

CHAPTER 2

LITERATURE REVIEW

The study on Juvenile Violent Crimes: Antecedents, Outcomes and Remedial Measures focused on family relationship patterns of parents, family financial stability, social network, and risk factors causing juvenile violent crimes. The researcher has searched for findings from academic articles, related concepts and theories, as well as textbooks and theses both from inside and outside the country.

2.1 Related Concepts and Theories

2.1.1 Juvenile Delinquency Concepts

According to the literature review, juvenile delinquency had previously been studied based on established theories to explain that delinquency was caused by a single factor. For instance, delinquency was believed to be caused by nature, physical or mental disorder, poverty or economic conditions. Later, it was found that delinquency could be caused by various factors.

As a result, good family guidance at young age is an influential factor affecting human behaviors. In spite of poverty or obstacles, happy families can take place if members understand how to maintain good relationship with one another. Juveniles from warm families can always get along well with others, highly self-confident, cooperative, and respect others' opinions and rights. Meanwhile, juveniles from un-warm families always have opposite personalities. When in school or society, they always quarrel with others and lack self-confidence. This is especially true among juveniles from broken families such as parents are separated (permanently or temporarily), parents divorce and conflicts, as well as death of parents. These factors all cause juveniles un-warm feelings, mental stability, lack of access to education, and general comforts. Thus, juveniles become lazy, discouraged and have no progress in life. Then, they live their lives to compensate what they have missed, by hanging out with friends, running away from house, skipping schools, or having anti-social

behaviors by getting together with bad friends or acting against parents, schools and social norms.

2.1.2 Behavioral Science Concepts

2.1.2.1 Concept of Behavior Change Based on Conditioning

Juvenile behavior change occurs in stages. Behavior change is a method to systematically adopt knowledge about behavior observation, operant conditioning learning and motivation to be used for studies in order to create or explain desirable and undesirable behaviors. This concept involves the relationship between behaviors and environment, or “antecedents” and “consequences.” For example, food shown in a restaurant can motivate a customer to buy the food. In this case, eating the food is “consequence”. According to principle of behavioral science, juvenile behaviors involve two relevant factors - antecedents and consequences, as follows:

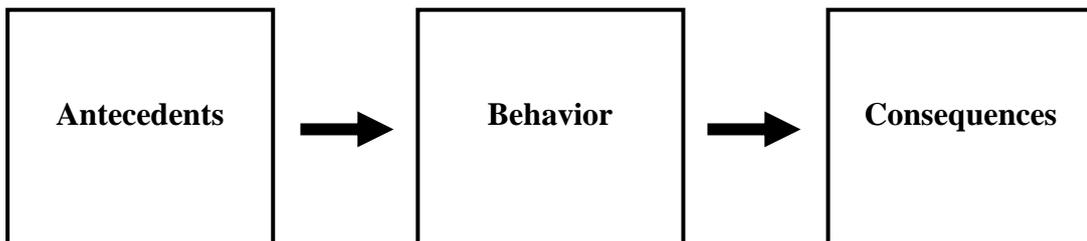


Figure 2.1 Relationship between Antecedents and Behavior of Human

From the diagram, if antecedents or consequences or both of the factors are controlled, juvenile behavior change can be affected. In conclusion, antecedents or consequences can have impacts on juvenile behaviors (Craighead, Edward, Alan and Mahoney, 1976: 147-154). For example, if the antecedent is “starving”, the consequence will be “no energy to perform activities”.

2.1.2.2 Concept of Environmental Influences on Behavior Change

Besides responding to their own needs, human behaviors can also be a result of environmental stimuli, which is operant conditioning based on human thinking process. In other words, it is an application of conditioning to bring about

behavior changes or modification, with the emphasis on consequences, factored by environment and stimuli. The concept can be viewed in the below diagram:

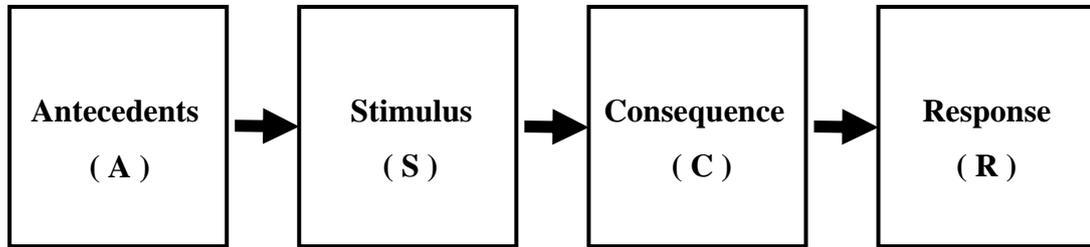


Figure 2.2 Relationship between Stimulus and Consequence of Human

From the diagram, environmental stimuli can affect juvenile behaviors. If the consequences are positive or give juvenile satisfaction, they will be likely to increase such behaviors. However, if otherwise, such behaviors will decrease. This can explain that consequences from behaviors can influence further behaviors or responses of juveniles. In addition, juvenile will learn how to control their behaviors.

2.1.3 Operant Conditioning Theory

This theory was developed by Burrhus F. Skinner, with a basic principle that human behaviors are results of interaction with the environment. Consequences can modify the occurrence and form of that person's behaviors under a particular environment.

Persons with consistent good behaviors always have social privileges such as being respected by others. This is called positive reinforcement or a process that good consequences from a behavior leads to more consistent and frequent occurrence of the same behavior.

2.1.4 Social Cognitive Theory

This theory was invented by Albert Bandura, with a basic principle that changes of human behavior are not resulted by environment alone, but also cognitive process. That is, if cognitive process changes, human behaviors are also likely to change. To use of observational learning can change cognitive process since the

observer will learn new thinking skills and forms of behaviors from the model (Bandura, 1986: 139-152).

In conclusion, juvenile behaviors are under constraint of two types of operant conditioning. The first one is contingency of reinforcement, which gives positive and satisfactory consequences. Meanwhile, the second type is contingency of punishment, which gives negative and unsatisfactory consequences.

Behavior change or modification will lead to understanding of problems or situations related to problems, and learning how to cope with problems in order to change or modify behaviors, create desirable behaviors and reduce or get rid of undesirable behaviors. It was also found that juveniles can better understand and have more positive attitude towards themselves after changing behaviors. Thus, if they have to face problems in the future, they can automatically change or modify their own behaviors, feel satisfied with their abilities and have better thoughts about themselves.

2.2 Empirical Evidence about Importance of Factors

Apart from general factors, environmental factors also have impacts on juveniles' creativity. According to the findings, family environmental factor plays a vital role in juvenile behaviors. Family environment means the environment under which children grow up and receive guidance until they have their own families. Due to a long period, family environment has great influences on children's growth and creativity development. Factors related to juvenile behaviors are as follows:

2.2.1 Basic Personal Factors

2.2.1.1 Gender

Gender is a kind of human status, which determines a person's roles. For instance, males have stronger body structure than females, so they tend to use violence in solving problems or are thought of as having more leadership than females. Due to this fact, the roles of males and females are different, which are subject to natural, social and cultural constraints. Besides analyzing crime problems by considering number and type of cases, studies of juvenile delinquency behaviors

also need to take into account other aspects causing or leading to delinquency. Gender is one related factor (Ronald, 1989: 205; Lui, Tein and Zhao, 2004: 275-285; David, Kelly, Jan and Paula, 2004: 33, 184-191) which involves being lured to commit illegal acts such as gambling, particularly among male population (Barnes, Welte, Hoffman and Dintcheff, 1999: 66, 749-767). Therefore, gender is an influential factor causing behavior modeling among juveniles (Seiffgekrenke and Shulman, 1990: 351-377). According to studies, male juveniles commit delinquencies more than their female counterparts (Huizinga, Loeber, Thornberry and Cothorn, 2000: 291-313). Prosecuted male juveniles reach the figure of 91.18% while female juveniles only 8.82% (Department of Juvenile Observation and Protection, 2004: 5-8). Males are more involved with delinquencies due to their stronger body structure (Runar and Thorolfur, 1998: 491-493) and they tend to use more violence when committing delinquencies.

2.2.1.2 Age

Studies on causes of juvenile delinquencies found that age is one influential factor causing delinquencies (Ronald, 1989: 205; Lui et al., 2004: 275-285; Barnes et al., 1999: 749-767) and behavior modeling among juveniles (Seiffgekrenke and Shulman, 1990: 351-377). Most of delinquency committed juveniles are at the age of 16 (Steiner, Cauffman and Duxbury, 2004: 256-262). It was also found that 75.00% of juveniles aged between 13 to 17 years old have tried gambling and 15.00% gamble often, which leads to further gambling and betting such as on bowling, numbers, illegal lottery and sports., etc. (Barnes et al., 1999: 755). Furthermore, it can lead to other deviant behaviors including drinking alcohol, or taking drugs. If juveniles commit delinquency often, it will finally become habits, which can obviously be seen when those juveniles are at the age of 17 to 21 years old (Welte, Barnes and Hoffman, 2004: 297-306). Due to the fact that children are exposed to the outside world around the age 4 to 5 years old will get receive education and stay away from their parents, they are likely to be lured or persuaded by others, especially at the age of 12 to 18 years old as it's a period of high changes in behaviors, from both children's own adoption and copying others (Elliot, 1994: 1-3).

2.2.1.3 Level and Access for Education

Level and access for education have both direct and indirect influences on juvenile behaviors (Kenyon and McPherson, 1973: 127-139; Lui et al., 2004: 275-285; David et al., 2004: 184-191). School education is very essential for juveniles (Charles et al., 1998: 125-138) since today people have more access to education than in the past. There are various forms of education, including short and long courses of both formal and non-formal education provided by private or public sectors. As a result, each individual has many alternatives to choose from to suit their abilities. In addition to academic curriculum, there are various interesting vocational or specialized courses available, which enable enhancement and development of creativities among juveniles. The acceptance of juveniles' abilities by the society will change personal values of each juvenile.

Level of education plays a vital role in decision and suppression to commit delinquencies (Ronald, 1989: 205). According to studies, most of juveniles who have committed delinquencies have low education - primary to no more than basic education. Moreover, parents' levels of education also have influences on juvenile behaviors. Education enhances suppression to commit delinquencies among juveniles. It was found that juveniles who drop out from schools, are suspended, resign from schools or are fired from schools, are among those with high risks to commit delinquencies than juveniles who receive normal education (Larson and Ham, 1993: 130-140; Lourdes, 2000: 5-6).

2.2.1.4 Marital Status

Marital status is another influential factor causing delinquencies among juveniles (Compas, Connor-Smith, Saltzman, Thomsen and Wadsworth, 2001: 87-127). It was found that most of delinquencies committed juveniles are single (David et al., 2004: 187) as they have no family burdens (Vostanis and Cumella, 1998: 159-160).

2.2.1.5 Number of Children in the Family

Number of children in the family is one of the factors causing juvenile delinquencies. It was found that most of delinquencies committed juveniles are the oldest child of the family and do not live together with their parents, with the average number of family members of 5 to 7 people (Sucha Chan-em and Surang Chan-em,

1979: 3-5). As number of children affects family financial status, high number of family members can lead to delinquencies (Vostanis and Cumella, 1998: 159-160).

2.2.2 Economic Factors

2.2.2.1 Occupation

Juvenile occupations are related with illegal acts (Lui et al., 2004: 275-285). It was found that most of delinquencies committed juveniles are employees or jobless or work in the field that they don't like (Steiner et al., 2004: 256-262). In addition, most of delinquency committed juveniles' parents were also found to work as employees, with total monthly income of no more than 6,000 baht altogether. Occupation of parents is an influential factor causing juvenile delinquencies (Warunee Phurisinsith, 1988: 15-18).

2.2.2.2 Income and Economic Stability

This factor involves a person's economic stability which enables him/her to live happily and sufficiently. Juveniles with poverty or economic problem, low income or come from poor families are likely to commit delinquencies. Most of them are from families with very low income compared to the standard. Juveniles from poor families commit offences of assets the most (Ronald, 1989: 205). Juveniles faced with poverty are also likely to recommit delinquencies. Studies on behaviors of juveniles with poverty in America suggest that 18.90% of 18 years old juveniles are from poor families. According to findings, juvenile delinquency is related with poverty. Family economic status has a direct impact on juvenile delinquencies, which account for 7.15% (Department of Juvenile Observation and Protection, 2004: 9).

Poverty is, therefore, one of the influential factors causing delinquencies among juveniles (Lourdes, 2000: 5-6; Karr-Morse and Wiley, 1997: 57). According to a study in India, most of juveniles working as beggars are from poor family, have no parents, or have family problems. They mostly commit offences of assets the most through robbery.

2.2.3 Status and Relationship in the Family

This is the most influential factor on juvenile behaviors (Ronald, 1989: 205; Charles et al., 1998: 125-138), particularly relationship between parents and children.

Children growing up under loving and warm environment tend to have good mental health (Sutherland, 1974: 1908-1982). However, those from broken families where family members do not respect each other, are likely to have bad mental health. Therefore, they might use a wrong way to attract others or isolate themselves from society. Additionally, it was found that family status has a direct impact on juvenile delinquencies, accounted for 8.29% (Department of Juvenile Observation and Protection, 2004: 22).

Family is the first and core institution in the society, which provides children with guidance, and intelligence and creativity enhancement. In case of happy families where family members love one another, parents understand each other, understand their children's needs and respond appropriately to their children's needs, understand each other's roles, have regular counseling with each other (Charles et al., 1998: 125-138), juveniles from such families will be treated with love and care. In consequence, they are happy, proud, confident and learn the roles of good parents and how to develop good personalities, recognize the importance of themselves for the family and be productive forces for the society. Juveniles from small families were found to be more creative than those from bigger families since parents can better take care of their children. Meanwhile, large families compose of many members. Therefore, parents may not have much time caring their children like small families.

It is very necessary for large families to have rules made by adults for children to follow (Lazarus and Folkman, 1984: 1-11). Opportunity to present ideas, reasons or suggestions is quite limited. Middle child or single child is likely to have more creativities than the oldest child since the oldest child is under pressure of being expected by others. Moreover, broken families where parents always fight with each other, do not understand each other, have distant relationship, do not understand their children, do not accept nature of their children, lack proper responses to their children's needs, be too strict and respect their own thoughts, juveniles from such families are likely to feel uncomfortable, stressful and unsure whether their parents love them. Once these feelings develop, children will lose emotional stability, get confused and lack a chance to learn and copy their parents (Lui et al., 2004: 275-285).

Parents' improper roles may lead to children's bad mental health. This prevents children from fully developing their own capacity or enhancing creative

thinking. Thus, parents' personalities are very important. Good parents tend to have plan for taking a good care of their children -- provide their children with enough love, and encourage their children to express curiosities by giving support as much as possible. By doing this, juveniles will be able to develop their abilities appropriately (Fleck, 1966: 307-320).

Delinquencies found in children are mostly caused by family background as children learn from their parents. If parents do not have good relationship with each other, do not understand how to take appropriate actions in supporting their children, cannot teach proper values to their children, and cannot respond to their children's needs both physically and mentally, children in such family will develop delinquencies which become problem to both the family and society as a whole (Paul et al., 1991: 5-11). Relationship within the family and juvenile delinquencies are closely related. It was found that family is the main factor causing juvenile to or not to commit delinquencies. According to some studies, house and family is the first place that develops personalities, thinking, beliefs, and characteristics of juveniles. According to studies by penologists, juvenile delinquencies are partly results of parents divorce, being abandoned and lack of good guidance from parents (Baworn Praphruetdee et al., 1995: 7-11).

2.2.3.1 Habitation Environment

Habitation environment can influence juvenile behaviors. Those who live in slums, close to factories, entertainment venues or narrow places are likely to develop delinquencies. It can be said that decoration, tidiness, organization, and privacy of the house all have impacts on juveniles' creativities. Houses in good location surrounded by beautiful trees, nature and fresh air, with a proper space for family members will enhance children to feel free, safe and be themselves. They can better imagine or find solutions to problems than those who live in slums or untidy small houses with large members, where they have limited privacy. In addition, social activities can influence juvenile behaviors. When juveniles participate in social activities like sports in the community, they will have a chance to rest and exercise. Juveniles can learn how to win, lose and forgive from sports (Charles et al., 1998: 125-138).

2.2.3.2 Family Violence

Family violence faced by juveniles occurs from many relevant factors. It was found that society or environment full of problems, such as housing, environment, drugs, violence, crime, poverty, and family violence problems (Snyder, 1994: 73) can have great influence on behaviors of juveniles who grew up under such environment. Once those juveniles come to live together in a bigger society, various forms of social problems occur, which are direct impacts of their social values. In consequence, juveniles develop anti-social behaviors and are likely to break the law or act against social norms (Lourdes, 2000: 5-6). Family violence is one of the risk factors causing delinquencies among juveniles, especially those from families where parents fight by using physical abuses (Paul et al., 1991: 5-11).

Additionally, severe punishment by family members or schools can create negative images towards parents and teachers among juveniles. Juveniles need acceptance from their families, societies, friends, and people in general who they can rely on when they have problems or need counseling. It was found that one of the factors causing delinquencies among juveniles is family. Family conflicts, broken family, too strict family and family where parents are divorced can cause aggressive behaviors among juveniles who tend to use violence as a way to solve problems. Some studies found that family violence and severe juvenile delinquencies are related and caused by bad family relationship such as a family where parents always fight and lack care for their children. In other words, bad family relationship can cause juveniles to act against society, laws and regulations, which will finally lead to illegal acts and getting together with other delinquencies committed juveniles. As a result, family background is related to juvenile behaviors. It was found that 96.00% of delinquencies committed juveniles come from families using violence (Karr-Morse and Wiley, 1997: 57) and broken families (Garbarino, 1999: 42-49).

Studies of influences of family conflicts and conditions on juvenile delinquencies found that family problems are risk factors causing bad behaviors among juveniles in such family (Lourdes, 2000: 5-6). Juveniles tend to imitate behaviors of their parents who use violence as a way to solve problems. Finally, those juveniles will be likely to solve problems through acts against social norms and become aggressive.

Thus, family is an important factor causing delinquencies or crimes among juveniles. These behaviors comply with the theory of differential association in that behaviors against laws are caused by learning, relationship between parents, as well as motivation and learning of techniques to avoid laws.

2.2.3.3 Teaching and Nurture

There are various forms of teaching and nurture. However, the best form that encourages children to have creative thinking is through democratic rearing. Through this way, children are provided with love and instruction how to understand nature and appropriately respond to their needs. Moreover, children are allowed to express their opinions, explain their reasons, have freedom to choose and make decision, respect others' rights, as well as learn how to control themselves rather than others. It was found that such parents can encourage their children to have curiosities and more creativities than children raised differently. Juveniles with democratic rearing tend to be active, expressive, and enthusiastic. According to a study, children given more freedom tend to have more creativities than children under strict care of their parents. Children imitate their parents' behaviors, which partly become personalities. It should be noted that imitative behaviors of children, without guidance, can be developed to bad behaviors (Lui et al., 2004). Behavior imitation includes imitation of actions, thinking process and emotions (Lazarus and Folkman, 1984: 1-11).

Furthermore, parents' negligence can cause juveniles to stick to friends and use friends as their role models. Due to their inexperience, 14.22% of juveniles are likely to commit delinquencies (Department of Juvenile Observation and Protection, 2004) which will lead to further delinquent acts such as gambling and drugs taking (Barnes et al., 1999: 749-767). In conclusion, behavior imitation and teaching and nurture by parents all have impacts on juvenile behaviors (Compas et al., 2001: 87-127).

2.2.4 Social Environment and Risk Factor

2.2.4.1 Social Environment

Social environment (Dodge, Pettit and Bates, 1997: 263) and cultural environment can directly influence juvenile behaviors (Olah, 1995: 491-512; Mc-

Carty et al., 1999: 809-818). When juveniles stay under risky environment such as surrounded by entertainment venues, obscene materials, liquor stores and drugs, they are at risk to be lured (Garbarino, 1999: 42-49). It was found that juveniles living in low-class communities (Barnes et al., 1999: 765) where gambling, alcohol drinking, smoking and drugs are common, can affect juvenile behaviors. It should be noted that problems occur from three main causes - social structure, living conditions and social environment. In addition, frequency of gambling and drinking alcohol, etc. can lead to other delinquencies. The situation is getting worse (Barnes et al., 1999: 767), particularly for gambling and alcohol drinking as they are culprits of juvenile delinquencies. If juveniles keep participating in these activities, they will finally commit illegal acts (Proimos, DuRant, Pierce and Goodman, 1998: 55).

Consequently, the environment in which illegal acts can always be found (Steiner et al., 2004: 256-262) can directly lead to juvenile delinquencies. Such risk factor motivates juveniles to act against social norms by expressing aggressiveness, having incorrect beliefs and finally committing illegal acts (Lourdes, 2000: 5-6). Due to juveniles' adjustment to what they have experienced, rejection to guidance from families or schools, and fast physical changes into adulthood, they are likely to have high self-esteem. Thus, they believe in their acts and thoughts. Furthermore, their lack of careful thoughts in making decision and behaving (Lazarus and Folkman, 1984: 1-11) can lead to ethical, social and illegal delinquencies (Goodyer, Kolvin and Gatzanis, 1985: 517-523; Larson and Ham, 1993: 130-140; Williamson, Birmaher, Anderson, Alshabbout and Ryan, 1995: 591-598; Lui, Kurita, Uchiyama, Okawa and Mac, 2000: 1565-1577).

2.2.4.2 Risk Factors

Risk factors are related with human behaviors by considering from factors causing behaviors which really happened. According to studies on records of delinquency-committed juveniles under custody of Juvenile Observation and Protection Centers, delinquent acts are results of many factors, including education, community, association, persuasion by friends, family problems, gambling, drugs, and alcohol (Paul et al., 1991: 5-11; Charles et al., 1998: 125-138). The most influential factor causing juvenile delinquencies is having bad friends (Elliot and Menard, 1996: 28-67). 51.68% of delinquencies committed by juveniles are resulted from friends

(Department of Juvenile Observation and Protection, 2004: 20-31). Meanwhile, economic status, family poverty which cause pressure on juveniles in the family, and law enforcement, are all influential factors causing delinquent acts among juveniles. Persuasion by friends is also an important factor such as being persuaded by friends or acquaintances without any intention to participate or being persuaded and suggested advantages obtained from participation. These can lead to participation in gambling, drinking alcohol or taking drugs (Barnes et al., 1999: 749-767). These risk factors can finally lead to incorrect beliefs, bad personalities and vices-addicted behaviors

Thus, risk factors all have influences on juvenile behaviors and violence. It was found that delinquent acts among juveniles are resulted from various factors, not a single factor (Baworn Praphruetdee et al., 1995: 7-11). It can be summed up that the more risk factors, the more delinquencies.

2.2.4.3 Having Network / Gang

Friends can influence juvenile behaviors (Ronald, 1989: 205) since juveniles want to be accepted by people in their groups. Therefore, juveniles act in compliance with others, believe in the same things as others and imitate behaviors of people in the group in order to be accepted as a group member. Those who joined the group first will be respected by newcomers, leading to practices of group (Gregory and Bob, 2003: 51-65; Fox, 1997: 111-140; Sonstroem, 1997: 3-26) which might further be developed. Juveniles tend to feel that they are in a kingdom when joining their gangs or friends who have committed delinquencies (Paul et al., 1991: 5-11).

According to a study, it was found that 50.00% of juveniles feel secure when getting together as a group. On the contrary, none of the juveniles feel secure or confident when having no groups (Dodge et al., 1997: 263). As a result, group practices occur, which can be both good and bad and are used as the group symbol (Elliot, 1994: 5-9). However, juvenile gatherings can lead to participation in bad activities. It was found that 36.00% of juveniles have taken drugs and drink alcohol with friends at least once a month (Elliot, 1994: 15-21). Consequently, having bad friends can lead to delinquencies (Prathan Watthanawanith, 1987: 39-42). People in the same group tend to have the same behaviors such as smoking or drinking alcohol (Meri, Erkki and Ari, 2004: 238-244).

2.2.4.4 Weapon Carrying

Weapon is another factor causing delinquent acts among juveniles (Lourdes, 2000: 5-6). According a study, 28.00% of juveniles bring weapons to many places such as guns and pocket knives while 13.00% bring weapons into schools to protect themselves and create the feeling of bravery (Paul et al., 1991: 5-11). Therefore, when conflicts occur, juveniles tend to use weapons to commit illegal acts (Garbarino and Bedard, 1998: 126).

2.2.5 Juvenile Violent Crimes

2.2.5.1 Type of Offence

Juveniles are more likely to develop various forms of violent acts. It was found that more delinquencies and plans to commit delinquencies are results of imitation from adults. Such imitative behavior has rapidly become prevalent among juveniles. The main factor causing imitative behavior is technological development and easy access to information from televisions, movies, and newspaper, etc. Once juveniles who are at risk learn information from such media, they develop an idea to experiment what they have learned both with plans and without plans since they can see the achievement from such acts. Delinquent acts can be carried out single handedly or in group. Such idea, when accompanied by juvenile impetuosity, can lead to careless thoughts and delinquent acts. Moreover, juveniles are likely to commit delinquent acts when being persuaded by friends or to gain acceptance from the group. Without realizing severe consequences from their acts.

Society or environment full of problems, such as housing, environment, drugs, violence, crime, and poverty problems can have great influence on behaviors of juveniles who grew up under such environment. Once those juveniles come to live together in a bigger society, various forms of social problems occur, which are direct impacts of their social values. In consequence, juveniles develop anti-social behaviors and are likely to break the law or act against social norms (Lourdes, 2000: 5-6).

The most important factor causing delinquencies among juveniles is associating with delinquency committed friends. Meanwhile, those who do not commit delinquencies get together with anti-delinquency groups. Since each culture consists of subcultures which have different norms and values from the main culture,

subcultures may use different languages, traditions or rituals. Subcultures have been used to explain delinquencies. It is suggested that juvenile delinquency is a result of a person's compliance with subculture values, which are against values of the main culture. Subculture is related to juvenile delinquencies in that juveniles from poor families have to live in societies where most norms were set by middle-class people. Since those juveniles did not grow up in the environment like the middle class, they are not ready to compete with middle class juveniles or compete to achieve goals set by middle class people.

However, these juveniles learn middle-class standards through their parents and media. Since they cannot find way to achieve the standards, they create their own cultures or norms called "subculture" to respond to their own needs and release there resentment (Warunee Phurisinsith, 1988: 15-18).

Some juveniles have to commit delinquencies since they are ordered by gang leaders. Delinquent acts are committed in order to be part of the group and money or property obtained from delinquent acts will be used as the group budget (Department of Juvenile Observation and Protection, 2004: 36).

In addition, it was found that some juveniles commit delinquent acts to earn a living for their families. For example, some of them are jobless, try to find money to pay of their debts or their parents' debts (Phonphen Petchsuksiri, 1996: 37-44).

2.2.5.2 Offence Severity

Today, juveniles are likely to solve problems by using violence, commit illegal acts, destroy property, or have various forms of deviant behaviors, all of which are not accepted by the society. More juvenile cases have been brought through criminal justice system and various forms of violence have been committed – from no violence to murder (Department of Juvenile Observation and Protection, 2004: 30).

Offence severity classification is very important (Borduin and Schaeffer, 1998: 144), particularly in terms of criminology. Besides data collection and statistical data analysis, the classification serves the judicial proceedings, probation, suspension of punishment, and transfers of juvenile cases to courts for adult cases. Later, criminal offence severity classification was developed for both offences of assets and offences of life and body by adopting quantitative criminology

to set scores based on estimation, physical injuries or property damage (Bartol, 1998: 525-542).

2.3 Conceptual Framework

From the literature review by studying from academic articles and journals both from inside and outside the country, as well as searching from theses and related research, together with analyzing by using the own work researcher experience as an investigator. With experiences in investigation for various cases, researcher had created conceptual framework to be used for this research. Researcher believes that violent crimes committed by juveniles depend on many related factors with statistical significance. The research findings will be used as a well-grounded explanation about juvenile delinquencies.

The researcher had separated consequences of juvenile violent crimes into two ways. The first one aims to study severity of violence used for committing violent crimes. Meanwhile, the second way aims to study type of delinquent acts used for committing violent crimes.

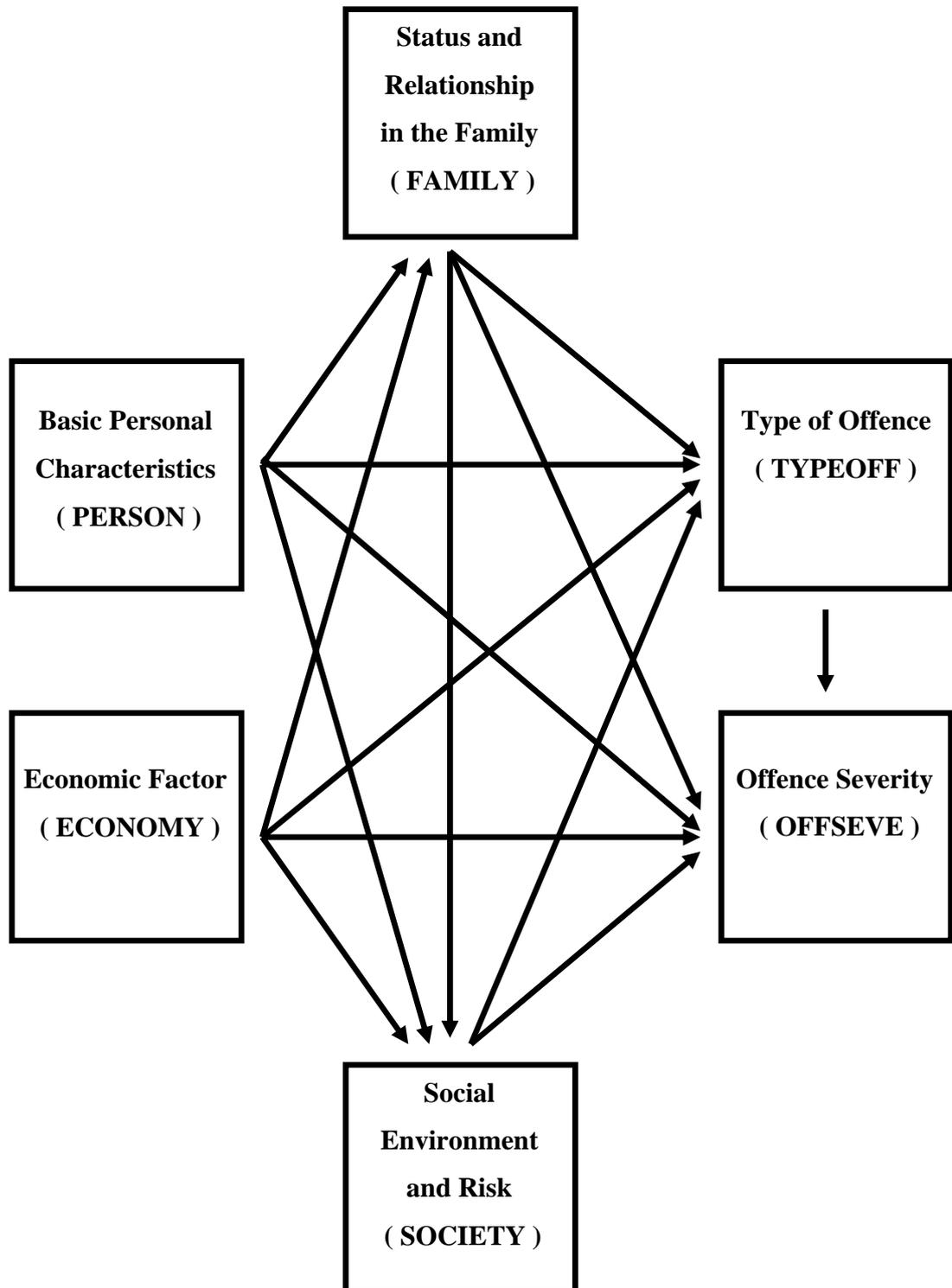


Figure 2.3 Relationship of Antecedents to Juvenile Violent Crimes

The researcher had created conceptual framework, which shows relationship between factors causing violent crimes among juveniles, to be used in this study. There are four variables, consisted of antecedents which are believed to be causes of violent crimes among juveniles namely basic personal factor, economic factor, family status and relationship factor, and environmental and risk factor. Each variable consists of different related manifests. Dependent variable in this study is juvenile violent crimes which are divided into two types -- offence severity and type of offence.

From literature review and studies, it was found that each case has different relevant factors leading to delinquent acts. However, despite differences in background, delinquent acts are always resulted from similar reasons under different environment.

Each delinquency committed juvenile has different backgrounds such as age, educational level, their economic status and family economic status, friends, and surrounding risk factors. According to studies, causes of delinquencies can be various or similar, but with different details. As a result, main antecedents need to be classified in order to be used as variables in the study. After that, antecedents of each variable will be studied in detail to find out relationship of delinquencies. By doing this, research findings will be practical and well-grounded.

Primarily, the researcher found that each person's characteristics including age or gender, can lead to different types of delinquencies. If juveniles have different educational levels, they tend to have different level of conscience as well, which leads to different severities of delinquencies. The researcher believes that juveniles from poor and broken families, using violence are forced to seek better conditions. Once exposed to bad or risky social environments, they can easily be lured to committing delinquent acts. For instance, having bad friends, drinking alcohol, taking drugs, fighting, owning weapons or obscene materials can easily lead juveniles to commit delinquencies. Different social environments and risk factors bring about different forms of delinquent acts.

From literature review, the I found that family relationship and warmness, as well as child teaching and nurture are also important factors forming juveniles' personalities - through guidance from parents or imitating parents' behaviors. It was

found that juveniles from warm families who received reasoning, teaching and nurture are given reasons for being punished, will become reasonable, have good behaviors, do not cause social problems both at home or in school.

Finally, if juveniles have previously been prosecuted or live in families with prosecuted parents, they are likely to adopt the idea that being prosecuted is common. Moreover, juveniles may commit delinquencies on the ground that juvenile punishment is not so severe since juveniles are believed to be misguided and laws allow juveniles a chance to improve themselves under custody of probation officials. However, in fact, such punishment cannot threaten juveniles. On the contrary, they become more aggressive. In addition, as punishment for repeated delinquencies are not severe, juveniles keep recommitting delinquencies and sometimes more severe.

Therefore, the researcher would like to find out causes of delinquencies, as well as related factors leading to violent crimes. Moreover, I aim to find out the most important factor causing juvenile delinquencies, so that problems can be solved at their roots.

2.4 Latent and Manifest Variables

The researcher had separated variables in this study into two group namely latent variables and manifest variables since in the field of sociology, variables are always not empirical, causing the researcher to not be able to carry out complete assessment. Thus, this kind of variable is called “latent variable.” Meanwhile, variables that can obviously be seen are called “manifest variables.” In this study, the researcher had specified details of variables to be used in statistical analysis, distributed each variable’s code, as well as displayed number of catalogue/statements used for data analysis.

Table 2.1 Latent Variable, Manifest Variable, Measurement and Catalogue /
Statement of Measurement

Latent Variable	Manifest Variable / Measurement	Catalogue / Statement of Measurement
Basic personal characteristics (PERSON)	Sex (PSEX) (Male = 1, Female = 0)	1
	Age (PAGE) (Amount of years)	1
	Level of highest education (PHIEDU) (Amount of year studied)	1
	Marital status (PSTATUS) (Score 0,1)	1
	Economic factor (ECONOMY)	Earn a living of juvenile (EOCCSELF) (Score 0,1)
	Earn a living of father (EOCCFATH) (Score 0,1)	1
	Earn a living of mother (EOCCMOTH) (Score 0,1)	1
Status and relationship in the family (FAMILY)	Relationship in the family (FRELA) (Score 0,1)	14
	Violence in the family (FHARM) (Score 0,1)	10
	Teaching and nurture (FTEACH) (Score 0,1)	10
	Habitation environment (FENV) (Score 0,1)	12
Social environment and risk (SOCIETY)	Having network / gang (SOCGROUP) (Score 0,1)	10
	Weapon carrying (SOCWEAP) (Score 0,1)	4

Table 2.1 (Continued)

Latent Variable	Manifest Variable / Measurement	Catalogue / Statement of Measurement
Type of offence (TYPEOFF)	Spirits buying, addictive substance, pornography and night loafing (SOCBUY) (Score 0,1)	4
	Spirits drinking, gambling, addictive substance using, and the place of addictive substance selling (SOCDRINK) (Score 0,1)	4
	Playing sport and social activity (SOCSPORT) (Score 0,1)	3
	Break the law because of necessity (TYPEOFF1) (Score 0,1)	1
	Break the law because of impetuousness (TYPEOFF2) (Score 0,1)	1
	Break the law by not preparing before (TYPEOFF3) (Score 0,1)	1
	Break the law by copy from mass communication (TYPEOFF4) (Score 0,1)	1
	Break the law by join with friend in group (TYPEOFF5) (Score 0,1)	1

Table 2.1 (Continued)

Latent Variable	Manifest Variable / Measurement	Catalogue / Statement of Measurement
	Break the law alone (TYPEOFF6) (Score 0,1)	1
	Break the law by order from other one (TYPEOFF7) (Score 0,1)	1
Offence severity (OFFSEVE)	No use violence to break the law (OFFSEVE1) (Score 0,1)	1
	Use violence to break the law but no have someone gotten be injured (OFFSEVE2) (Score 0,1)	1
	Use violence to break the law until someone get to be injured (OFFSEVE3) (Score 0,1)	1
	Use violence to break the law until someone get to be seriously injured (OFFSEVE4) (Score 0,1)	1
	Use violence to break the law until someone die (OFFSEVE5) (Score 0,1)	1

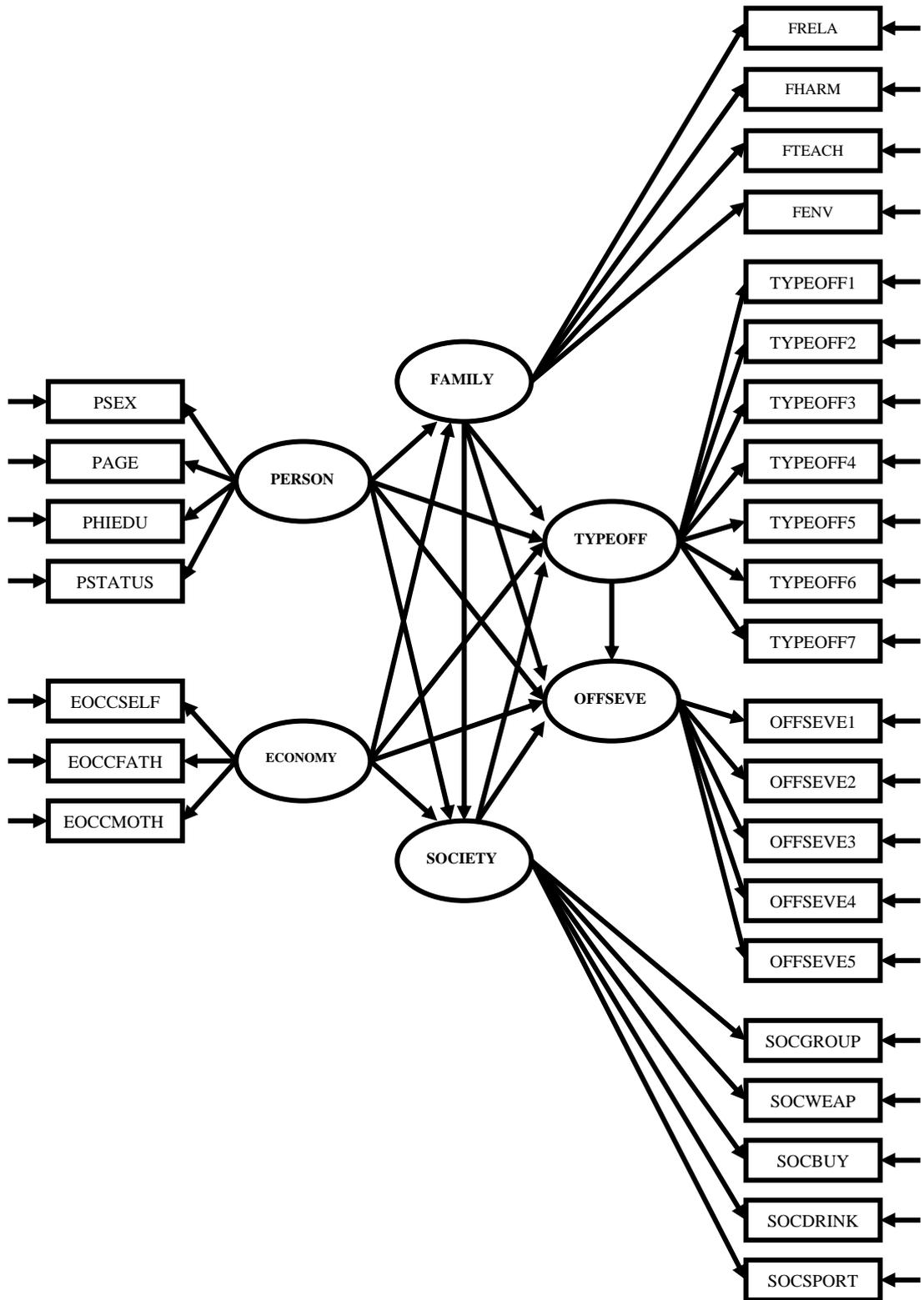


Figure 2.4 Structural Model Relationship between all Variable that have Influenced to Juvenile Violent Crimes (SEM)

2.5 Research Hypothesis

According to literature review, the researcher had created conceptual framework that basic personal factor, economic factor, family status and relationship factor, and social environment and risk factor are related with type of offence used in committing violent crimes and severity of violent crimes. From this conceptual framework, the researcher would like to propose the following hypotheses for this study:

Hypothesis 1 Family status and relationship depends on basic personal factor and economic factor.

$$\text{FAMILY} = f (\text{PERSON, ECONOMY})$$

Hypothesis 2 Social environment and risk factor depend on family status and relationship factor, basic personal factor and economic factor.

$$\text{SOCIETY} = f (\text{FAMILY, PERSON, ECONOMY})$$

Hypothesis 3 Type of offence depends on family status and relationship factor, social environment and risk factor, basic personal factor and economic factor.

$$\text{TYPEOFF} = f (\text{FAMILY, SOCIETY, PERSON, ECONOMY})$$

Hypothesis 4 Offence severity depends on family status and relationship factor, social environment and risk factor, type of offence factor, basic personal factor and economic factor.

$$\text{OFFSEVE} = f (\text{FAMILY, SOCIETY, TYPEOFF, PERSON, ECONOMY})$$