



Psychosocial Factors Related to Aggressive Self Control Behavior of Youth in Reformatory Schools

Anon Khunakorncharatphong*

Graduate student

Behavioral Science Research Institute,
Srinakharinwirot University, Bangkok, Thailand

Sudarat Tuntivivat

Lecturer

Behavioral Science Research Institute,
Srinakharinwirot University, Bangkok, Thailand

Abstract: This research aimed to predict aggressive self control behavior of youth in reformatory schools both in overall and sub groups, by the psychological traits, psychological states, and social situation factors. The sample consisted of 381 youths in reformatory schools, selected by stratified random sampling. The seven questionnaires were used for data collection; aggressive self-control behavior (.88), future orientation and self-control (.83), conscientiousness (.85), positive attitude toward aggressive self-control behavior (.92) hope to aggressive self-control behavior (.91), social support (.93) and peer role model (.84). The data were analyzed by hierarchical multiple regression. The results showed that factors; psychological states factors (positive attitude toward aggressive self-control behavior, hope to aggressive self-control behavior), and social situation factors (social support, peer role model) affecting aggressive self-control behavior of youth in reformatory schools, whereas psychological trait factors (future orientation and self-control, conscientiousness) were not affected. These variables that were affecting could account for 32.5 percent to predict aggressive self-control behavior of youth in reformatory schools.

Keywords: *Aggressive self control behavior, youth in reformatory schools, social support, positive attitude toward aggressive self control behavior*

Received: 20 November 2017; **Accepted:** 23 February 2018; **Published:** 13 April 2018

INTRODUCTION

Children and youths play a major role in economic, social, political and technological development. Hence, children and youth at risks due to family problems and lack of parental support can create frustration and aggressive behavior in children and youths which lead to various social problems (Jitradab & Boonsue, 2008). In Thailand, Juvenile delinquency rate are as high as: 35,049, 34,276, 36,763 and 36,537 in 2011-2014, respectively (Department of Juvenile Observation and Protection, 2014). As a result, these children and youths must participate in rehabilitation and behavioral therapy in reformatory schools in order to have better quality of life and efficiently return to the society.

We are interested to study youths in reformatory schools because juvenile delinquents must take care from parents and develop many potentials, but also in control of reformatory schools that make these juveniles has lack of parents caring, and lack of freedom, they must follow the rule strictly and have more temptation to create aggressive behavior more than outside society. However, still some juveniles can control themselves to good conduct behavior while they are at reformatory schools as seen from the record shows about 93% of youths who considerate better act from reformatory schools (Department of Juvenile Observation and Protection, 2014). These juveniles have good conduct, training progress, being a good role model in self control to have good conduct behavior to other juveniles. We think

*Correspondence concerning this article should be addressed to Anon Khunakorncharatphong, Behavioral Science Research Institute, Srinakharinwirot University, Bangkok, Thailand. E-mail: anon.khu90@gmail.com

© 2018 The Author(s). Published by KKG Publications. This is an Open Access article distributed under a [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nc-nd/4.0/).

that if these juveniles have ability to control their behavior, when release to the society, they will control their behavior, have immunity to fight all temptations in the society and being a good role model to other children and youths. We choose youths or juvenile delinquents in reformatory schools as the sample of this study. There was some evidences showed that most of the studies emphasize in secondary education (Chadchua, 1992; Kamchalee, 2005; Pandaeng, 2004), higher education (Pratoomta, 2005; Visessomwong, 2005) and vocational (Thaweekoon, 1995) and most of them studied in contexts of causal factor of aggressive behavior or studies on negative about aggressive behavior (Panitchapan, 2007; Pasri, 2011), but there was little evidences that studied among youths in reformatory schools (Kijkaew, 2007; Makboon, 2012; Panitchapan, 2007) and there was no study about psychological and social factors affecting aggressive self control behavior. According to this study, we interested to study about “what psychological and social factors related to aggressive self control behavior of youths in reformatory schools?”. This study emphasizes the personal factor; psychological trait (future orientation and self control; and conscientiousness); psychological states (attitude toward aggressive self control behavior; and hope toward aggressive self control behavior); and social situation factors (social support; and peer role model). The benefit of this study will help to determine the significant factors affecting aggressive self control behavior of youths in reformatory and also use the result findings for planning and knowledge management in developing the staffs and juveniles for enhancing aggressive self control of youths in reformatory school.

Research Aims

To predict aggressive self control behavior of youths in reformatory schools both overall and sub groups by the psychological trait, psychological states and social situation factors.

Research Hypothesis

Future orientation and self control, conscientiousness, positive attitude toward aggressive self control behavior, hope toward aggressive self control behavior, peer role model and social support could predict aggressive self control behavior of youths in reformatory schools both overall and sub groups.

LITERATURE REVIEW

According to literature review, There are some causal factors affecting aggressive self control behavior, such as psychological trait factors; (1) future orientation and self control defines as a feature of self-restrain for targeting goal or achieve, can predict or forecast and also consistent with individual with a responsible habit (Prachonpachanuk, 1984). This variable is part of a good man behavior, which individuals can control themselves, delay discounting in any circumstances and effect on appropriate conducting and desired behaviors (Anwar & Sidin, 2016), which consistent with (Thaweekoon, 1995) and (Wawwiset, 1991) found that future orientation and self control influenced on quarrel preventive behavior of adolescents, similar to Surariththidham (2008) found that youths with high future orientation and self control had more responsible behavior than youths with low future orientation and self control; and (2) conscientiousness defines as a feature of individual related to task and goal-oriented behavior, determination and cautious. This personality associated with education and living (Masood, 2009), consistent with (Ambikai & Ishan, 2016; Jamkam, 2001) found that conscientiousness had a positive relationship with problem-focused coping and no relationship with emotional-focused coping, similar to Satitsatien (2005) found that individuals with high conscientiousness could deal with their life reasonably, responsible, need to achievement and problem-focused coping, and Boonliang (2003) found that individuals with high conscientiousness had high compromise coping styles and low attack coping styles.

For psychological states factors; (1) positive attitude toward aggressive self control behavior defines as a feature of individuals, which come from the cognitive of individual or something about how much advantages or disadvantages; incline to like or unlike, satisfy or dissatisfy of something (Vanindananda, 1985), which consistent with Wawwiset (1991) found that positive attitude toward quarrel preventive behavior of adolescents related to quarrel preventive behavior and also the most important factors of quarrel preventive behavior, similar to Thaweekoon (1995) found that attitude practices had influenced on quarrel preventive behavior among students and Visessomwong (2005) reported that attitude toward violence use had positive association with violence behavior of male adolescents ($p < .05$); and (2) hope toward aggressive self control behavior defines as positive motivational state that is based on interactively derive sense of successful agency and pathway (Snyder, Rand, & Sigmon, 2002). Hope can control or determine the

human behavior to guide for goal in the future, individuals with hope believe that if he/she achieves what he/she desires, his/her life changes in a good way or can solve any problems in life (Rawlins, Williams, & Beck, 1993), consistent with (Yanasan, 2007) indicated that high GPA related to high hope, intention and also efficiency deal with any problems, and (Wattanacheewanopakorn, 2012) found that students who participated in the adversity quotient program showed significantly higher on hope than students who did not participate in the program after the experiment ($p < .01$).

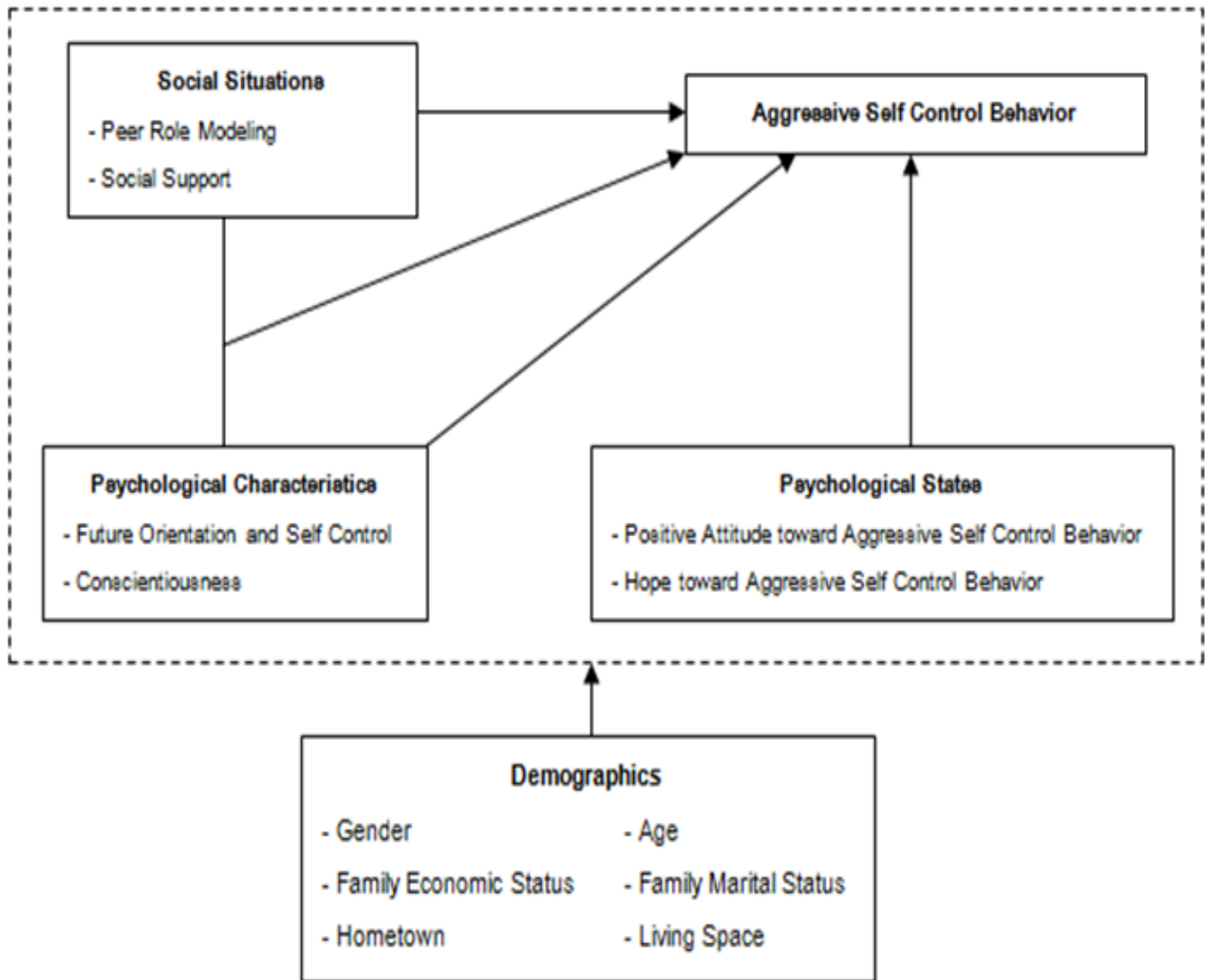


Figure 1 Conceptual Framework

For social situation factors; (1) social support defines as relation or interaction as a pattern of dependence and help each other that makes individuals feel as part of the society. Schaefer, Coyne, and Lazarus (1981) refers to various types of social support classified into three major categories; emotional, informational, and tangible support; that reduce the tension and life crisis and make emotional stability and living well in society (Charoensuk & Jaipetch, 2017; Makboon, 2012), consistent with (Sukwitura, 1998) found that parental support related to high level of behavior in preventive drug addiction. Moonpradub (1998) found that adolescents with high social support had more adjustment than adolescents with moderate and low social support, and Kanlapa (2006) found that life skills and social support could account 34.2% of predicting adjustment of male juvenile delinquent ($p < .01$); and (2) peer role model, peer group has influence in socialization and has more influence in each ages, but adolescents have highest influence because youths hold peer group as a guideline to conduct and do whatever friends accepted. That causes youths feel meaningful and self-realization Vanindananda (1985), consistent with Intoon (2009) found that peer role model in reading behavior was the first prediction when added five social situation variables could account 41.5% predicting attitude toward

reading behavior of students, similar to [Suwandee \(2000\)](#) found that peer role model could account 34.8% predicting self-development behavior of student in schools with high temptation, and [Wattanacheewanopakorn \(2012\)](#) found that high level of peer role model could account 57.2% predicting supportive peer group for learning inquiry behavior of students.

As above mentioned, we interest to study the psychosocial factors; psychological traits, psychological states and social situation factors; related to aggressive self control behavior of youths in reformatory schools. We use Interactionism model to analyze human behavior into theoretical framework for demonstrating the relationship of all factors which related to conceptual framework (See Figure 1)

METHOD

Sample

A total of 381 youths who had considerate better act from reformatory schools. Stratified random sampling was employed to separate the sample into five groups based on each reformatory schools, 207 youths in Karuna reformatory school, 52 youths in Mudita reformatory school, 41 youths in Upekkha reformatory school, 38 youths in Pranee reformatory school and 43 youths in Sirindhorn reformatory school.

Instruments

The research instruments were used seven questionnaires consisted of two psychological trait factors, two psychological states factors, two social situation factors and aggressive self control behavior. All questionnaires had 82 items which assessed by 6-point rating scale. For these items, 1-6 where 1 indicates “Not true at all” and 6 indicates “Extremely true”. The Cronbachs alpha coefficients of seven variables as follows; aggressive self control behavior (.88), future orientation and self control (.83), conscientiousness (.85), positive attitude toward aggressive self control behavior (.92), hope toward aggressive self control behavior (.91) social support (.93) and peer role model (.84).

Data Analysis

Stepwise multiple regression analysis was used to seek the predictive power of aggressive self control behavior of youths in reformatory schools

RESULTS

Table 1 Mean, Standard Deviations, and Pearson Correlation for Assumption of Regression Analysis

Variables	Mean	SD	1	2	3	4	5	6	7
Aggressive Self Control Behavior	87.89	9.77	1	.411**	.429**	.445**	.496**	.501**	.229**
Future Orientation and Self Control	46.94	4.73		1	.746**	.735**	.695**	.500**	.383**
Conscientiousness	56.45	5.82			1	.700**	.768**	.642**	.466**
Positive Attitude toward Aggressive Self Control Behavior	53.93	5.24				1	.702**	.510**	.565**
Hope toward Aggressive Self Control Behavior	53.43	5.32					1	.672**	.471**
Social Support	56.14	5.16						1	.482**
Peer role model	57.62	5.32							1

** $p < .05$

1 = Aggressive Self Control Behavior 2 = Future Orientation and Self Control 3 = Conscientiousness 4 = Positive Attitude toward Aggressive Self Control Behavior 5 = Hope toward Aggressive Self Control Behavior 6 = Social Support 7 = Peer role model

According Table 1, the assumption of regression analysis showed that all independent variables associated with dependent variable, and then also found these correlations did not cause the problem of multicollinearity which the criteria of these correlations should not exceed .85.

According to Table 2, the result showed that the independent variables that could explain the variance of aggressive self control behavior were social support, positive attitude toward aggressive self control behavior, peer role model and hope toward aggressive self control behavior. All four variables could account for 32.5% of aggressive self control behavior with statistically significant at .05. As a result, the significant factors predicting aggressive self control behavior of youths in reformatory schools were social situation factors (social support and peer role model) and psychological states (positive attitude toward aggressive self control behavior and hope toward aggressive self control behavior).

Table 2 Regression Coefficient and Significant Test in Predicting Aggressive Self Control Behavior of Youths in Reformatory Schools

Predictors	B	S.E.	β	t	Sig	R ² Change
1. Social Support	.633	.112	.334	5.651*	.000	.251
2. Positive Attitude toward Aggressive Self Control Behavior	.437	.120	.234	3.654*	.000	.049
3. Peer role model	-.271	.098	-.148	-2.766*	.006	.014
4. Hope toward Aggressive Self Control Behavior	.324	.127	.176	2.542*	.011	.012

* $p < .05$

DISCUSSION AND CONCLUSION

According to the result, noted that factors affected to predictive power of aggressive self control behavior of youths in reformatory schools, consisted of social support, positive attitude toward aggressive self control behavior, peer role model and hope toward aggressive self control behavior.

Social support was the best predictor of aggressive self control with 25.1% because social support was an assistance and foster from other people with emotional, informational and tangible support, which reduce the tension and life crisis in the past and make individual emotional stability, deal with any problems and living well in the society (Moonpradub, 1998). A way of life among youths in reformatory schools during participation in practice and training had received family, peer group and reformatory schools' staffs support such as; emotional support, they could get love, concerning, caring, generosity, and sense of dependence; informational support, youths received beneficial information about lawsuit and lawsuit proceeding, or received some guidance about rules to behave inside reformatory schools from the staffs and family members; and tangible support, youths received necessity, for instances, clothing, bedding, medicine, etc. from the staffs, peer groups and family members; these made they relieved, had self-esteem, need for freedom, and lived with their families. As above mentioned, youths in reformatory schools will have aggressive self control behavior while they participated in practice and training in reformatory schools, they must try to discipline themselves under circumstances with many temptations and pressures to return back well in the society, consistent with Kanlapa (2006) found that social support could account increasing 3.1% to predict adjustment among male youths in the venue of youth observation and protection ($p < .01$), similar to Chinakate (2010) found that social support was the first predictor into equation that could account 20.7% predicting drug preventive behavior, same as Iam-Ui (2006) found that family relationship, peer support, self-identity and teacher support could account 28% predicting self control behavior to avoid temptation, and Goolwiriya (2008) found that social support from teachers and peer groups, drug informational receiving and drug refusal skill could account 43.5% predicting drug use preventive behavior ($p < .05$). Positive attitude toward aggressive self control behavior could account 4.9% predicting aggressive self control behavior of youths in reformatory schools because attitude defines as a psychological trait of individuals that come from cognitive about things that advantage or disadvantage and make they feel tend to like or unlike, satisfy or dissatisfy, or feeling of individuals about things (Vanindananda, 1985). For this reasons, attitude is important when youths in reformatory schools view as aggressive self control behavior is the right thing to do, they will feel satisfy and avoid from the aggression, consistent with Piamdee, 2015) found that positive attitude toward avoid temptation behavior could account 49% predicting avoid drinking alcohol behavior ($p < .05$), similar to Rungsiriwattanakit (2007) found that attitude toward cigarette smoking related to avoid cigarette smoking behavior.

Peer role model could account 1.4% predicting aggressive self control behavior of youths in reformatory schools.

Youths often spend time with peer group. They make friends that resemble to themselves. Peer group influences on children and youths caused convince and imitate for appropriate or inappropriate behavior (Thammacharoen, 2003). Because juvenile delinquent quite much give precedence to friends, they need to seek the identity, try to act like friends and not quite refuse persuasion or promote avoidance to act inappropriate behaviors because they prefer acceptable from peer group and reformatory schools environment. Therefore, peer group is the important in role modeling and convincing to act appropriate and inappropriate behaviors. If they have proper in peer role model, they have a tendency to act appropriate behaviors as well, consistent with Makboon (2012) found that peer influence could account 24.1% predicting social skills of youths in reformatory schools in Ratchaburi province ($p < .01$).

Hope toward aggressive self control behavior could account 1.2% predict aggressive self control behavior of youths in reformatory schools. Hope is desired as far as still alive especially when facing to life crisis or had experienced stressful in relation with suffering as a result of loss, separation, grief, troublesome, uncertainty, failure, boredom, lonesome or life changing whether actual happening or personal sensual pleasure (Herth, 1990). Individuals develop hope in life to response the crisis in preventive themselves both body and mind to preserve the balance of living, harden in adjustment for living surrounded by crisis states and feel that individual has ability to control the situation (Dufault & Martocchio, 1985). These affect to develop themselves about feeling hope in life and confidence and secure in living with others, simultaneously change into more self-flourish, consistent with Kunnathamsathaporn (2002) found that hope could account 35.6% predicting adjustment of college student in Chiang Mai university ($p < .05$)

Suggestions

Suggestions for practical implication: Reformatory schools should support by accessible support and fit the need of youths of reformatory schools with giving love and caring, counseling or guidance about living and lawsuit, and enough necessity from family and staffs, while they are at reformatory schools for building the climate to feel relaxation make them not feel frustration. Reformatory schools can take this result to create the criteria to determine activities or training topics in developing youths in reformatory schools for having ability to control their aggressive behavior.

Suggestions for future research: For future research, should study in all reformatory schools and emphasize on individual case study who having obviously aggressive self control behavior for deep understanding aggressive self control behavior within different reformatory schools; and this result found that positive attitude toward aggressive self control behavior, hope toward aggressive self control behavior and peer role model affect to aggressive self control behavior in lower level, should further research for benefit to develop.

ACKNOWLEDGEMENT

This project was made possible with funding from Graduate School of Srinakharinwirot University.

REFERENCES

- Ambikai, & Ishan, Z. (2016). Comparative analysis of law on tort of deviant behaviors in Malaysia and India. *Journal of Advances in Humanities and Social Sciences*, 2(4), 243-249. doi:{<https://doi.org/10.20474/jahss-2.4.5>}
- Anwar, F., & Sidin, J. P. (2016). Interactive effects of social support and incivility on affective commitment in banking sector of Pakistan. *International Journal of Business and Administrative Studies*, 2(6), 213-224.
- Boonliang, C. (2003). *A study of relationship between the big five factors personality and the coping styles of mathay-omsuksa 3 students in Rayong* (Masters thesis). Graduate School, Educational Measurement, Srinakharinwirot University, Bangkok, Thailand.
- Chadchua, S. (1992). *A comparison of the effect of self-control and response cost on aggressive behavior of prathom suksa VI students of Wat Samiannaree school in Bangkok* (Masters thesis). Graduate School, Educational Psychology, Srinakharinwirot University, Bangkok, Thailand.
- Charoensuk, V., & Jaipetch, D. (2017). Attitudes toward english: A study of first-year students at King Mongkuts University of Technology North Bangkok. *Journal of Advances in Humanities and Social Sciences*, 3(1), 42-57. doi:<https://doi.org/10.20474/jahss-3.1.4>
- Chinakate. (2010). *Factors affection to preventive behavior on drug among the vocational certificate students in college under the provincial vocational education of Ratchaburi* (Masters thesis). Graduate School, Education Foundations, Silpakorn University, Bangkok, Thailand.

- Department of Juvenile Observation and Protection. (2014). *Statistical report on cases in 2014* (Tech. Rep.). Bangkok, Thailand: Ministry of Justice.
- Dufault, K., & Martocchio, B. C. (1985). Hope: Its spheres and dimensions. *The Nursing Clinics of North America*, 20(2), 379–391.
- Goolwiriya. (2008). *Factors influence to behavior of drug addiction prevention for the 3-4 level students of Sikhio district, Nakhon Ratchasima province* (Master's thesis). Graduate School, Community Health Development, Nakorn Ratchasima Rajabhat University, Nakhon Ratchasima, Thailand.
- Herth, K. (1990). Fostering hope in terminally-ill people. *Journal of advanced nursing*, 15(11), 1250–1259. doi:<https://doi.org/10.1111/j.1365-2648.1990.tb01740.x>
- Iam-Ui, J. (2006). *Factors contributing to self control behaviors in order to abstain from committing behavioral problems of students level IV, Muang district, Ratchaburi Province* (Master's thesis). Graduate School, Community Psychology, Silpakorn University, Bangkok, Thailand.
- Intoon. (2009). *Reading behavior of adolescents: Its psycho-social antecedents and consequential stress coping* (Tech. Rep.). Graduate School, Applied Behavioral Science Research, Srinakharinwirot University, Bangkok, Thailand.
- Jamkam, S. (2001). *Relationship between five factor personality and coping strategies* (Tech. Rep.). Graduate School, Developmental Psychology, Srinakharinwirot University, Bangkok, Thailand.
- Jitradab, S., & Boonsue, A. (2008). *Childrens rights and local planning for children and youths curriculum 2008*. Bangkok, Thailand: Thammasat Press.
- Kamchalee, S. (2005). *Factors affecting aggressive behavior of prathomsuksa VI, Suwannaphum under the office of Roi-et educational service area 2* (Unpublished master's thesis). Graduate School, Educational Psychology, Mahasarakham University, Bangkok, Thailand.
- Kanlapa, O. (2006). *Adjustment of the youth males in the remand home of juvenile observation and protection center in the Eastern region* (Tech. Rep.). Graduate School, Community Psychology, Silpakorn University, Bangkok, Thailand.
- Kijkaew, S. (2007). *Coping with stress of children and youths in rehabilitation center, region 2 Changwat Ratchaburi* (Tech. Rep.). Graduate School, Community Psychology, Silpakorn University, Bangkok, Thailand.
- Kunnathamsathaporn, V. (2002). *The relationships between emotional intelligence, hope and adjustment among first year Chiang Mai university students* (Master's thesis). Graduate School, Counseling Psychology, Chiang Mai University, Chiang Mai, Thailand.
- Makboon, P. (2012). *Factors contributing to social skills of male children and youths in the department of observation and protection, regional center of juvenile training school II, Ratchaburi province* (Vol. Master's thesis; Unpublished master's thesis). Graduate School, Community Psychology, Silpakorn University, Bangkok, Thailand.
- Masood, A. F. (2009). *Correlations between the five factor model of personality and problem behavior in children*. (Doctoral dissertations). Graduate School, Special Education, Rehabilitation, Counseling/School Psychology, Auburn University, Auburn, AL.
- Moonpradub. (1998). *Social support and adaptation of early adolescents* (Master's Thesis). Family Health, Graduate School, Mahidol University, Salaya, Nakhon Pathom.
- Pandaeng, S. (2004). *The relationship between emotional intelligence and attitudes toward the violence of secondary school students: A case study of Kanchanapisekwiththayalai Krabi school* (Master's thesis). Graduate School, Community Psychology, Kasetsart University, Bangkok, Thailand.
- Panitchapan, T. (2007). *Factors contributing to aggressive behaviors of male children and youths in the department of observation and protection, regional center of juvenile training school II, Ratchaburi province* (Tech. Rep.). Graduate School, Community Psychology, Silpakorn University, Bangkok, Thailand.
- Pasri, A. (2011). *Some factors affecting aggressive behaviors of adolescents in school under the office of Khon Kaen educational service area zone 5*. (Tech. Rep.). Graduate School, Educational Research, Mahasarakham University, Bangkok, Thailand.
- Piamdee, M. (2015). *Social and psychological factors related to temptation avoidance behaviors of students in secondary school in the north-east region* (Master's thesis). Graduate School, Applied Behavioral Science Research, Srinakharinwirot University, Bangkok, Thailand.

- Prachonpachanuk, P. (1984). *Future orientation: Adolescent development and upbringing 9-15*. Bangkok, Thailand: Sukhothai Thammathirat Open University.
- Pratoomta, N. (2005). *The causal factors on aggressive behavior of the industrial technology students of Phetchaburi Rajabhat University* (Master's thesis). Graduate School, Philosophy, Phetchaburi Rajabhat University, Phetchaburi, Thailand.
- Rawlins, R. P., Williams, S. R., & Beck, C. K. (1993). *Mental health-psychiatric nursing: A holistic life-cycle approach*. Maryland Heights, MO: Mosby.
- Rungsiriwattanakit, N. (2007). *Factors relating to smoking avoidance behavior of senior high school students in schools under the office of Phetchaburi educational service area 1, Phetchaburi province* (Master's thesis). Graduate School, Health Education, Kasetsart University, Bangkok, Thailand.
- Satitsatien, W. (2005). *Five-factor model of personality and coping strategies of undergraduate students at Srinakharinwirot university* (Master's thesis). Graduate School, Developmental Psychology, Srinakharinwirot University, Bangkok Thailand.
- Schaefer, C., Coyne, J. C., & Lazarus, R. S. (1981). The health-related functions of social support. *Journal of Behavioral Medicine*, 4(4), 381–406. doi:<https://doi.org/10.1007/bf00846149>
- Snyder, C., Rand, K. L., & Sigmon, D. R. (2002). Hope theory. In S. J. Lopez & C. R. Snyder (Eds.), *Handbook of positive psychology* (pp. 257–276). Oxford, UK: Oxford University Press.
- Sukwitura, S. (1998). *Factors affecting behavior in prevention drug addict of high school students in Thailand* (Master's thesis). Graduate School, Educational Administration, Srinakharinwirot University, Bangkok, Thailand.
- Surarittidham, C. (2008). *Psycho-social factors related to responsible behaviors of juvenile offenders* (Master's thesis). Graduate School, Applied Behavioral Science Research, Srinakharinwirot University, Bangkok, Thailand.
- Suwandee, L. (2000). *Psycho-social correlated of waste minimization behavior of student in Rung Arun Projects schools* (Master's thesis). Graduate School, Social Development, National Institute of Development Administration, Bangkok, Thailand.
- Thammacharoen, S. L., S. (2003). *Indicators for social psychology of moral behavior of teenagers in risk areas* (Tech. Rep.). Bangkok, Thailand: Thai behavior research and develop, National Research Council of Thailand.
- Thaweekoon, S. (1995). *Psychological traits training for the prevention of violence behavior in vocational college students* (Master's thesis). Graduate School, Applied Behavioral Science Research, Srinakharinwirot University, Bangkok, Thailand.
- Vanindananda, N. (1985). Social perspective taking. In C. Suvannathat, D. Bhanthumnavin, L. Bhuapirom, & D. Keats (Eds.), *Handbook of asian child development and child rearing practices* (pp. 179–192). Bangkok, Thailand: Behavioral Science Research Institute.
- Visessomwong, J. (2005). *Family relationship, attitude toward violence and aggressive behavior of male adolescents at Suankulab Wittayalai Rangsit school* (Master's thesis). Graduate School, Community Psychology, Kasetsart University, Bangkok, Thailand.
- Wattanacheewanopakorn, W. (2012). *The psycho-social correlated of academic and virtue oriented behaviors of undergraduate students* (Master's thesis). Graduate School, Applied Behavioral Science Research, Srinakharinwirot University, Bangkok, Thailand.
- Wawwiset, P. (1991). *Psychosocial characteristics for the prevention of violent behavior in adolescents* (Tech. Rep.). Graduate School, Applied Behavioral Science Research, Srinakharinwirot University, Bangkok, Thailand.
- Yanasan, V. (2007). *Effects of Trotzer model group counseling on self-awareness and hope among youths in the juvenile training center, region 7, Chiang Mai province* (Master's thesis). Graduate School, Counseling Psychology, Chiang Mai University, Chiang Mai, Thailand.