

**APPENDICES**  
**AND A MANUSCRIPT**

Flinders University

## SOCIAL AND BEHAVIOURAL RESEARCH ETHICS COMMITTEE

Research Services Office, Union Building, Flinders University  
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Email: [human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au)

### FINAL REPORT ACKNOWLEDGMENT

Principal Researcher:

Email:

Address:

Project Title:

Project No.:

The Final Report for the above project has been received by the Committee. No more reports are required for this project.

If you should decide to collect more data for the same purposes you will need to submit a new application.

Should you have any queries please feel free to contact me.

Yours sincerely



Andrea Mather  
Executive Officer  
Social and Behavioural Research Ethics Committee  
30 January 2012

cc: Prof Paul Ward, [paul.ward@flinders.edu.au](mailto:paul.ward@flinders.edu.au)

## LETTER OF INTRODUCTION

**Dear Parent/Guardian**

This letter is to introduce Ms Nualnong Wongtongkam who is a Ph.D. student in the Discipline of Public Health at Flinders University.

She is undertaking research leading to the production of a thesis or other publications on the subject of "Risk factors on youth violence in technical colleges, Thailand".

She would be most grateful if you would volunteer to assist in this project, by granting your children being interviewed which covers certain aspects of youth violence. No more than half an hour would be required by telephone interview.

Be assured that any information provided will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting thesis, report or other publications.

Since she intends to make a tape recording of the interview, she will seek your consent, on the attached form, to record the interview, to use the recording or a transcription in preparing the thesis, report or other publications, on condition that your name or identity is not revealed, and to make the recording available to other researchers on the same conditions.

Any enquiries you may have concerning this project should be directed to me at the address given above or by telephone on +61 8722 18415, by fax on +61 8722 18424 or by email ([Paul.Ward@flinders.edu.au](mailto:Paul.Ward@flinders.edu.au)).

Thank you for your attention and assistance.

Yours sincerely,



Prof. Paul Ward  
Head, Discipline of Public Health  
Faculty of Health Science, Flinders University

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (Project No. 4880). For more information regarding ethical approval of the project the Executive Office of the Committee can be contacted by telephone +61 8201 3116, by fax on +61 8201 2035 or by e-mail [human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au)



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**Faculty of Health Sciences, School of Medicine**  
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Fax: +61 7 221 8424  
paul.ward@flinders.edu.au  
CRICOS Provider No. 00114A

## **Letter to College Principal**

**Dear Sir/Madam**

This letter is to introduce Ms Nualnong Wongtongkam who is a Ph.D. student in the Discipline of Public Health at Flinders University, Australia. She is undertaking research leading to the production of a thesis or other publications on the subject of "Risk factors on youth violence in technical colleges, Thailand".

This study aims to undertake a qualitative study with a view to develop school based intervention and to understand why young men in Thai colleges engage in violent behaviours. I would be grateful if you are taking part in this research by permission to your students be interviewed a youth topic. Be insured that the research study is met the requirements of the Research Ethical Committees at Flinders University.

The interview should be taken approximately 30 minutes by the telephone interview, and the conversation will be recorded. Be assured that any information provide will be treated in the strictest confidence and none of the participants will be individual identifiable in the resulting of thesis, report, or other publications.

Permission will be sought from the students and their parents to their participation in the research. Only one who consent and whose parents consent will participate. Participants may withdraw from the study at any time without penalty. The role of the college in voluntary and the College Principal may decide to withdraw the college's participation at any time without penalty.

Once, I received your permission to approach students to participate in the study, I will arrange for informed consent to be obtained from participants' parents and participants. Additionally, I will set up a time with your school for interview to take place.

Thank you for your cooperation and assistance

Your Sincerely,

Prof. Paul Ward  
Head, Discipline of Public Health  
Faculty of Health Science, Flinders University

## CONSENT FORM FOR PARTICIPATION IN RESEARCH

(by interview)

I .....

being the age of 16-18 year olds hereby consent to participate as requested in the study for the research project on risk factors on youth violence in technical colleges, Thailand.

1. I have read the information provided.
2. Details of procedures and any risks have been explained to my satisfaction.
3. I agree to audio recording of my information and participation.
4. I understand that:
  - I may not directly benefit from taking part in this research.
  - I am free to withdraw from the project at any time and am free to decline to answer particular questions.
  - While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.
  - Whether I participate or not, or withdraw after participating, will have no effect on my progress in my course of study, or results gained.
  - I may ask that the recording be stopped at any time, and that I may withdraw at any time from the session or the research without disadvantage.
5. I have had the opportunity to discuss taking part in this research with a family member or friend.

**Participant's signature**.....**Date**.....

**Parent/Guardian signature** .....**Date**.....

I certify that I have explained the study to the volunteer and consider that he understands what is involved and freely consents to participation.

**Researcher's name**.....

**Researcher's signature**.....**Date**.....

**CONSENT FORM FOR PARTICIPATION IN RESEARCH**  
**(by interview)**

I .....

Being over the age of 18 year olds hereby consent to participate as requested in the study for the research project on risk factors on youth violence in technical colleges, Thailand.

1. I have read the information provided.
2. Details of procedures and any risks have been explained to my satisfaction.
3. I agree to audio recording of my information and participation.
4. I understand that:
  - I may not directly benefit from taking part in this research.
  - I am free to withdraw from the project at any time and am free to decline to answer particular questions.
  - While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.
  - Whether I participate or not, or withdraw after participating, will have no effect on my progress in my course of study, or results gained.
  - I may ask that the recording be stopped at any time, and that I may withdraw at any time from the session or the research without disadvantage.
5. I have had the opportunity to discuss taking part in this research with a family member or friend.

**Participant's signature.....Date.....**

**Parent/Guardian signature .....Date.....**

I certify that I have explained the study to the volunteer and consider that he understands what is involved and freely consents to participation.

**Researcher's name.....**

**Researcher's signature.....Date.....**

## Interview questions

### **A father is influenced on youth personality.**

1. Could you please tell me what is your family backgrounds (father-mother careers, education) ?
2. What is your father-mother personalities ?
3. If the family want to make decision with something - who has the authority to make the final decision ?
4. How often do parents having arguments ?

### **Performing personality**

1. What the activity you do after finish a class every day ?
2. What is your hobby ?
3. What is the sport your like ?
4. How often do you go to temple for religious activities ?
5. What is the future you expect to be ?
6. Who will you discuss with when you get any troubles ?

### **Peer factors**

1. How many close friends do you have ?
2. What activities you do when you hang out with your friends ?
3. Who is decide what to do among your friends ?

### **Violence (Physical fight)**

1. During the last year, how often did you engage physical fighting ?
2. What injuries did you get during physical fighting ?
3. What did you feel before and after physical fighting ?
4. How often have you be bullying your friends ?
5. What is it happen after bullying ?

**Substance abuse**

1. How often have you drunk alcohol a week ?
2. How many cigarette do you smoke a day ?
3. Have you ever been smoke marijuana or take an amphetamine ?

**School bonding**

1. Could you please tell me about your teachers in the school and you school ?
2. How often have you absence from your classroom ?
3. What is the reason for your absence ?
4. What do you want more from the school ?

**Community**

1. Could you please tell me what is the characteristics of your community ?
2. Do you think you live in a community safety ?



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**FINAL REPORT ACKNOWLEDGMENT**

Principal Researcher:

Email:

Address:

Project Title:

Project No.:

The Final Report for the above project has been received by the Committee. No more reports are required for this project.

If you should decide to collect more data for the same purposes you will need to submit a new application.

Should you have any queries please feel free to contact me.

Yours sincerely



Andrea Mather  
Executive Officer  
Social and Behavioural Research Ethics Committee  
11 November 2011

cc: Prof Paul Ward, [paul.ward@flinders.edu.au](mailto:paul.ward@flinders.edu.au)  
A/Prof Andrew Day, [andrew.day@deakin.edu.au](mailto:andrew.day@deakin.edu.au)

Flinders University

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Andrea Mather  
Executive Officer  
Social and Behavioural Research Ethics Committee  
30 January 2012

cc: Prof Paul Ward, [paul.ward@flinders.edu.au](mailto:paul.ward@flinders.edu.au)  
Prof Andrew Day, [andrew.day@deakin.edu.au](mailto:andrew.day@deakin.edu.au)

## **Participant Information Sheet (Cross-Sectional Study)**

### **Introduction**

Interpersonal violence is a major cause of injuries and deaths in Thailand. Adolescents are a major group to involve in physical assault, and the arrested rates in adolescents increase gradually in each year. With respect to the adolescent reports, most young people who are arrested in Bangkok, are students from technical colleges where nearly 90% of them are men.

The study is designed to search for risk factors (individuals, peers, families, schools and communities) related to physical fight experiences, and assessed anger levels and depressive symptoms associated with the physical fights. As far as I know, there is no report to explore the youth violence in this population.

### **Description of study procedure**

To access sample population, the cluster sampling technique will be administered by selecting two classrooms within two departments (one classroom per one department) from 5 departments in each Vocational Certificate year level (I-III). The introductory meeting will be set up for providing research information and distributed an information package (information sheet, letter of introduction and consent form) to students in the classrooms at the week before conducting the survey. Place and time will be arranged by a teacher assistant, and he/she will inform students about the day of complete questionnaires in the classroom. Participants who are willing participation in the study will attend the classroom on the appointment day with submitting informed consent. Informed consents will be signed by parents and participants with students under 18 years of age. Questionnaires will be distributed and collected by the researcher.

Nearly 350 students (50-60 students per a classroom) will be recruited to participate their experiences on physical fights and assess psychological disorders (anger and depression) by using self-assessments. CTC Youth Survey questionnaire is involved risk and protective factors (individuals, peers, families, schools, communities), and STXI-2 is determined anger level. Violent definition and classification of violent behaviours (offender, witness and victim) will be measured, also CESD (Center for Epidemiologic Studies Depression Scale) is used to determine depressive symptoms. In the morning of the survey, there are 4 questionnaires will be completed, including violent definition and violent behaviours, STAXI-2, and CESD, with approximately 30 minutes. CTC Youth Survey will be filled up in the afternoon at the same day for approximately 30-40 minutes.

### **Risk and benefits of participation**

There are some risks involved in participation of this study such as anxiety or stress, so youths have the right to withdraw the session by walking out from the classroom at any time. Additionally, there are school counsellors and a psychologist to help participants being minimized problems, and a free hotline service for children and youths called metal health services 1667 from Ministry of Public Health.

### **Voluntary participation and confidentiality**

The participants in this study are completely voluntary. The study is concerned to disclose participants' names and addresses, and participants are free to withdraw without filling up questionnaires at any time without penalty. All questionnaires associated with participants' information will be strictly confidential. The data involved in illegal activities (substance abuses and crimes) will be exposed under participants' codes that their names or identities are not be revealed.

### **Costs and Payments**

Participants will be given a reimbursement for their effort and time with 100 Thai Bath (\$ AUD 3.50).

### **Contact Persons**

For more information concerning this study, please contact :

Dr. Nualnong Wongtongkam, Ph.D. student, Faculty of Health Science, Discipline of Public Health, Flinders University, South Australia 5001.

If participants have any questions about their rights as a research subject, they could contact Prof. Paul Ward, Head-Discipline of Public Health [Chair- Flinders Social and Behavioral Research Ethics Committee], Health Science Building, Registry Road Flinders University, GPO Box 2100, Adelaide 5001, Australia.

## LETTER OF INTRODUCTION (Cross-sectional study)

**Dear Sir**

This letter is to introduce Dr. Nualnong Wongtongkam who is a Ph.D. student in the Discipline of Public Health at Flinders University.

She is undertaking research leading to the production of a thesis or other publications on the subject of "Exploring risk factors on youth violence and evaluating the effectiveness of intervention programs to reduce violence in technical college students, Thailand."

She would be most grateful if you would volunteer to assist in this project, by granting a complete questionnaire which covers certain aspects of youth violence. No more than one hour to complete questionnaires would be required.

Be assured that any information provided will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting thesis, report or other publications. The data involved in illegal activities (substance abuses and crimes) will be exposed under participants' nicknames that their names or identities are not be revealed. You are, of course, entirely free to withdraw your participation without complete questionnaires at any time without penalty.

She will seek your and parental consent, on the attached form, to use the data from questionnaires in preparing the thesis, report or other publications, on condition that your name or identity is not revealed.

Any enquiries you may have concerning this project should be directed to me at the address given above or by telephone on +61 8722 18415, by fax on +61 8722 18424 or by email ([Paul.Ward@flinders.edu.au](mailto:Paul.Ward@flinders.edu.au)).

Thank you for your attention and assistance.

Yours sincerely,



Prof. Paul Ward  
Head, Discipline of Public Health  
Faculty of Health Science, Flinders University



**Professor Paul Ward**  
**Head, Discipline of Public Health**  
**Faculty of Health Sciences, School of Medicine**  
Level 2 Health Sciences Building,  
Registry Road, Bedford Park South Australia  
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Tel: +61 7 221 8415  
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paul.ward@flinders.edu.au  
CRICOS Provider No. 00114A

## **Letter to College Principal (Cross-sectional Study)**

**Dear Sir/Madam**

This letter is to introduce Dr. Nualnong Wongtongkam who is a Ph.D. student in the Discipline of Public Health at Flinders University, Australia. She is undertaking research leading to the production of a thesis or other publications on the subject of " Exploring risk factors on youth violence and evaluating the effectiveness of intervention programs to reduce violence in technical college students, Thailand"

This study aims to estimate the prevalence of violence, explore risk factors and evaluate violent sequelae in technical students with a view to implement a school based intervention for reducing violent behaviours. I would be grateful if you are taking part in this research by permission to your students be completed questionnaires in a youth topic. Be insured that the research study is met the requirements of the Research Ethical Committees at Flinders University.

The questionnaires should be taken approximately one hour. Be assured that any information provide will be treated in the strictest confidence and none of the participants will be individual identifiable in the resulting of thesis, report, or other publications.

Permission will be sought from the students and their parents to their participation in the research. Only one who consent and whose parents consent will participate. Participants may withdraw by walking out from the classroom during the test at any time without answers any questions without penalty. The role of the college in voluntary and the College Principal may decide to withdraw the college's participation at any time without penalty.

Once, I received your permission to approach students to participate in the study, and the test schedules will be submitted to you. I will arrange for informed consent to be obtained from participants' parents and participants.

Thank you for your cooperation and assistance

Your Sincerely,

Prof. Paul Ward  
Head, Discipline of Public Health  
Faculty of Health Science, Flinders University

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (Project No.). For more information regarding ethical approval of the project the Executive Office of the Committee can be contacted by telephone +61 8201 3116, by fax on +61 8201 2035 or by e-mail human.researchethics@flinders.edu.au

## **Participant Information Sheet (Intervention Program)**

### **Introduction**

Anger is an emotion that can enhance violence and other behavioural problems. The expression of anger can also negatively impact on physical and psychological problems, so learning how to handle and regulate emotions and how to convey anger expression is a significant task for reducing anger expression, and may lead to reduce violent behaviours with depressive symptoms related to anger expression.

The study is designed to compare the effectiveness between two intervention techniques which are Meditation Mindfulness and Aggression Replacement Therapy, in reducing aggression and depressive disorders among Thai technical college youths.

### **Description of study procedure**

To access sample population, three colleges will be randomized both in Bangkok and in Nakhon Ratchasima provinces, then one selected classroom will be recruited from two departments through one college. Participant in the whole one classroom (40-50 students) will be administered for one intervention within one college. Students will be contacted and invited to participate in the intervention programs with providing information package (information sheet, letter of introduction and consent form). The consent form will be sent to the researcher by mail or handled directly to the researcher, then the meeting will be set up to explain details of intervention program in the college and provide a schedule for attending intervention workshop.

The programs interventions are operated for three full days training (Friday-Sunday) within 6 weeks. Participants who are willing to attend the intervention are required to stay two nights at an intervention place. Pre-test and Post-test questionnaires with the indepth-interview are required.

Mindfulness Meditation (MM) intervention will be conducted by two monks and will be trained in sitting and walking meditation. Additionally, Loving-Kindness Meditation will be applied for compassionate feelings to other people being added up to MM. Regarding Aggression Replacement Therapy (ART), it is a didactic program which contains social competence training, aggression control, and moral education. The ART will be operated by a psychologist and a behavioural facilitator.

**Risk and benefits of participation**

There are some risks involved in participation of this study such as anxiety or stress, so youths have the right to withdraw the session by dropping out of the workshop at any time. Additionally, there are school counsellors and a psychologist to help participants being minimized problems, and a free hotline service for children and youths called metal health services 1667 from Ministry of Public Health.

**Voluntary participation and confidentiality**

The participants in this study are completely voluntary. The study is concerned to disclose participants' names and addresses, and participants are free to withdraw without attending intervention workshop at any time without penalty. All participants' information will be strictly confidential.

**Costs and Payments**

Participants will be given a reimbursement for their effort and time with 100 Thai Bath (\$ AUD 3.50) a day while attending a workshop.

**Contact Persons**

For more information concerning this study, please contact :

Dr. Nualnong Wongtongkam, Ph.D. student, Faculty of Health Science, Discipline of Public Health, Flinders University, South Australia 5001.

If participants have any questions about their rights as a research subject, they could contact Prof. Paul Ward, Head-Discipline of Public Health [Chair- Flinders Social and Behavioral Research Ethics Committee], Health Science Building, Registry Road Flinders University, GPO Box 2100, Adelaide 5001, Australia.



## **LETTER OF INTRODUCTION (Intervention Program)**

**Dear Sir**

This letter is to introduce Dr. Nualnong Wongtongkam who is a Ph.D. student in the Discipline of Public Health at Flinders University.

She is undertaking research leading to the production of a thesis or other publications on the subject of "Exploring risk factors on youth violence and evaluating the effectiveness of intervention programs to reduce violence in technical college students, Thailand."

She would be most grateful if you would volunteer to assist in this project, by attending in intervention programs which either is Aggressive Replacement Therapy or Mindfulness Meditation. The workshop will be required three full days training (Friday – Sunday) for 6 weeks and stayed two day overnights in intervention taken place. Additionally, you are required to complete questionnaires in pre-test and post-test intervention with the in-depth interview. You are, of course, entirely free to withdraw your participation without attending workshop, without filling up questionnaires and without answering in any questions during interview at any time without penalty.

She will seek your and parental consent, on the attached form, to use the data from questionnaires and the in-depth interview in preparing the thesis, report or other publications, on condition that your name or identity is not revealed.

Any enquiries you may have concerning this project should be directed to me at the address given above or by telephone on +61 8722 18415, by fax on +61 8722 18424 or by email ([Paul.Ward@flinders.edu.au](mailto:Paul.Ward@flinders.edu.au)).

Thank you for your attention and assistance.

Yours sincerely,



Prof. Paul Ward  
Head, Discipline of Public Health  
Faculty of Health Science, Flinders University



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CRICOS Provider No. 00114A

## LETTER OF INTRODUCTION (Intervention Program)

### Dear Parent/Guardian

This letter is to introduce Dr. Nualnong Wongtongkam who is a Ph.D. student in the Discipline of Public Health at Flinders University.

She is undertaking research leading to the production of a thesis or other publications on the subject of " Exploring risk factors on youth violence and evaluating the effectiveness of intervention programs to reduce violence in technical college students, Thailand."

She would be most grateful if you would volunteer to assist in this project, by granting your children to attend the intervention workshop which may be Aggressive Replacement Therapy or Mindfulness Meditation. The workshop will be required three full days training (Friday – Sunday) for 6 weeks and stayed two day overnights in intervention taken place. Additionally, your child are required to complete questionnaires in pre-test and post-test questionnaires with the in-depth interview. Your child are, of course, entirely free to withdraw the participation without attending workshop, without filling up questionnaires, and without answering in any questions during interview at any time without penalty.

She will seek your consent, on the attached form, to use the data from your children in pre-test and post-test questionnaires with the indepth-interview in preparing the thesis, report or other publications, on condition that your child's name or identity is not revealed.

Any enquiries you may have concerning this project should be directed to me at the address given above or by telephone on +61 8722 18415, by fax on +61 8722 18424 or by email ([Paul.Ward@flinders.edu.au](mailto:Paul.Ward@flinders.edu.au)).

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CRICOS Provider No. 00114A

## **Letter to College Principal (Intervention Program)**

**Dear Sir/Madam**

This letter is to introduce Dr. Nualnong Wongtongkam who is a Ph.D. student in the Discipline of Public Health at Flinders University, Australia. She is undertaking research leading to the production of a thesis or other publications on the subject of " Exploring risk factors on youth violence and evaluating the effectiveness of intervention programs to reduce violence in technical college students, Thailand"

This study aims to compare the effectiveness of Aggressive Replacement Therapy and Mindfulness Meditation in order to reduce violence behaviours and depressive disorders. I would be grateful if you are taking part in this research by permission to your students be attended the intervention workshop with three full days training (Friday-Sunday) during 6 weeks. Two teacher assistants from your colleges will be attended the intervention program in order to sustain long-term program in the college. Additionally, the pre-test and post-test questionnaires with the in-depth interview will be conducted with taken approximately one hour in students and teacher assistants. Be insured that the research study is met the requirements of the Research Ethical Committees at Flinders University, and any information provide will be treated in the strictest confidence and none of the participants will be individual identifiable in the resulting of thesis, report, or other publications.

Permission will be sought from the students and their parents to their participation in the research. Only one who consent and whose parents consent will participate. Participants may withdraw without attending workshop session, without filling up questionnaires and without answer in any questions during the interview at any time without penalty. The role of the college in voluntary and the College Principal may decide to withdraw the college's participation at any time without penalty.

Once, I received your permission to approach students to participate in the study, and the workshop schedules will be submitted to you. I will arrange for informed consent to be obtained from participants' parents and participants.

Thank you for your cooperation and assistance

Your Sincerely,

Prof. Paul Ward  
Head, Discipline of Public Health  
Faculty of Health Science, Flinders University

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**CONSENT FORM FOR PARTICIPATION IN RESEARCH**  
**(by experiment: Intervention Program with in-depth interview)**

I .....

being the age of 16-18 year olds hereby consent to participate as requested in the study for the research project of exploring risk factors on youth violence and evaluating effectiveness of intervention programs to reduce violence in technical colleges, Thailand.

1. I have read the information provided.
2. Details of procedures and any risks have been explained to my satisfaction.
3. I agree to audio recording for my information and participation during the in-depth interview
4. I understand that:
  - I may not directly benefit from taking part in this research.
  - I am free to withdraw from the project at any time and am free to decline to answer particular questions in questionnaires both in pre-test and post-test intervention.
  - While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.
  - Whether I participate or not, or withdraw after participating, will have no effect on my progress in my course of study, or results gained.
  - I may not attend the intervention program at any time, and I may walk out from the classroom during completed questionnaires (pre-test and post-test) and in-depth interview. Hence, I may withdraw at any time from the session or the research without disadvantage.
5. I have had the opportunity to discuss taking part in this research with a family member or friend.

**Participant's signature.....Date.....**

**Parent/Guardian signature .....Date.....**

I certify that I have explained the study to the volunteer and consider that he understands what is involved and freely consents to participation.

**Researcher's name.....**

**Researcher's signature.....Date.....**

**CONSENT FORM FOR PARTICIPATION IN RESEARCH**  
**(by experiment: Intervention Program with in-depth interview)**

I .....

Being 19 years or older hereby consent to participate as requested in the study for the research project on validity of exploring risk factors on youth violence and evaluating effectiveness of intervention programs to reduce violence in technical colleges, Thailand.

1. I have read the information provided.
2. Details of procedures and any risks have been explained to my satisfaction.
3. I agree to audio recording for my information and participation during the in-depth interview.
4. I understand that:
  - I may not directly benefit from taking part in this research.
  - I am free to withdraw from the project at any time and am free to decline to answer particular questions in questionnaires both in pre-test and post-test intervention.
  - While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.
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  - I may not attend the intervention program at any time, and I may walk out from the classroom during pre-test and post-test questionnaires and in-depth interview. Hence, I may withdraw at any time from the session or the research without disadvantage.
5. I have had the opportunity to discuss taking part in this research with a family member or friend.

**Participant's signature.....Date.....**

I certify that I have explained the study to the volunteer and consider that he understands what is involved and freely consents to participation.

**Researcher's name.....**

**Researcher's signature.....Date.....**

## Self-Report Questionnaires

### Violence Classification

In the past six month....	Number of times					
	0	1-2	3-5	6-9	10-19	20 or more
1. Have you ever involved in a gang fight ?						
2. Have you used a weapon, force, or strong-arm methods to get money or things from people ?						
3. Have you attacked someone with a weapon?						

In the past six month....	Number of times					
	0	1-2	3-5	6-9	10-19	20 or more
1. Thrown something at someone to hurt them ?						
2. Been in a fight with someone was hit ?						
3. Shoved or pushed another kid ?						
4. Threatened someone with weapon (gun, knife, club, etc.) ?						
5. Hit or slapped another kid?						
6. Threatened to hit or physically harm another kid ?						
7. Put someone down to their face ?						

### Victimization

Relational Victimization	Number of times					
	0	1-2	3-5	6-9	10-19	20 or more
In the past six month....						
1. Had a friend say they won't like you unless you do what he/she wanted to do ?						
2. Had someone spread a false rumor about you ?						
3. Been left out on purpose by other friends when it was time to do an activity ?						
4. Had a friend try to keep others from liking you by saying mean things about you ?						
5. Had a friend tell lies about you to make other friends not like you anymore ?						

<b><i>Overt Victimization</i></b>	<b>Number of times</b>					
<b>In the past six month....</b>	0	1-2	3-5	6-9	10-19	20 or more
1. Been hit by another friend ?						
2. Been pushed or shoved by another friend ?						
3. Been yelled at or called mean names by another friend ?						
4. Another student threatened to hit or physically ham to you ?						
5. Been threatened or injured by someone with a weapon (gun, knife, club, etc.)?						
6. Had a student asked you to fight ?						

**Witness**

	<b>Number of times</b>					
<b>In the past six month....</b>	0	1-2	3-5	6-9	10-19	20 or more
1. Had seen someone been hit by another kids ?						
2. Had seen someone been pushed or shoved by another kids ?						
3. Had seen someone been yelled at or called mean names by another kids ?						
4. Had seen someone been chased by gangs or individual ?						
5. Had seen someone been threatened or injured by kids with a weapon (gun, knife, club, etc.)?						

**Offender**

	<b>Number of times</b>					
<b>In the past six month....</b>	0	1-2	3-5	6-9	10-19	20 or more
1. Had you hit another kid ?						
2. Had you pushed or shoved another kid ?						
3. Had you yelled at or called mean names another kid ?						
4. Had you threatened or chased someone with a weapon (gun, knife, club, etc.)?						
5. Had you injured someone with a weapon (gun, knife, club, etc.)?						
6. Had you asked kids to fight ?						





**These questions ask for some general information about you. Please mark the response that best describes you.**

**How old are you?**

- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19 or older

**What grade are you in?**

- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

**Are you:**

- Female
- Male

**What do you consider yourself to be?  
(choose all that apply)**

- White
- Black or African American
- American Indian/Native American, Eskimo or Aleut
- Spanish/Hispanic/Latino
- Asian or Pacific Islander
- Other (Please specify: \_\_\_\_\_)

**What is the language you use most often at home?**

- English
- Spanish
- Another language (Please specify: \_\_\_\_\_)

**This section asks about your experiences at school.**

**Putting them all together, what were your grades like last year?**

- Mostly F's
- Mostly D's
- Mostly C's
- Mostly B's
- Mostly A's

**During the LAST FOUR WEEKS, how many whole days have you missed because you skipped or "cut"?**

- None
- 1
- 2
- 3
- 4-5
- 6-10
- 11 or more

**How often do you feel that the schoolwork you are assigned is meaningful and important?**

- Almost always
- Often
- Sometimes
- Seldom
- Never

**How interesting are most of your courses to you?**

- Very interesting and stimulating
- Quite interesting
- Fairly interesting
- Slightly dull
- Very dull

**How important do you think the things you are learning in school are going to be for your later life?**

- Very important
- Quite important
- Fairly important
- Slightly important
- Not at all important

**PLEASE DO NOT WRITE IN THIS AREA**

	Never	Seldom	Sometimes	Often	Almost always
<b>Now, thinking back over the past year in school, how often did you:</b>					
Enjoy being in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hate being in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try to do your best work in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NO!	no	yes	YES!
<b>In my school, students have lots of chances to help decide things like class activities and rules.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Teachers ask me to work on special classroom projects.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>My teacher(s) notices when I am doing a good job and lets me know about it.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>There are lots of chances for students in my school to talk with a teacher one-on-one.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I feel safe at my school.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>The school lets my parents know when I have done something well.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>My teachers praise me when I work hard in school.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Are your school grades better than the grades of most students in your class?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I have lots of chances to be part of class discussions or activities.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**These questions ask about your feelings and experiences in other parts of your life.**

	None	1	2	3	4
<b>Think of your <u>four best friends</u> (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</b>					
Smoked cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried beer, wine or hard liquor (for example, vodka, whiskey or gin) when their parents didn't know about it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used LSD, cocaine, amphetamines, or other illegal drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been suspended from school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carried a handgun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sold illegal drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stolen or tried to steal a motor vehicle such as a car or motorcycle?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been arrested?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dropped out of school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been members of a gang?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	No or very little chance	Little chance	Some chance	Pretty good chance	Very good chance
<b>What are the chances you would be seen as cool if you:</b>					
Smoked cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Began drinking alcoholic beverages regularly, that is, at least once or twice a month?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carried a handgun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**The next section asks about your experience with tobacco, alcohol, and other drugs. It also asks some other personal questions. Remember, your answers are confidential. This means your answers will stay secret.**

**Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?**

- Never
- Once or twice
- Once in a while but not regularly
- Regularly in the past
- Regularly now

**How frequently have you used smokeless tobacco during the past 30 days?**

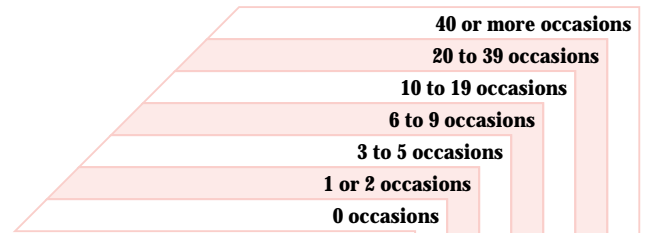
- Never
- Once or twice
- Once or twice per week
- About once a day
- More than once a day

**Have you ever smoked cigarettes?**

- Never
- Once or twice
- Once in a while but not regularly
- Regularly in the past
- Regularly now

**How frequently have you smoked cigarettes during the past 30 days?**

- Not at all
- Less than one cigarette per day
- One to five cigarettes per day
- About one-half pack per day
- About one pack per day
- About one and one-half packs per day
- Two packs or more per day



**On how many occasions (if any) have you:**

Had alcoholic beverages (beer, wine or hard liquor) to drink—more than just a few sips—in your lifetime?

Had alcoholic beverages (beer, wine or hard liquor) to drink—more than just a few sips—during the past 30 days?

Sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays in order to get high in your lifetime?

Sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays in order to get high during the past 30 days?

Used cocaine in your lifetime?

Used cocaine during the past 30 days?

Used marijuana (weed, pot) or hashish (hash, hash oil) in your lifetime?

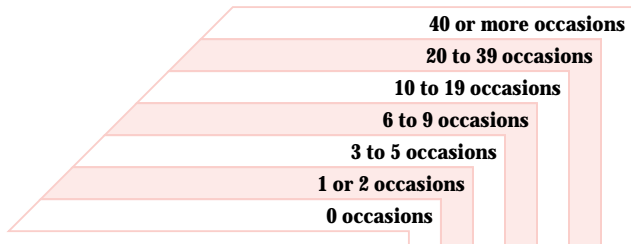
Used marijuana (weed, pot) or hashish (hash, hash oil) during the past 30 days?

Used derbisol in your lifetime?

Used derbisol during the past 30 days?

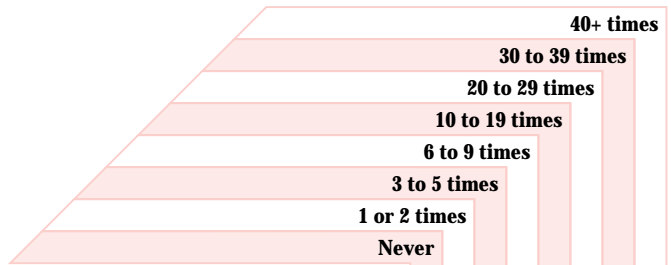
Used heroin in your lifetime?

Used heroin during the past 30 days?



**On how many occasions (if any) have you:**

Used LSD (acid) or other psychedelics (peyote, PCP) in your <u>lifetime</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used LSD (acid) or other psychedelics (peyote, PCP) during the <u>past 30 days</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used Ecstasy in your <u>lifetime</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used Ecstasy during the <u>past 30 days</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used methamphetamine (meth, crystal meth, crank) in your <u>lifetime</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used methamphetamine (meth, crystal meth, crank) during the <u>past 30 days</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used prescription pain relievers, such as Vicodin®, OxyContin® or Tylox®, without a doctor's orders, in your <u>lifetime</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used prescription pain relievers, such as Vicodin®, OxyContin® or Tylox®, without a doctor's orders, during the <u>past 30 days</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used prescription tranquilizers, such as Xanax®, Valium® or Ambien®, without a doctor's orders, in your <u>lifetime</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used prescription tranquilizers, such as Xanax®, Valium® or Ambien®, without a doctor's orders, during the <u>past 30 days</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used prescription stimulants, such as Ritalin® or Adderall®, without a doctor's orders, in your <u>lifetime</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used prescription stimulants, such as Ritalin® or Adderall®, without a doctor's orders, during the <u>past 30 days</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**How many times in the past year (12 months) have you:**

<b>Been suspended from school?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Carried a handgun?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Sold illegal drugs?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Stolen or tried to steal a motor vehicle such as a car or motorcycle?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Been arrested?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Attacked someone with the idea of seriously hurting them?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Been drunk or high at school?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Taken a handgun to school?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Have you ever belonged to a gang?**

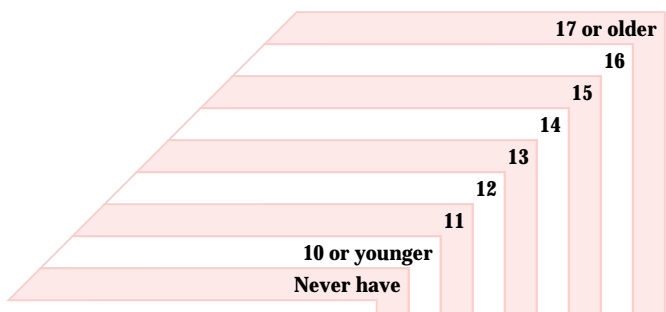
- No
- Yes

**If you have ever belonged to a gang, did that gang have a name?**

- No
- Yes
- I have never belonged to a gang.

**Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?**

- None
- Once
- Twice
- 3-5 times
- 6-9 times
- 10 or more times



**How old were you when you first:**

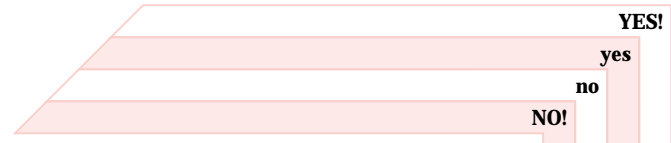
<b>Smoked marijuana?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Smoked a cigarette, even just a puff?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Began drinking alcoholic beverages regularly, that is, at least once or twice a month?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Got suspended from school?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Got arrested?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Carried a handgun?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Attacked someone with the idea of seriously hurting them?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Belonged to a gang?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**How often do you attend religious services or activities?**

- Never
- Rarely
- 1-2 times a month
- About once a week or more

**I like to see how much I can get away with.**

- Very false
- Somewhat false
- Somewhat true
- Very true



**Sometimes I think that life is not worth it.**

**At times I think I am no good at all.**

**All in all, I am inclined to think that I am a failure.**

**In the past year have you felt depressed or sad MOST days, even if you feel OK sometimes?**

**It is all right to beat up people if they start the fight.**

**I think it is okay to take something without asking if you can get away with it.**

**It is important to be honest with your parents, even if they become upset or you get punished.**

**I think sometimes it's okay to cheat at school.**

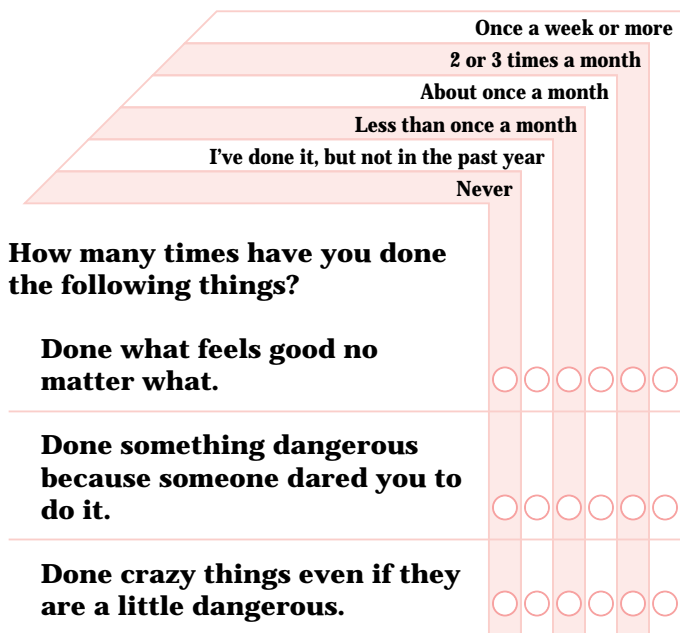
<b>Sometimes I think that life is not worth it.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>At times I think I am no good at all.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>All in all, I am inclined to think that I am a failure.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>In the past year have you felt depressed or sad MOST days, even if you feel OK sometimes?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>It is all right to beat up people if they start the fight.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I think it is okay to take something without asking if you can get away with it.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>It is important to be honest with your parents, even if they become upset or you get punished.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I think sometimes it's okay to cheat at school.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**I ignore rules that get in my way.**

- Very false
- Somewhat false
- Somewhat true
- Very true

**I do the opposite of what people tell me, just to get them mad.**

- Very false
- Somewhat false
- Somewhat true
- Very true



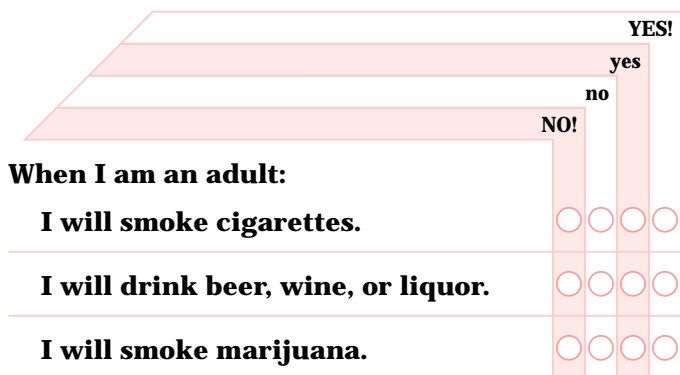
How many times have you done the following things?

**Done what feels good no matter what.**

**Done something dangerous because someone dared you to do it.**

**Done crazy things even if they are a little dangerous.**

**Sometimes we don't know what we will do as adults, but we may have an idea. Please tell me how true these statements may be for you.**



When I am an adult:

**I will smoke cigarettes.**

**I will drink beer, wine, or liquor.**

**I will smoke marijuana.**

**These questions ask about how you would act in certain situations. They also ask your opinion about certain things.**

**You're looking at CDs in a music store with a friend. You look up and see her slip a CD under her coat. She smiles and says, "Which one do you want? Go ahead, take it while nobody's around." There is nobody in sight, no employees and no other customers. What would you do now?**

- Ignore her.
- Grab a CD and leave the store.
- Tell her to put the CD back.
- Act like it's a joke, and ask her to put the CD back.

**It's 8:00 on a weeknight and you are about to go over to a friend's home when your mother asks you where you are going. You say, "Oh, just going to go hang out with some friends." She says, "No, you'll just get into trouble if you go out. Stay home tonight." What would you do now?**

- Leave the house anyway.
- Explain what you are going to do with your friends, tell her when you'd get home, and ask if you can go out.
- Not say anything and start watching TV.
- Get into an argument with her.

**You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?**

- Push the person back.
- Say "Excuse me" and keep on walking.
- Say "Watch where you're going" and keep on walking.
- Swear at the person and walk away.

**You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?**

- Drink it.
- Tell your friend "No thanks, I don't drink" and suggest that you and your friend go and do something else.
- Just say "No, thanks" and walk away.
- Make up a good excuse, tell your friend you had something else to do, and leave.

**These questions ask about the neighborhood and community where you live.**

	Not wrong at all	A little bit wrong	Wrong	Very wrong
<b>How wrong do you think it is for someone your age to:</b>				
Take a handgun to school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Steal anything worth more than \$5?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pick a fight with someone?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attack someone with the idea of seriously hurting them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stay away from school all day when their parents think they are at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoke cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoke marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use LSD, cocaine, amphetamines or another illegal drug?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very easy	Sort of easy	Sort of hard	Very hard
<b>If you wanted to get some beer, wine or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>If you wanted to get some cigarettes, how easy would it be for you to get some?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>If you wanted to get some marijuana, how easy would it be for you to get some?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>If you wanted to get a handgun, how easy would it be for you to get one?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Great risk	Moderate risk	Slight risk	No risk
<b>How much do you think people risk harming themselves (physically or in other ways) if they:</b>				
Smoke one or more packs of cigarettes per day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try marijuana once or twice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoke marijuana regularly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	YES!	no	NO!
<b>If a kid smoked marijuana in your neighborhood, would he or she be caught by the police?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>If a kid drank some beer, wine or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood, would he or she be caught by the police?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>If a kid carried a handgun in your neighborhood, would he or she be caught by the police?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Not wrong at all	A little bit wrong	Wrong	Very wrong
<b>How wrong would most adults (over 21) in your neighborhood think it was for kids your age:</b>				
To use marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To drink alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To smoke cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	5 or more adults	3 or 4 adults	2 adults	1 adult	None
<b>About how many adults (over 21) have you known personally who in the past year have:</b>					
Used marijuana, crack, cocaine, or other drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sold or dealt drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging or assaulting others, etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gotten drunk or high?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NO!	no	yes	YES!
<b>If I had to move, I would miss the neighborhood I now live in.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>My neighbors notice when I am doing a good job and let me know.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I like my neighborhood.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>There are lots of adults in my neighborhood I could talk to about something important.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>There are people in my neighborhood who are proud of me when I do something well.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I feel safe in my neighborhood.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I'd like to get out of my neighborhood.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>There are people in my neighborhood who encourage me to do my best.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	No	Yes
<b>Which of the following activities for people your age are available in your community?</b>		
Sports teams	<input type="radio"/>	<input type="radio"/>
Scouting	<input type="radio"/>	<input type="radio"/>
Boys and girls clubs	<input type="radio"/>	<input type="radio"/>
4-H clubs	<input type="radio"/>	<input type="radio"/>
Service clubs	<input type="radio"/>	<input type="radio"/>

	NO!	no	yes	YES!
<b>How much do each of the following statements describe your neighborhood:</b>				
Crime and/or drug selling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lots of empty or abandoned buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lots of graffiti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**The next few questions ask about your family.**

	Very wrong	Wrong	A little bit wrong	Not wrong at all
<b>How wrong do your parents feel it would be for you to:</b>				
<b>Drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Smoke cigarettes?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Smoke marijuana?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Steal anything worth more than \$5?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Draw graffiti, or write things or draw pictures on buildings or other property (without the owner's permission)?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Pick a fight with someone?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Have you changed homes in the past year?**

- No
- Yes

**How many times have you changed homes since kindergarten?**

- Never
- 1 or 2 times
- 3 or 4 times
- 5 or 6 times
- 7 or more times

**Have you changed schools (including changing from elementary to middle and middle to high school) in the past year?**

- No
- Yes

**How many times have you changed schools (including changing from elementary to middle and middle to high school) since kindergarten?**

- Never
- 1 or 2 times
- 3 or 4 times
- 5 or 6 times
- 7 or more times

**Has anyone in your family ever had a severe alcohol or drug problem?**

- No
- Yes

I don't have any brothers or sisters

	No	Yes
<b>Have any of your brothers or sisters ever:</b>		
<b>Drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)?</b>	<input type="radio"/>	<input type="radio"/>
<b>Smoked marijuana?</b>	<input type="radio"/>	<input type="radio"/>
<b>Smoked cigarettes?</b>	<input type="radio"/>	<input type="radio"/>
<b>Taken a handgun to school?</b>	<input type="radio"/>	<input type="radio"/>
<b>Been suspended or expelled from school?</b>	<input type="radio"/>	<input type="radio"/>

	NO!	no	yes	YES!
<b>The rules in my family are clear.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>People in my family often insult or yell at each other.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>When I am not at home, one of my parents knows where I am and who I am with.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>We argue about the same things in my family over and over.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>If you drank some beer or wine or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>My family has clear rules about alcohol and drug use.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>If you carried a handgun without your parents' permission, would you be caught by your parents?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>If you skipped school, would you be caught by your parents?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never or almost never	Sometimes	Often	All the time
My parents notice when I am doing a good job and let me know about it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often do your parents tell you they're proud of you for something you've done?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NO!	no	yes	YES!
Do you feel very close to your mother?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you share your thoughts and feelings with your mother?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents ask me what I think before most family decisions affecting me are made.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you share your thoughts and feelings with your father?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you enjoy spending time with your mother?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you enjoy spending time with your father?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NO!	no	yes	YES!
If I had a personal problem, I could ask my mom or dad for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you feel very close to your father?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents give me lots of chances to do fun things with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents ask if I've gotten my homework done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People in my family have serious arguments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would your parents know if you did not come home on time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**These questions ask for more information about your friends.**

	None of my friends	1 of my friends	2 of my friends	3 of my friends	4 of my friends
Participated in clubs, organizations or activities at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a commitment to stay drug-free?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liked school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regularly attended religious services?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to do well in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Think about your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:**

**Participated in clubs, organizations or activities at school?**

**Made a commitment to stay drug-free?**

**Liked school?**

**Regularly attended religious services?**

**Tried to do well in school?**

**PLEASE DO NOT WRITE IN THIS AREA**



### Spielberger Anger Expression Scales (1998)

Everyone feels angry or furious from time to time, but people differ in the ways that they react when they are angry. A number of statements are listed below which people have used to describe their reactions when they feel angry or furious. Please read each statement and then circle the number to the right of the statement that indicates how often you generally react or behave in the manner described. There are no right or wrong answers. Do not spend too much time on any one statement.

#### WHEN ANGRY OR FURIOUS.....

		Almost Never	Some times	Often	Almost Always
CO	I control my temper	1	2	3	4
AO	I express my anger	1	2	3	4
CI	I take a deep breath and relax	1	2	3	4
AI	I keep things in	1	2	3	4
CO	I am patient with others	1	2	3	4
AO	If someone annoys me, I'm apt to tell him or her how I feel	1	2	3	4
CI	I try to calm myself as soon as possible	1	2	3	4
AI	I pout or sulk	1	2	3	4
CO	I control my urge to express my angry feelings	1	2	3	4
AO	I lose my temper	1	2	3	4
CI	I try to simmer down	1	2	3	4
AI	I withdraw from people	1	2	3	4
CO	I keep my cool	1	2	3	4
AO	I make sarcastic remarks to others	1	2	3	4
CI	I try to soothe my angry feelings	1	2	3	4
AI	I boil inside, but I don't show it	1	2	3	4
CO	I control my behaviour	1	2	3	4
AO	I do things like slam doors	1	2	3	4
CI	I endeavour to become calm again	1	2	3	4
AI	I tend to harbour grudges that I don't tell anyone about	1	2	3	4
CO	I can stop myself from losing my temper	1	2	3	4
AO	I argue with others	1	2	3	4
CI	I reduce my anger as soon as possible	1	2	3	4
AI	I am secretly quite critical of others	1	2	3	4
CO	I try to be tolerant and understanding	1	2	3	4
AO	I strike out at whatever infuriates me	1	2	3	4
CI	I do something relaxing to calm down	1	2	3	4
AI	I am angrier than I am willing to admit	1	2	3	4
CO	I control my angry feelings	1	2	3	4
AO	I say nasty things	1	2	3	4
CI	I try to relax	1	2	3	4
AI	I'm irritated a great deal more than people are aware of	1	2	3	4

Items numbered 26-57 in complete version

AO: anger out subscale items; AI: anger in subscale items

CO: control out subscale items; CI: control in subscale items

**Center for Epidemiologic Studies Depression Scale (CES-D), NIMH**

Below is a list of the ways you might have felt or behaved. Please tell me how often you have felt this way during the past week.

Week	During the Past			
	Rarely or none of the time (less than 1 day )	Some or a little of the time (1-2 days)	Occasionally or a moderate amount of time (3-4 days)	Most or all of the time (5-7 days)
1. I was bothered by things that usually don't bother me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I did not feel like eating; my appetite was poor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I felt that I could not shake off the blues even with help from my family or friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I felt I was just as good as other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I had trouble keeping my mind on what I was doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I felt depressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I felt that everything I did was an effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I felt hopeful about the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I thought my life had been a failure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I felt fearful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. My sleep was restless.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I was happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I talked less than usual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I felt lonely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. People were unfriendly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I enjoyed life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I had crying spells.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I felt sad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I felt that people dislike me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I could not get "going."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SCORING:** zero for answers in the first column, 1 for answers in the second column, 2 for answers in the third column, 3 for answers in the fourth column. The scoring of positive items is reversed. Possible range of scores is zero to 60, with the higher scores indicating the presence of more symptomatology.

**A MANUSCRIPT**  
**(Under Review)**

**Student perspectives on the reasons for physical violence in a Thai Technical College:  
An exploratory study**

**Abstract**

Physical violence in technical colleges in Bangkok has been the subject of public concern in recent years following a number of incidents in which young people died during fights. This study sought to understand the reasons for such violence through a series of semi-structured interviews with 32 young male students who attended a technical college in Bangkok. The analysis revealed that, contrary to previous research, most violence between students occurred outside school, in situations where students from different colleges were likely to interact. One of the key motivations for fighting was to seek revenge from previous fights, although most students were unaware of the original cause of the dispute. Students described a range of different responses to feeling threatened, including pooling money to rent a shared flat close to their colleges (so they could change into/out of school uniform to avoid being identified) and concealing weapons for use in defending themselves. These findings are discussed in relation to how an understanding of cross cultural risk factors is likely to contribute to the development of effective violence prevention strategies.

**Keywords:** Technical College; Thailand; Violence; Qualitative

## **Introduction**

In Thailand, violence is a major public health issue that has a particular impact on young people. In 2009, nearly 3,000 young people were arrested for physical assaults in Bangkok alone, a figure which rose by nearly 50% from the previous year (Royal Thai Police report 2010). Most of those arrested were students from technical colleges enrolled in training programs in vocational colleges. Although incidence and prevalence data about victims is not available for Bangkok, national statistics show that approximately 3,000-4,000 people die each year as a result of being assaulted. This equates to a rate of approximately 4.9 per 100,000 (Bureau of Health Policy and Strategy, Ministry of Public Health, Thailand 2004, 2005). In 2004, the last year in which data are available, the highest age-specific rate was for 15-19 year olds, with a death rate from interpersonal violence of 8.3 per 100,000 people (WHO Kobe Centre 2007).

The 2007 WHO report stated that the causes of youth violence in Thailand were delinquent behaviours associated with substance abuse, lack of family strength and immature personality (WHO Kobe Centre 2007). Specifically, the authors of this report claimed that violence among vocational school students was mainly related to lack of family and school attachment. Fighting usually originated from extra-curricula group activities, hostility, poor school performance, and 'masculine' identification. Unfortunately, although a number of empirical studies related to violence in technical colleges were referred to in the report, these were not cited and have not subsequently been published. This study was therefore designed to establish whether causes of youth violence identified in the WHO report are still relevant and, more broadly, to investigate why Thai technical college students become involved in violent and aggressive behaviour.



Vocational colleges aim to produce skilled workers who have the knowledge and experience to work in industrial areas. The vocational certificate intended for those students who have finished Year 9 (aged 15 years) in a mainstream school and wish to study for two further years to obtain a Vocational Education Certificate or Diploma (Assanangkornchai et al. 2007). Vocational students are more likely to come from lower Socio-Economic-Status (SES) families, to drink alcohol, to use illicit substances, and to engage in physical and sexual violence than are high school (traditional) students (Pradubmook-Sherer 2010). Nearly 90% of all vocational college students are male (Vocational Education Commission, Thailand 2010).

One of the main risk factors for violent behaviour in schools is gender. Men are more likely to be both perpetrators and victims of violence (Cornell and Loper 1998), with studies from around the world consistently showing that men generally engage in higher rates of delinquency, especially violent behaviour, than women (WHO 2002). In this study, Connell's theory of hegemonic masculinity is utilised to understand the intricacies of masculinity in the school context. In Thai society, boys have been socialised to be "real men" or "heroes", and are commonly encouraged to value traits such as honour, respect, bravery, dignity, and family responsibility (Tantiwiranond 1997). Thai culture is generally accepting of the use of violence as a legitimate means by which males can express their anger and resolve conflict (Pradubmook-Sherer 2010). Those who benefit from exercising violence over subordinates are considered in relation to what has been labelled as 'destructive masculinity'; one of the hegemonic forms that dominate both the gender order and the social order (Messerschmidt 1993).

Since early childhood through to adolescence, young men use various forms of aggression to protect and control their social positions and to fulfil their social needs (Cairns and Cairns

1994). Taunting, teasing, rough-and-tumble play, direct confrontation, and physical attacks are all seen as forms of aggressive behaviour that can serve these functions (Farmer 2000; Pellegrini 1998), whereas bullying can be understood in terms of intentionally negative behaviour toward a victim involving a variety of hurtful actions such as name-calling, social exclusion, and having money taken or belongings damaged, as well as the more obvious forms of hitting and kicking (Crick 1997; Crick et al. 1997; Menesini et al. 1997; Rigby et al. 1997). Although increased levels of testosterone and reduced levels of serotonin have been shown to be associated with increased aggression in both men and women (Studer 1996). Indeed, it is gender role identification rather than gender per se that is an important cause of aggression (Milovchevich et al. 2000). However, it is widely accepted that the environment also plays an important role in the occurrence of violent behaviour (Studer 1996).

Other risk factors related to youth violence, such as family, school, peer and community pressure, have also been identified in a large number of studies conducted in Western countries. For example, school violence has been shown to be related to family SES, family conflict (Herrenkohl et al. 2000), parental monitoring (Henry et al. 2001), school engagement (Battistich et al. 1996), substance abuse (Kann et al. 2000; McMorris et al. 2007), and delinquent peers (Cairns and Cairns 1991; Dahlberg 1998; Herrenkohl et al. 2000). There is also some evidence relating youth violence to drug trafficking and homicide and it appears that these behaviours may also be associated with weak social control, and poorly supervised adolescent networks (Fagan and Davies 2004). However, there have been few studies showing that the risk factors identified in Western populations apply also to Asian cultures (Jang 2002; Le and Wallen 2007). Accordingly, this study used in-depth qualitative interviews to investigate why young Thai men in technical colleges engage in physical violence.

## Methods

Participants were recruited from five departments offering the Vocational Educational Certificate, Year Level I-III in one technical college in Bangkok. The college has approximately 600 students, including those enrolled in the Vocational Education Certificate, Year Level I – III, Vocational Education Diploma, Year Level I-II and commercial departments. The recruitment process was announced by teachers, and the students who were interested in the research contacted the researcher by e-mail. Then the date and time of the interview was confirmed by e-mail. Each participant was reimbursed the equivalent of US \$5 for his time and expertise. The majority of the interviews took place in, or close to, the participant's home.

A qualitative methodology was considered to be appropriate, because the research was essentially exploratory in nature. The main method of data collection was a semi-structured interview. A major advantage of this kind of interviewing is that respondents are allowed to answer questions in their own words with minimal control and direction from the interviewer. Apart from ensuring that all of the research topics were covered, the inter-viewer allowed the flow of the discussion to be determined in part by the participants. This resulted in a more natural description of events by participants. The main disadvantage of the semi-structured interview is that the responses can sometimes be discursive and wide-ranging and not every issue raised might be covered by every respondent.

The interview was given a broad structure by using a schedule that covered four main topic areas: (a) the student's personal and a family background, (b) peer-family-school-community factors, (c) details of physical assaults, (d) substance abuse. On average, the interviews lasted 45 minutes. All interviews were tape recorded, with the student's permission

(a consent form), and subsequently transcribed verbatim. Data were transcribed in Thai before being translated into English by the first author.

Students were asked at the beginning of interviews to provide aliases. The transcripts were analysed first by identifying the relationship between those factors and physical assault. The narratives relating to physical assault were then investigated to identify motivational statements that explained why the students engaged in fights.

The interviews were designed to allow participants freely to explore and discuss relevant experiences and perceptions of violence. The interviews were treated as a social encounter in which knowledge was shared, and not simply as an occasion for information gathering. Anonymity was assured, so that the participants were not at risk of incriminating themselves in criminal behaviour. The study was approved by the Social and Behavioural Research Ethics Committee at Flinders University, Australia.

## **Participants**

Thirty-two young men participated in the study. They were students in three departments (Power-Electrical, Mechanical, and Building Construction) each of which offers Vocational Education Certificate, Year I-III. The age of participants ranged from 16.5 to 18.5 years, and daily income ranged from US \$3.21 to \$3.75. Of the 32 participants, the majority (65% - 75%) used motorcycles to travel between school and home. Most (75% - 100%) reported that they drank alcohol, followed by cigarette smoking (75% - 90%) and marijuana use (10% - 25%). Additionally, methamphetamine was used by 10% - 12.5% of the sample. More detailed demographic information is provided in Table 1.

**Table 1.** Demographic Data

Data	Departments in the Technical College		
	Power&Electrical	Mechanical	Building
Age (Mean±S.D)			
• Year Level I	16.5 ± 0.5	-	-
• Year Level II	16.13 ± 0.35	16.62 ± 0.74	16.75 ± 0.74
• Year Level III	18.5 ± 1.22		
Receiving Money a day (Mean±S.D)	\$3.51 ± 0.63	\$ 3.21 ± 0.80	\$ 3.75 ± 1.37
Vehicles to school (No.[%])			
• Motorbike	13 (65%)	6 (75%)	-
• Bus	7 (35%)	2 (25%)	2 (50%)
• Car	-	-	2 (50%)
Substance Abuse (No.[%])			
• Cigarette	18 (90%)	7(87.5%)	3 (75%)
• Alcohol	19 (95%)	6 (75%)	4 (100%)
• Marijuana	2 (10%)	2 (25%)	1(25%)
• Drug (Methamphetamine)	2 (10%)	1(12.5)	0 (0%)

## Analysis

All of the transcripts of the interview audiotapes were stored in standard computer files in preparation for data analysis. The investigators used functions available in standard word processing programs to read, highlight, code, group, and search data segments. Axial coding was used to make connections between the major categories (Strauss 1987; Strauss and Corbin 1990). The interpretation of the data and potential alternative interpretations of the data were then discussed among investigators (4 persons). In case of disagreements among

investigators, following discussions the classifications were revised until all of them were satisfied.

The major goal of analysis at this phase of the project was to develop conceptual areas for further inquiry. These represented complete information gaps or provisional major conceptual areas that warranted further exploration and refinement. Quotes from the interviews were reported judiciously within this paper, with certain segments of the quotes emphasised to highlight the key themes of interest.

## **Results**

Participants reported that fights occurred when students were staring at other students who were not friends or were from different colleges. They then typically began to throw things (e.g., glass bottles, bricks) at each other. Physical fights were most likely to occur at bus stops and along the bus route to or from school. Weapons were often used, including swords, knives, and wooden sticks. These were kept in rental units which were used for changing from/to casual uniforms from/to a school uniform, concealing weapons, and partying.

The analyses of the interviews suggested that the hierarchical dominance of senior students provides the context for the development of strong friendships in the technical colleges. This was identified as an important driver of school violence, given that younger students often complied with the desires of senior students by engaging in fights. Revenge was another important motivator, particularly when friends had been injured in the fights. The analysis suggested, however, that the bond between junior and senior students often develops as a way of protecting each other.

## *Starting Fights*

Physical fights were most likely to result from provocation or bullying, in particular from other male students who were from different colleges. Participants suggested that the “challenge message” from staring (“Are you cool?”) often quickly escalates to physical aggression (throwing glass bottles, or bricks) and verbal abuse before fighting. Such aggressiveness may be understood as a reassertion of masculinity when men are perceived as threatened.

*Dear- Power & Electrical -Year II: I can't bear with... just like... they look at me as “Do you have any problem with me ? If you have – come on guy...”*

*Ping – Power& Electrical- Year Level II: The fight happened because my friend had been bullied everyday when he went to the school....*

On the other hand, teasing or bullying between friends was regarded as a routine activity that students commonly engaged in and which did not routinely lead to violence. In this way, students were able to delineate between teasing and provocation from friends (which was normalised and routine) and teasing and provocation from students of other colleges (which was a “challenge message” and often resulted in physical violence).

*Au-Power & Electrical-Year II : Just a normal activity [teasing and bullying to each other among friends] we do when we stay together.*

*Am-Power & Electrical-Year II: Yes, I do [like to tease or bullying friends]. .. I enjoy it... No-never (friends never got angry). Actually, they are bullying me back- not fighting.*

*Man-Power & Electrical- Year II: No [no fighting]- we get along with each other very well and never had any arguments in our groups. We know when we do [provoking each other]- just make fun.*

Participants described the locations where physical violence with students from other colleges occurred, such as when on the bus or at the bus stop. This suggests that much of the violence

occurs as a consequence of the logistics of getting to/from college, rather than being necessarily premeditated. The bus interchanges (where students from different colleges mix) therefore seemed to be a site where a lot of violence occurred.

***Tee-Power& Electrical-Year III:*** ...*We drive a motorbike to the school- that is OK. It is not quite safe when we drive a motorbike. But if we catch a bus- we will face other dangers as well. ... I was waiting for a bus at the bus stop, then I saw them getting off at the bus stop where I stayed, and they chased us with swords right away.... We have a chance to meet other schools in the same bus.*

***Joke-Mechanical-Year II:*** *We have a lot of fights because our homes are on the bus route. There are many schools along the bus route..... We cannot avoid – just going along the way....I cannot wear different clothes- the school does not allow it.*

***Jay-Electrical- Year II :*** *We rarely fight each other in the school, but we are usually engaged in the fight against other schools.*

***Na –Electrical -Year III:*** ...*there are a lot of fights happened outside the school- not in the school.*

### *A Rental Place*

Under the regulations of the Ministry of Education in Thailand all students have to wear a school uniform and are not permitted to carry any weapons in the school. The person's school is obvious by wearing a uniform, which increases the likelihood of violence (a 'symbol' for violence). A number of participants talked about the need to rent a place (a flat, unit, etc) in which to change from casual clothes into school uniform and keep weapons. By renting a flat students are able to avoid fights on the way to the school by wearing casual clothes, and can also collect weapons kept in the rental house. Additionally, the rental house is used as a party place for friends where they can use illicit substances such alcohol, cigarettes, and drugs.



**Bank- Power & Electrical-Year II:** I kept it (swords or knives) in a renting room where I was always changing clothes from casual to a formal uniform before going to the school. It (rental house) depends on the area, some places are around 1,000-1,500 Baht (~ \$US 28.55-42.85)– or may be up to 2,000 Baht (\$US 57.15). Yes.(every department )-doing the same to keep weapons and changing school uniforms in a rental house .

**Mo-Power & Electrical-Year III:** We rent a house which is close to the school for changing clothes. I am not wear the school uniform when am going out . I will change my casual clothes to school uniform in the rental house, and we keep swords and... there.

**Mo-Power & Electrical-Year III:** We're gonna engage in a fight every Friday- almost every Friday. Sometimes, we drink alcohol in the home we rent- we always do it. ..We are addicted to alcohol and ... - not going to school - a lot of absences.

Most weapons used in the fights are swords, knives, and big wooden sticks that are freely available at markets. Then, swords are physically modified at garages outside the college in different ways, depending on the purpose which they were to be used for. These are not taken to the college for fear of them being discovered.

**Tee- Power & Electrical – Year III:** We buy any sword or knife from markets, then we modify them for what we want. There is a samurai sword selling in the market too..... Sometimes, we buy some steel sticks and then are welded for a sword or a knife.

**Tik-Power & Electrical-Year III:** Both- a big wooden stick or a sword- using often.

Our data suggest that fighting between students of different technical colleges may be partially a result of a process whereby violence is both embedded in and mediated through hegemonic masculine values in which male students display masculinity and physical toughness. Additionally, violence among colleges arose as response to challenges to students' honour, self-esteem and self-image. In addition, weapons were used as a symbol of masculine power to dominate students from other colleges, although these were kept at a rental place in order to conceal them from teachers.

### *Peer networks*

In technical colleges, social networks are very strong because students spend most of their time together, both in the class and afterwards. There are a small number of students in each class (6-30 students), so students feel that they have to ‘stick together’ and assist each other. Indeed, participants reported going everywhere as a big group in order to protect each other or just to “hang out”. As can be seen in the following quotes (emphasis added), this leads to the development of a powerful emotional relationship between students.

***M – Mechanic-Year II:** ... when we hang out some places- we go together as a big group around 20 people.*

***Am-Mechanic-Year II:** ...We have to gather friends as a big group before going back home together – that is safe.... They may do something with us but we have many friends to keep eye on that. If here is something happening – we can protect ourselves- such as, not getting off the bus or not let someone getting into the bus.*

Additionally, there appears to be a clear hierarchical system between junior and senior students in the college. Junior students are supposed to obey senior students without argument. This is a traditional characteristic of technical college students.

***Op-Power & Electrical –Year II :** I am waiting for junior students finishing the class and sending them back home [sending them get into the bus]. Yes [It is traditional behaviour]... Senior students did to me last year, so this year I have to do for junior friends.*

***Singh-Mechanic -Year II:** Senior students find it easy to get along with them and feel like they are a big brother. Friends are good – we get along to each other. Junior students are good because they are respect to senior students as we did in Year I.*

***Guy Electrical- Year II :** I am usually involved in the fight when I have been invited by senior friends but some time it is up to my decision... We supposed to start fighting game against*

*other schools first..sort of.. not senior friends... I have never argued with them (seniors) about why they told me to do like that.. they are seniors.*

The invitation from seniors to fight against other schools was extended to juniors who are considered to be close friends. In Thai society, children are taught from an early age to maintain smooth, harmonious interactions with others, particularly in relation to elders and respected authority figures by adjusting to existing situations they do not actually prefer, or by deferring to the wishes of others. Therefore, when seniors invite them to join in the activities (fight or party), they are supposed not to refuse.

***Man-Power &Electrical-Year II:*** *Senior friends have never invited me to join in fighting- but I don't know whether they invited other friends or not.*

***Op-Power & Electrical-Year II:*** *I had never invited by seniors but I don't know about others. Actually- it is up to seniors – if they feel close to someone – they are going to invite them to join their activities.*

### *Parental monitoring*

Parental monitoring is important for Thai technical college students, and family members spend time together everyday (especially over dinner). This is the time when parents engage with their children and if they become aware that their child has been acting improperly (e.g., drinking alcohol, smoking, or using drugs), they will typically chastise and offer advice. Young people rarely argue with this advice, especially when it is from their parents because Thai children are expected to obey and respect their parents. Nevertheless, parental discipline could not prevent youths from engaging in physical fights.

***Tee-Power & Electrial-Year III:*** *Yes- if I get drunk – I will sleep there (a friend's house). If I am not – I will go back home. She (Mom) complained a lots (when he went back home and drank), so I went to bed immediately without arguments or saying anything.*

**Mo- Power & Electrical-Year III** : ... I thought that I am able to graduate..I want to do my best for that. I told Mom that I will graduate soon. Really, I don't want to tell Mom about my study –don't want her to worry so much about me.

**Jack-Mechanic-Year II** : They (friends) were all dropping off the school. There is only me studying here because Mom told me to study here until graduate. She did not complain anything  
(about failure in many subjects)– just tell me to focus on the study here until graduate.

**Jay –Power & Electrical-Year II:** She (Mom) did not complain anything (resulting from recurrent study in Year II ) – just tell me to focus on the study here until graduate.

### *School Attachment*

Participants reported a high level of attachment to their college, and generally reported that the quality of the teaching was good. Despite this, however, they were still behaving violently.

**M-Mechanic- Year II:** I am satisfy with my grade point. Teachers in the school are O.K- they are  
good in teaching. I know a lot of stuffs about cars. Friends are good too- if I can't do– they are willing to help me. We help each other.

**Am-Mechanic-Year II:** They (teachers) are good in taking care of students, also they try to help  
students to graduate from the school.

**Chud-Building Construction-Year II:** It (the college) is a good place and is quiet.

### *Community Factors.*

Even though some students live in poor areas related to selling drugs around neighbourhoods, none mentioned that they engage in fights related to the drug trafficking.

**Dong-Electrical-Year II** : ...there are selling drugs in the community -nearby my home- just a little bit- not a serious problem.... It is safe although Mom lives alone during the day. We have good neighbours.

**Op-Electrical-Year III** : ..there are a lots selling drugs around my community but are not many robberies...it is safe to go and come back from the school with the route that I use.

## *Revenge*

Revenge is a significant motivator for technical college fights. It is noted that revenge has been referred to as a psychological reward that may generate a sense of accomplishment, and thereby increases self-esteem and a stronger sense of masculinity. Indeed, when technical college students are injured in fights against other colleges, revenge is usually effected on the same day or the day after the fight.

***Joke-Building Construction-Year II:*** ...My friend had been hit with swords at his head during the fight with another technical colleg, then we took him to hospital for suturing.. .We want to got them back in the evening of that day.

***Chud – Building construction- Year II :*** My friend had been provoked from other schools, so we gathered friends around 7-8 people and waiting for them at the bus stop. After they finished the classes and catching a bus. When the bus was passed by, and we saw them- the time had come. We hit bus windows alongside they sat with swords... I don't know whether they got injured or not..We did that.. in the next day after my friend was provoked.

Additionally, students perceive that revenge constitutes a responsive, spiralling process. However, this process does not necessarily have a start (i.e. the students did not know what 'caused' the violence) or an end (i.e. the students simply wanted revenge in order to honour them). There was not always a rationale behind the violence, other than as a form of revenge.

***Mo- Electrical -Year III :*** I have no ideas either. During study here - I don't know reasons for what I do (engage in the fight)

***Jay-Electrical-Year II :*** I thought why we have to engage in the fights – for what ?

Anger arousal did not, by itself, usually lead to physical fighting. Participants only reported feeling angry when their friends were injured or when they had been provoked by other college students.

***Joke-Building Construction- Year II:*** I got angry if my friend got injured.

**Ping –Electronic-Year III :** ... during waiting a bus, my friends met students from other schools at a bus stop- being provoked everyday... in that day, after they provoked him- my friend ran into me and told about that -then we ran into them together. They had 7 people- we had 2, but I did not fear of them... No I did not (afraid of fight)- just feeling angry because my friend had been provoked every day, and that day- we have to do something.

### *Psychological consequences*

Physical fights among technical college students typically caused psychological distress, depression, and anger. Most students felt stressed, especially in the morning prior to catching a bus to the college. Fighting without weapons and without friends was regarded as potentially life-threatening. Nevertheless, students did not feel much stress or danger on their way back home in the afternoon (after finishing the class), since at these time they would be accompanied by their peers.

**Pang –Power & Electrical- Year II:** Yes, I feel that [stress] especially in the morning, but in the afternoon there are lots of students - so I feel O.K -and not afraid of that too much. When the class finished – all of year levels and departments were finished at the same time.

**Tab-Power & Electrical-Year III :** Yes. I am stressful resulting from thinking too much. I thought that if we chase them, when we go back home in the other day what it will be happen [it has a probability to be attacked by other college students]. So when the class finished- I have to wait for friends and going back home together as a big group. It could prevent mistakes [friends keep an eye on the situation and help each other].

**Tik-Power& Electrical- Year III:** I had some kinds of aware of the fight sometimes ..don't want to meet them [if he meets other college students alone-so he could get injured during the fight].

### **Discussion**

Physical violence among male technical college students has attracted national attention in Thailand following the deaths of a large number of young people (Bangkokpost

newspaper 2010). The current study used semi-structured in-depth interviews with a sample of Thai technical college students to understand more about why students engage in interpersonal violence. Although it is not possible to generalise the findings of the study to all technical colleges in Bangkok due to the small sample size and convenience sampling, this study suggests that aggressive and violent behaviour in Thai male technical college students occurs in a different social context to that which provides the setting for violence in Western and other Asian countries. In Western cultures, for example, youth violence is thought to be frequently related to substance abuse (Ellickson and McGuigan 2000; Lee et al. 2007; Lowry et al. 1999; National Institute of Justice 1999; Rudatsikira et al. 2008), and verbal assaults (Chen and Astor 2009; Pateraki and Houndoumadi 2001; Rudatsikira et al. 2008). Physical violence in technical colleges in Thailand also appears different from other Asian countries, such as Taiwan and Japan (Chen and Astor 2009; Hilton et al. 2010). A recent Taiwanese study found that most school violence perpetrators reported that violence was related to having fun, and typically was prompted by disagreement or provocation (Chen and Astor 2009).

In this study, verbal abuse among friends in Thai technical colleges was rarely a cause of physical assault, but could lead to a fight when the provocation came from a student from a different college. Unlike other nations where school violence is most likely to occur in the school (Culley et al. 2006), physical violence in Thai male technical colleges rarely happened inside the school, but on the way to or from school. Students living near the college with no other schools along the bus route reported that they had never been challenged by senior students to engage in fights and had gone home directly after the class finished.

Even though students might travel together in a big group, this could not necessarily be defined as a “gang”. Gangs are different from peer groups in terms of territoriality (Klein

1996), structure and powerful group processes (Bouchard and Spindler 2010; Decker 1996). For example, 'street gangs' are "something special, something qualitatively different from others groups and from other categories of law breakers" (Klein 1995, p. 197). The first types of gang identified (the social gang) was found to be minimally involved in delinquent activities including drug use other than marijuana and alcohol use. The activities of this type of gang can be likened to general adolescent experimentation in drug use, drug sales, and one particular type of delinquency - vandalism. This study clearly showed that students drank alcohol and a few used methamphetamine (1-2 persons), but they had not been involved in any type of drug trade or even involved in vandalism. They engaged in a gang fight or physical violence in order to protect themselves from students in other colleges.

The family environment has the potential to act as a protective factor against aggression in young people. Parental monitoring can be defined as "a set of correlated parenting behaviours involving attention to and tracking of the child's whereabouts, activities, and adaptation" (Dishion and McMahon 1998, p.61). Parental monitoring helps to create balance in family relationships and is associated with high levels of communications and support in the child-parent relationship (Ceballo et al. 2003). In this study, a lack of parental monitoring did not appear to be strongly related to school violence. The interviews clearly showed that parents are concerned about their children's behaviour and monitor it closely. Even though a strong bond often exists between parents and children in Thai culture, this does not appear to act as a protective factor. This supports the findings of research conducted with Asian-American youths, which suggest that family bonding (closeness, engagement, monitoring) is largely insignificant in delinquent acts (Jang 2002).



Similarly, school attachment does not appear to act as a protective factor, despite this being consistently identified in studies of non-Asian young people (Hawkins et al. 2000). Nearly all the students in this study liked their school and expressed a high regard for their teachers. This did not, however, stop them from fighting. Nearly every participant reported that he drank alcohol, smoked cigarettes, and used illicit substances. Nevertheless, hardly any of the students believed that they engaged in fights as a result of drug intoxication.

Anger and revenge have been identified as motivators for nearly half of adolescent interpersonal violence (Pfefferbaum and Wood 1994). Vengeance is an attempt to compensate an interpersonal offense by deliberately committing an aggressive action against the perceived offender. Indeed, vengeance can be viewed as an expression of the reciprocity norm: the basic inclination to return harm for harm. The logic of punishment is rooted in vengeance as opposed to retribution. The two are conceptually quite distinct (Govier 2002). Retribution is designed merely to “get even” whereas vengeance is disproportionate and intended to defeat the violator (Barreca 1995).

Even though students do not appear to know why students from other colleges want to abuse them physically, they still engage in fights when their friends get injured. The day of “paying back” is set up as soon as possible, and all students from other school are targets, whether they are offenders or not. Hence, innocent bystanders may get injured (Bangkokpost newspaper 2010). Angry violence, related to vengeance, intended to punish students from the violators’ school is planned by friends or senior students. This reflects on the relationship between students in technical colleges. Senior students are more likely to take care of younger students by sending them home and giving them advice when required, thus creating a strong bond between them. Indeed, if senior students invite junior students to engage in a fight or to

join in activities, such as drinking alcohol or paying for a rental house, they are unlikely to refuse. Additionally, after finishing class, students are expected to go back home together in a big group.

Technical college students felt that they need to access to weapons in order to protect themselves. The rental place is an appropriate place for storing weapons that are easy to obtain when needed. Given that physical violence can happen at any time while travelling between college and home, students are especially fearful of violence when travelling from home to college. In order to avoid the violence, nearly 80% of students use motorcycles to go to college. However, they still encounter students from other colleges and often experience stress and anxiety. This is consistent with several findings showing that exposure to violence is strongly related to internalising problems, such as anxiety and depressive symptoms (Cooley et al. 2001; Lynch 2003; Osofsky 1999). Additionally, the high levels of exposure to violence, especially community violence, may promote maladaptive behaviours such as aggressiveness, delinquency, and antisocial behaviour (Barkin et al. 2001; Scarpa 2001). Several studies associate depression with higher levels of violence and serious criminal behaviour (e.g., Beyers and Loeber 2003). The negative consequences of offending (i.e., loss of social relationships, school expulsion) may limit offenders' opportunities to engage in prosocial activities and increase psychological distress within the individual. Furthermore, internalising disorders may impair the capacity to withdraw from risky situations, resulting in failure to engage in self-protective behaviour (Orcutt et al. 2002).

### *Policy Implications*

Physical violence among technical college students in Bangkok has been identified as an extremely serious issue in Thailand. As a consequence, the Thai Government led by the

Ministry of Education is considering serious action to combat school violence, although public policy to reduce the incidence of school violence has yet to be developed. There are preliminary plans from the Minister of Education to send delinquent students from technical colleges to boot camps for disciplinary practice, and this proposal has led to a lot of public debate. This is of concern given US studies which have demonstrated that boot camps are largely ineffective (Tyler et al 2001). The preliminary outcomes of evaluations of boot camps carried out by Vocational Education Commission have never been published. College uniforms are a significant factor leading to fights, abolition of school uniforms might reduce fighting rates. In the US, five essential steps to counter school violence have been identified, including needs and assets assessment, initial planning, strategy adoption, strategy implementation and strategy evaluation (Greene 2005). This study contributes to the first step in response to the needs and assets assessment, however, information about school violence among technical colleges to support the first stage of public policy planning is still very limited. Nonetheless, the findings of this study can inform these debates.

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