly from observing rather than from direct experience.

Human learning from observing others' behaviors in responding to various situations and finally leading to some behaving is found through imitation. It can be classified into two characteristics, i.e.

1. Imitation – it is to ape surgically by gesturing like the model such as dressing from stage players, walking and running and so on.

2. Identification – it is a detailed imitation focusing on spirit by desiring to be like the model and adopting some attributes to be one's own such as imitating a murderer, and personality and so on.

Bandura (1977:212-214) contends that a human learning process contains following stages.

1. Attention Process – the first necessary stage and human will have opportunity to meet, to observe and to touch first the model because human perception is restricted. The arousing model must be likely attractive and distinct. However, human must pay attention to the action of the model, too.

2. Retention Process – upon witnessing and paying attention, there is categorically retention and storing the model's action with encoding in visual or verbal.

3. Motor Reproduction Process – it is a stage of decoding the symbols retained in memory upon encountering real situation and is able to reproduce new behavior as the model witnessed.

4. Motivational Process or Reinforcement Process – imitating the model needs motivation to reinforce positively or with reward as an incentive to reproduce the behavior and to adopt it as one's own. So, upon imperative encounter the arousal, a probability is higher than other behaviors. But if there is negative reinforcement, it interferes imitation or less imitation.

In summary, the social learning theory explains that individual behaviors come not from birth but self-learning either from direct experiences or from a models.

By the social learning theory in human learning from observing others' behaviors, it is found that the environmental model reinforcing human to learn best is the human. It is divided into:

1. Mass Model – it is transferred through mass media such as newspaper publicity, books, periodicals and comic books; moving picture such as TV, and movies, which human is exposed countlessly and leading to adoption and influencing behaviors, enabling to persuade human to imitate and to motivate such behaving.

However, mass media a mass model affect some children in aggression only. If they can distinguish the real world from the dream world or scenes from TV and movies which should be taken as entertainments and let go. Then there should not by any ill-effects to youth if they have family affection and positive environment (cited in Chartnarong Wisutkul, 2000:25-28).

2. Social Environment – a real human model who are members in various institutions around human, e.g. a family with parents and guardians influences learning of the youth on their ideas, behavioral modeling; a school such as teachers and peer groups so much influencing them. Rationally they are in the age of peer-oriented as advisors, dependency and models.

When the model influencing human behaviors of all ages and youth is an age of learning, imitating and strong emotion, their responses to the arousals are thus likely more aggressive than other age groups. Just slightly aroused or directed, it can lead to violent action or behavior (cited in Panita Nittayaoporn, 2000:31-33). It is corresponded with perspective of Medical Doctor Suriyadej Tipati , chief of Teen Clinic in the Institute of the Queen’s National Child Health. Today, there are problems of the Thai youth violence which mostly come from imitation. The leading arousal of the aggressions is mass media presenting dire violent reports in newspaper publicity, TV, plays, movies and games (cited in Moody and Fussy Child by Poor Parental Nurture http://teenpath/south18/News/09_2550/News_24_09_2550_1.asp). Also, it is corresponded with the study of Dimitri A. Christakis and Frederick Zimmerman (2007: 993-999) on “Violent Television Viewing during Preschool is Associated with Anti-Social Behavior During School Age”. They find that children regularly watching violent contents such as Power Rangers, Football, and Star Wars will be aggressive, antisocial and being exposed to such violence in mass media leads to callous to violence, and imitation of the aggressions. Residing in deprived environments such as parental careless nurturing, poor modeling and poor instructions from teachers, and peer-acceptance needs, all have relationship with youth violent behavior which will later lead to various forms of violence among juveniles.

2.4.5. Personality Theory

It is developed from the Psychoanalyst Theory to investigate to roots and solutions of personality which might lead to crime. It discusses delinquency which might express the intrinsic problems. Criminal behavior is an expression of the different personality such as impulsiveness, aggression, tug-in problems, enmity-led, pessimism, and antisocial. The theory proposes that criminals are differed from the

common people by their basic personality. Common people accept social rules while criminal are antisocial or psychopath or sociopath.

Webster's New Twentieth Century Dictionary defines 'antisocial' as below.

1. Social disgusted behaviors

2. Public anti-peace behavior

(<http://203.172.163.147/stu/23192/children18.html>)

Sheids (1962:194-196) defines 'antisocial' behavior as below.

a). A rogue child is under the pressure that he is always wrong and so he attempts to find self-defenses and exits through antisocial acts but always gets punished from adults.

b). On the contrary, an antisocial behavior may mean given needs for helps, attraction, compensation of the loss, the child behave antisocial for:

Claiming attraction

Having hope

Need understanding from adults

Sheids concludes that behaving antisocial is a way the child attempts self-reliance and self-defense in various ways. To help him, an adult should act with sympathy, advice and kind remarks rather than any violence.

An antisocial behavior begins with resisting oneself and others, negativism, denial of reality, shut-in, isolation, alienation, and paranoid (Manorat Suparasahasrangsi, 2006:25-28). Expressions of antisocial behaviors are disrespecting rules, regulations, traditions, cultures and laws. Rationally, the child is raised with disorderliness and poor parental modeling and people around it. This makes the child impulsively decide and superficially completes working and ignores long-term effects. Also, the child might have been living under the criminal surrounding or among adults with deformation of the body, the mind and delinquency (Stop Breeding Criminals at Home: Thaipost, August 21, 2005:9).

Sigmund Freud begins to study and set basic principles of the personality theory. He believes that personality structure is in the human subconsciousness and contains three parts, i.e. Id, Ego and Superego:-

1. Id – a bio-natural instinct arousing or driving the individual behavior that responds to needs, happiness and enjoyment;
2. Ego – sense of reality an individual existence and coordinating between the needs of Id and the prohibits of superego; and
3. Superego – the personality controlling behavior and punishing individual which comes from experiences of the parental affection since childhood.

A child develops the works of Id, Ego and Superego in steps from the infant stage to the age of reproduction. If there were irregularities in the subconscious development in each stage; it leads to an antisocial behavior of the child or the youth or the adult.

Alfred Adler (cited in Pornchai Khanti et al, 2000:63-67) continues developing the Psychoanalyst Theory from Freud by investigating people committing crimes to draw attraction so as to replace their inferiority complex. It explains that they are stubborn, aggressive, indifference to others, and non-cooperative. The roots are they never have parental affection, warmth and care since childhood.

During childhood, a child is aggressive through throwing things upon dissatisfaction or stopped. But if it is improperly raised, its aggression will change by ages and might be aggressively growing. For example, if being provoked, it reacts with anger and hostile aggression or violently defends itself. Lasses of 10-13 years will be indirectly aggressive most – relational aggression, i.e. threats, interference, and rumors so as to damage the opposition party on self-esteem. It is a mild aggression but deadly popular. Growing into youth, overt fights and aggression are reduced but becoming antisocial behaving to express dissatisfaction. Girls have antisocial behavior as boys (cited in Siriporn Saeten, 2006:41-44).

Harvey Cleckley (cited in Pornchai Khanti et al, 2000:70-72) points out that the delinquent mind or the antisocial behavior is popularly used by psychologist and medical doctors. It is useable with all because all own some delinquent

personality under the definition of the antisocial behavior. Cleckley summarizes delinquency or antisocial behaviors as below.

1. Egocentricity
2. Asocial Behavior
3. Insensitivity to others
4. Hostility
5. Lack of concern for the rights and privileges of others
6. Impulsive behavior
7. Poor loyalty and social relations
8. Poor planning and judgment; failure to learn from experience
9. Projection of blame onto others
10. Lack of responsibility
11. Emotional poverty
12. Meaningless lying
13. Punishment does not deter
14. Lack of inner feeling for what he or she does to others
15. Expresses verbally appropriate affective responses but show callous indifference to others
16. No distress over his or her maladjustment
17. A warped capacity for love or lovelessness
18. An ability to be charming

All attributes above cover most personality of common people regardless professions, being criminal or not. However, Cleckley believes that delinquent/antisocial criminals are different from common criminals – they commit aimless crimes and never feel sorrow or shames in such offense.

2.4.6. MCAA (Measures of Criminal Attitudes and Associates)

MCAA is a measurement of criminal perspectives and association with offenders and applied with delinquents of male and female. MCAA is sometimes, found in the studies of Forensic sciences. It is used with measuring perspectives on assaults, theft and sexual abuses.

MCAA is divided into two [2] stages, i.e.

Stage 1: Questions on criminal behavior of the close friends of the offender

It starts with surveying close friends of the offender who have criminal behavior such as ever committing 0-4 crimes before (if '0' = no criminal close friend). Analysis is focused on responses of 'YES' that the friends involve in crime. These responses show the frequency of association with criminal friends.

Stage 2: Surveying indicators the criminal friend

There are 46 questions of various perspectives and are divided into four [4] parts, i.e.

1. Violence with 12 items
2. Entitlement with 12 items
3. Antisocial with 12 items
4. Associates with 10 items

Upon analysis, topics of violence and entitlement must be mixed together. They are similar except the levels of the mind which are 'rationalization for decision-making' and 'rationalization for excuses'.

'Rationalization for Excuses' is evident in measuring the levels of the mind and commonly found in excuses. For example, the question begins with 'It is not wrong to....' The statement shows rejection of rationalization used in deciding to do something.

Questions in Stage 2 are equal in number of 'rationalization for decision-making' and 'rationalization for excuses' because both are evidently distinguished. Responses are either 'agree' or 'disagree' (Jeremy F. Mills, Daryl G. Kroner and Adelle E. Forth, 2002: 244).

Example of MCAA is the study of Jeremy F. Mills, Daryl G. Kroner and Adelle E. Forth (2002) on "Measures of Criminal Attitudes and Associates (MCAA): Development, Factor Structure, Reliability, and Validity." They find that

perspectives/ attitudes and association are major factors for antisocial behavior which confirm rationalization and validity of MCAA used in explaining one becomes a criminal.

2.5. Related Researches

Weeraphol Yai-aroon (1998: Abstract) studies 'Factors Affecting Violence in Police Family: a case study of the noncommissioned police allocated in the Metropolitan Police Stations.' The research objectives are to investigate problems and factors affecting violence among the noncommissioned police families. Rationally, at present, family violence is critical and emergent for treatment. Thai societies are dire encountering family violence but the picture is still likely unclear. It is common that family violence is zipped within a family. It is called a backdoor crime. The study is to find relationships between personal backgrounds, psychological factors and family violence and factors predicting family violence. Samples are 300 non commissioned police for multiple classification sampling based on social science research methodology. Questionnaire is the instrument in data collection approved by experts. Statistical applications are Chi-square, Pearson correlation and multiple regression analysis. It is found that the critical factor is the age has negative relationship with family violence by statistical significance. Involvements of either being the doer or the victim of the past violence, witnessing violence in the past, accepting violence done by important persons, social isolation, and stress have positive relationship with family violence. In additional prediction analysis, it is found that (1) Involvements of either being the doer or the victim of the past violence, e.g. victimized by torturing, beating, quarrels among siblings, relatives, and close friends; (2) witnessing violence in the past/ since childhood e.g. within the family, within the families of relatives and close friends; (3) accepting violence done by important persons and (4) social isolation are the four major factors help predicting family violence. They are critical factors affecting in solving family problems of any couples by creating family violence later. This also comes from imitating parents or important persons and violent act from the past which the police have internalized or role-adoption. It is

corresponded with the explanation of the Social Learning Theory and the symbolic Interaction Theory. The above studies reflect backgrounds of the police families.

Chamaiporn Tawitsri; Rangsan Vorawong and Chayantorn Pathommanont (1999: Abstract) study 'Social Attributes Leading to Violence and Delinquency.' This is a case control study among 180 delinquents in the Juvenile Training center in Chiangmai Province. The control group involves general 187 youth around the Bus Terminal and the railway Station in Chiangmai and the youth in department stores with relative characteristics. Interview formats modified by research assistants are used. The statistical application is the Conditional Logistic Regression. Results are 367 youth are 16 years old and 89.1% are male. Accruing risk of violence and offense come from (1) family, i.e. separated parents (OR = 3.95, 95% CI = 1.77 – 8.79); family members use addictive substance (OR = 3.73, 95% CI = 1.70 – 8.17); reprimands and whips of the father (OR = 3.64, 95% CI = 1.68 – 7.88), (2) behavior and social, i.e. using amphetamine (OR = 5.28, 95% CI = 2.25–12.36); smoking (OR = 3.51, 95% CI = 1.55 – 7.93); witnessing violence or lawbreaking before (OR = 2.50, 95% CI = 1.27 – 4.92); asocial (OR = 2.43, 95% CI = 1.15 – 5.15); carrying weapons (OR = 2.34, 95% CI = 1.10 – 5.00) and underachiever in learning (OR = 2.31, 95% CI = 1.09–44.90). In summary, violence and delinquency have relationship with family, behavior and social, parents, and teachers. Persons involved should heed juveniles of such risk.

Jiraphat Promsiddhikhan (2000: Abstract) studies 'Factors Affecting Quarrels of the Vocational Students: a case of Bangkok and its premises.' The research objectives are to find factor affecting quarrels of the vocational students; and violence in quarreling. 200 vocational students are samples using accidental sampling method. Data analysis is applied with percentage mean, SD, and Chi-square with statistical significance at .05 levels. Results are most 61.0% of the samples are 18-20 years and 73.5% are studying in the certificate level. 73.5% and 42.5% earn GPA 1.50-2.00. Their fathers and their mother complete lower than K 6 at 22.5% and 34.0% respectively. 56.0% never use weapons in quarrels. 56.5% get minor injury from quarrels. With test of hypotheses, it is found that age, GPA, father and mother's

education, father's occupation, school's climate, and friends' conducts have relationship with violence in quarrels by statistical significance at .05 levels.

Panita Nitayaporn (2000: Abstract) studies 'Interactive Relationship between Being Exposed to Mass Media with Violent Content and Social surrounding with Male Juvenile Aggression.' Samples are 200 vocational students aged 16-18 years with moderately low level of economic and social status of the family. Social surroundings are analytically compared with mass media exposure. Variables are Family Institution: (1) strict raising; (2) abandoned raising; (3) at child will raising; (4) father-mother relation; (5) school: teacher-student relation; (6) peer group: peer-sample relation. Results show that:

1. Exposure to mass media with violent content has no direct affect to any aggression by statistical significance at 0.05 levels.
2. Exposure to mass media with violent content has interactive relationship with social surroundings, and aggression only with 'abandoned raising' by statistical significance at 0.05 levels.
3. All variables in social surrounding except father-mother relation have direct affect on aggression by statistical significance at 0.05 levels.

Sirani Foowuddhi (2000: Abstract) studies 'Consequence of Using Group Activities Affecting Rehabilitating Juvenile Aggression in the Juvenile Observation and Protection Institution: Chiangmai Province.' 14 samples have been selected through multiple stale methods, i.e. 1) testing aggression with measurement format; 2) order score from highest to lowest and select those earn more than 50 percentile; and 3) sample sampling through balloting. The experimental group attends 3 times a week of group activities for 4 weeks . The total is 12 times and 50 minutes for each time. The researcher is the group leader. The research instrument is the aggressive measurement format, and the group activity program. T-test is used in data analysis. Results are juveniles attending the program tend to reduce their aggression than before experiment by statistical significance at 0.01 levels.

Chaisart Yingsookwattana (2003: Abstract) studies ‘Socio-psychological Indicators Relating to Aggressions of the Vocational Students.’ It is to investigate connectedness between psycho-matrix by situations and psycho-origin affecting aggression among the vocational students. It is also to compare quantity of aggression prediction between the situational variables and the student traits having different personal data. Samples are 164 vocational students studying at freshman year and sophomore years in the Khonkhaen Technical College; 148 students from Vocational College and 48 students from Multitechnician College. Total is 360 students. Instruments are the Aggression Measurement, the Affection-support Raising Measurement, the Rational Raising Measurement, the Youth-Peer Measurement, the Rationalized Ethics Measurement, the Future-oriented and Self-control Measurement, the Buddhist Practices Measurement and the Attitude against Aggression Measurement. Statistical applications are percentage, mean, SD, and Triangulation Variance Analysis. The paired-sample test is based on Scheffé, multiple regression analysis and stepwise analysis. Results are:

1. Students with poor affection-support have stronger aggression than those with rich affection-support raising. They are found among 1) all samples with poor relation with peer and with right attitude of low aggression; 2) all samples group, the freshman group and the sophomore group having right attitude of low aggression; and 3) all sample group and the sophomore group.

2. Students with poor rational raising have stronger aggression than those with rich rational raising. They are found among 1) all samples with poor relation with peer and with right attitude of low aggression; 2) all samples group, the female group and the sophomore group having poor relation with peer; and 3) the male group and the freshman group.

3. Students with poor relation with peer have stronger aggression than those with rich relation with peer. They are found among 1) all samples with poor affection-support raising and with right attitude of low aggression; 2) all samples group with poor rational raising, and with right attitude of low aggression 3) all sample group, the female group and the sophomore group with poor rational raising; and 4) all sample group and the sophomore group.

4. Students with right attitude of low aggression have stronger aggression than those with rich right attitude of aggression. They are found among 1) all samples with poor affection-support raising and with poor relation with peer; 2) all samples group with poor rational raising, and with poor relation with peer; 3) all sample group, the male group, the freshman group and the sophomore group with poor affection-support raising; and 4) all sample group, the male group, the freshman group and the sophomore group.

5. Key variables predicting aggression are ethical rational which can predict at 45.6% in the all sample group; 48.6% among the male group, 5.8% among the female group; 40.6% among the freshman group and 48.6% among the sophomore.

Mookthida Sirijan (2004: Abstract) studies 'Relationship between Fostering and Expression of Juvenile Aggression in School.' 76 samples are the 2nd interval-level students under supervision of the Muang Buriram Municipality in 2003 with aggressive behavior. An aggression measurement by reliability of .80; and a questionnaire set of fostering by reliability of .75 are the instruments for data collection. Statistical applications are percentage, mean and SD. Results are

Samples have likely low level of aggression. Affection fostering has negative relationship with verbal aggression ($r=-.43$) by statistical significance at 0.01 levels. Punishment fostering has positive relationship with verbal aggression ($r=.56$) and physical aggression ($r=.91$) by statistical significance at 0.01 levels. Negligence fostering has positive relationship with verbal aggression ($r=-.27$) by statistical significance at 0.05 levels. Expectant fostering has positive relationship with verbal aggression ($r=-.39$) by statistical significance at 0.05 levels.

Wuddhisak Taengluang (2004: Abstract) studies 'Relationship between Family Relation, and Internal Family Communication with Male Juvenile Aggression.' This is to investigate, family backgrounds, family relation, family communication and male juvenile aggression; to compare the male juvenile family relation, family communication by different family backgrounds; to study

relationships between family relation, family communication and the male juvenile aggression; to investigate factors that can co-predict the male juvenile aggression. 292 samples are in the Ban Karuna Observation and Protection Institution. Questionnaire is the instrument for the data collection. Statistical applications are percentage, mean SD, t-test, F-test, correlation analysis and multiple regression analysis. Results are:

1. Male juveniles with different education have different family relation by statistical significance at 0.05 levels.
2. Male juveniles with different education, different education of the mothers and the mothers' careers have different family relation by statistical significance at 0.05 levels.
3. Family relation and family communication have negative relation with the male juvenile aggression by statistical significance at 0.01 levels.
4. Family relation and family communication can co-predict the male juvenile aggression at 36.9% by statistical significance at 0.05 levels.

Suwimol Sae-eung (2004: Abstract) studies 'Relationship between Family Violence and Delinquency: a case of Ban Karuna Training Center for male juveniles. This is to revise concepts and theories of the roots of the family violence; its problems, its relationship with delinquency, to find solutions for the family violence, to prevent delinquency. This is an integration of quantitative research and qualitative research. Data are collected from 264 male juveniles sentenced to be admitted into the Ban Karuna Training Center. In addition, there are five cases using an interview. Results are:

Part 1: In Quantitative Research, it is found that most samples are 15-17 years old educated in secondary level and the eldest sons. Majority have used addictive substance. Most roots of delinquency are accomplice, negligence, curiosity/experiment, excitement, enjoyment, and cold family respectively. It is particularly found that the external factor of peer association moderately influencing their delinquency. It is found with the experience of the family violence that majority fear most their fathers and their mothers who are the top superior of the family. Most

never see family violence at moderate level. The family violence level is least. It is found with the relationship between delinquency and the family violence that the group of different delinquency has different family violence in relation to sibling quarrels, beating, and family violence as normalcy by statistical significance. The non- delinquent group has lower family violence in 2 areas than the recidivist group. It is found that duration and family violent frequency have relationship with delinquency.

Part 2: In Qualitative Research, it is found that male juvenile fostered by negligence and other improper ways such as liberty, at-will, and money will offend since early ages. The family violence is found with physical and mental assaults and verbal violence. Another importance is their parental statuses either separation or cohabitation affect delinquency. Most is found that their delinquency is recidivism.

Suthas Khamchalee (2005: Abstract) studies 'Factors Affecting Aggression of K6 Students in Suvarnabhumi District, the Roiet Provincial Education Zone 2.' This is to compare the aggression for those living in the municipal area and outside the municipal areas; to compare factors of family, fostering, peer association and media leading to their aggression. 80 samples are the K6 students in Suvarnabhumi district, the Roiet Provincial Education Zone 2. Non-participatory observation is taken from the class advisors, the disciplinary teachers and parents. The questionnaire by summing scale is an instrument for the data collection. Statistical applications are mean, SD, t-test (independent samples) and F-test (One-way ANOVA). Results are:

1. Samples living in the municipal areas are more aggressive than those living outside the municipal areas by statistical significance at 0.05 levels.
2. Samples influenced by peer group are more aggressive than those influenced through persuasion by statistical significance at 0.05 levels.
3. Samples have been moderately influenced by media on aggression.
4. Samples fostered with rationality, with force, with over-care, and with negligence have different aggression by statistical significance at 0.05 levels. Samples fostered with force are more aggressive than those with negligence, rationality and over-care respectively.

Rabhibhat Srimala (2004: Abstract) studies 'Aggression Used in the Secondary Level: a case of secondary schools in Bangkok.' This is a qualitative research applying interview the secondary students with aggressive behavior, their peer group with aggressive behavior, their class advisors and their disciplinary teachers. Results are:

1. Factors of using aggression are from themselves, i.e. lack of emotional control, stardom creating for acceptance, values and dignity. Aggression from surrounding factors are disobeying parents, cold family, family violence, poor school regulation enforcement, vengeance for peer, punishment from teachers and current media influence.

2. Opinions of the samples on using aggression are whether it is used either properly or improperly. Opinions on solutions of aggression are either violent solutions or non-violent solutions.

Thiti Promsorn (2005: Abstract) studies 'Opinion on Self and Family Violence; a case of male vocational quarrelers. In-depth interviews, observations and questionnaire are used for data collection with 10 cases aged 15-18 years old, with records of more than 5-time quarreler, and staying in the family with the mother being victimized by violence. Results are:

1. Samples have moderate opinion on violence thinking that violence used in solving problems is common.

2. The family instruction to use violence is found in 5 ways, i.e. using force to solve problems, using patriarchal violence over the mother, using rude words in reprimand, using order or coercion or follow what parents want and violent punishment upon mistaking. Samples living in the family of strong patriarchal violence to victimize the mother in instruction tend to behave violently.

3. Imitating the family violence contains 5 indicators, i.e. patriarchal model, witnessing family violence, using violence to solve problems, using rude words, and encouragement of using family violence. Samples living in the family of strong patriarchal violence to victimize the mother in strongly imitating family violence tend to behave violently.

Atchariya Lertanant vorakul (2005: Abstract) studies 'Relationship between Seeking Touches, Aggression, and Aspiration to Use Violent Media for Entertaining the Senior Secondary Students.' This is to investigate the relationship between seeking touches, aggression, and aspiration to use violent media for entertaining the senior secondary students through movies, songs and games. Two-way ANOVA is used in analysis - seeking touches (high-low) and aggression (high-low). 250 samples are from six classes of the senior secondary level. Instruments are seeking touches measurement, aggression measurement, and aspiration measurement and each class has differently watched Medias. Results are:

1. The high rate seeking touch samples and the high aggression samples more strongly aspire to watch movies, songs, and games than the low rate seeking touch samples and the low aggression samples by statistical significance.
2. Seeking touches has positive correlation with aggression ($r = .16$, $p < .01$).

Ratchatawan Maliwan (2005: Abstract) studies 'Factors of Self-control, Social Bond, and Differential Association Affecting Assault Delinquency: a case of juveniles in the Observation and Training Centers in Bangkok and its Premises.' Samples are 200 delinquents admitted into the Observation and Protection Center of Samutprakhan Province, Ban Karuna, ban Mutita, and Ban Ubekkha. Questionnaire is used in data collection. Statistical applications are percentage, mean, SD, On-way ANOVA and multiple classification analysis. Results are:

1. In the personal data – the majority is 16-18 years old with ages of offending at 15-16 years old, educated in primary level (K1-6). The parental income is 5,001-10,000 Baht (or 8,987.85 Baht by average). The father and the mother are cohabitating. Samples live with their parents in their own homes. Surroundings are slums or the congested areas. Upon mistaking, parents will often generally reprimand occasional violent reprimand, occasional instruction and least whipping.
2. Self-control affecting assault delinquency is impulsiveness, risk-taking, physical activities and emotional components.
3. Social bond affecting assault delinquency is affection, attachment, social tie social activity involvement and belief.

4. Differential association affecting assault delinquency is associating friends ever assaulting and associating guilty friends of assaults, attempted assaults, and quarrelers, ever being persuaded to assault, associating and being instructed on assaulted techniques.

5. Delinquency for the past 10 years – most samples have assaulted victims for more than 11 times, attempted assaults for 1-2 times, never enter street fights, never quarreled and gang fights causing others' death, never been negligence endangering others and never been negligence for others' death.

Bhakhavadi Sriprasert (2005: Abstract) studies 'Family Violence; a case of spouse assault.' The objectives are to investigate relationship of factors related to family violence physically and mentally. Questionnaire is used for data collection with conceptual frameworks, theories and laws. 141 samples are from the urgent homes and from the Women's Friends Foundation. Statistical applications are percentage, mean SD, Chi-square and Pearson correlations and the statistical significance is at .05 levels. She finds that career, income and family relation have relationship with family violence and other variables have no physical and mental relation with the family violence.

Nisanaj Premani (2008: Abstract) studies 'Factors Relating Violent Assault Used by Female Juveniles: a case in the area of Samutsakhon Province.' Objectives are to investigate factors relating violent assault used by female juveniles in the area of Samutsakhon Province; to find preventive measures and their rehabilitation. It is a qualitative research using questionnaire in data collection conducted with 300 samples of junior secondary level from three districts of Muang Samutsakhon, Krathoombaen, and Ban Paew. Statistical applications are percentage, mean SD, ANOVA and multiple classification analysis. She finds that the 57.3% of the majority used violent assault recently. Stimulus is from personal vengeance, disgust, hatred and self-defense and so on. The hypothetical test shows that witnessing family violence, poor self-control, and acceptance of violent attitude, antisocial behavior, delinquency and exposure to media violent contents have relationship with violent assault by statistical significance at 0.05 levels. The control variables e.g.

family relation, intimacy with parents, parental punishment upon mistakes and co-dweller have also relationship with violent assault by statistical significance at 0.05 levels.

Alan W. Leschied and Anne Cummings, Michele Van Brunschot and Alison Cunningham and Angela Saunders (2002: 495-501) study "Female Adolescent Aggression: A Review of the Literature and the Correlates of Aggression." Canadian statistics report that number of female delinquents is growing showing the female juveniles are more aggressive among the 12-17 age groups. This is to study the difference aggression between the female juveniles and the male juveniles. The former have both emotional and physical aggression and are differed from the male juvenile on verbal expression. It is further found that the early age female juveniles have more emotional aggression that the late age group female juveniles. The late age group female juveniles are more verbally aggressive than the male juveniles and are aggressive with most persons of the same age.

James D. Unnever, Francis T. Cullen, and Travis C. Pratt (2003: 471-500) study "Parental management, ADHD, and delinquent involvement: reassessing Gottfredson and Hirchi's general theory" which investigate the affects of Attention deficit hyperactivity disorder (ADHD) against Self-Control and affect delinquency. Data are collected from 2,472 students in sic public schools encountering problems of intimidation and violence. They find that"

1. Low self-control can predict nine [9] serious offense such as murder, assault, robbery total and gang robbery.
2. Parental monitoring is not affecting only self-control but also with their offenses.
3. Attention deficit hyperactivity disorder not only directly strongly affects Low self-control but also indirectly affects their offenses.

Longshore, D et al. (2004: 542-564) study Self-Control and Social Bonds: A Combined Control Perspective on Delinquency. They find that the long-term data from samples show that they are male addicts. This research is to test four [4]

components of the Social bond Theory, i.e. attachment, commitment, involvement and belief have connected with low self-control; relationship between low self-control with drug use; negative relationship between low self-control with social bond but positive relationship drug use, and peer group; relationship between low self-control with drug use, belief an peer group. The study supports the integration of the Self-control Theory and the Social Bond Theory affecting delinquent behavior.

Dimitri A. Christakis and Frederick Zimmerman (2007: 993-999) study “Violent Television Viewing during Preschool is Associated with Anti-Social Behavior during School Age.” This is to investigate affect ability to learn, socialization, and preschool children from exposure to TV and other Medias. Samples are 184 boys and 146 girls aged 2-5 years watching the set programs. They find that children with regular watching violent contents such as Power Rangers, Football, and Star Wars affect their aggression and antisocial behavior while children not watching violent contends such as Barney, Sesame Street and Arthur find no aggressive behavior.

CHAPTER III

RESEARCH METHODOLOGY

A survey research of ‘Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents’ has applied a research methodology using the quantitative research and a survey techniques with the following two procedures.

- A documentary survey which reviews literatures related from textbooks, references, collecting related concepts, theories and research papers, official archives and related theses.
- A field study by collecting data using questionnaire modified by the researcher as an instrument in the data collection for further analyses.

Methodology is discussed in this chapter as below.

3.1. Population and Samples

Population is officers related in the six [6] workplaces of the justice administration located in Bangkok and its premises under the purposive sampling to select 40 samples from each workplace and in total, they are 240 samples. These targeted samples are not large; it is possible that researcher can collect data by herself with questionnaire. So, no sampling is required. Samples are:

Table 2 Frequency of samples in the study

Samples	Immediate Supervisory Offices	No.
Observation and Protection Officers	Dept. of Juvenile Observation and Protection	40
Corrections Officers	Dept. of Corrections	40
Probation Officers	Dept. of Probation	40
Public Prosecutors	Office of the Attorney General	40
Police/ Interrogation officers	Metropolitan Police Division (MPD) 7	40
Attorneys	Bar Council	40
	Total	240

3.2. Research Instrument

It is a set of questionnaire modified from literature reviews and related documents which cover contents needed to study in the data collection. Formulation is as follows.

1. Formulation

- The instrument is formulated from theories and concepts related to the thesis title reviewed from textbooks, theses and reports.
- Specifying contents to cover what will be investigated allowing respondents to actually respond and best meet the research objectives.
- The draft questionnaire has been submitted to the thesis advisors, experts for checking for further improvement, precision, and clarity of the contents. Validity of the content and reliability has been checked by three experts. The improved questionnaire has been tried out with 30 samples similar to the real samples among five members of the six justice offices.
- The questionnaire is re-improved after the pre-test and further for data collection.

2. Contents of the questionnaire are divided into four parts, i.e.

Part 1: The personal data, i.e. gender, age, marital status, rank, education, income, immediate supervisory office, tenure, receiving information of delinquency, work experience of delinquent.

Part 2: Data of perspectives of criminal justice personnel towards the causes of assaulted violence of girl delinquents, i.e. the psychological factors: perspectives on violence and antisocial behavior.

Part 3: Data of perspectives of criminal justice personnel towards the causes of assaulted violence of girl delinquents, i.e. the social factors: association with lawbreaking friends, self-control, social bond, and media influence.

Part 4: Additional suggestion

Nature of the questionnaire

There are 2 types of questions used in this research.

1. Open-ended questions and multiple choice questions
2. Questions of summing scale based on Likert's and statements used in the question contain alternated positive statement which corresponded with questioning meaning and negative statement which are irrelevant to the question meaning. This is to prevent bias responses from informants.

3.3 Instrument Tryout for Reliability

3.3.1. Test of validity

The content validity is checked by the thesis adviser and three experts on linguistics, question appropriateness under their analyses, comments and corrections for the relevancy and content validity in all areas. After their approval, the research has improved the questionnaire.

3.3.2. Test of reliability

Testing its reliability has been under a try-out with 30 samples similar to the real samples among five members of the six justice offices. The value of coefficient is the Cronbach-based alpha coefficient under the following formula.

$$\alpha = \left[\frac{n}{n-1} \right] \left[1 - \frac{\sum s_1^2}{s_1^2} \right]$$

α = alpha coefficient of the questionnaire

n = number of items in the questionnaire

S_1^2 = variance of score in each item

Σs_1^2 = sum variance of scores of all respondents

Alpha (α) is by 0.85 levels.

The questionnaire is re-improved and submitted to the advisors and the experts for rechecking to the satisfactory levels of reliability covering contents and applicable for further data collections.

3.4. Data Collection

It has been complete by the researcher herself with following steps.

1. Requesting six recommendation letters from Faculty of Social Sciences and Humanities, Mahidol University to meet the six justice offices, i.e. Department of Juvenile Observation and Protection: Nonthaburi Province, the Department of Corrections: Nonthaburi Province, the Department of Probation; Bangkok, the Office of the Attorney General: Bangkok, the Metropolitan Police Division (MPD) 7; Bangkok and the Bar Council; Bangkok.

2. The researcher collects data by herself by explaining objectives and details of the questions before collecting data.

3. The researcher questions all necessary data to complete all factors and recheck the final completeness.

4. Upon completing data collection, the researcher processes and analyzes them based on the analysis methodology.

3.5. Data Analysis

Data have been grouped by their categories of the variable for analysis. They are processed by a computerized program: SPSS and the results have been interpreted for further descriptive presentation and in tables.

3.6. Statistical Applications

SPSS program is used in the processing and relevant statistics are as follows.

3.6.1. Reliability test is measured and based on Cronbach-based alpha coefficient.

3.6.2. Descriptive statistics, i.e. percentage, mean, SD (standard deviation) is used to explain the personal data.

3.6.3. The inferential statistics is used in hypothesis test to justify the relationships between the independent variables and the dependent variables. So, there are t-test and One-way ANOVA at the significance of 0.05 levels.

CHAPTER IV

RESULTS

The results of a survey research of ‘Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents’ have been divided into three parts, i.e.

- 4.1. Personal Background
- 4.2. Perspectives of Personnel in the Process of the Criminal Justice Risen from Delinquent Violence in Assaults
- 4.3. Test of Hypotheses

Table 3 Frequency of samples distributed by personal backgrounds

Personal Background	F=240	% (100)
Gender		
male	146	60.8
female	94	39.2
Current Age		
Younger than 30 years	42	17.5
31-35 years	39	16.3
36-40 years	50	20.8
41-45 years	54	22.5
46-50 years	30	12.5
Older than 50 years	25	10.4
Marital Status		
Single	65	27.1
Married and cohabitated	97	40.4
Married but separated	48	20.0
Widow/divorce	30	12.5

Table 3 Frequency of samples distributed by personal background (Continued)

Personal Background	F=240	% (100)
Current rank and position		
none	39	16.3
operation	75	31.3
specialist	12	5.0
expert	37	15.4
Police L/C – Police Sergeant	20	8.3
Police Sergeant Major-	15	6.3
Police Senior Sergeant Major		
Police sub-Lieutenant – Police captain	8	3.3
Salary Class of 1-3	24	10.0
Salary Class of 4-6	10	4.2
Education		
Secondary/ Voc. Cert.	14	5.8
Voc. Dipl./ pre-bachelor degree	18	7.5
Bachelor degree	67	40.4
Master degree	57	23.8
Others	54	22.5
Monthly Income		
Less than 10,000 Baht	22	9.2
11,000-15,000 Baht	54	22.5
16,000-20,000 Baht	70	29.5
21,000-25,000 Bath	42	17.5
26,000-30,000 Baht	27	11.3
More than 30,000 Baht	25	10.4

Table 3 Frequency of samples distributed by personal background (Continued)

Personal Background	F=240	% (100)
Immediate supervisory office		
Dept. of Juvenile Observation and Protection	46	19.2
Dept. of Corrections	38	15.8
Dept. of Probation	41	17.1
Office of the Attorney General	33	13.8
National Police Bureau	43	17.9
Bar Council	39	16.3
Tenure of Justice Office		
1-5 years	45	18.8
6-10 years	54	22.5
11-15 years	48	20.0
16-20 years	62	25.8
More than 20 years	31	12.9
Exposure to delinquent information form Medias of		
Newspaper	65	27.1
TV	79	32.9
Radio	31	12.9
Internets	38	15.8
Journals/official tabloids	27	11.3
Work experience of delinquents		
No	92	38.3
Yes	148	61.7

4.1. Frequency of samples distributed by personal backgrounds

(Table 3)

4.1.1. The majority is male at 60.8% and female at 39.2%.

4.1.2. Samples are younger than 30 years at 17.5%; 31-35 years at 16.3%; 36-44 years at 20.8%; 41-45 years at 22.5%; 46-50 years at 12.5% and older than 50 years at 10.4%.

4.1.3. 27.1% of the samples are single; 40.4% are married and cohabitated; 20.0% are married but separated; and 12.5% are widow a/divorced.

4.1.4. 16.3% of the samples are civil servants of no class/rank/position; 31.3% are operation officers; 5.0% are specialists; 15.4% are experts; 7.3% are police L/C – pol.sgt.; 6.3% are pol. sgt.maj – pol. sen, sgt. maj.; 3.3% are pol.sub.lt-pol.capt. ; 10.0% are in salary class 1-3; and 4.2% are in salary class 4-6.

4.1.5. 5.8% of samples complete secondary education/vocational certificate; 7.5% complete vocational diploma/pre-bachelor degree; 40.4% complete bachelor degree; 23.8% complete master degree and 22.5% complete doctoral degree/ Thai barrister.

4.1.6. 9.2% of samples earn less than 10,000 Baht a month; 22.5% earn 11,000-15,000 Baht; 29.2% earn 16,000-20,000 Baht; 17.5% earn 21,000-25,000 Baht; 11.3% earn 26,000-30,000 Baht and 10.4% earn more than 30,000 Baht.

4.1.7. 19.2% of samples work in Department of Juvenile Observation and Protection; 15.8% work in Department of Corrections; 17.1% work in Department of Probation; 13.8% work in the Office of Attorney General; 17.9% work in National Police Bureau; and 16.3% work in the Bar Council.

4.1.8. 18.8% of the samples work in the justice administration for 1-5 years; 22.5% work for 6-10 years; 20.0% work for 11-15 years; 25.8% work for 16-20 years; and 12.9% work more than 20 years.

4.1.9. 27.1% of the samples are exposed to delinquent information from newspapers; 32.9% from TV; 12.9% from radio; 15.8% from internet; and 11.3% from journals and official tabloids.

4.1.10. 38.3% of samples have no experience of assaulted delinquency while 61.7 % do. (See details in Table 3).

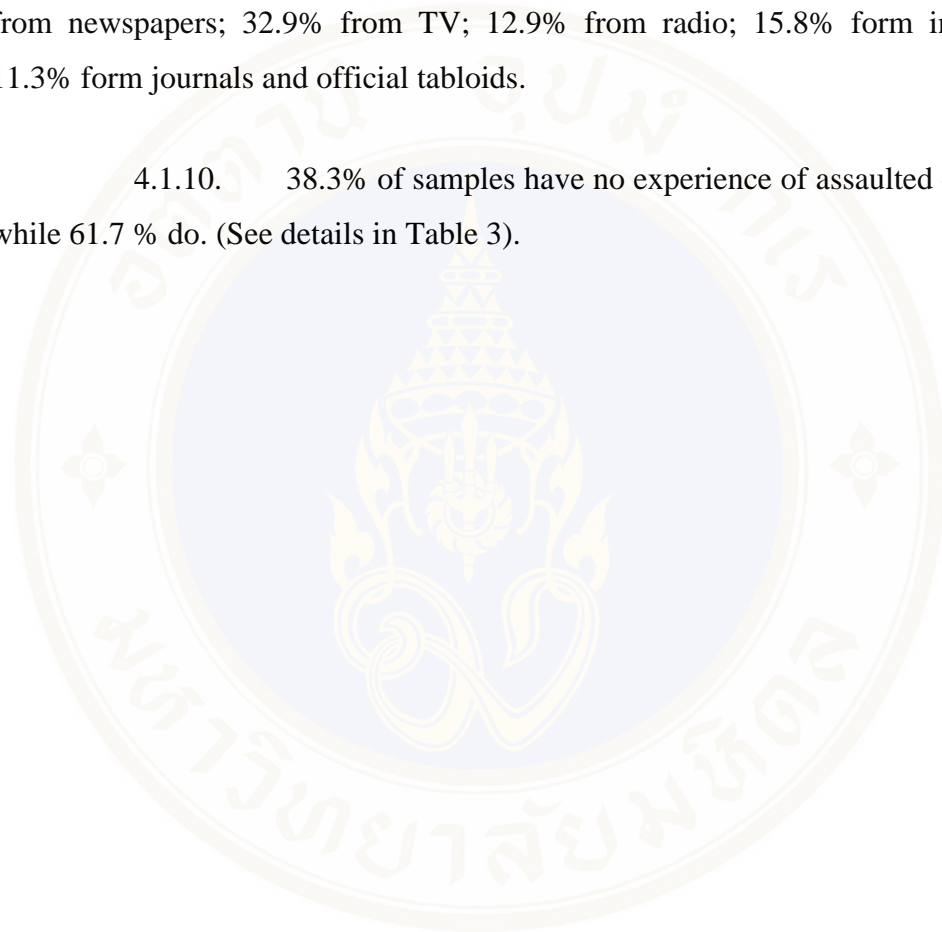


Table 4 Frequency of samples distributed by perspectives of the personnel in the process of the criminal justice risen from delinquent violence in assaults

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	Levels of Opinion				
	Most	Much	Moderate	Little	Least
Psychological Factors Perspective on violence					
1. Having habit of contempt should have been reacted with violence e.g. slapped-beaten	50 (20.8)	64 (29.7)	59 (24.6)	37 (15.4)	30 (12.5)
2. Violent children deserve beating as punishment.	63 (26.3)	54 (22.5)	50 (20.8)	42 (17.5)	31 (12.9)
3. Quarrels sometimes secure self-dignity.	49 (20.4)	67 (27.9)	62 (25.8)	34 (14.2)	28 (11.7)
4. if provoked, immediate violent action is taken.	62 (25.8)	55 (22.9)	51 (21.3)	39 (16.3)	33 (13.8)
5. Ever violently act against others, recidivism is possible.	65 (27.1)	57 (23.8)	46 (19.2)	42 (17.5)	30 (12.5)
6. It deserves to fight with a thief stealing one's property.	53 (22.1)	64 (26.7)	51 (21.3)	38 (15.8)	34 (14.2)
7. It deserves to react, e.g. beating or hurt others who first hurts.	50 (20.8)	69 (28.8)	53 (22.1)	36 (15.0)	32 (13.3)
8. It is impossible to change a rude child.	55 (22.9)	59 (24.6)	70 (29.2)	32 (13.3)	24 (10.0)
9. It deserves and is right to fight for one's face / fame.	46 (19.2)	68 (28.3)	55 (22.9)	39 (16.3)	32 (13.3)
10. One provoking anger finds no rights to claim being violently retaliated.	51 (21.3)	66 (27.5)	54 (22.5)	37 (15.4)	32 (13.3)

Table 4 Frequency of samples distributed by perspectives of the personnel in the process of the criminal justice risen from delinquent violence in assaults (Continued)

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	Levels of Opinion				
	Most	Much	Moderate	Little	Least
11. It is not wrong to act violently against who deserves punishment.	72 (30.0)	58 (24.2)	52 (21.7)	31 (12.9)	27 (11.3)
12. The liar and the deceit deserves retaliation and vengeance with violence.	43 (17.9)	69 (28.8)	52 (21.7)	41 (17.1)	35 (14.6)
Antisocial Behavior					
1. Determination not to involve with offense.	48 (20.0)	70 (29.2)	56 (23.3)	37 (15.4)	29 (12.1)
2. Collecting the lost valuables of others such as money but thinking not to return them to the owner.	67 (27.9)	56 (23.3)	49 (20.4)	38 (15.8)	30 (12.5)
3. Intending to tell lies to the police	45 (18.8)	57 (23.8)	70 (29.2)	40 (16.7)	28 (11.7)
4. Wishing sometimes to try or to defeat police	69 (28.8)	55 (22.9)	53 (22.1)	37 (15.4)	26 (10.8)
5. Holding ideas to deceit/ cheat others in society.	65 (27.1)	57 (23.8)	46 (19.2)	40 (16.7)	32 (13.3)
6. Given gift to tell lies for confident trust.	50 (20.8)	70 (29.2)	55 (22.9)	31 (12.9)	34 (14.2)
7. Regulations and rules cannot deter what has been aspired whether right or wrong.	72 (30.0)	51 (21.3)	54 (22.5)	37 (15.4)	26 (10.8)
8. Shame and guilt –felt if breaking laws and regulations.	45 (18.8)	53 (22.1)	60 (25.0)	48 (20.0)	34 (14.2)

Table 4 Frequency of samples distributed by perspectives of the personnel in the process of the criminal justice risen from delinquent violence in assaults (Continued)

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	Levels of Opinion				
	Most	Much	Moderate	Little	Least
9. Seeking illegal interest e.g. frauds, snatches for personal gains careless to others' suffering and troubles.	64 (26.7)	47 (19.6)	50 (20.8)	43 (17.9)	36 (15.0)
10. If better conditions/ proposals, there will be immediate accomplice.	49 (20.4)	54 (22.5)	66 (27.5)	40 (16.7)	31 (12.9)
11. Intending to break laws	42 (17.5)	51 (21.3)	68 (28.3)	46 (19.2)	33 (13.8)
12. Feeling happy if being able to deceit or to mislead police.	54 (22.5)	62 (25.8)	50 (20.8)	39 (13.6)	35 (14.6)
Social Factors (on Differential Association)					
1. Association with alcoholic drinkers	63 (26.3)	46 (19.2)	55 (22.9)	42 (17.5)	34 (14.2)
2. Association with smokers	38 (15.8)	41 (17.1)	62 (25.8)	54 (22.5)	45 (18.8)
3. Association with narcotics involvers, e.g. using and trafficking	39 (16.3)	45 (18.8)	69 (28.8)	50 (20.8)	37 (15.4)
4. Association with nightlife goers.	52 (21.7)	66 (27.5)	60 (25.0)	34 (14.2)	28 (11.7)
5. Association with gambling friends	36 (15.0)	42 (17.5)	55 (22.9)	59 (24.6)	48 (20.0)
6. Association with dandy friends	46 (19.2)	50 (20.8)	63 (26.3)	44 (18.3)	37 (15.4)

Table 4 Frequency of samples distributed by perspectives of the personnel in the process of the criminal justice risen from delinquent violence in assaults (Continued)

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	Levels of Opinion				
	Most	Much	Moderate	Little	Least
7. Association with vanity friends	43 (17.9)	56 (23.3)	37 (27.9)	40 (16.7)	34 (14.2)
8. Association with underachieved friends	51 (21.3)	64 (26.7)	53 (22.1)	42 (17.5)	30 (12.5)
9. Association with truant friends	67 (27.9)	50 (20.8)	53 (22.1)	38 (15.8)	32 (13.3)
10. Association with rule-breaker friends	54 (22.5)	62 (25.8)	57 (19.6)	41 (17.1)	36 (15.0)
11. Association with moody and fussy friends	70 (29.2)	60 (25.0)	51 (21.3)	27 (11.3)	32 (13.3)
12. Association with motorbike gangsters	43 (17.9)	66 (27.5)	54 (22.5)	40 (16.7)	37 (15.4)
13. Association with quarrelsome friends	57 (23.8)	70 (29.2)	49 (20.4)	39 (16.3)	25 (10.4)
14. Association with assault-led friends	72 (30.0)	55 (22.9)	48 (20.0)	35 (14.6)	30 (12.5)
15. Association with quarrel-persuaded friends	50 (28.0)	65 (27.1)	59 (24.6)	37 (15.4)	29 (12.1)
16. Association with assault technique-instruct friends	70 (29.2)	55 (22.9)	51 (21.3)	34 (14.2)	30 (12.5)

Table 4 Frequency of samples distributed by perspectives of the personnel in the process of the criminal justice risen from delinquent violence in assaults (Continued)

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	Levels of Opinion				
	Most	Much	Moderate	Little	Least
Self-Control Factors					
Impulsive Components					
1. Losses of determination and losses of physical and psychological dedication to prompt for future.	53 (22.1)	64 (26.7)	58 (24.2)	35 (14.6)	30 (12.5)
2. Happiness-led or any acts to gain happiness will be immediate and careless to future ill-effects	54 (22.5)	60 (25.0)	49 (20.4)	43 (17.9)	34 (14.2)
3. Egocentric for short-term rather than long-term.	58 (24.2)	71 (29.6)	47 (19.6)	36 (15.0)	28 (11.7)
4. Favoring to react impulse or provocation thoughtlessly.	46 (19.2)	60 (25.0)	65 (27.1)	38 (15.8)	31 (12.9)
Simple task components					
5. Avoider of hard and difficult job	56 (23.3)	68 (28.3)	53 (22.1)	34 (14.2)	29 (12.1)
6. Withdrawal or stop work if realizing something difficult.	47 (19.6)	70 (29.2)	50 (20.8)	41 (17.1)	32 (13.3)
7. Best satisfaction is the easiest and simplest working.	66 (27.5)	53 (22.1)	46 (19.2)	40 (16.7)	35 (14.6)
8. Being the hard-job avoider and curtaining one's ability.	70 (29.2)	59 (24.6)	50 (20.8)	29 (12.1)	32 (13.3)

Table 4 Frequency of samples distributed by perspectives of the personnel in the process of the criminal justice risen from delinquent violence in assaults (Continued)

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	Levels of Opinion				
	Most	Much	Moderate	Little	Least
Risk-taking components					
9. Favoring self-test with petty risk-taking.	48 (20.0)	64 (26.7)	50 (20.8)	42 (17.5)	36 (15.0)
10. Favoring sometimes hard job for enjoyment.	55 (22.9)	47 (19.6)	60 (25.0)	40 (16.7)	38 (15.8)
11. Favoring sometimes excited job (though creating trouble)	54 (22.5)	66 (27.5)	52 (21.7)	35 (14.6)	33 (13.8)
12. Favoring adventure and excitement rather than safety.	52 (21.7)	47 (19.6)	61 (25.4)	41 (17.1)	39 (16.3)
Physical components					
13. Favoring physical rather than intellectual activities, if selectable	54 (22.5)	69 (28.8)	50 (20.8)	36 (15.0)	31 (12.9)
14. Sensing better if more physical acts rather than sit and think	50 (20.8)	66 (27.5)	59 (24.6)	38 (15.8)	27 (11.3)
15. Favoring outdoor works rather than sit and read or think indoor.	48 (20.0)	64 (26.7)	56 (23.3)	40 (16.7)	32 (13.3)
16. More hyperactive force and wants than others	51 (21.3)	62 (25.8)	56 (23.3)	37 (15.4)	34 (14.2)
Egocentric Components					
17. Always self-centeredness	68 (28.3)	59 (24.6)	55 (22.9)	32 (13.3)	26 (10.8)
18. No sympathy when others are troubling.	50 (20.8)	67 (27.9)	58 (24.2)	35 (14.6)	30 (12.5)

Table 4 Frequency of samples distributed by perspectives of the personnel in the process of the criminal justice risen from delinquent violence in assaults (Continued)

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	Levels of Opinion				
	Most	Much	Moderate	Little	Least
19. If making other moody, one sees it is theirs not him/her.	68 (28.3)	62 (25.8)	44 (18.3)	36 (15.0)	30 (12.5)
20. Attempting to find things one wants though troubling others.	46 (19.2)	69 (28.8)	60 (25.0)	37 (15.4)	28 (11.7)
Emotional components					
21. Being irritated, moody and anger-easy person	70 (29.2)	55 (22.9)	50 (20.8)	36 (15.0)	29 (12.1)
22. Need to assault other rather rational talks upon rage.	48 (20.0)	63 (26.3)	62 (25.9)	40 (16.7)	27 (11.3)
23. When fire rage, other should keep distance.	50 (20.8)	66 (27.5)	55 (22.9)	38 (15.8)	31 (12.9)
24. It is difficult to control mood/or to dry rage if contradict with others.	56 (23.3)	69 (28.8)	58 (24.2)	32 (13.3)	25 (10.4)
Attachment components					
1. Able to talk, to counsel and to discuss with parents if problems rise.	52 (21.7)	46 (19.2)	61 (25.4)	43 (17.9)	38 (15.8)
2. Having longness and concerns parents when being away in other places.	37 (15.4)	54 (22.5)	60 (25.0)	48 (20.0)	41 (17.1)
3. Spending time with parents to do activities rather than roaming outside home.	52 (21.7)	49 (20.4)	58 (24.2)	45 (18.8)	36 (15.0)
4. Tied and close to parents.	48 (20.0)	67 (27.9)	55 (22.9)	39 (16.3)	31 (12.9)

Table 4 Frequency of samples distributed by perspectives of the personnel in the process of the criminal justice risen from delinquent violence in assaults (Continued)

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	Levels of Opinion				
	Most	Much	Moderate	Little	Least
5. Given intimacy and priority to relative and siblings.	50 (20.8)	61 (25.4)	57 (23.8)	42 (17.5)	30 (12.5)
6. Spending time with friends more than with family	46 (19.2)	65 (27.1)	52 (21.7)	43 (17.9)	34 (14.2)
7. Friends provide advices better than the family members.	50 (20.8)	61 (25.4)	48 (20.0)	42 (17.5)	39 (16.3)
8. Prioritize friends to life than family members.	69 (28.8)	57 (23.8)	52 (21.7)	33 (13.8)	29 (12.1)
9. Having intimacy and attachment with teachers at school.	43 (17.9)	51 (21.3)	57 (23.8)	49 (20.4)	40 (16.7)
Commitment Components					
10. Never break or violate school/societal regulations.	48 (20.0)	70 (29.2)	55 (22.9)	36 (15.0)	31 (12.9)
11. Always participate activities e.g. sports, and school academic activities.	64 (26.7)	52 (21.7)	50 (20.8)	40 (16.7)	34 (14.2)
12. Spending freetime participating the interested club activities e.g. arts, sports, handicrafts and so on.	48 (20.0)	56 (23.3)	60 (25.0)	44 (18.3)	32 (13.3)
13. Alms-giving, attending homily and preaches are bored and drowsy.	65 (27.1)	52 (21.7)	49 (20.4)	38 (15.8)	36 (15.0)
14. Grouping with friends for doing activities e.g. music rehearsals, playing games and etc.,	46 (19.2)	53 (22.1)	64 (26.7)	42 (17.5)	35 (14.6)

Table 4 Frequency of samples distributed by perspectives of the personnel in the process of the criminal justice risen from delinquent violence in assaults (Continued)

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	Levels of Opinion				
	Most	Much	Moderate	Little	Least
Involvement components					
15. Having determination to pursue as high as education for better future and to help share home burdens.	45 (18.8)	69 (28.8)	57 (23.8)	36 (15.0)	33 (13.8)
16. Attempting and paying attention to studies for better work position and high remuneration.	41 (17.1)	50 (20.8)	64 (26.7)	49 (20.4)	36 (15.0)
17. There is a belief, even being a underachiever but with determination and strong will; one can be successful.	43 (17.9)	50 (20.8)	61 (25.4)	47 (19.6)	39 (16.3)
18. Determination not to involve any lawbreaking to be defamed or property losses.	50 (20.8)	66 (27.5)	57 (23.8)	35 (14.6)	32 (13.3)
Belief components					
19. Belief of social traditions and customs is the model to strictly follow.	51 (21.3)	69 (28.8)	47 (19.6)	35 (14.6)	38 (15.8)
20. Belief of karmic law – good deed-bad deed pays as in Buddhist principles	30 (12.5)	42 (17.5)	68 (28.3)	53 (22.1)	47 (19.6)

Table 4 Frequency of samples distributed by perspectives of the personnel in the process of the criminal justice risen from delinquent violence in assaults (Continued)

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	Levels of Opinion				
	Most	Much	Moderate	Little	Least
21. Belief of obedience, with rules and regulations-oriented either at home or in school or in society at large.	53 (22.1)	65 (27.1)	57 (23.8)	34 (14.2)	31 (12.9)
22. Believing that if all seriously adhere to laws; all shall peacefully live with each other.	50 (20.8)	57 (23.8)	69 (28.8)	36 (15.0)	28 (11.7)
Media Influence					
1. Newspaper and printed matters e.g. titles and cartoons.	69 (28.8)	46 (19.2)	60 (25.0)	37 (15.4)	28 (11.7)
2. TV and radio e.g. movies, plays, music and VDO.	66 (27.5)	49 (20.4)	62 (25.8)	33 (13.8)	30 (12.5)
3. Internet and games online	58 (24.2)	70 (29.2)	50 (20.8)	30 (12.5)	32 (13.3)

4.2. Frequency of samples distributed by perspectives of the personnel in the process of the criminal justice risen from delinquent violence in assaults (Table 4)

Psychological Factors

Perspectives of Violence

4.2.1. 20.8% of samples strongly agree with having habit of contempt should have been reacted with violence e.g. slapped-beaten ; 26.7% much agree; 24.6% moderately agree; 15.4% little disagree and 12.5% least disagree.

4.2.2. 26.3% of samples strongly agree with violent children deserve beating as punishment; 22.5% much agree; 20.8% moderately agree; 17.5% little disagree and 12.09% least disagree.

4.2.3. 20.4% of samples strongly agree with quarrels sometimes secure self-dignity ; 27.9% much agree; 25.8% moderately agree; 14.2% little disagree and 11.7% least disagree.

4.2.4. 25.8% of samples strongly agree with if provoked, immediate violent action is taken; 22.9% much agree; 21.3% moderately agree; 16.3% little disagree and 13.8% least disagree.

4.2.5. 27.1% of samples strongly agree with ever violently act against others, recidivism is possible; 23.8% much agree; 19.2% moderately agree; 17.5% little disagree and 12.5% least disagree.

4.2.6. 22.1% of samples strongly agree with it deserves to fight with a thief stealing one's property; 26.7% much agree; 21.3% moderately agree; 15.8% little disagree and 14.2% least disagree.

4.2.7. 20.8% of samples strongly agree with it deserves to react, e.g. beating or hurt others who first hurts ; 28.8% much agree; 22.1% moderately agree; 15.0% little disagree and 13.3% least disagree.

4.2.8. 22.9% of samples strongly agree with it is impossible to change a rude child. ; 24.6% much agree; 29.2% moderately agree; 13.3% little disagree and 10.0% least disagree.

4.2.9. 19.2% of samples strongly agree with it deserves and is right to fight for one's face / fame ; 28.3% much agree; 22.9% moderately agree; 16.3% little disagree and 13.3% least disagree.

4.2.10. 21.3% of samples strongly agree with one provoking anger finds no rights to claim being violently retaliated; 27.5% much agree; 22.5% moderately agree; 15.4% little disagree and 13.3% least disagree.

4.2.11. 30.02% of samples strongly agree with it is not wrong to act violently against who deserves punishment; 24.2% much agree; 27.1% moderately agree; 12.9% little disagree and 11.3% least disagree.

4.2.12. 17.9% of samples strongly agree with the liar and the deceit deserves retaliation and vengeance with violence; 28.8% much agree; 21.7% moderately agree; 17.1% little disagree and 14.6% least disagree.

Antisocial Behavior

4.2.13. 20.0% of samples strongly agree with determination not to involve with offense; 29.2% much agree; 23.3% moderately agree; 15.4% little disagree and 12.1% least disagree.

4.2.14. 27.9% of samples strongly agree with collecting the lost valuables of others such as money but thinking not to return them to the owner; 23.3% much agree; 20.4% moderately agree; 15.8% little disagree and 12.5% least disagree.

4.2.15. 18.8% of samples strongly agree with intending to tell lies to the police; 23.8% much agree; 29.2% moderately agree; 16.7% little disagree and 11.7% least disagree.

4.2.16. 28.8% of samples strongly agree with wishing sometimes to try or to defeat police; 22.9% much agree; 22.1% moderately agree; 15.34% little disagree and 10.8% least disagree.

4.2.17. 27.1% of samples strongly agree with holding ideas to deceit/ cheat others in society; 23.8% much agree; 19.2% moderately agree; 16.7% little disagree and 13.3% least disagree.

4.2.18. 20.8% of samples strongly agree with given gift to tell lies for confident trust; 29.2% much agree; 22.9% moderately agree; 12.9% little disagree and 14.2% least disagree.

4.2.19. 30.0% of samples strongly agree with regulations and rules cannot deter what has been aspired whether right or wrong; 21.3% much agree; 22.5% moderately agree; 15.4% little disagree and 10.8% least disagree.

4.2.20. 18.8% of samples strongly agree with shame and guilt –felt if breaking laws and regulations; 22.1% much agree; 25.0% moderately agree; 20.0% little disagree and 140.2% least disagree.

4.2.21. 26.7% of samples strongly agree with seeking illegal interest e.g. frauds, snatches for personal gains careless to others' suffering and troubles; 19.6% much agree; 20.8% moderately agree; 17.9% little disagree and 15.0% least disagree.

4.2.22. 20.4% of samples strongly agree with if better conditions/ proposals, there will be immediate accomplice; 22.5% much agree; 27.5% moderately agree; 16.7% little disagree and 12.9% least disagree.

4.2.23. 17.5% of samples strongly agree with intending to break laws; 21.3% much agree; 28.3% moderately agree; 19.2% little disagree and 13.8% least disagree.

4.2.24. 22.5% of samples strongly agree with feeling happy if being able to deceit or to mislead police; 25.8% much agree; 20.8% moderately agree; 16.3% little disagree and 14.6% least disagree.

Social Factors

(on Differential Association)

4.2.25. 26.3% of samples strongly agree with association with alcoholic drinkers; 19.2% much agree; 22.9% moderately agree; 17.5% little disagree and 14.2% least disagree.

4.2.26. 15.8% of samples strongly agree with association with smokers; 17.1% much agree; 25.8% moderately agree; 22.5% little disagree and 18.8% least disagree.

4.2.27. 16.3% of samples strongly agree with association with narcotics involvers, e.g. using and trafficking; 18.8% much agree; 28.8% moderately agree; 20.8% little disagree and 15.4% least disagree.

4.2.28. 21.7% of samples strongly agree with association with nightlife goers; 27.5% much agree; 25.0% moderately agree; 14.2% little disagree and 11.7% least disagree.

4.2.29. 15.0% of samples strongly agree with association with gambling friends; 17.5% much agree; 22.9% moderately agree; 24.6% little disagree and 20.0% least disagree.

4.2.30. 19.2% of samples strongly agree with association with dandy friends; 20.8% much agree; 26.3% moderately agree; 18.3% little disagree and 15.4% least disagree.

4.2.31. 17.9% of samples strongly agree with association with vanity friends; 23.3% much agree; 27.9% moderately agree; 16.7% little disagree and 14.2% least disagree.

4.2.32. 21.3% of samples strongly agree with association with underachieved friends; 26.7% much agree; 22.1% moderately agree; 17.5% little disagree and 12.5% least disagree.

4.2.33. 27.9% of samples strongly agree with association with truant friends; 20.8% much agree; 22.1% moderately agree; 15.8% little disagree and 13.3% least disagree.

4.2.34. 22.5% of samples strongly agree with association with rule-breaker friends; 25.8% much agree; 19.6% moderately agree; 17.1% little disagree and 15.0% least disagree.

4.2.35. 29.2% of samples strongly agree with association with moody and fussy friends; 25.0% much agree; 21.3% moderately agree; 11.3% little disagree and 13.3% least disagree.

4.2.36. 17.9% of samples strongly agree with association with motorbike gangsters; 27.5% much agree; 22.5% moderately agree; 16.7% little disagree and 15.4% least disagree.

4.2.37. 23.8% of samples strongly agree with association with quarrelsome friends; 29.2% much agree; 20.4% moderately agree; 16.3% little disagree and 10.4% least disagree.

4.2.38. 30.0% of samples strongly agree with association with assault-led friends; 22.9% much agree; 20.0% moderately agree; 14.6% little disagree and 12.5% least disagree.

4.2.39. 20.8% of samples strongly agree with association with quarrel-persuaded friends; 27.1% much agree; 24.6% moderately agree; 15.4% little disagree and 12.1% least disagree.

4.2.40. 29.2% of samples strongly agree with association with assault technique-instruct friends; 22.9% much agree; 21.3% moderately agree; 14.2% little disagree and 12.5% least disagree.

Self-Control Factors

Impulsive Components

4.2.41. 22.1% of samples strongly agree with Losses of determination, and losses of physical and psychological dedication to prompt for future; 26.7% much agree; 24.2% moderately agree; 14.6% little disagree and 12.5% least disagree.

4.2.42. 22.5% of samples strongly agree with happiness-led or any acts to gain happiness will be immediate and careless to future ill-effects; 25.0% much agree; 20.4% moderately agree; 17.9% little disagree and 14.2% least disagree.

4.2.43. 24.2% of samples strongly agree with egocentric for short-term rather than long-term; 29.6% much agree; 19.6% moderately agree; 15.0% little disagree and 11.7% least disagree.

4.2.44. 19.2% of samples strongly agree with favoring to react impulse or provocation thoughtlessly; 25.0% much agree; 27.1% moderately agree; 15.8% little disagree and 12.9% least disagree.

Easy work- favored components

4.2.45. 23.3% of samples strongly agree with avoider of hard and difficult job; 28.3% much agree; 22.1% moderately agree; 14.2% little disagree and 12.1% least disagree.

4.2.46. 19.6% of samples strongly agree with withdrawal or stop work if realizing something difficult; 29.2% much agree; 20.8% moderately agree; 17.1% little disagree and 13.3% least disagree.

4.2.47. 27.5% of samples strongly agree with best satisfaction is the easiest and simplest working; 22.1% much agree; 19.2% moderately agree; 16.7% little disagree and 14.6% least disagree.

4.2.48. 29.2% of samples strongly agree with being the hard-job avoider and curtaining one's ability; 24.6% much agree; 20.8% moderately agree; 12.1% little disagree and 13.3% least disagree.

Risk-taking components

4.2.49. 20.0% of samples strongly agree with favoring self-test with petty risk-taking; 26.7% much agree; 20.8% moderately agree; 17.5% little disagree and 15.0% least disagree.

4.2.50. 22.9% of samples strongly agree with favoring sometimes hard job for enjoyment; 19.6% much agree; 25.0% moderately agree; 16.7% little disagree and 15.8% least disagree.

4.2.51. 22.5% of samples strongly agree with favoring sometimes excited job (though creating trouble); 27.5% much agree; 210.7% moderately agree; 14.6% little disagree and 13.8% least disagree.

4.2.52. 21.7% of samples strongly agree with favoring adventure and excitement rather than safety; 19.6% much agree; 25.4% moderately agree; 17.1% little disagree and 16.3% least disagree.

Physical components

4.2.53. 22.5% of samples strongly agree with favoring physical rather than intellectual activities, if selectable; 28.8% much agree; 20.8% moderately agree; 15.0% little disagree and 12.9% least disagree.

4.2.54. 20.8% of samples strongly agree with sensing better if more physical acts rather than sit and think; 27.5% much agree; 24.6% moderately agree; 15.8% little disagree and 11.3% least disagree.

4.2.55. 20.0% of samples strongly agree with favoring outdoor works rather than sit and read or think indoor; 26.7% much agree; 23.3% moderately agree; 16.7% little disagree and 13.3% least disagree.

4.2.56. 21.3% of samples strongly agree with more hyperactive force and wants than others; 25.8% much agree; 23.3% moderately agree; 15.4% little disagree and 14.2% least disagree.

Egocentric Components

4.2.57. 28.33% of samples strongly agree with always self-centeredness; 24.6% much agree; 22.9% moderately agree; 13.3% little disagree and 10.8% least disagree.

4.2.58. 20.8% of samples strongly agree with no sympathy when others are troubling; 27.9% much agree; 24.2% moderately agree; 14.6% little disagree and 12.5% least disagree.

4.2.59. 28.3% of samples strongly agree with if making other moody, one sees it is theirs not him/her; 25.8% much agree; 18.3% moderately agree; 15.0% little disagree and 12.5% least disagree.

4.2.60. 19.2% of samples strongly agree with attempting to find things one wants though troubling others; 28.8% much agree; 25.0% moderately agree; 15.4% little disagree and 11.7% least disagree.

Emotional components

4.2.61. 29.2% of samples strongly agree with being irritated, moody and anger-easy person; 22.9% much agree; 20.8% moderately agree; 15.0% little disagree and 12.1% least disagree.

4.2.62. 20.0% of samples strongly agree with need to assault other rather rational talks upon rage; 26.3% much agree; 25.8% moderately agree; 16.7 % little disagree and 11.3% least disagree.

4.2.63. 20.8% of samples strongly agree with when fire rage, other should keep distance; 27.5% much agree; 22.9% moderately agree; 15.8% little disagree and 12.9% least disagree.

4.2.64. 23.3% of samples strongly agree with when fire rage, other should keep distance; 28.8% much agree; 24.2% moderately agree; 13.3% little disagree and 10.4% least disagree.

Attachment components

4.2.65. 21.7% of samples strongly agree with able to talk, to counsel and to discuss with parents if problems rise; 19.2% much agree; 25.4% moderately agree; 17.9% little disagree and 15.8% least disagree.

4.2.66. 15.4% of samples strongly agree with having longness and concerns parents when being away in other places; 22.5% much agree; 25.0% moderately agree; 20.0% little disagree and 17.1% least disagree.

4.2.67. 21.7% of samples strongly agree with spending time with parents to do activities rather than roaming outside home; 20.4% much agree; 24.2% moderately agree; 18.8% little disagree and 15.0% least disagree.

4.2.68. 20.0% of samples strongly agree with tied and close to parents; 27.9% much agree; 22.9% moderately agree; 16.3% little disagree and 12.9% least disagree.

4.2.69. 20.8% of samples strongly agree with given intimacy and priority to relative and siblings; 25.4% much agree; 23.8% moderately agree; 17.5% little disagree and 12.5% least disagree.

4.2.70. 19.2% of samples strongly agree with spending time with friends more than with family; 27.1% much agree; 21.7% moderately agree; 17.9% little disagree and 14.2% least disagree.

4.2.71. 20.8% of samples strongly agree with friends provide advices better than the family members; 25.4% much agree; 20.0% moderately agree; 17.5% little disagree and 16.3% least disagree.

4.2.72. 28.8% of samples strongly agree with prioritize friends to life than family members; 23.8% much agree; 21.7% moderately agree; 13.8% little disagree and 12.1% least disagree.

4.2.73. 17.9% of samples strongly agree with having intimacy and attachment with teachers at school; 21.3% much agree; 23.8% moderately agree; 20.4% little disagree and 16.7% least disagree.

Commitment Components

4.2.74. 20.0% of samples strongly agree with never break or violate school/societal regulations; 29.2% much agree; 22.9% moderately agree; 15.0% little disagree and 12.9% least disagree.

4.2.75. 26.7% of samples strongly agree with always participate activities e.g. sports, and school academic activities; 21.7% much agree; 20.8% moderately agree; 16.7% little disagree and 14.2% least disagree.

4.2.76. 20.0% of samples strongly agree with spending freetime participating the interested club activities e.g. arts, sports, handicrafts and so on; 23.3% much agree; 25.0% moderately agree; 18.3% little disagree and 13.3% least disagree.

4.2.77. 27.1% of samples strongly agree with alms-giving, attending homily and preaches are bored and drowsy; 21.7% much agree; 20.4% moderately agree; 15.8% little disagree and 15.8% least disagree.

4.2.78. 19.2% of samples strongly agree with grouping with friends for doing activities e.g. music rehearsals, playing games and etc; 22.1% much agree; 26.7% moderately agree; 17.5% little disagree and 14.6% least disagree.

Involvement components

4.2.79. 18.8% of samples strongly agree with having determination to pursue as high as education for better future and to help share home burdens; 28.8% much agree; 23.8% moderately agree; 15.0% little disagree and 13.8% least disagree.

4.2.80. 17.1% of samples strongly agree with attempting and paying attention to studies for better work position and high remuneration; 20.8% much agree; 26.7% moderately agree; 20.4% little disagree and 15.0% least disagree.

4.2.81. 17.9% of samples strongly agree with there is a belief, even being a underachiever but with determination and strong will; one can be successful; 20.8% much agree; 25.4% moderately agree; 19.6% little disagree and 16.3% least disagree.

4.2.82. 20.8% of samples strongly agree with determination not to involve any lawbreaking to be defamed or property losses; 27.5% much agree; 23.8% moderately agree; 14.6% little disagree and 13.3% least disagree.

Belief components

4.2.83. 21.3% of samples strongly agree with belief of social traditions and customs is the model to strictly follow; 28.8% much agree; 19.6% moderately agree; 14.6% little disagree and 15.8% least disagree.

4.2.84. 12.5% of samples strongly agree with belief of karmic law – good deed-bad deed pays as in Buddhist principles; 17.5% much agree; 28.3% moderately agree; 22.1% little disagree and 19.6% least disagree.

4.2.85. 22.1 % of samples strongly agree with belief of obedience with rules and regulations-oriented at home or in school or in society at large; 27.1% much agree; 23.8% moderately agree; 14.2% little disagree and 12.9% least disagree.

4.2.86. 20.8% of samples strongly agree with believing that if all seriously adhere to laws; all shall peacefully live with each other; 23.8% much agree; 28.8% moderately agree; 15.0% little disagree and 11.7% least disagree.

Media Influence

4.2.87. 28.8% of samples strongly agree with newspaper and printed matters e.g. titles and cartoons; 19.2% much agree; 25.0% moderately agree; 15.4% little disagree and 11.7% least disagree.

4.2.88. 27.5% of samples strongly agree with TV and radio e.g. movies, plays, music and VDO; 20.4% much agree; 25.8% moderately agree; 13.8% little disagree and 12.5% least disagree.

4.2.89. 24.2% of samples strongly agree with internet and games online; 29.2% much agree; 20.8% moderately agree; 12.5% little disagree and 13.3% least disagree. (see details in Table 4).

4.3. Test of Hypotheses

The inferential statistics is used in hypothesis test to justify the relationships between the independent variable s and the dependent variables. So, there are t-test and One-way ANOVA at the significance of 0.05 levels.

Hypotheses in this research are:

Hypothesis 1. Different genders of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents.

By t-test, it is found that different genders of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents ($t=0.134$; $p = .003$). Reflecting each area, it is found that different genders of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents on social aspect, i.e. differential association and self-control (see details in Table 5)

Table 5 Comparison of the perspective on violence used of the girl delinquents in assault distributed by gender

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	Male (n=146)		Female (n=94)		t-value	p
	\bar{x} .	S.D.	\bar{x} .	S.D.		
1. psychological factors	3.28	0.52	3.32	0.56	0.564	.573
2. social factors	2.96	0.76	2.89	0.67	0.820	.025*
3. self-control factors	3.04	0.57	2.96	0.64	1.126	.036*
4. attachment factors	3.45	0.55	3.53	0.62	1.220	.224
5. media influence factors	3.11	0.63	3.21	0.63	1.457	.146
Entire perspectives (df = 240)	3.16	0.44	3.17	0.49	0.134	.003*

Hypothesis 2. Different ages of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents.

By One-way ANOVA test, it is found that different ages of the criminal justice personnel have no different perspective on the causes of assaulted violence in girl delinquents ($F=0.460$; $p=.711$). Reflecting each area, it is found that different ages of the criminal justice personnel have no different perspective on the causes of assaulted violence in girl delinquents (see details in Table 6-7)

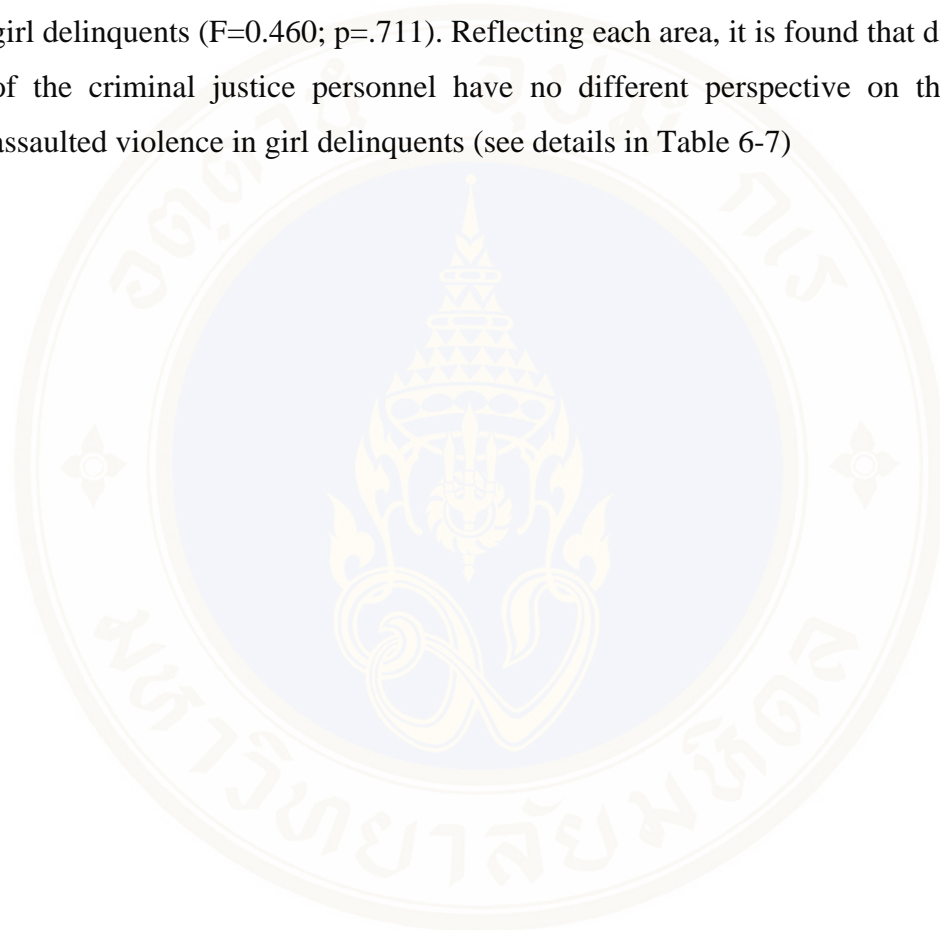


Table 6 Mean and SD of the perspective on violence used of the girl delinquents in assault distributed by age

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	<30 years (n=203)		31 - 35yrs. (n=81)		36 -40 yrs. (n=203)		41 -45 yrs. (n=81)		46- 50 yrs. (n=203)		> 50 years (n=81)	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
1. psychological factors	3.28	0.57	3.42	0.57	3.23	0.49	3.33	0.42	3.32	0.57	3.42	0.57
2. social factors	2.89	0.73	2.98	0.73	2.89	0.60	2.88	0.58	2.91	0.73	3.01	0.73
3. self-control factors	2.99	0.56	3.06	0.81	2.91	0.56	2.80	0.48	3.14	0.81	3.12	0.81
4. attachment factors	3.45	0.56	3.55	0.65	3.54	0.64	3.71	0.62	3.45	0.65	3.52	0.65
5. media influence factors	3.25	0.62	3.10	0.71	3.11	0.56	3.05	0.51	3.67	0.71	3.08	0.71
Entire perspectives (df = 240)	3.17	0.45	3.22	0.60	3.13	0.40	3.14	0.36	3.33	0.54	3.32	0.55

Table 7 One-way ANOVA of the perspective on violence used of the girl delinquents in assault distributed by age

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	Source of variance	SS	df	MS	F-Ratio	p
1. psychological factors	Between group	1.481	4	0.494	1.649	.178
	Within group	108.960	235	0.299		
	Sum	110.441	239			
2. social factors	Between group	0.487	4	0.162	0.330	.804
	Within group	178.901	235	0.491		
	Sum	179.387	239			
3. self-control factors	Between group	1.958	4	0.653	1.726	.161
	Within group	137.639	235	0.378		
	Sum	139.597	239			
4. attachment factors	Between group	2.211	4	0.737	2.054	.106
	Within group	130.607	235	0.359		
	Sum	132.819	239			
5. media influence factors	Between group	2.412	4	0.804	2.061	.105
	Within group	141.943	235	0.390		
	Sum	144.354	239			
Entire perspectives (df = 240)	Between group	0.313	4	0.104	0.460	.711
	Within group	82.639	235	0.227		
	Sum	82.952	239			

Hypothesis 3 Different marital statuses of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents.

By One-way ANOVA test, it is found that different marital statuses of the criminal justice personnel have no different perspective on the causes of assaulted violence in girl delinquents. ($F=0.601$; $p=.549$). Reflecting each area, it is found that different marital statuses of the criminal justice personnel have no different perspective on the causes of assaulted violence in girl delinquents. (See details in Table 8-9).

Table 8 Mean and SD of the perspective on violence used of the girl delinquents in assault distributed by marital status

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	Single (n=26)		Married (n=101)		Divorce/widow (n=113)	
	\bar{x} .	S.D.	\bar{x} .	S.D.	\bar{x} .	S.D.
1. psychological factors	3.33	0.60	3.27	0.49	3.44	0.34
2. social factors	2.90	0.75	2.91	0.65	3.13	0.37
3. self-control factors	3.03	0.62	2.93	0.61	2.81	0.51
4. attachment factors	3.47	0.58	3.53	0.63	3.75	0.62
5. media influence factors	3.25	0.63	3.10	0.62	3.15	0.52
Entire perspectives (df = 240)	3.19	0.50	3.14	0.45	3.23	0.27

Table 9 One-way ANOVA of the perspective on violence used of the girl delinquents in assault distributed by marital status

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	Source of variance	SS	df	MS	F-Ratio	p
1. psychological factors	Between group	0.620	4	0.310	1.030	.358
	Within group	109.821	235	0.301		
	Sum	110.441	239			
2. social factors	Between group	0.778	4	0.389	0.795	.452
	Within group	178.610	235	0.489		
	Sum	179.387	239			
3. self-control factors	Between group	1.434	4	0.717	1.895	.152
	Within group	138.163	235	0.379		
	Sum	139.597	239			
4. attachment factors	Between group	1.329	4	0.664	1.845	.160
	Within group	131.490	235	0.360		
	Sum	132.819	239			
5. media influence factors	Between group	1.890	4	0.945	2.422	.090
	Within group	142.464	235	0.390		
	Sum	144.354	239			
Entire perspectives (df = 240)	Between group	0.272	4	0.136	0.601	.549
	Within group	82.680	235	0.227		
	Sum	82.952	239			

Hypothesis 4. Different ranks of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents.

By One-way ANOVA test, it is found that different ranks of the criminal justice personnel have no different perspective on the causes of assaulted violence in girl delinquents. ($F=3.165$; $p=.068$). Reflecting each area, it is found that different marital statuses of the criminal justice personnel have no different perspective on the causes of assaulted violence in girl delinquents. (See details in Table 10-11).

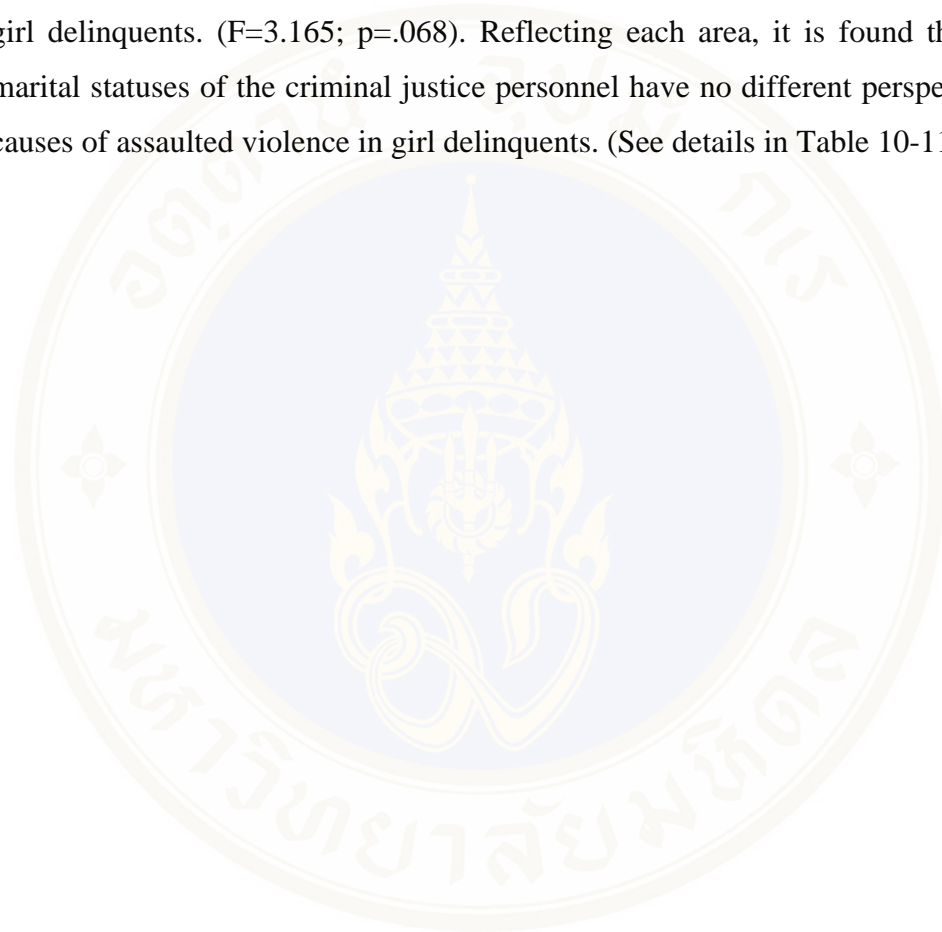


Table 10 Mean and SD of the perspective on violence used of the girl delinquents in assault distributed by rank

Perspectives	Operation (n=26)		Specialist (n=38)		expert (n=63)		Commissioned (n=66)		Others (n=47)	
	\bar{x} .	S.D.	\bar{x} .	S.D.	\bar{x} .	S.D.	\bar{x} .	S.D.	\bar{x} .	S.D.
1. psychological factors	2.78	0.53	3.41	0.68	3.30	0.51	3.25	0.49	3.34	0.45
2. social factors	3.28	0.49	3.09	0.70	2.84	0.54	3.01	0.72	3.03	0.41
3. self-control factors	3.06	0.37	3.03	0.73	2.79	0.57	3.22	0.57	2.86	0.61
4. attachment factors	3.59	0.85	3.63	0.75	3.34	0.58	3.66	0.49	3.48	0.49
5. media influence factors	3.43	0.72	3.24	0.80	2.92	0.57	3.30	0.54	3.16	0.58
Entire perspectives (df = 240)	3.22	0.45	3.26	0.63	3.02	0.40	3.29	0.45	3.15	0.33

Table 11 One-way ANOVA of the perspective on violence used of the girl delinquents in assault distributed by rank

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	Source of variance	SS	df	MS	F-Ratio	p
1. psychological factors	Between group	4.628	4	0.926	3.166	.057
	Within group	105.813	235	0.292		
	Sum	110.441	239			
2. social factors	Between group	11.001	4	2.200	4.730	.124
	Within group	168.387	235	0.465		
	Sum	179.387	239			
3. self-control factors	Between group	7.671	4	1.534	4.210	.256
	Within group	131.926	235	0.364		
	Sum	139.597	239			
4. attachment factors	Between group	5.225	4	1.045	2.965	.279
	Within group	127.593	235	0.352		
	Sum	132.819	239			
5. media influence factors	Between group	6.825	4	1.365	3.593	.330
	Within group	137.529	235	0.380		
	Sum	144.354	239			
Entire perspectives (df = 240)	Between group	3.474	4	0.695	3.165	.068
	Within group	79.478	235	0.220		
	Sum	82.952	239			

Hypothesis 5. Different educations of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents.

By One-way ANOVA test, it is found that different educations of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents by statistical significance at 0.05 levels ($F=5.267$; $p=0.002$). Reflecting each area, it is found that different educations of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents in psychological factors by statistical significance at 0.05 levels; in different attachment components by statistical significance at 0.05 levels; in different self-control components by statistical significance at 0.05 levels; in different media influence components by statistical significance at 0.05 levels. At the meantime, social factors have no differences (see details in Table 12-13).

Table 12 Mean and SD of the perspective on violence used of the girl delinquents in assault distributed by education

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	Secondary/ voc.cert (n=26)		Voc.dip/ pre-bachelor (n=38)		bachelor (n=110)		master (n=66)	
	\bar{X} .	S.D.	\bar{X} .	S.D.	\bar{X} .	S.D.	\bar{X} .	S.D.
1. psychological factors	3.45	0.58	3.31	0.51	3.34	0.58	3.20	0.50
2. social factors	3.02	0.76	2.93	0.74	2.88	0.60	2.88	0.74
3. self-control factors	3.04	0.58	3.01	0.52	3.11	0.75	2.75	0.45
4. attachment factors	3.61	0.54	3.56	0.66	3.54	0.65	3.36	0.48
5. media influence factors	3.31	0.62	3.25	0.65	3.24	0.63	2.97	0.57
Entire perspectives (df = 240)	3.27	0.46	3.20	0.47	3.22	0.53	3.01	0.37

Table 13 One-way ANOVA of the perspective on violence used of the girl delinquents in assault distributed by education

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	Source of variance	SS	df	MS	F-Ratio	p
1. psychological factors	Between group	2.406	3	0.802	2.702	.045
	Within group	108.035	364	0.297		
	Sum	110.441	367			
2. social factors	Between group	0.820	3	0.273	0.557	.644
	Within group	178.567	364	0.491		
	Sum	179.387	367			
3. self-control factors	Between group	7.973	3	2.658	7.349	.000
	Within group	131.624	364	0.362		
	Sum	139.597	367			
4. attachment factors	Between group	3.086	3	1.029	2.886	.036
	Within group	129.733	364	0.356		
	Sum	132.819	367			
5. media influence factors	Between group	6.138	3	2.046	5.388	.002
	Within group	138.217	364	0.380		
	Sum	144.354	367			
Entire Perspectives (df = 240)	Between group	3.451	3	1.150	5.267	.002
	Within group	79.501	364	0.218		
	Sum	82.952	367			

By One-way ANOVA test, it is found that different educations of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents by statistical significance at 0.05 levels ($F=5.267$;

$p=0.002$). Reflecting each area, it is found that different educations of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents in psychological factors by statistical significance at 0.05 levels; in different attachment components by statistical significance at 0.05 levels; in different self-control components by statistical significance at 0.05 levels; in different media influence components by statistical significance at 0.05 levels. By Scheffé-based paired sample test, it is found that:

Overall, the criminal justice personnel with secondary education/vocational certificate have different perspective on the causes of assaulted violence in girl delinquents from those with vocational diploma, /pre-bachelor degree and those with bachelor degree by statistical significance at 0.05 levels.

In psychological factor, the criminal justice personnel with vocational diploma/pre-bachelor degree have different perspective on the causes of assaulted violence in girl delinquents from those with bachelor degree by statistical significance at 0.05 levels.

In social factor, the criminal justice personnel with secondary education/vocational certificate have different perspective on the causes of assaulted violence in girl delinquents from those with vocational diploma/pre-bachelor degree by statistical significance at 0.05 levels.

In self-control factor, the criminal justice personnel with secondary education/vocational certificate have different perspective on the causes of assaulted violence in girl delinquents from those with vocational diploma/pre-bachelor degree and those with bachelor degree by statistical significance at 0.05 levels.

The criminal justice personnel with vocational diploma/pre-bachelor degree have different perspective on the causes of assaulted violence in girl delinquents from those with bachelor degree by statistical significance at 0.05 levels.

In attachment factor, the criminal justice personnel with secondary education/vocational certificate have different perspective on the causes of assaulted violence in girl delinquents from those with vocational diploma/pre-bachelor degree and those with bachelor degree by statistical significance at 0.05 levels.

The criminal justice personnel with vocational diploma/pre-bachelor degree have different perspective on the causes of assaulted violence in girl delinquents from those with bachelor degree by statistical significance at 0.05 levels (see details in Table 14).

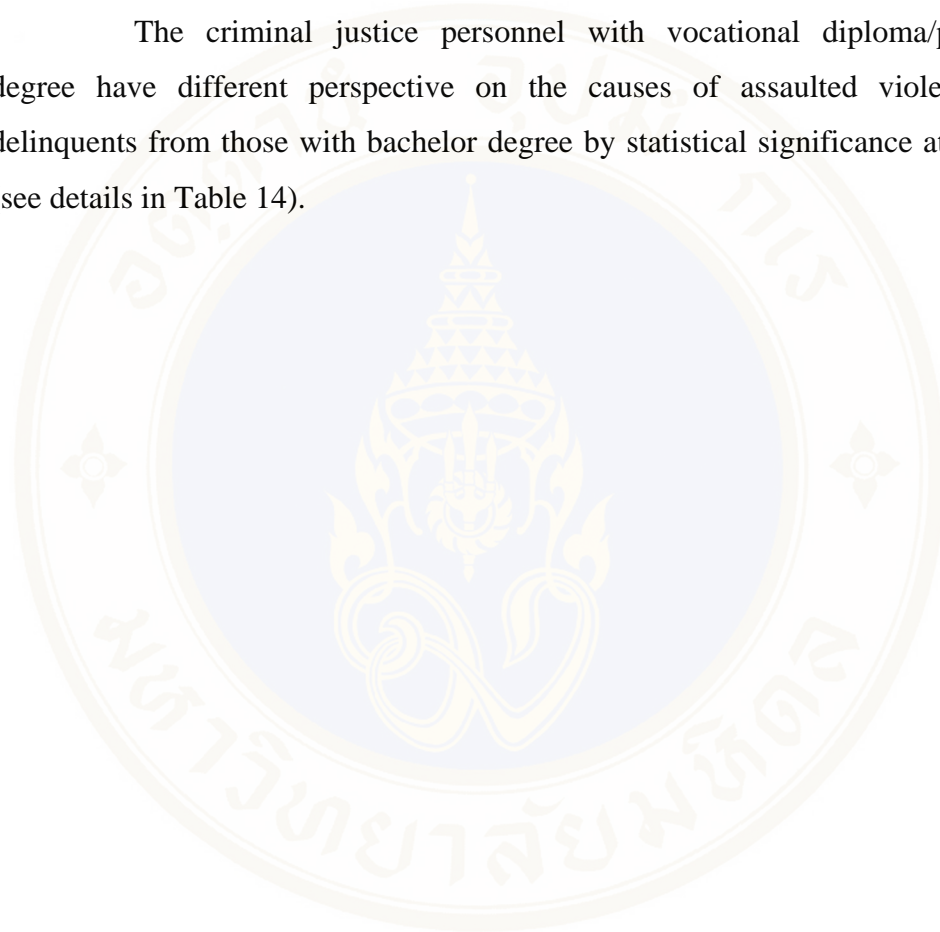


Table 14 Paired comparison of the perspective on violence used of the girl delinquents in assault distributed by education based on Scheffé

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	Education	Secondary/voc.cert	Voc.dip/pre-bachelor	Bachelor degree	Master degree
		(n=26)	(n=38)	(n=110)	(n=66)
1. psychological factors	Secondary/voc.cert : mean 3.45	-	0.14	0.11	0.25
	Voc.dip/pre-bachelor: mean 3.31		-	0.03	0.11
	Bachelor degree : mean 3.34			-	0.14
	Master degree : mean 3.20				-
2. social factors	Secondary/voc.cert : mean 3.04	-	0.03	0.07	0.29
	Voc.dip/pre-bachelor: mean 3.01		-	0.10	0.26
	Bachelor degree : mean 3.11			-	0.36
	Master degree : mean 2.75				-

Table 14 Paired comparison of the perspective on violence used of the girl delinquents in assault distributed by education based on Scheffé (Continued)

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	Education	Secondary/voc.cert	Voc.dip/pre-bachelor	Bachelor degree	Master degree
		(n=26)	(n=38)	(n=110)	(n=66)
3. self-control factors	Secondary/voc.cert :	-	0.05	0.07	0.25
	mean 3.61				
	Voc.dip/pre-bachelor: mean 3.56		-	0.02	0.20
	Bachelor degree :			-	0.18
	mean 3.54				
	Master degree :				-
	mean 3.36				
4. attachment factors	Secondary/voc.cert :	-	0.06	0.07	0.34
	mean 3.31				
	Voc.dip/pre-bachelor: mean 3.25		-	0.01	0.28
	Bachelor degree :			-	0.27
	mean 3.24				
	Master degree :				-
	mean 2.97				
Entire perspectives (df = 240)	Secondary/voc.cert :	-	0.07	0.05	0.26
	mean 3.27				
	Voc.dip/pre-bachelor: mean 3.20		-	0.02	0.19
	Bachelor degree :			-	0.21
	mean 3.22				
	Master degree :				-
	mean 3.01				

Hypothesis 6. Different incomes of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents.

By One-way ANOVA test, it is found that different incomes of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents by statistical significance at 0.05 levels ($F=1.111$; $p=0.351$). Reflecting each area, it is found that different incomes of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents in self-control factors by statistical significance at 0.05 levels. At the meantime, other factors have no differences (see details in Table 15-16).

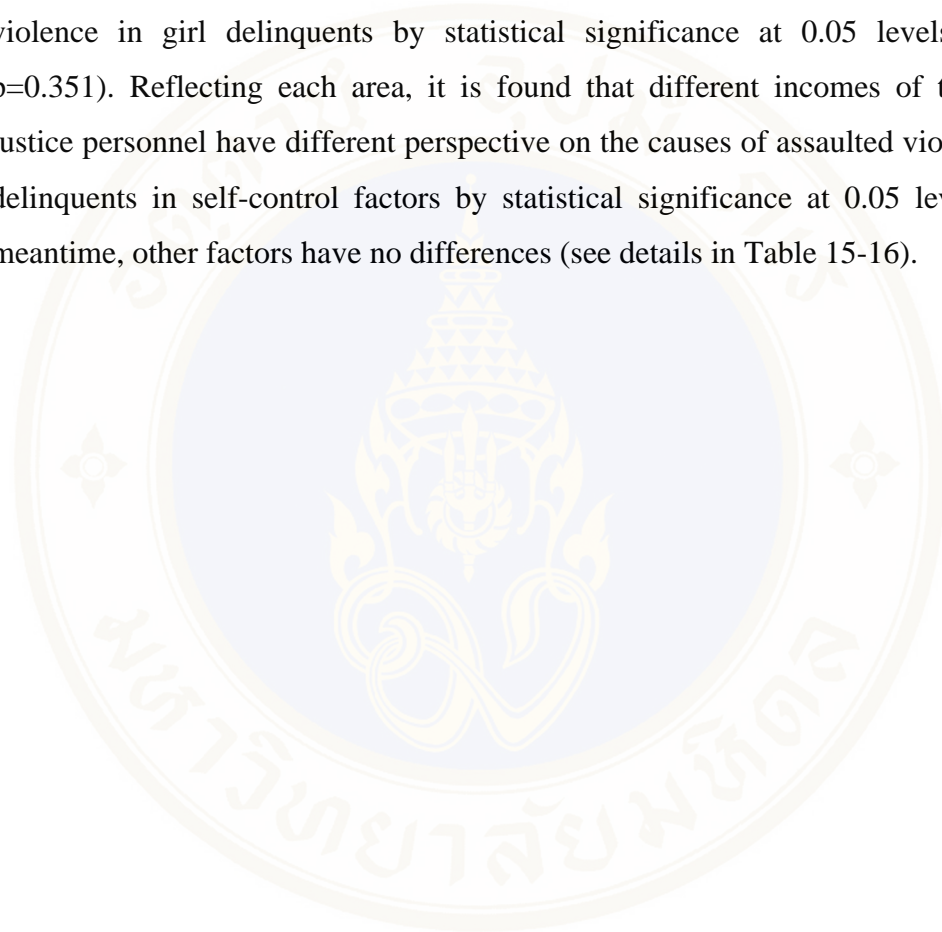


Table 15 Mean and SD of the perspective on violence used of the girl delinquents in assault distributed by income

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	< 5,000 Baht (n=26)		5,000- 10,000 Baht (n=38)		10,001 - 20,000 Baht (n=63)		20,001 - 30,000 Baht (n=66)		>30,001 Baht (n=47)	
	\bar{X} .	SAD	\bar{X} .	SAD	\bar{X} .	S.D.	\bar{X} .	S.D.	\bar{X} .	S.D.
1. psychological factors	3.33	0.54	3.26	0.52	3.27	0.57	3.46	0.64	3.56	0.61
2. social factors	2.85	0.74	2.91	0.73	2.87	0.60	3.21	0.70	3.03	0.58
3. self-control factors	3.05	0.59	2.95	0.61	2.83	0.67	3.25	0.36	3.05	0.74
4. attachment factors	3.44	0.55	3.54	0.63	3.56	0.71	3.53	0.36	3.39	0.45
5. media influence factors	3.26	0.63	3.23	0.62	3.03	0.73	3.20	0.40	2.99	0.28
Entire Perspectives (df = 240)	3.18	0.47	3.17	0.50	3.10	0.50	3.33	0.35	3.19	0.31

Table 16 One-way ANOVA of the perspective on violence used of the girl delinquents assault distributed by income

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	Source of Variance	SS	df	MS	F-Ratio	p
1. psychological factors	Between group	2.215	4	0.554	1.857	.117
	Within group	108.226	235	0.298		
	Sum	110.441	239			
2. social factors	Between group	2.873	4	0.718	1.477	.209
	Within group	176.514	235	0.486		
	Sum	179.387	239			
3. self-control factors	Between group	4.159	4	1.040	2.787	.026
	Within group	135.438	235	0.373		
	Sum	139.597	239			
4. attachment factors	Between group	1.066	4	0.266	0.734	.569
	Within group	131.753	235	0.363		
	Sum	132.819	239			
5. media influence factors	Between group	3.403	4	0.851	2.191	.069
	Within group	140.951	235	0.388		
	Sum	144.354	239			
Entire Perspectives (df = 240)	Between group	1.003	4	0.251	1.111	.351
	Within group	81.949	235	0.226		
	Sum	82.952	239			

By One-way ANOVA test, it is found that different incomes of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents by statistical significance at 0.05 levels ($F=1.111$; $p=0.351$). By Scheffé-based paired sample test, it is found that:

In self-control factors, The criminal justice personnel with incomes less than 5,000 Baht have different perspective on the causes of assaulted violence in girl delinquents from those with incomes more than 30,001 Baht by statistical significance at 0.05 levels.

Table 17 Paired comparison of the perspective on violence used of the girl delinquents in assault distributed by income based on Scheffé

Income	< 5,000 Baht (n=26)	5,000 - 10,000 Baht (n=38)	10,001 - 20,000 Baht (n=63)	20,001 - 30,000 Baht (n=66)	>30,001 Baht (n=47)
< 5,000 Baht mean 3.05	-	0.10	0.22	0.20	0.00
5,000 - 10,000 Baht mean 2.95		-	0.12	0.30	0.10
10,001 -20,000 Baht mean 2.83			-	0.42	0.20
20,001 -30,000 Baht mean 3.25				-	0.20
>30,001 Baht mean 3.05					-

Hypothesis 7. Different tenures of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents.

By t-test, it is found that different tenures of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents. ($t=0.136$; $p = .015$). Reflecting each area, it is found that different tenures of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents in self-control (see details in Table 18).

Table 18 Mean and SD of the perspective on violence used of the girl delinquents in assault distributed by tenure

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	< 10 years (n=64)		>10 years (n=176)		t-value	p
	\bar{x} .	S.D.	\bar{x} .	S.D.		
1. psychological factors	3.35	0.52	3.39	0.56	0.576	.573
2. social factors	2.87	0.76	2.78	0.67	0.760	.134
3. self-control factors	3.13	0.57	2.34	0.64	1.134	.024*
4. attachment factors	3.57	0.55	3.45	0.62	1.334	.224
5. media influence factors	3.16	0.63	3.33	0.63	1.248	.146
Perspectives (df = 240)	3.21	0.44	3.27	0.49	0.136	.015*

Hypothesis 8. Different experiences in working with delinquents of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents.

By t-test, it is found that different experiences in working with delinquents of the criminal justice personnel has different perspective on the causes of assaulted violence in girl delinquents ($t=0.136$; $p = .015$). Reflecting each area, it is found that different experiences in working with delinquents of the criminal justice personnel has different perspective on the causes of assaulted violence in girl delinquents in social factors and media influence factors (see details in Table 19).

Table 19 Mean and SD of the perspective on violence used of the girl delinquents in assault distributed by experience involving with delinquents

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'	Never (n=92)		Ever (n=148)		t-value	p
	\bar{x} .	S.D.	\bar{x} .	S.D.		
1. psychological factors	3.67	0.52	3.34	0.56	0.678	.573
2. social factors	2.74	0.76	2.76	0.67	0.532	.045*
3. self-control factors	3.23	0.57	2.55	0.64	1.135	.078
4. attachment factors	3.56	0.55	3.44	0.62	1.335	.345
5. media influence factors	3.35	0.63	3.21	0.63	1.257	.027*
Perspectives (df = 240)	3.23	0.44	3.20	0.49	0.156	.025*

CHAPTER V

DISCUSSIONS

The results of a survey research of ‘Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents’ have been summarized as follows:

Variables involved in the test of hypotheses appear that

Hypothesis 1. Different genders of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents. By t-test, it is found that different genders of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents on social aspect, i.e. differential association and self-control.

Hypothesis 2. Different ages of the criminal justice personnel have no different perspective on the causes of assaulted violence in girl delinquents.

Hypothesis 3. Different marital statuses of the criminal justice personnel have no different perspective on the causes of assaulted violence in girl delinquents.

Hypothesis 4. Different ranks of the criminal justice personnel have no different perspective on the causes of assaulted violence in girl delinquents.

Hypothesis 5. Different educations of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents. By One-way ANOVA test, it is found that different educations of the criminal justice personnel have different perspective on the causes of assaulted violence in girl

delinquents in psychological factors by statistical significance at 0.05 levels; in different attachment components by statistical significance at 0.05 levels; in different self-control components by statistical significance at 0.05 levels; in different media influence components by statistical significance at 0.05 levels. At the meantime, social factors have no differences.

Hypothesis 6. Different incomes of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents. In self-control factors by statistical significance at 0.05 levels. At the meantime, other factors have no differences.

Hypothesis 7. Different tenures of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents. Reflecting each area, it is found that different tenures of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents in self-control.

Hypothesis 8. Different experiences in working with delinquents of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents. Reflecting each area, it is found that different experiences in working with delinquents of the criminal justice personnel has different perspective on the causes of assaulted violence in girl delinquents in social factors and media influence factors.

Findings show that self-control factors contain three (3) components relating to perspective of the criminal justice personnel on the causes of assaulted violence in girl delinquents, i.e.

They are risk-taking, impulsiveness and temperedness. Upon reflections, it is found that these components are worth to explain violent behavior or deserving calling delinquency. Rationally, delinquency as such quarrel or aggressiveness are found mostly in news of various media. Girl delinquents reported in public are likely

impulsive, tempered and favoring to win. It is corresponded to the study of Long shore et al (1996) on delinquents and found that risk-taking and impulsiveness can better predict delinquency than other factors.

Causes leading these girl delinquents to such personality might come from parental fostering. This research shows that parental affection and concerns, instruction and train them to have tolerance, patience, self-control, and instruction of morals and ethics affect their self-control. If parents lack caretaking and instructing them to be patient, and self-controlling against provocation, they will have low self-control and easily to social delinquency.

The rest three components, i.e. simple tasks, physical activities, and self-centered can likely are used for explaining the assaulted violence of girl delinquents. Rationally, the self-control factors might be characterized multidimensional. Meaning, the self-control component is able to explain assaulted violence but in various forms. Some factors only can explain delinquency or lawbreaking as such simple tasks, physical activities and self-centered. IT is corresponded with many criminologists such as Wood who explains that self-control factors might have different consequences to different forms of behaviors.

The social attachment factors are:

Affection, attachment which means having affect ion and tie to parents, relatives and siblings, friends, close person, and school.

Social involvement is participation in various social activities and charitable activities such as games and sports, counter narcotics activities and religious activities.

Social commitment is the pledge for education, career income and life stability.

Belief is interest in religion and the principles of religious teaching and the conviction of good deeds and bad deeds.

Above are factors adopted from the Social Bond theory proposed by Travis Hirschi. He believes that human tend to violate laws by nature but just controls it. Cause of controllability and not to offend is because human fear to lose good relation with friends, family, relative-siblings, neighbors, teachers and so on. If there is no close tie or bond and sympathy, human is free to err.

Variables of the social bond relating perspectives of criminal justice personnel towards the causes of assaulted violence by statistical significance have 2 factors, i.e. attachment and involvement.

Hoffman explains that the social bond as attachment and involvement helps disorganized community. So, efficiency of control and prevention reduce offenses.

Causes brining both factors related to such perspectives towards such behavior among samples are both factors are the components of emotional element related to affection, closeness towards other such as parents, friends, siblings, and schools. Children with much affection and bond towards parent tend to be less violent because they are optimistic and ready to adopt values, and social norms their parents instruct them, so they are not delinquent from what the social specifies. Children can avoid erring because they see that such behaving violates the social norms and affect themselves and their mental state. It is corresponded with the study of Somnuek Chatchawan (1986: 97-99), finding that social bond affect delinquency which confirms Hirschi's theory.

The activity involvement explains that if juveniles participate in various activities such as games and sports, clubs both night and day; they preoccupy juveniles away from immoral association in various places and find no opportunity to involve in assaulted behavior.

Factors of social commitment cannot explain violent behavior of the samples. This might have been during data collection there are many social bonds

such as attentive to study, to job placement, and to saving which are the social norms. They might not have been the goal/ the determination of the samples which might have been their commitment for their future living. So, girl delinquents might not see their values or priority to be committed to education.

It is found with the belief that it cannot clearly explain the case. Rationally, most girl delinquents likely lack cognition to the core of the principles of the religious teaching. By reason, today most delinquents care not about religion or the principles of Buddhist teaching. Meaning, juveniles are unlikely attracted to visit temples for alms giving, attending homily and preaching; attending mediation and so on because they think such activities are boring.

The last factor in explaining in this research is differential association. Findings are association with assault-experienced peers affects delinquency in the case of using violence in future. This factor is corresponded with the Differential Association Theory of Edwin Sutherland believing that criminal behaviors come from the individual learning process in the social cultures. Skills and arousal to offend come from learning and the consequences of peer association/ relation. Offenders socialize attitude, values, belief, appeal and other offense.

Criminal behavior can be learnt through close connection within groups and expression comes from different time span and regularity of the connection. Findings show that most girl delinquents visit each other or associate with friends who experience assaulting many others. This leads to learning process of the violent behavior.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1. Research Objectives

6.1.1. To study perspectives and recommendations of criminal justice personnel towards the causes of assaulted violence of girl delinquents.

6.1.2. To study factors relating assaulted violence of girl delinquents in the prism of the criminal justice personnel.

6.1.3. To study perspectives of criminal justice personnel towards the problems and limitations of the assaulted violence of girl delinquents.

6.2. Population and Samples

240 samples work in 6 justice administration offices i.e. Department of Juvenile Observation and Protection, in Department of Corrections, in Department of Probation, in the Office of Attorney General, in National Police Bureau, and in the Bar Council. Questionnaire is used in data collection and statistics applications are percentage, mean, SD (standard deviation) while tests of hypotheses are using t-test and One-way ANOVA at the significance of 0.05 levels.

6.3. Conclusions

6.3.1. The personal data are found that most samples are male and are 41-45 years old, married and cohabitating. Currently, they are operational officers

earning 16,000 -230,000 Baht a month and under supervision of Department of Juvenile Observation and Protection for 16-20 years. They perceive delinquent information from TV and ever have experienced working with delinquents before.

6.3.2. Perspectives of criminal justice personnel towards the causes of assaulted violence of girl delinquents are:

Psychological Factors

Perspectives towards violence

- The majority most agree with having habit of contempt should have been reacted with violence e.g. slapped-beaten; violent children deserve beating as punishment; if provoked, immediate violent action is taken; ever violently act against others, recidivism is possible; it is not wrong to act violently against who deserves punishment.. Quarrels sometimes secure self-dignity. It deserves to fight with a thief stealing one's property. It deserves to react, e.g. beating or hurt others who first hurt. It deserves and is right to fight for one's face / fame. One, provoking anger, finds no rights to claim being violently retaliated. The liar and the deceit deserve retaliation and vengeance with violence. Samples moderately agree that it is impossible to change a rude child.

Antisocial Behavior

- The majority most agree with collecting the lost valuables of others such as money but thinking not to return them to the owner; wishing sometimes to try or to defeat police; determination not to involve with offense; holding ideas to deceit/ cheat others in society; regulations and rules cannot deter what has been aspired whether right or wrong; and seeking illegal interest e.g. frauds, snatches for personal gains careless to others' suffering and troubles. There is much agree with gifted to tell lies for confident trust; and feeling happy if being able to deceit or to mislead police. In addition, samples moderately agree with intending to tell lies to the police; shame and guilt –felt if breaking laws and regulations; if better conditions/ proposals, there will be immediate accomplice and intending not to break laws.

Social Factors

(on Differential Association)

- The majority most agree with association with alcoholic drinkers; association with truant friends; association with moody and fussy friends; association with assault-led friends; association with quarrel-persuaded friends and association with assault technique-instruct friends. The majority moderately agree with association with nightlife goers; association with vanity friends; association with underachieved friends; association with rule-breaker friends; association with motorbike gangsters; and association with quarrelsome friends. Sampled little agree with association with smokers; association with narcotics involvers, e.g. using and trafficking; association with dandy friends; and association with gambling friends.

Self-control Factors

Impulsive Components

- The majority most agree with losses of determination and losses of physical and psychological dedication to prompt for future; happiness-led or any acts to gain happiness will be immediate and careless to future ill-effects and egocentric for short-term rather than long-term. Samples moderately agree with favoring to react against impulse or provocation thoughtlessly.

Simple task components

- The majority of samples most agree with best satisfaction is the easiest and simplest working; and being the hard-job avoider and curtaining one's ability. Samples much agree with avoider of hard and difficult job; and withdrawal or stop work if realizing something difficult.

Risk-taking components

- The majority of the samples much agree with favoring self-test with petty risk-taking; favoring sometimes excited job (though creating trouble). Samples much agree with favoring sometimes hard job for enjoyment and favoring adventure and excitement rather than safety.

Physical components

- The majority of the samples much agree with favoring physical rather than intellectual activities, if selectable; sensing better if more physical acts rather than sit and think; favoring outdoor works rather than sit and read or think indoor and more hyperactive force and wants than others.

Egocentric Components

- The majority of the samples much agree with always self-centeredness; if making other moody, one sees it is theirs not him/her; no sympathy when others are troubling. However, samples much agree with attempting to find things one wants though troubling others.

Emotional components

- The majority of the samples much agree with being irritated, moody and anger-easy person. Samples much agree with need to assault other rather rational talks upon rage; when fire rage, other should keep distance and it is difficult to control mood/or to dry rage if contradict with others.

Attachment components

- The majority of the samples much agree with ties and close to parents; prioritize friends to life than family members; able to talk, to counsel and to discuss with parents if problems rise; having long ness and concerns parents when being away in other places; spending time with parents to do activities rather than roaming outside home; given intimacy and priority to relative and siblings; spending time with friends more than with family and friends provide advices better than the family members. In addition, samples much agree with having intimacy and attachment with teachers at school.

Commitment Components

- The majority of the samples most agree with always participate activities e.g. sports, and school academic activities; alms-giving, attending homily and preaches are bored and drowsy. Samples much agree with never break or violate

school/societal regulations. Samples moderately agree with spending freetime participating the interested club activities e.g. arts, sports, handicrafts and so on and grouping with friends for doing activities e.g. music rehearsals, playing games and etc.,

Involvement components

- The majority of the samples much agree with having determination to pursue as high as education for better future and to help share home burdens and determination not to involve any lawbreaking to be defamed or property losses. Samples moderately agree with attempting and paying attention to studies for better work position and high remuneration and there is a belief, even being an underachiever but with determination and strong will; one can be successful.

Belief components

- The majority of the samples much agree with belief of social traditions and customs is the model to strictly follow and belief of obedience, with rules and regulations-oriented either at home or in school or in society at large. Samples moderately agree with belief of karmic law – good deed-bad deed pays as in Buddhist principles and believing that if all seriously adhere to laws; all shall peacefully live with each other.

Media Influence

- The majority of the samples most agree with influences of newspaper and printed matters e.g. titles and cartoons; influences of TV and radio e.g. movies, plays, music and VDO. Samples much agree with influence of Internet and games online.

6.3.3. Results of the tests of hypotheses are:

Hypothesis 1. Different genders of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents. By t-test, it is found that different genders of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents on social aspect, i.e. differential association and self-control.

Hypothesis 2. Different ages of the criminal justice personnel have no different perspective on the causes of assaulted violence in girl delinquents.

Hypothesis 3. Different marital statuses of the criminal justice personnel have no different perspective on the causes of assaulted violence in girl delinquents.

Hypothesis 4. Different ranks of the criminal justice personnel have no different perspective on the causes of assaulted violence in girl delinquents.

Hypothesis 5. Different educations of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents. By One-way ANOVA test, it is found that different educations of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents in psychological factors by statistical significance at 0.05 levels; in different attachment components by statistical significance at 0.05 levels; in different self-control components by statistical significance at 0.05 levels; in different media influence components by statistical significance at 0.05 levels. At the meantime, social factors have no differences.

Hypothesis 6. Different incomes of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents. In self-control factors by statistical significance at 0.05 levels. At the meantime, other factors have no differences.

Hypothesis 7. Different tenures of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents. Reflecting each area, it is found that different tenures of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents in self-control.

Hypothesis 8. Different experiences in working with delinquents of the criminal justice personnel have different perspective on the causes of assaulted violence in girl delinquents. Reflecting each area, it is found that different experiences in working with delinquents of the criminal justice personnel has different perspective on the causes of assaulted violence in girl delinquents in social factors and media influence factors.

6.4. Recommendations from the Study

Recommendations from the survey research of 'Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents' are:

The assaulted violence of girl delinquents can lead to future delinquency and mostly they will be delinquent actions. Tendencies of such actions will become crimes. It contradicts to the principle of laws or social norms which affect the social security and public peace in future. This is also a fad or fashion or popularity. It is volatile popularity and favorite among smaller groups than the fad groups. This is an imitation, favorite to settle problem with violence, or to show-off among peers, claiming equality and boldness with the male delinquents. As of popularly photographing clip VDO of quarrels and forwarding to friends in schools, it is to humiliate enemy or to build trend of superiority among friends and juniors for respect and fear. Perspectives of girl delinquents towards delinquency such as quarrels, fights, slaps, and pinches but not violating laws should have been a fad. However, fundamental thoughts and accrued behaviors of disorganization might possibly lead to lawbreaking.

The growing assaulted violence of girl delinquents in societies such as assaults, quarrels and fights becomes misleading values from the social norms. There should be disciplinary and senses to control such behaviors through controlling delinquency. This is to reduce troubling communities and closed persons. So, communities must control behaviors of their members within proper scope and cripple the delinquents unable to trouble communities and rehabilitate the potential ones as well.

The researcher recommends that there should be ways or models to control the delinquency by academic-oriented for controls. Such as Parson (1951) proposes that there are three different ways to handle the delinquents which are depended on the level of violent behavior. He calls the three tools (Jamnong Adiwattanasiddhi, 1994), i.e.

Tool 1: ISOLATION – it is to handle deadly criminals by imprisonment to totally incapacitate them from communities allowing no opportunity to endanger or to take vengeance against anyone in communities, any longer.

Tool 2: INSULATION – it is to handle rehabilitatable criminals starting first with imprisonment, rehabilitation and dismissal to communities.

Tools 3: REHABILITATION – it is used with those without habit of criminal but weak spirit or fail in something and violate social norms such as the alcoholic, addicts, and so on. Measures for them are their physical and mental rehabilitation to normalcy that they can return to communities as before such as using group therapy, psychiatrist or medical therapy and so on.

This research shows that most girl delinquents are delinquent especially found in quarrels. Among girl delinquents quarrels are critical and tended to lawbreaking in future. Tool No. 2 should be applied to such behavior but if it grows to lawbreaking it needs to apply imprisonment and rehabilitating before dismissing them to communities.

At present, punishment for offenders is focused on rehabilitating them to return to communities with integration rather than painful penalty and isolating them from societies. In criminology, delinquencies are not crime and not called juvenile the criminals but delinquents who need corrections to become good persons free from delinquencies specified by societies.

It is also corresponded with a concept or philosophy of the Amendment of the Criminal Code 21, 2008 on Juvenile Protection prioritizing those offenders

younger than 18 years does not deserve detention. However, anyone endangers others or property, they are subject to parole under bails of 50,000 Baht that the delinquent will not create troubles within two years and the court may or may not demand any bails.

The researcher finds that there should be official control associated by other measures such as organizational rehabilitation at levels of prevention, correction, and punishment through:-

1. Applying group control such as family, peer group, colleague group and so on. The group shall reward the desired behavior and punish unwanted behavior which will allow the members realize what behaviors ones should behave or should not behave.

2. Applying the government organization, i.e. police, public prosecutors, court, and correction officers. These organizations will punish offenders deserved and agreed upon by societies and suppress other members who think to offend.

This research shows that the parental attachment in the social bond strongly affects delinquency or violence uses. It is necessary to prioritize family. By definition of the National Women Coordination sub-committee, a family is an individual group emotionally and mentally attaches each other, co-stay; social and economic dependency, legal and lineage relation, and some families are exempted from such conditions.

A family is alive so as to meet four objectives, i.e. to sustain human race, individual survival, individual developments, and for economic purposes. Duties fulfilled are to achieve different objectives in each family depended on status, race, religion and era.

A family task is divided into three areas following a process happening in a family life, i.e. basic tasks; developmental tasks; and crisis tasks. Families contain many models, i.e. nuclear family; childless couples; one-parent or single-parent

family; adoptive family; reconstituted family; extended family; and family life cycle. An ideal family is unfound because families are volatile which is corresponded with the Systems Theory that a subsystem (family) must adapt to a larger system (society) and hanged into relationship system with reciprocity. Relationship is control by the family rules specifying how each member interacts. Such rules begin when there is a family and fulfilling unseen duties of controlling the family lives. There are many types of rules either universal rule or idiosyncratic rule.

Problems a family often finds are rules and family relation cannot be changed to meet the changing life which curbs or deters the life cycle through conflict, emotional perplex and interpersonal relationship. Each change creates different affects and differently affects each member. Some affect specific area some affect many areas. If a family encounters accrued stress before, new change might more grow stress and the family may fail in its duties. This research finds that if there is change or over stress in any period of time; the family might break and members meet problems. The family coping is to handle stressor to reduce nay impacts and to recover the family to normalcy with order and peace as before. Common approaches used in handling problems are reframing, cognitive appraisal and family adaptability. The coping and adaptability are always emerged together.

The researcher comments that a family should complete duties of behavior control on its members in particular the juvenile members. The family behaviors required to control are:

- Behaviors responding psychological and biological needs
- Social behaviors
- Behaviors endangering life and property
- Securing family disciplines

Besides, a family must be conscious of affective involvement- reciprocal concerns of each member and various levels of emotional attachment, i.e.

1. Lack of involvement
2. Involvement devoid of feelings

3. Narcissistic involvement
4. Empathic involvement
5. Over involvement
6. Symbiotic involvement

So, prevention and solution of delinquency should be focused on family (father-mother) and the delinquent itself and prevention and solution should be at early ages.

In the case of unreadiness on prevention and solution of delinquency; the researcher recommends:-

1. Various offices involved both public and private sectors especially; Ministry of Social Development and Human Security should encourage, persuade and arouse families in the Thai societies to fulfill the duties of fostering, training, instructing delinquents to be tolerant, patience, self-control, and avoiding delinquency upon provocation and being moral and ethical and good citizen of societies.
2. In addition, various offices involved that may provide social support for families to be prompt, potential and firm to fully instruct, to foster, to build affection, to build attachment with children such as parenting skill project; school program in secondary grade and so on.

6.5. Recommendations for Further Studies

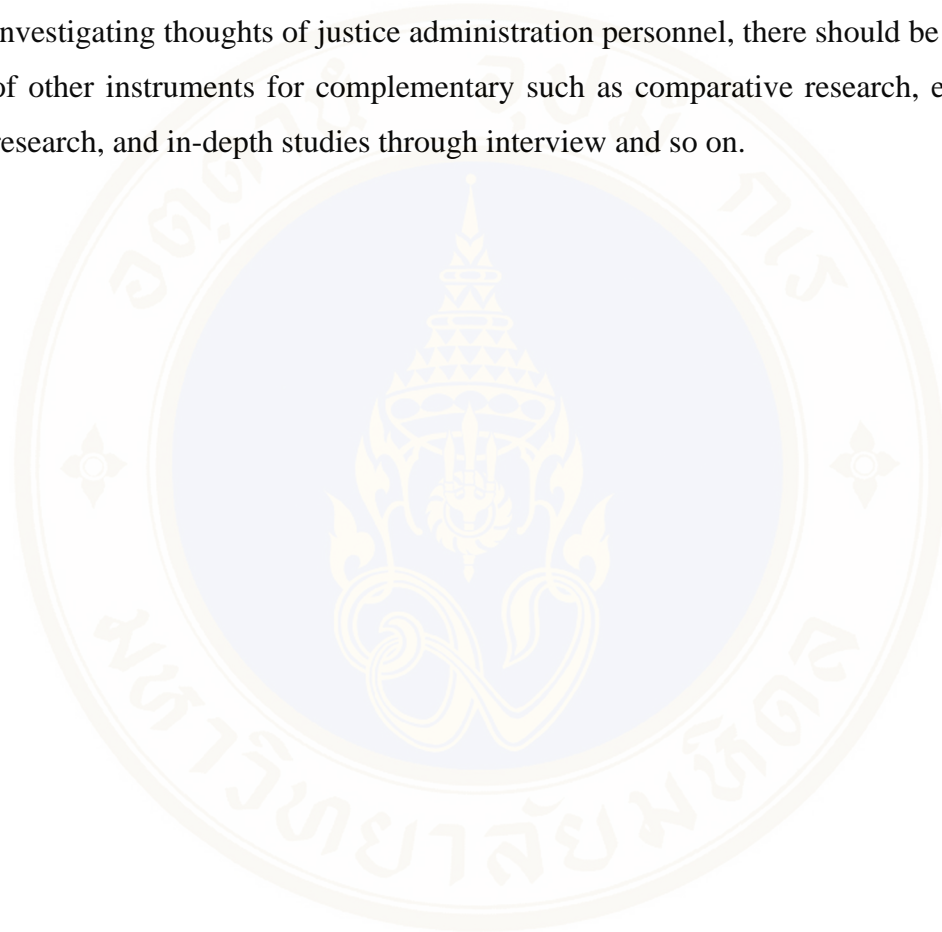
6.5.1. There should be investigation of attitude among justice administration personnel on delinquencies of other forms such as highway race risk-takers.

6.5.2. There should be investigations of measures or proper punishment methods on delinquents to gain as guidance to maximize operational improvements.

6.5.3. There should be investigations of attitude among justice administration personnel on boy delinquents in case of assaults for comparison.

6.5.4. Other variables should be selected for investigation such as awareness of such problems from the state offices involved, and public impacts so as to find diverse conclusions as use them as guide to design further proper policy.

6.5.5. Questionnaire is use in this research. For better perfect research in investigating thoughts of justice administration personnel, there should be formulation of other instruments for complementary such as comparative research, experimental research, and in-depth studies through interview and so on.



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QUESTIONNAIRE

Title

‘Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents’

Instructions: Kindly fill in with \surd in by fact or your opinion.

Part I: Personal Backgrounds

1. Gender

Male

Female

2. Current Age..... years month

3. Marital Status

Single

Married and cohabitated

Married but separated

Widow/divorce

Others (specify).....

4. Current rank and position.....

5. Education

Secondary/ Voc. Cert.

Voc. Dipl./ pre-bachelor degree

Bachelor degree

Master degree

Others

6. Monthly IncomeBaht a month

7. Immediate Supervisory Office

Dept. of Juvenile Observation and Protection Dept. of Corrections

Dept. of Probation

Office of the Attorney General

National Police Bureau

Bar Council

National Police Bureau

Bar Council

8. Tenure of Justice OfficeYears

9. Exposure to delinquent information form Medias of

Newspaper

TV

Radio

Internets

Journals/official tabloids

Others (specify).....

10. Work experience of delinquents

No

Yes

Part II: Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents’

Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents’	Levels of Opinion				
	Most	Much	Moderate	Little	Least
Psychological Factors Perspective on violence 1. Having habit of contempt should have been reacted with violence e.g. slapped-beaten					
2. Violent children deserve beating as punishment.					
3. Quarrels sometimes secure self-dignity.					
4. if provoked, immediate violent action is taken.					
5. Ever violently act against others, recidivism is possible.					
6. It deserves to fight with a thief stealing one’s property.					
7. It deserves to react, e.g. beating or hurt others who first hurts.					
8. It is impossible to change a rude child.					
9. It deserves and is right to fight for one’s face / fame.					
10. One provoking anger finds no rights to claim being violently retaliated.					
11. It is not wrong to act violently against who deserves punishment.					
12. The liar and the deceit deserves retaliation and vengeance with violence.					

<p style="text-align: center;">Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'</p>	Levels of Opinion				
	Most	Much	Moderate	Little	Least
Antisocial Behavior					
1. Determination not to involve with offense.					
2. Collecting the lost valuables of others such as money but thinking not to return them to the owner.					
3. Intending to tell lies to the police					
4. Wishing sometimes to try or to defeat police					
5. Holding ideas to deceit/ cheat others in society.					
6. Given gift to tell lies for confident trust.					
7. Regulations and rules cannot deter what has been aspired whether right or wrong.					
8. Shame and guilt –felt if breaking laws and regulations.					
9. Seeking illegal interest e.g. frauds, snatches for personal gains careless to others' suffering and troubles.					
10. If better conditions/ proposals, there will be immediate accomplice.					
11. Intending to break laws					
12. Feeling happy if being able to deceit or to mislead police.					
Social Factors (on Differential Association)					
1. Association with alcoholic drinkers					
2. Association with smokers					
3. Association with narcotics involvers, e.g. using and trafficking					
4. Association with nightlife goers.					

<p align="center">Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'</p>	Levels of Opinion				
	Most	Much	Moderate	Little	Least
5. Association with gambling friends					
6. Association with dandy friends					
7. Association with vanity friends					
8. Association with underachieved friends					
9. Association with truant friends					
10. Association with rule-breaker friends					
11. Association with moody and fussy friends					
12. Association with motorbike gangsters					
13. Association with quarrelsome friends					
14. Association with assault-led friends					
15. Association with quarrel-persuaded friends					
16. Association with assault technique-instruct friends					
Self-Control Factors					
Impulsive Components					
1. Losses of determination and losses of physical and psychological dedication to prompt for future.					
2. Happiness-led or any acts to gain happiness will be immediate and careless to future ill-effects					
3. Egocentric for short-term rather than long-term.					
4. Favoring to react impulse or provocation thoughtlessly.					
Simple task components					
5. Avoider of hard and difficult job					
6. Withdrawal or stop work if realizing something difficult.					
7. Best satisfaction is the easiest and simplest working.					

<p style="text-align: center;">Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'</p>	Levels of Opinion				
	Most	Much	Moderate	Little	Least
8. Being the hard-job avoider and curtaining one's ability.					
Risk-taking components					
9. Favoring self-test with petty risk-taking.					
10. Favoring sometimes hard job for enjoyment.					
11. Favoring sometimes excited job (though creating trouble)					
12. Favoring adventure and excitement rather than safety.					
Physical components					
13. Favoring physical rather than intellectual activities, if selectable					
14. Sensing better if more physical acts rather than sit and think					
15. Favoring outdoor works rather than sit and read or think indoor.					
16. More hyperactive force and wants than others					
Egocentric Components					
17. Always self-centeredness					
18. No sympathy when others are troubling.					
19. If making other moody, one sees it is theirs not him/her.					
20. Attempting to find things one wants though troubling others.					
Emotional components					
21. Being irritated, moody and anger-easy person					

<p align="center">Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'</p>	Levels of Opinion				
	Most	Much	Moderate	Little	Least
22. Need to assault other rather rational talks upon rage.					
23. When fire rage, other should keep distance.					
24. It is difficult to control mood/or to dry rage if contradict with others.					
Attachment components					
1. Able to talk, to counsel and to discuss with parents if problems rise.					
2. Having longness and concerns parents when being away in other places.					
3. Spending time with parents to do activities rather than roaming outside home.					
4. Tied and close to parents.					
5. Given intimacy and priority to relative and siblings.					
6. Spending time with friends more than with family					
7. Friends provide advices better than the family members.					
8. Prioritize friends to life than family members.					
9. Having intimacy and attachment with teachers at school.					
Commitment Components					
10. Never break or violate school/societal regulations.					
11. Always participate activities e.g. sports, and school academic activities.					
12. Spending freetime participating the interested club activities e.g. arts, sports, handicrafts and so on.					

<p style="text-align: center;">Perspectives of Criminal Justice Personnel towards the Causes of Assaulted Violence of Girl Delinquents'</p>	Levels of Opinion				
	Most	Much	Moderate	Little	Least
13. Alms-giving, attending homily and preaches are bored and drowsy.					
14. Grouping with friends for doing activities e.g. music rehearsals, playing games and etc.,					
Involvement components					
15. Having determination to pursue as high as education for better future and to help share home burdens.					
16. Attempting and paying attention to studies for better work position and high remuneration.					
17. There is a belief, even being a underachiever but with determination and strong will; one can be successful.					
18. Determination not to involve any lawbreaking to be defamed or property losses.					
Belief components					
19. Belief of social traditions and customs is the model to strictly follow.					
20. Belief of karmic law – good deed-bad deed pays as in Buddhist principles					
21. Belief of obedience, with rules and regulations-oriented either at home or in school or in society at large.					
22. Believing that if all seriously adhere to laws; all shall peacefully live with each other.					

BIOGRAPHY

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