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A MODEL EXPLAINING VIOLENT BEHAVIOR AMONG YOUTH: A CASE STUDY OF MIDDLE SCHOOL STUDENTS IN BANGKOK, THAILAND

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ABSTRACT

The history of criminological thought has seen several theories that explain violent behavior among youth . However, a comparative analysis between male and female has limited number of studies. This article estimates a multilevel model that investigate the effects of variables derived from four criminology theories. Mixed method was applied. Four-hundred and sixty-seven quantitative participants and 8 qualitative samples were drawn from five middle schools. Self-report questionnaire and oral history interview were utilized in this data collection. Structural equation modeling (SEM) and content and interpretation has been applied in analyses. The quantitative results revealed that the two most influence variables over verbal and physical violence were exposure to family violence and situational reasoning as they were both directly and indirectly influence. Moral reasoning and attachment to family had not much influence as they only had indirect influenced behaviors. The SEM model explains male behaviors from female differently. The qualitative findings provided more details for the quantitative results. The research contributes discussion, recommendations for policy, practice and further studies.

Keywords: Youth violent behavior, Moral reasoning, Neutralization, Exposure to family violence, Attachment

INTRODUCTION

The middle school violence has been a social issue in and around Bangkok for more than decades. Vocational school students are likely to be the most violence group comparing to every level of school, whereas the middle school students are the second violence. The middle school students who committed violence, tend to develop more violent behavior when they continue studying in

vocational school. This study set out to explain the rational behind the violence, to explain the violent behaviors of adolescent male and female, situating it within their social and familial context.

Background and Significance of the Study

The issue of violent behaviors in middle school has addressed the extreme manifestations of social problems within and around Bangkok over the last decade. The prevalence of potential violent behaviors among students in vocational schools remains the most severe violent group comparing to other school types. Whereas middle school students account for violent behaviors in second-lower level. The violent behaviors committed by students in middle school have shown to develop higher aggressive tendencies in their vocational schools. Youths who engaged in violent and impulsive behaviors such as, students reported involvement in some type of fighting or weapon-related behaviors to harm others that may result in injuries or sometime death, are likely engaged in variety of complex risk factors. The distinct violent pattern was commonly found in the incidence of student gangs at vocational school who attack other colleges for their self-identity and the perceived pride of their institutions until they are severely injured resulting in death. The rivalries between student gangs are different from the incidence of violence caused by youths or troublemakers in other countries or other communities which is more associated with gangsters, narcotic addiction, and vandalism. The tendency toward violent behavior involvement in young students at middle school level could have led to juvenile delinquent, if they had not been taught how to control their angers or learn on their moral reasoning.

The majority of recent research concentrated on either physical or verbal violence and the factors implicated in leading to violent outcomes were early childhood rearing, influence of peers, school and other social surroundings. Internal factors were related to emotion and self-control. This research differs in that, it focuses on both verbal and physical behaviors relating to internal reasoning of violent behavior, and family factors as the origin of such internalize process. The primary hypothesis is that the expression of violent behavior is dependent on their own internal reasoning, or rationalizing of that behavior. If *moral reasoning*, it would help restrain violent behavior. This corresponds with Kohlberg (1971) and the concept of moral reasoning and behavior of Bandura (1991). On the other hand, if it is *situational reasoning or neutralization*, violent behavior would be encouraged. It is coherent to the Neutralization Theory of Sykes and Matza (1957). Sources of different reasoning were stemmed from *attachment to family*, which is one in four elements of Social Bond Theory (Hirschi, 1969) and *exposure to family violence* which base on Bennett (2004)'s concept of violence in family and youth delinquency and the concept of learning postulated by Akers (1998) and Bandura (1976). In addition, this research also explains whether models of female and male youth behavior differ significantly. This investigation has been designed by employing analytical technique and conceptual framework which is suitable for complicated relationship of variety of variables. It is also responded to the complexity of social

problems. The criminology theories were integrated for conceptual framework. Therefore, the findings would provide the cumulative understanding of the field.

Research Objectives

1. To study the influences of family factors, and reasoning factors affecting violent behavior of the middle school students in Bangkok, and

2. To compare models explaining the violent behavior of male and female students.

LITERATURE REVIEW

The Youth Violence Behavior

Middle school students are at a crucial age where bullying behavior is common, which might be either pseudo-delinquency (or temporal delinquency) and convertibility, or true-delinquents (or recidivists) and habitualization (Milson and Gallo, 2006; Petch-dam and Yaemkasikorn, 2011). *Verbal violence* is described as attacking, threatening, insulting, taunting, slogging, mocking, bawling, and discriminatory and destructive rumors. *Physical violence* was pushing, shaking, boxing, kicking, scratching, burning assaulting or attacking with objects including weapons (Moore, 2001; Smith, 2004; Eisenberg and Aalsma, 2005). Georges (2009) adds that violence in school includes is considered vandalism.

Family Factors

Family factors are critical to spiritual and behavioral development of individuals. The family is the environment where children learned and formulated both good and bad behaviors (Bandura, 1965; Bandura, 1969; Bandura, 1976; Akers, 1998; Bennett, 2004). The rearing process and role models are the key elements in developing morality (Kohlberg, 1971; Phanthumnawin, 1996; Phanthumnawin, 2007). Interactions between children and parents are the serious causes of violent behavior and delinquencies (Patterson *et al.*, 1990). In this study, family factors focus on two types - *exposure to family violence* and *attachment to family*

Exposures to Family Violence

Previous studies revealed that *exposure to family violence* affected individual violent behaviors and offenses in two ways, firstly, through *witnessing domestic violence*, and, secondly through *being victim of violence* (Nofziger and Kurtz, 2005; Maschi and Bradley, 2008). Witnessing violence positively affected violent behavior (Kitzmann *et al.*, 2003; Sherrer, 2008; Phoophaiboon *et al.*, 2009; Vorraklep, 2009; McGivern, 2010). Similarly, Lawrence (2009), Nofziger and Kurtz (2005) and Neal (2004), found that being a victim of violence also influenced perpetrating violent behavior. All the research concluded that violent environments have direct relationship with violent outcomes.

Attachment to Family

Hirschi's Social Bond theory suggests that social bonding prohibited individual deviance and wrongdoing. There were four elements of the social bond: attachment, commitment, involvement and belief. Research has asserted that among four elements, attachment, especially to family, had most influence over youth behavior. *Attachment to family* has both a direct and indirect negative relationship with psychological factors, that is, children with high emotional attachment to families would have less delinquency while those with less attachment would have exhibit more delinquency (Vowell and Wells, 1997; Ozbay and Ozcan, 2006); Suriyamanee and Lerttomornsakul (2010). In addition, attachment to family was a positive for spiritual, emotion and behavioral development of children (Baumrind, 1968; Baumrind, 1971; Rozumah *et al.*, 2012). In summary, emotional attachment to family and parents as good role models has a negative relationship to child violent behavior while relating positively to moral reasoning.

Behavioral Reasoning

Normally, logic is important for reasoning, for an individual to believe in a thing or to act on something. However, in some situations there will be other explicable methods that contradict using logic. (Yar, 2009; Moshman, 2011). Ribeaud and Eisner (2010) divided reasoning into two types: *moral reasoning* and *situational reasoning.*

Moral Reasoning

Kohlberg (1971) implicated that individual had developed their *moral reasoning* in to 6 stages according to their age; those were tage1: punishment-obedience orientation in the age of 2-7 years, stage 2: instrumental relativist orientation in the age of 7-10 years, stage 3: good boy-nice girl orientation in the age of 10-13 years, stage 4: law and order orientation in the age of 13-16 years, stage 5: social contract orientation in the age of older than 16 years, stage 6: universal ethical principle orientation in adult. Kohlberg (1971) and Bandura (1991) stated that moral reasoning was the mediator between thinking and acting, and may inhibit or support behaviors, depending on those behaviors are pro-social or transgressive.

The studies of Raaijmakers *et al.* (2005) and(2009) Sortino suggested that moral reasoning had a negative relationship with youth deviance. Galotti *et al.* (2011) found that the nature of child moral reasoning would develop step by step according to age. Hurd *et al.* (2011) and Phanthumnawin (2007) suggest that good parental role models made students learn and develop positive moral reasoning and other good behaviors. In summary, moral reasoning had a negative relationship with violent behavior and delinquency.

Situational Reasoning

Mitchell and Dodder (1983) indicated that offense reasoning was a situational orient rather than a general orient. Bandura (1976) named it as an external attribution whereas the neutralization theory of Sykes and Matza (1957) called it as excuse reasoning and divided it in to 5 types, namely, *denial*

of responsibility, *denial of injury or damages*, *denial of victim*, *condemnation of the condemner*, *appealing to higher loyalties*. Siegel *et al.* (2006) stated that this theory was suited for analyzing violent behavior of general youth who believed in social rules and regulations and they may sometime violate them, that is, it was not habitual offending or serious delinquency. Maruna and Copes (2004) summarized many academic ideas of reasoning on offenses committed as individual psychological variables (inner), which influenced behaviors.

Many researches support the concept of neutralization on unacceptable behaviors such as the study of Mitchell and Dodder (1983); Chapple *et al.* (2004); Zdun (2007); Trickett (2009); McGivern (2010). It has been concluded that *situational reasoning* has positive relationship with violent behavior. The use of each type of reasoning is depended on the situation and the behavior. Many types may be used together in one situation.

Sex and Gender

Many scholars commented that in the past males had more violent behavior than females, whereas females more often being victim than being perpetrators. However, over the past two decades females have exhibited more violent behavior, both in magnitude and frequency, suggesting that female violence is not so much different from male violent behavior (Kim and Kim, 2005; Steffensmeier *et al.*, 2005; Siegel *et al.*, 2006). However, some scholars found that violent behavior in females was still less than males (Alarid *et al.*, 2000; Kim and Kim, 2005).

Many studies such as Sherrer (2008), Siegel *et al.* (2006), (Daly and Chesney-Lind, 1988; Cote, 2002) found that sex was the structural factor related to 'gender', which contributed differences between males and females regarding socialization, cognitive process, and personality, and continuously affected varieties of behavior.

Therefore, sex should have been the moderator related to youth violent behavior, as it related to the duty fulfillment of a family and also affected other psychological traits related to behavior such as personality, attitude and values. Other researches supported the significance of sex and gender, such as the works of Galotti *et al.* (2011) and Chapple *et al.* (2004). Silberman and Snary (2011). They found that the maturation of females was two years ahead of males, giving them a higher level of morals.

The Conceptual Framework

The directions and relationships among variables that narrate in literature review can be conceptualized as theoretical model for explaining youth violent behaviors as figure 1.

Figure-1. Theoretical model for explaining youth violence behaviors
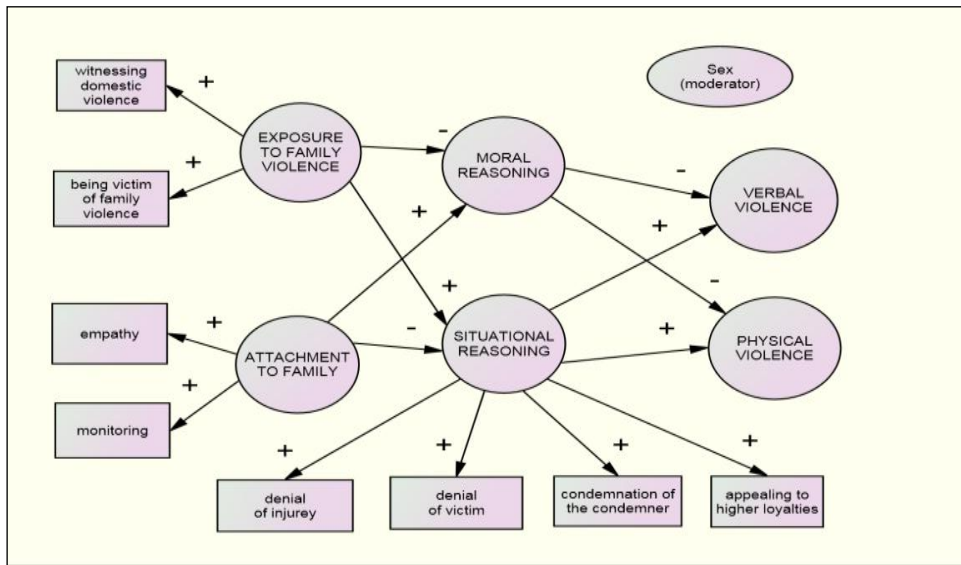
METHODS

Sample Description
Quantitative

Multi-stage sampling method has been employed. The total 467 samples were drawn from five middle schools in Bangkok containing three co-education middle schools, one middle boy schools and one middle girl schools. The 51.4 % were boys and 48.6% were girls. 29.8% were K7. 38.5% were K.8 and 31.7% were K9. More than three fourth or 76.3% of total sample lived in two-parent families and the rest 23.7% lived in single parent families guardians or other relatives. A half of the samples (50.2%) has two siblings. One fifth (20.5%) had one sibling and the rest had three to ten siblings.

Qualitative

A purposive sampling method has been utilized and eight participants have been selected from same school as quantitative sample. Four of them had committed moderate violence those were verbal violence and not so serious physical violence such as wordings of attack, threat, insult, taunting, slogging, mocking, bawling, discrimination, and destructive rumors, pushing, shaking scratching. Another four participants had committed serious physical violent behavior such as boxing, kicking, group fighting, burning or assaulting, hurt or attack others with object including weapon. The number of male and female was equal.

Procedure

Prior to data collection process, researcher obtained approval from Institutional Review Board (IRB). The middle schools willingness to participate in the studies had been contacted.

Participants, parents or class advisors read and sign the consent forms indicated that they could withdrew from the participation anytime without any effects. The quantitative data had been collected through dissemination of 500 questionnaires to the classes by quota of equal number of boys and girls in three levels (K7, K8 and K9). Students completed their self-report questionnaires. The 467 questionnaires or 93.2% were returned. The qualitative data had been collected from the 8 participants. They were four boys and four girls. Students participated in the research project read and signed the consent forms. The oral history interview was employed under the guidance of psychologist.

Measures

Self-report questionnaire was truncated and modified from the prepared measurement. The quality of instrument was tested by Item Objective Congruence Index (IOC) and construct validity by the exploratory factor analysis (EFA) whereas finding the value of reliability with Cronbach alpha (α) (see Appendix Table1). The semi-structured guideline for the oral history was qualified by IOC.

Exposure to family violence was modified from the Role Model Antisocial Behavior postulated Scale of Hurd *et al.* (2011), from the Family and Community Violence Scale of Vorraklep (2009), and from the Witnessing Domestic Violence Scale of Huttaphat (2009). *Exposure to family violence* was divided into two types. The first type was *witnessing domestic violence* with 11 questions (α=.92). Participants were asked to rate how often they have been observed their family members behaved violently. The sample of items were *"I see my family members yell to each other."; "I see my family member get drunk and run amok."; "I see my family members quarrel or dispute."; "I see my family members fight and beat each other."; "I see my family members use knife, gun, and wood or other objects fight and hurt each other."* The second type was *being victim of family violence* with 10 questions (α=.89) related to being victimized verbally and physically. They were *"I was berated by my parents with violent and vulgar words."; "My parents chased me from home."; "My parents hurt and beat me when doing dissatisfactory thing."; "My parents/my family members burned me with cigarette."; "My family members beat me with coat hanger or cable wire."; "I was punished by detaining alone in my room."* and so on. Each item had a 5-point response scale ranging from 1 to 5 from "least see" to "often see".

Attachment to family contained positive and negative questions related to intimacy in the family. The set of items were adapted the Parental Monitoring Scale of Griffin *et al.* (1999), Emotional Attachment to family of Vorraklep (2009), and the Attachment to Parent Scales of Ozbay and Ozcan (2006). *Attachment to family* had been analyzed into two components by the exploratory factor analysis (EFA). The first component was *empathy* involved with 4 questions (α = .61), i.e. *"When I depress, I think of my parents (guardian)."; "When I make a mistake, my family members forgive me and give me opportunity."; "When a family member gets into problem, all my family members discuss and help."; "My family members have activities together in leisure time during holiday."; "Parents (guardians) know my close friends are.".* The second component was

monitoring when were not home containing 3 questions (α = .71), i.e. *"Parents (guardians) know my close friends."*; *"When I am not home, my family members know where I am."; "Parents (guardians) know and have ever talked with my close friends' parents.";* Each item had a 5-point response scale ranging from 1 to 5 from "least correct" to "very correct".

Moral reasoning contained 8 questions, the moral reasoning scale of (Phanthumnawin, 1979; Phanthumnawin, 1996) were adopted. The participants will be asked to rationalize and decision in the pseudo-situations which they could meet in their daily life and narrated in moral conflicts with situations, for example, *"Blood donation mobile unit come to my school, why should I not donate?"; "Once in an examination, I could not do it because I did not prepare, a friend near me sneak a key to me, why should I not take the key from my friend?"; " If I saw a person was stealing property, the thief was later arrested and the police requested me to appear as a witness, why should I not be the witness?".* Each item had 6 choices by the 1-6 moral attribute based on Kohlberg and the experts had checked their content validity.

Situational reasoning contained set of questions based on the Neutralization Theory of Sykes and Matza (1957) and Neutralization Technique instrument of Ribeaud and Eisner (2010). It contained 5 techniques. However, this research deployed 4 techniques because the denial of responsibility technique was improper to this group since the EFA result revealed that the KMO value was moderate (.61) and α was low (.41) (see Appendix Table 1.). Situational reasoning in this research contained 4 types, i.e. 1) *denial of injury with 5 questions (α = .75)such as "the violent behavior is acceptable if none are injured."; "Quarrels and berating or verbal violence is just wording and none are injured."; "Damaging objects such as breaking chairs, graffiti, spraying in toilet, at bust stop do not trouble/injure anyone."* 2) *Denial of victim* contained 4 questions (α = .71) such as *"The victim provokes"; "The victim hurt other first".* 3) *Condemnation of the condemner* contained 3 questions (α = .68), i.e. *"The teacher is unfair"; "The teacher pays no attention"; "Others commit violent behavior and not been punished".* 4) *Appealing to higher loyalties* contained 6 questions (α = .77) for example *"It is group's value"; "vengeance and retaliation"; "dignity protection"; "power display".* Each item had a 5-point response scale ranging from "strongly disagree (1)" to "strongly agree (5)".

Treatment of Missing Data

The analysis with structural equation modeling required complete data. The missing data were replaced by maximum likelihood (ML) method.

ANALYSIS

Quantitative Data

Structural Equation Modeling (SEM) was employed as it was more advantageous than other technique, especially for the complicated conceptual framework. For example, the independent

variables had reciprocal relationship, the dependent variables were more than one, the hypothesis model is the same as analyzes model. And it provided the predicted power of the model, statistical test of the research model and the empirical data (model fit) and unestimated parameters (i.e., measurement error) which was advantageous for self-report data.

The analysis began with contracting the latent variables through EFA, the reliability checked and the descriptive statistic and bi-variate correlation between the latent variables by using SPSS (see appendix table 1, 2 and the table of bi-variate correlation was appeared in parent thesis(. The SEM was analyzed by AMOS. Some variables in the model were single indicator latent variable which composite score needed calculation. Then the hypothesis testing began with analyzing the hypothesis model, and adjusted the model with modification indices together with concerning theoretical logics. Evaluating the goodness of fit measure for the 4 indicators, they were chi-square value, Goodness of fit index (GFI), the comparative fit index (CFI), and the root mean-square error of approximation (RMSEA). Chi-square value, a lower score is preferable; 2.00 were acceptable. GFI and CFI values range from 0 to 1, values above 0.95 suggested that the model fit the data well. RMSEA values also range from 0 to 1; as this value represented model misfit, a lower score was preferable; under 0.06 was ideal.

Qualitative Data

The qualitative data from the oral history interview were analyzed on their contents, interpreted and integrated with the quantitative data.

RESULTS

Structural Equation Modeling *(SEM)*

To test of the relationship between the predictor latent factors and outcome latent factors of verbal and physical violence, a SEM was applied. The first step involved testing a hypothesis model. It shown that the model was not fit with the empirical data. They were χ^2 (38) = 288.095, p=.00, RMSEA = .121).106, .132) GFI = .890 and CFI =.826 whereas R^2(Verbal) =.48) and R^2 (Physical) =.47).(see appendix figure 1.) The second step, the model was adjusted by suggestion of model modification indices including reexamining theoretical rationalization. The adjust model was fit with the empirical data , i.e. χ^2 (34) = 70.594, p =.00, RMSEA = .048 (.32, .64), GFI = .973 and CFI = .975 whereas R^2(Verbal) =.32) and R^2 (Physical)=.63. (see appendix figure 2). The following is a simplified model of the saturated model.
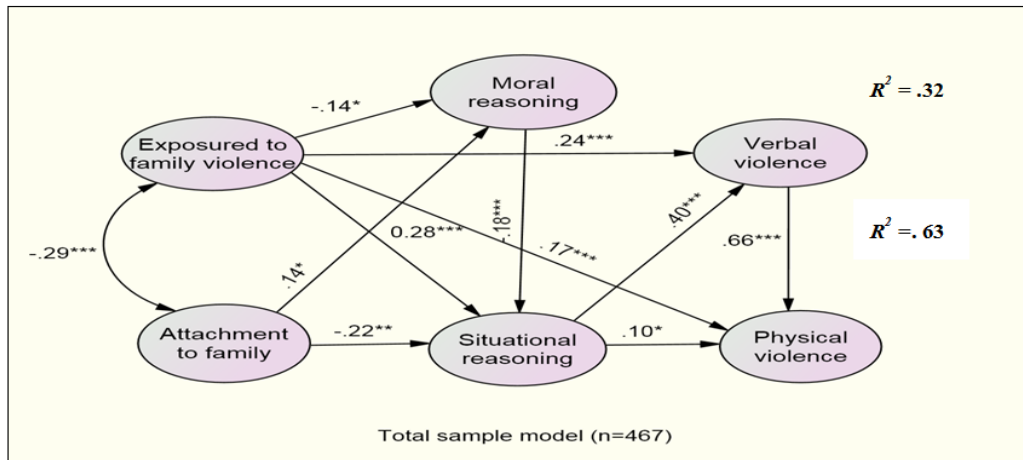
Figure 2. Final structural equations model for explaining youth violent behaviors
Note: Only significant paths are shown: * p, 0.05; ** p, 0.01; *** p, 0.001

The saturated model (figure 2.) indicated that two paths between *moral reasoning* and two types of violent behaviors were no significant and these paths were trimmed from the model. The resulting final model is illustrated in figure 3 that *exposure to family violence* and *situational reasoning* were directly influenced over *verbal* and *physical violence*. Such high *exposure to family violence* was associated with high *verbal* and *physical violence* (β =.24***, β =.17***), and high *situational reasoning* was associated with high *violent behaviors* (β =.40***, β =.10*).

The model also indicated that *attachment to family* and *moral reasoning* were indirectly influenced over *verbal and physical violence*. Those were the relationships between *attachment to family* and two types of *violent behavior*s were mediated by *moral reasoning* (β =.14*) and by *situational reasoning* (β = -.22***). Similar to the relationship between *moral reasoning* and *violence* two types *violent behavior*s were mediated by *situational reasoning* (β = - .14*). Furthermore, the model shown high relationship between *verbal violence* and *physical violence* (β = .66***) that meant 66% of youth with physical violence had prior verbal violence.

Influence Sizes of Independents and Mediators over Dependent Variables

The most influential variable over *verbal violence* was *situational reasoning* (β =.40) followed by *exposure to family violence* (β =.24) as both influences were direct effect. Whereas *attachment to family* had not much influence as it was indirect effect. While the most influential variable over *physical violence* (regardless relationship between *verbal violence* and *physical violence* which β was .66) was *exposure to family violence* (β =.17) followed by *situational reasoning* (β =.10). *Attachment to family* and *moral reasoning* had not much influences as they were indirect effect. In summary, SEM shown that the two most influent variables over youth violence were *Exposure to family violence* and *situational reasoning* as they were direct influence. Whereas *attachment to family* and *moral reasoning* had not much influence as they were indirect effect. The additional

finding, outside of the hypothesis, illustrated that v*erbal violence* has highly positive association with *physical violence*; *moral reasoning* has highly negative association with *situational reasoning.*

Comparison of the Male Model and the Female Model

Male Model

The male model as illustrated in figure 3, indicated that *exposure to family violence* and *situational reasoning* were directly influenced over *verbal and physical violence.* That was high *exposure to family violence* was associated with high *verbal* and *physical violence* (β =.20***, β =.16**), and high *situational reasoning* was associated with high *violent behaviors* (β =.31***,β =.20*).   The model indicated that they were three paths between latent variables were no significant, those were paths between *moral reasoning* and two types of *violent behaviors*, and path between *attachment to family* and moral reasoning. In summary, male with high *exposure to family violence* and high *situational reasoning* would also have high *verbal* and high *physical violence*. The male *moral reasoning* was originated by less *exposure to family violence*. Male youth might commit *physical violence* without prior *verbal violence as* 53% of male youth with *verbal violence* committed *physical violence* later.

Female Model

Figure 3., the female model shows that *exposure to family violence* had direct effect over *verbal and physical violence*. That was, high *exposure to family violence* was associated with high *verbal* and *physical violence* (β =.20***, β =.16**). *Situational reasoning* was directly influenced over *verbal violence* (β =.45***) while influence over *physical violence* was indirect effect through *verbal violence*. The model also indicated that they were three paths between latent variables were no significant, those were paths between *moral reasoning* and two types of *violent behaviors*, and between *situational reasoning* and *physical violence.* It could be summarized that, female with and highly *exposure to family violence* would have high *verbal* and high *physical violence*. Female with high s*ituational reasoning* would have strong *verbal violence, and* 79% of female youth with *verbal violence* committed *physical violence* later.

In comparison, there were three differences of male and female model. The first one was no relationship between *attachment to family* and *moral reasoning* in the male model. The second one was no direct relationship between *exposure to family violence* and moral *reasoning* in the female model. The latest one was no direct relationship between *situational reasoning* and *physical violence* in the female model. That was *moral reasoning* of the male youth came from their parents' good role model or less exposure to family violence. *Moral reasoning* of the female youth came from their parents' close monitoring or high attachment to family. The female is likely to have prior *verbal violence* before performing *physical violence*. Another difference was the efficiency of model which the female model had higher predicted power than the male that was the female model could predict *verbal violence* at 39% (R^2 =.39) and *physical violence* at 74% (R^2 =.74), while

the male model could predict *Verbal violence* at 24% (R^2 =.24) and *Physical violence* at 52%(R^2 =.52).
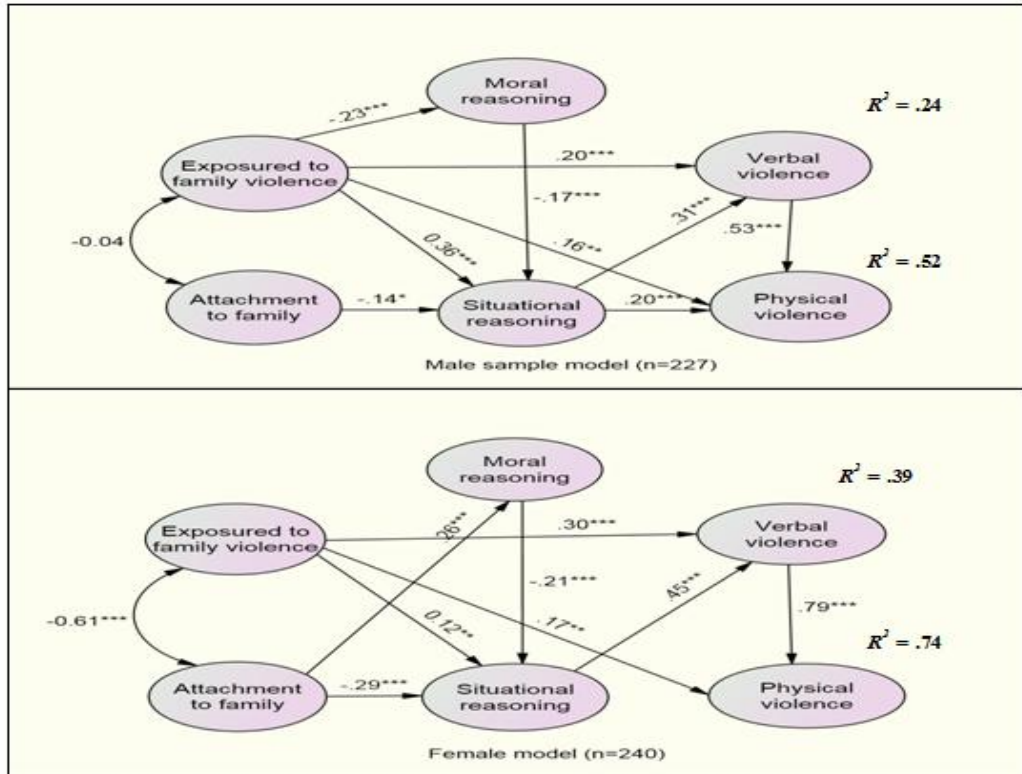

Figure 3: Male and female final model for factors explaining youth verbal and physical violent behaviors
Note: Only significant paths are shown: * p , 0.05; ** p , 0.01; *** p , 0.001.

The Qualitative Data Finding

Physical Violence: The Context

Physical violence ranged from minimum physical harm to serious injury including, beating, group assault, and group fights. Involvement of outsiders who were not student in the same school such as former students, clients in a game parlor, would likely increase violence. Incidents outside their schools were more harmful. Hot spots were game parlors and bus stops in the area which the rival institutions were located.

The phenomenon of physical fight between neighboring vocational schools. The middle students interviewed revealed that there was a history of violent behavior during middle education and this continued and increased in upper education at vocational school levels. In vocational schools the violent behavior became worsened with group fights and violent assaults with weapons, sometimes using weapons that could maim or kill. It is noteworthy that bright students (A-type Room) had less violent behavior because they spent most of their time with studying. The underachievers were more likely to have spare time as they used less time in studying. With a lack of organized activities many are likely to channel their energy into peer groups which have antagonisms toward other vocational schools that can lead to fighting and violence. *Verbal violence* was often a

precursor to physical violence, ridiculing and taunting. They attempted to belittle their enemies, mocking them about their parents' career, and using obscenities they obtained from the internet. Many females only used verbal violence with strong intent to hurt. For males verbal violence was more a precursor to physical violence and they were familiar with crass group language, therefore they tended to play down verbal altercations with violence.

Exposure to family violence – it was found that the current family violence are quarrels between father and mother, ignoring each other, which create tension in the family, violence in the neighboring residential surrounding such as quarrel between neighbors, feeling insecurity or threat in a community and so on.

Moral reasoning -   samples indicated situational reasoning at Levels 2 and 3. Level 2 was doing for self-gain and self-protection. Level 3 was doing for being accepted by peers. Additionally, the qualitative data found youth using the situational reasoning in Level 4 – doing by the societal expectations or believing in a certain social contract.

Attachment to family –Youth with attachment to family felt being monitored on disciplines and friend association. Youth with detachment to family felt they are subject to strictness, reprimand, and coercion. The female youth had more attachment to family characterized by monitoring their outside home more than the male youth.

Situational reasoning – the male youth gave more situational reasoning than the female youth. Both sexes gave similar reasons, i.e. most are appeal to higher loyalties, doing for peer and for the group followed by denial of victim, denial of injury, and condemnation of the condemner, respectively. Denial of responsibility such as not the one who commit, or unable to avoid the situation were lesser used since they were encouraged to do so by group members.

DISCUSSIONS

The results of this study found that *exposure to family violence* had positive direct and indirect effect on two types of *violence behavior*. It was corresponded with the studies of Maschi and Bradley (2008); Nofziger and Kurtz (2005);**(2010) Milner** ; Kitzmann *et al.* (2003); Sherrer (2008); Phoophaiboon *et al.* (2009); Vorraklep (2009); Lawrence (2009); Nofziger and Kurtz (2005); Neal (2004). This research asserted the previous studies that the violent family environment had direct relationship and in the same direction with the violent behavior.

Situational reasoning mediated the relationship between other variables and *physical violence* which fits the paper of Siegel *et al.* (2006). It also had positive relationship with violence behaviors that was corresponded with the studies of Mitchell and Dodder (1983);**(2007) Zdun** ; Trickett (2009); and McGivern (2010). This finding confirmed the previous studies that psychological

factor was mediating between external factor and behavior. *Situational reasoning* was psychological factor that had positive relationship with the violent behavior. In the details on 4 types of situational reasoning, participants used *appealing to higher loyalties*, i.e. dignity protection, protection of friend, and peer or group, and was corresponded with the study of McGivern (2010). They also used of *denial of victim* and *condemnation of the condemner* which was similar to the study of Chapple *et al.* (2004) Therefore, this study concluded that nature of giving *situational reasoning* had positive relationship with *violent behavior*, which was depended on situation and types of behavior.

Moral reasoning mediated relationship of *exposure to family violence* and *situational reasoning* and *situational reasoning* also mediated relationship of *moral reasoning* and two types of violent behavior. It was corresponded with the study of Maruna and Copes (2004) who found that *moral reasoning*, the psychological factors, was the mediator between environments and behavior. However, *moral reasoning* and *situational reasoning* had opposite direction effect on *violence behavior*. That was youth having low *moral reasoning* and high *situational reasoning* would have more violence. It was corresponded with many previous studies, i.e. Yar (2009);**Ribeaud and (2010) Eisner**; Sortino (2009); (Raaijmakers *et al.*, 2005). This study concluded that *moral reasoning* had negative relationship with violent behavior. Such relationship was mediated by *situational reasoning*. Therefore, *moral reasoning* has not much influenced over behaviors.

Attachment to family had indirect relationship with *verbal and physical violence*, as it was mediated by *moral reasoning* and *situational reasoning*. Though being intervened in many phases, *attachment to family* had slightly negatively affected violent behavior. It fits with the studies of (Vowell and Wells, 1997);Ozbay and Ozcan (2006); Suriyamanee and Lerttomornsakul (2010). This study concluded that *attachment to family* had negative relationship with *violent behavior*. Such relationship was intervened by *situational reasoning*. *Moral reasoning* had not much influenced over behavior.

Exposures to family violence and *attachment to family* directly influenced *moral reasoning*. It was consistent with the rearing concept of (Baumrind, 1968; Baumrind, 1971) Rozumah *et al.* (2012). It was also corresponded with the studies of Vowell and Wells (1997), and Milner (2010). *Exposure to family violence* and *attachment to family* directly influenced *situational reasoning*. It fit with the concept of the social Learning of Akers (1998), the role model of Bandura (1976), the concept of environment and behavior of Neal (2004), and Ozbay and Ozcan (2006). The conclusion is that the internal factors of *moral reasoning* and *situational reasoning* were gained from the family through rearing with role model and very close instruction.

In comparison, there were three differences of male and female model. The first one was no relationship between *attachment to family* and *moral reasoning* in the male model. The second one was no direct relationship between *exposure to family violence* and *moral reasoning* in the female

model. The latest one was no direct relationship between *situational reasoning* and *physical violence* in the female model. Such differences led to explanations that *moral reasoning* of the male youth came from their parents' good role model or less *exposure to family violence*. Whereas the female youth *moral reasoning* originated by their parents' close monitoring or *attachment to family*. The female is likely to have prior *verbal violence* before performing *physical violence* while the male youth could commit *physical violence* even without prior *verbal violence* if they had neutralized reason. For instance, male youth without behavioral problems helped friends in physical fight which was the nature of the male youth. The female youth have been verbal bawl and followed by altercation; then violence grew to *physical violence* which was female behavior rather than the male. This finding was confirmed by the value of relationship (β) between *verbal and physical violence*, which the male was lower than the female (.53 and .79)

Moreover, the female model had better efficiency to predict the dependent variables than the male model. That was the female model could predict *verbal violence* at 39% and predict *physical violence* at 74%. While, the male model could predict *verbal violence* at 24% and predict *physical violence* at 52%. Therefore, this finding guided that it may need to add more significant predicting variable in male model. In summary of comparison, male and female had different violent behavior. The male had both types of violent behavior more than female. Even though the causes may be similar but the size and direction of relationship were different. Moral reasoning of male and female originated from different sources. Sex was the moderator variable of the model as it was affecting violent behavior and also affected the relationship between variables. It accepted the hypothesis and correspondence with concept of "gender" including confirmation for the result of many previous studies, i.e. Galotti *et al.* (2011), Chapple *et al.* (2004); Silberman and Snary (2011).

CONCLUSIONS

This study investigated how *exposure to family violence*, *attachment to family, moral reasoning* and *situational reasoning* explained *verbal and physical violence* among middle school student in Bangkok. The hypothesis models used as a guide in this study was integration of multi- disciplinary theory which suggest that the family factors namely *exposure of family violence* and *attachment to family* influence *verbal* and *physical violence* through the two internal factors namely *moral reasoning* and *situational reasoning*. SEM technique was applied to the quantitative data. The content analysis and interpretation were applied to the qualitative data. Results revealed that the family factor of *exposure to family violence* had both direct and indirect effect. Whereas, *attachment to family* had only indirect effect. The internal factors were found that *situational reasoning* had direct effect whereas *moral reasoning* had indirect effect. The male model was different from the female model and the qualitative data elaborated details for the quantitative data. The following were discussion of the findings which presented orderly by the study objectives.

Results revealed that family factor and behavioral reasoning influenced youth violent behavior directly and indirectly. The two most influence variables were *exposure to family violence* (family factor) and *situational reasoning* (behavioral reasoning) as they had direct effects. The rest two variables, *attachment to family* and *moral reasoning*, were less influence as their effects were indirect. The comparison of male and female model shown that there were some differences paths of relationship. It meant that violence behavior of male and female youths were explained differently. Male model could predict violence behavior better than female model did. The *moral reasoning* of the male and female youth were forming from different origins, that is *moral reasoning* of male originated from less exposure to family violence or learning from parent good role model, On the other hand, moral reasoning of female originated from highly attachment to family. The female youth who committed physical violence were likely to have prior verbal violence while the male youth might not have prior verbal violence. Analysis in details displays that many variables linked to friend and peer group influence, impacts from schools, instruction and class arrangement, mishaps outside schools, linkage of violence of middle school violence and vocational college violence. The detail of male and the female youth data shown various differences and most of them could be explained by sex and gender. The research proposes recommendations as below.

RECOMMENDATIONS

Recommendations for Policy

The concept of restorative justice should be adopted in school for sustainable solutions as the victim and the perpetrator have still been in the same school.

Approaches for prevention and solution for cross-institutions violence should be done under collaboration of stakeholders. The activities should be implemented, such as visiting risk family by experts or psychologists, following up the risk groups who transferred to vocational schools and designing proper orientation for freshman vocational students etc.

Monitoring hot spot or red zone needs cooperation of government agencies and community involvement such as volunteers, security guards (private sectors), police and installment of CCTV and so on.

Recommendations for Practices

Positive peer group is important, school should have some intervention in this matter, e.g. support for friend's mutual helps, encouragement for group monitoring, supervising, and assisting. Respectively, these friend groups should be developed correct values, enough ability and skills to provide proper counseling and assisting among themselves.

Schools should provide space for students such as school clubs and specific activities which concern the needs of youth. Family setting is important too, school should find ways to work closely with family, especially the high risk group. Parents' network should be supported for families with similar experiences of children's behavior for information exchanges and mutual assistance.

Parents should apply proper methods for inculcate moral reasoning to meet youth sex, i.e. good role model should be better used for male youth while intimacy or attachment should be better used for female youth. Attachment to family properly serving the nature of youth should be positive psychology such as intimacy and concern rather than control.

Recommendations for Further Studies

Variables of situational reasoning should be further investigated deeper such as what types of reasoning and what kind of behavior do male and female give different reasoning? Is self-behavior reasoning differed from others' behavior reasoning and so on?

Qualitative approaches for case study, e.g. process developed to violence in vocational students and studies to pursue risk groups by collaborating with specialists or psychologists. Many variables link the importance of friends; future studies should involve variables of friends, friend association, and group/gang behavior which are still of great interest for future researches.

Crime prevention should be studied such as identifying hot spot or red zone and analysis of causal components.

Seeking other variables might be important to the male youth to gain more specific model.

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APPENDIX

Table 1. Reliability - α), Validity, χ^2 (Chi - Square) KMO and Total variance explain of factors (Latent variable) by EFA

Latent variables	α	Pearson-r min	Pearson-r max	KMO	χ^2	df	p	Total variance
1. Verbal Violence	.85	.30	.66	.88	1644.62	36	.00***	42.16
2. Physical Violence	.89	.38	.75	.90	2337.50	36	.00***	50.46
3. Exposure to family violence								
Witnessing domestic violence	.92	.53	.80	.95	289.69	36	.00***	63.48
Being Victim of family violence	.89	.42	.88	.88	2755.31	28	.00***	56.18
4. Attachment to family								
Empathy	.61	.31	.62	.68	555.30	21	.00***	39.35
Monitoring	.71	.20	.37	-	-			
5. Situational reasoning								
Denial of injury	.75	.27	.71	.73	644.64	10	.00***	39.94
Denial of responsibility	.49	.22	.29	.61	84.30	3	.00***	25.57
Denial of victim	.71	.36	.59	.64	312.67	3	.00***	48.57
Condemnation of the condemner	.68	.35	.48	.65	226.67	3	.00***	41.82
Appealing higher loyalties	.77	.22	.59	.77	704.96	15	.00***	36.92

Note: * p < 0.05, ** p < 0.01, *** p < 0.001

Table 2: levels, means, SD and t-tests of variables between male and female

Latent Variables	Total (n=467) $\overline{X}$	Total SD.	Total Levels	Male (n=227) $\overline{X}$	Male SD.	Male Levels	Female (n=240) $\overline{X}$	Female S.D.	Female Levels	Stat-test t	Stat-test p
1. Verbal Violence	1.87	.59	Low	2.03	.60	Low	1.71	.54	Low	36.91	.00***
2. Physical Violence	1.55	.64	Low	1.70	.67	Low	1.41	.57	V.low	25.59	.00***
3. Exposure.											
Witness.	1.39	.58	V. low	1.42	.66	V. low	1.35	.50	V. low	2.04	.154
Victim.	1.26	.52	V. low	1.31	.60	V. low	1.21	.44	V. low	3.98	.047*
4. Attachment.											
Empathy	3.82	.66	High	3.84	.63	High	3.81	.70	High	.30	.537
Monitoring	3.86	.89	High	3.64	.91	High	4.06	.82	High	27.11	.00***
5. Moral reasoning	3.94	.77	Level.4	3.96	.76	Level.4	3.93	.78	Level.4	.23	.632
6. Situational reason.											
Denial of injury	2.56	.80	Med.	2.60	.80	Med.	2.51	.80	Low	1.54	.22
Denial of victim	3.30	.94	Med.	3.51	.93	High	3.10	.92	Med.	22.60	.00***
Condemn.	2.99	.96	Med.	3.08	.96	Med.	2.91	.96	Med.	3.50	.062
Appeal.	2.67	.80	Med.	2.81	.77	Med.	2.54	.81	Med.	14.25	.00***

Note: * p < 0.05, ** p < 0.01, *** p < 0.001

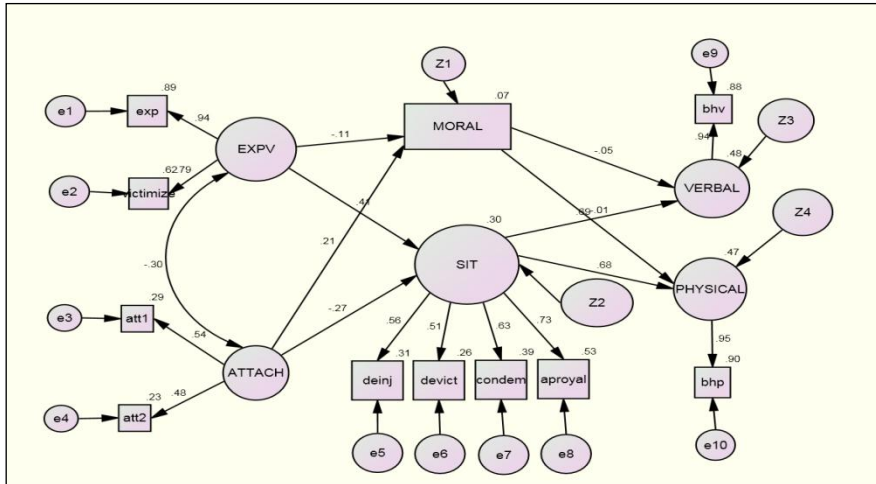: levels of moral reasoning from other variables are based on 6-step criteria of Kohlberg.

Figure-1. Total sample hypothesis model (n=467)

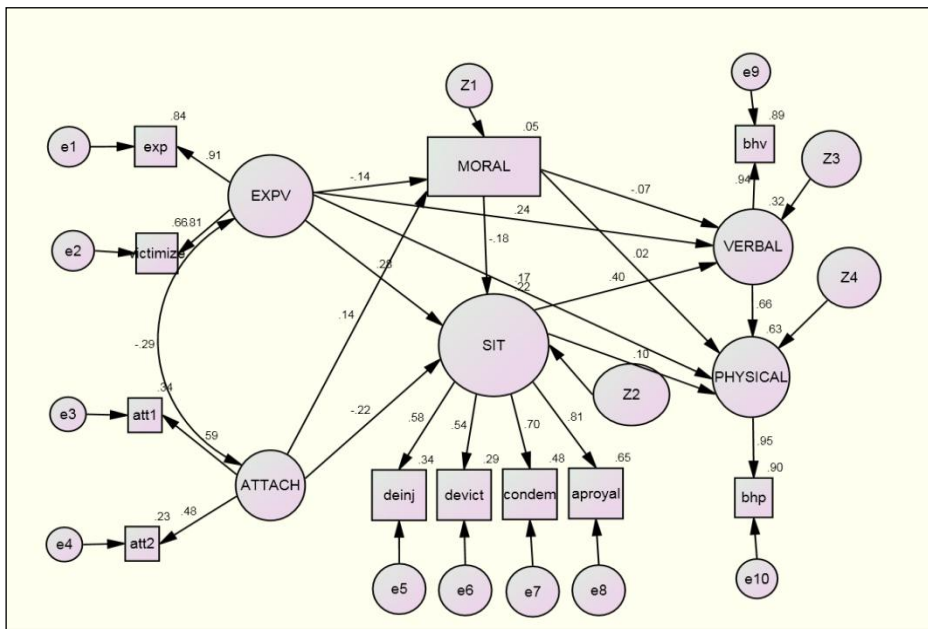$$\chi^2 (38) = 288.095, P <.001***, RMSEA=.119 (.106,.132) , GFI=.890., CFI=.826$$

Figure-2. Total sample adjust model (n=467)

$$\chi^2 (34) = 70.594, P<.001***, RMSEA=.048, GFI=.971, CFI=.975,$$
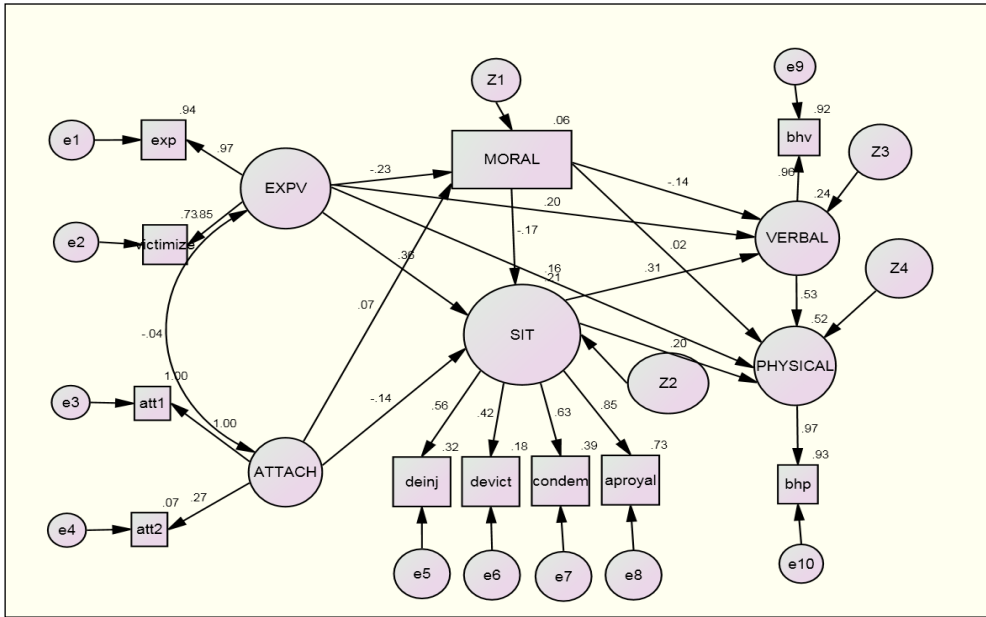
Figure-3. Male model (n=467)

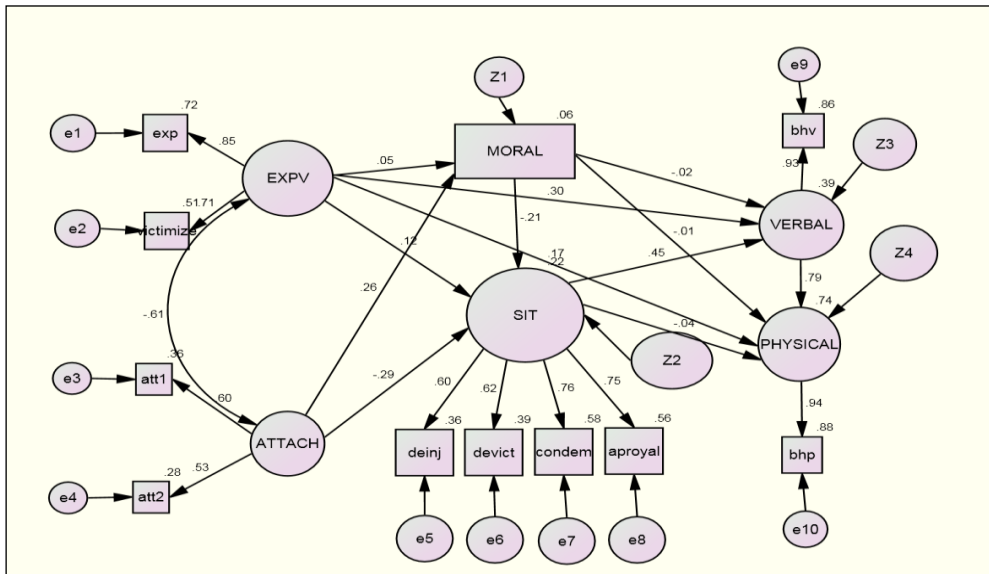$$\chi^2 (35) = 55.156, \; P=.016^*, \; RMSEA=.050, \; GFI=.958, \; CFI=.971$$

Figure-4. Female model (n=467)

$$\chi^2 (34) = 1.536, \; P=.02^*, \; RMSEA=.047, \; GFI=.963, \; CFI=.975$$