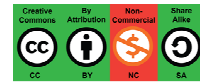




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Predictors of Juvenile Training School Violations in Thailand

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Abstract

The objective of this research was to study factors affecting the violation of regulations by juveniles during confinement at the Juvenile Training School in Thailand. The study was conducted with 420 juvenile delinquents aged 14-19 years with the institutional misconduct involving: not attending class or activities, growing a mustache, tattooing, etc. Also studied was classification of the pattern of institutional misconduct behavior with discriminant analysis statistics. There were three patterns of institutional misconduct behaviors, and an equation for predicting group membership was created; institutional danger, institutional disruption, and institutional deviance with 71.4%, 66.4% and 72.4% accuracy respectively. Moreover, importation factors found to be statistically significant included gender, age, criminal history, domestic violence and peers. Deprivation factors that were found to be statistically significant included length of confinement, low self-control and staff performance.

Keywords: Juvenile delinquency, Institutional Misconduct, Juvenile Training School, Importation, Deprivation.

Introduction

In recent years, juvenile violations against regulations in training schools have been increasing in Thailand. The most frequently observed are: substance abuse, tattoos and body piercing, property damage, inciting a riot and etc., which occur within the confinement of the institutions (Department of Juvenile Observation and Protection, 2013). Factors that juveniles were influenced included: interacting with gang membership in the institution (Tewksbury, Connor & Denney, 2014), adjustment problems and internalizing symptoms, loss of trust their staff, and fear of being abused (Griffin & Hepburn, 2006; Gover, Mackenzie & Armstrong, 2000). Together, these factors created a sense of frustration and anxiety within the institution (Delisi et al., 2011). These can lead to self-harm, escape, or the harming of others (Jiraroach, 2009). In addition, the proper rehabilitation process might not happen if the regulations involved in the confinement and

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control of juveniles were not effective (Tewksbury, Connor & Denney, 2014). Thus, staffs cannot reflect the same practices as control inmates in the institution. While juvenile offenders lose their independence, the differences in the environment had to occur under defined rules. The different backgrounds caused pressure that leads to more problems, which were attempting to against the regulations, aggressive behavior and frequent attempts to escape from confinement. In Thailand, there were still no many studies to the factors related these topics; but have only studied to escape attempts, relationships among the juvenile offenders, the supply of welfare, and the ability of juveniles to adapt their confinement.

The aim of this research is to study the pattern of institutional misconduct and classifying the institutional misconduct during confinement at the juvenile training school, in order to effectively predict their future behavior. The findings will be helpful to those responsible for implementing policies designed to prevent institutional misconduct and to protect juvenile offenders within the training schools. The recommendations were expected to support the implement measures which reduce the number of violations committed through effective rehabilitation.

Literature Review

Importation factors

Importation factors are characteristics of the inmate that were apparent prior to incarceration to explain prison violence and misconduct (Gover, Mackenzie & Armstrong, 2000; Tewksbury, Connor & Denney, 2014), which are relevant to the general information on the juvenile, such as ages, race, marital status, family, education, occupation, and gang affiliation (Vasile, Ciucurel & Circa, 2010); these are the factors affecting juveniles that occur prior to incarceration (Jiang & Fisher-Giorlando, 2002). Age, was the most significant factor that indicated the result of the offender's behaviors (Kuanliang, Sorensen & Cunningham, 2008; Tewksbury, Connor & Denney, 2014). Consistently, Cunningham and Sorensen (2007) found that offenders younger than 21 years of age at the beginning of the observation period were 3.5 times more likely to commit violence than the 31–35 years old. Compared to the reference group, those in the 21–25 year age group were 63% more likely to commit violence, whereas those in the 26–30 year age group were 25% more likely and the 36–40 years age group was 13%. From previous research, the sample group that comprised younger juveniles had more problems adjusting to the training school than the older juveniles (Cunningham & Sorensen, 2007; Gover, Mackenzie & Armstrong, 2000).

Family was an imitative factor in a juvenile's behavior; for example, a juvenile offender with a family member that uses drugs or smokes cigarettes is more likely to do the same (Helibrun et al., 2000; Gover, Mackenzie & Armstrong, 2000). Previous studies have shown that's strongly the case when pertaining to the previously described addictions of drinking alcohol or smoking (Mills, Kroner & Weeks, 1998 as cited in Gover, Mackenzie & Armstrong, 2000). In a family that has a history of offenses or domestic violence, the juvenile will be influenced by this behavior and display the same tendencies. The factor of domestic violence is a pattern that influenced the behavioral offenses in the training school. Examples of violence or emotional abuse towards children included propagating feelings of low self-esteem (Gover, Mackenzie & Armstrong, 2000).

Peers is also another factor that potentially leads to impetuous or forced situations described by the antisocial behavior (Broidy & Agnew, 1997), because adolescence is the age of curiosity, risk taking, a lack of maturity and the age of development and growth in various fields. However, the restraint and rationality functions of the brain are yet to be developed in adolescents, which can lead to reactive behavior (Moffit, 1999, as cited in Helibrun et al., 2000). Previous researchers found that juveniles who are members of a gang in training school have a 24% higher chance of committing an offense (Cunningham & Sorensen, 2006 as cited in Tewksbury, Connor & Denney, 2014). Moreover, Yablonsky (1962) studied the personalities of gang members who often committed crimes and found that the leader of the gang has an antisocial personality and persuade other members to annoy and assault others without any other considerations than their own satisfaction; it was concluded that the person with the most antisocial personality was most likely to be the gang leader as he gets satisfaction he would not otherwise receive through other means. This finding was consistent with Kuanliang, Sorensen and Cunningham (2008) found that incarcerated gang members were twice as likely to receive disciplinary infractions compared to other inmates. An inmate's gang membership has also been shown to interact with other importation characteristics.

Criminal history related to against rule in the training school because most violations in the training school are repeated offenses, which indicate that these juveniles have a lower level of maturity than the general group of juvenile offenders (Taylor et al., 2007). Therefore, experience in the juvenile training school system and history of offences were significant factors that assumed juvenile behavior in the future. The number of associations with group criminals showed a high frequency in transferring behavior and was related to the history of violence committed while in the institution. Previous research was founded that a history of serious offenses is relative to the regulation of offenses in the training school (Griffin & Hepburn, 2006). Moreover, the frequency of arrests and a history of serious offenses affected the behavior of offenses in the training school (Innes, 1997). Included, the research on the difference of offenses was also related to the nature of offenses. The study found that those charged with deadly assault have a higher chance of committing an offense in the category of importing firearms, using violent behavior against officers, and destroying property in the training school (Drury & Delisi, 2011 as cited in Tewksbury, Connor & Denney, 2014).

Deprivation factor

Deprivation is a factor which can determine if a juvenile is able to adapt their behavior to the restrictions imposed by the training school environment. This would comprise the way that staffs treat the juvenile, the rules which are enforced, and the living conditions in which the juveniles must spend their time. Under pressure, these juveniles may fail to display self-control and instead behave violently towards others, cause self-harm, or simply break the institutional rules (Gover, Mackenzie & Armstrong, 2000; Tewksbury, Connor & Denney, 2014). It has been demonstrated in earlier studies that the type and conditions of the training school can have a significant effect upon the behavior of the juveniles confined. The training school may be differ the levels of pressure or anxiety to be felt by individuals (Helibrun et al., 2000; Innes, 1997), while the relationship between the institutional officials and the juveniles under their supervision will also be heavily

influenced by these training school conditions. These include the lack of freedom resulting from confinement, the absence of personal possessions, absence of love, low recognition from society, and lack of power or control over aspects of one's existence (Sykes, 1985 as cited in Van der Laan & Eichelsheim, 2013). The likely outcomes are that juveniles will be quicker exhibiting anger, will act disrespectfully towards staff, and may be more inclined to violate rules.

Length of confinement has been a significant influence upon the actions of juveniles. Those who have been confined within a training school for any length of time may be affected in various ways, most notably in terms of poor emotional control and low self-esteem, which can lead to antisocial or ultimately violent behavior patterns. Furthermore, a longer period of confinement allows greater opportunity to learn criminal skills from other young offenders. However, these juveniles become better adjusted to the institutional conditions than new arrivals, although this may not necessarily be a positive outcome since they often learn the skills they need in order to survive at the expense of others (Gover, Mackenzie & Armstrong, 2000).

Low self-control is a behavior pattern which is often observed in young offenders under confinement. In its mildest can result in stress and anxiety, which can then escalate to antisocial behaviors, including displays of anger, verbal assaults, physical resistance to authority, and eventually violent conduct leading to the harming of others (Delisi et al., 2011; Hirchi, 1969). *Regulatory violations* may also be a consequence of low self-control. Previous studies have shown that when juveniles have issues related to low self-control, assault the staff, aggressive behavior, regulatory violations of institutional rules and will also have a significant effect upon juvenile behavior, since young offenders will expect that these regulations will be enforced by correctional staffs. The relationship between juveniles and correctional staff will be important, with the level of strictness and exercise of power having an effect upon the emotional state of the juveniles (Jiraroach, 2009). If these juveniles believe that they are being treated unfairly or improperly, they are more likely to feel emotional pressures which can in turn trigger violent reactions against themselves, school officials, or other juveniles. In this manner, the rules and their manner of enforcement can affect the level of violations observed.

Environmental Institution is a category which examines the general type of institution. Some focus upon treatment and rehabilitation (Department of Juvenile Observation and Protection, 2008). Low institutional safety levels can also lead to aggression among juveniles as they are no longer able to trust the institution and thus react negatively (Tewksbury, Connor & Denney, 2014). Factors such as overcrowding can also have a powerful influence. If juveniles did not have adequate space or privacy, they are inclined to become more aggressive and likely to react offensively to provocation. A lack of facilities and inadequate strategies designed to foster rehabilitation are also factors which lead to poor behavior and violations. *Staff* also has a significant effect upon juveniles. The ability of staff to care for the juveniles in their charge is determined partly by the ratio of staff. This is frequently found to be inadequate, and the lack of sufficient staff can lead to circumstances in which juveniles have greater opportunity to violate the rules due to a lack of supervision and control (Trulson, 2007; Van der Laan & Eichelsheim, 2013). A further problem is that those staff whose approach to the juvenile offenders is excessively strict can suffer from higher levels of stress, and are also more likely to be the targets of violent retribution or generally antisocial conduct from the juveniles under their

supervision. These factors to the overall experience of confinement faced by juveniles within institutions are the extent to which they receive fair treatment and the degree of freedom which they are permitted. In addition, when the relationships between staff and juveniles are generally positive, the incidence of violations of regulations will be reduced and a more cooperative atmosphere can be created in which order can prevail (Innes, 1997; Jiang & Fisher-Giorlando, 2002).

Expectations are based upon the extent to which a rehabilitation or punishment program can match the perception of the juvenile offender. It has been shown that when institutions impose a military-style approach this can increase the levels of stress and anxiety experienced by the juveniles since this creates an unfamiliar setting (Gover, Mackenzie & Armstrong, 2000). Meanwhile, Raruyruen (2005) found that the most common reason by juveniles who escape because they miss their families and wish to come back home.

Method

Participants

The participants were 420 children and adolescents in the Vocational Training Centers for Juveniles under the authorization of Department of Juvenile Observation and Protection. Three centers sites were selected with stratified random sampling of representatives from the central and the regional levels, and selected from the percentage of juveniles in the Vocational Training Centers across the country that did not pass the promotion assessment indicated that it had the three level highest number of institution (Department of Juvenile Observation and Protection, 2013).

Procedure and Measurement

The researcher used the interview survey method with the questionnaire for the juveniles in the training school. Approval of the use of the archival data was obtained from the Internal Review Board (IRB) at Center of Ethical Reinforcement for Human Research of Mahidol University (MU-CERif) where the research was conducted. The modified version was tried out with 30 juveniles that were not in actual sample group and examine the reliability by Cronbach's alpha coefficients, and the high scores results were .804. After permission from the Vocational Training Centers, collected the data with the inclusive criteria were literacy and volunteering to be part of the current study.

Independent variables have been developed from the risk and need assessment of the Department of Juvenile Observation and Protection (developed from The Massachusetts Youth Screening Instrument – Version 2 (MAYSI-2)) and selected items followed a 12-item actuarial instrument called the Violence Risk Appraisal Guide (VRAG) for violence prediction among serious offenders (Butler, Loney & Kistner, 2007). It's composed of two factors as follows; *Importation factor* included age, criminal history, history of domestic violence, imitation behavior and violence amongst peers; *Deprivation factor* included knowledge of the institution, the length of confinement, self-control, staff performance, general environment of the institution and anticipation after released.

Dependent Variables have been defined from criteria to violate rule followed manual for degrading juveniles of the Department of Juvenile Observation and Protection (2013), as follow; (1) avoiding attending class and activities; (2) growing a beard and hairstyles; (3) not taking care and cleaning one's body, clothes and bedclothes; (4) using medicines not prescribed by the doctor; (5) writing on the building, fecal excretion and urine, or litter; (6) gambling; (7) stealing of government property; (8) bringing money and valued belongings into the institution; (9) bringing matches, lighters or other lighting devices; (10) supported peers to break rules; (11) reshuffling between dormitories or go outside the institution; (12) bringing in pornography of any kind into the institution; (13) tattooed on the body; (14) speaking impolitely; (15) assault, force, or intimidation; (16) bringing tools or communication devices into the institution; (17) using toxic drugs in the institution; (18) bringing firearms or objects like weapons into the institution; (19) escape from the institution and (20) provoke rioting in the property. This manual identifies patterns of offensive behavior at the training schools regulations (institutional misconduct) into 20 sections as above, which had categorized four scales including never (0), sometimes (1-2 times), usually (3-5 times) and often (more than 6 times).

In addition, factor analysis used to determine the construct validity of the questionnaire as a method for investigating whether a number of variables of interest are linearly related to a smaller number of unobservable factors. For this research, variables were classified using factor analysis, including finding the proper variables before testing the hypothesis. Next, data was analyzed using t-test and analysis of predicted equation of the institutional misconduct behavior at the juvenile training school by discriminant analysis statistic.

Research Questions

1. What are importation and deprivation factors affecting the institutional misconduct?
2. How can classify the pattern of institutional misconduct?

Results

1. Background Characteristics

The sample in this research was 311 males (74.0%), while 26.0% were female. 41.9% were between the ages of 18-19 years, and the ages of 16-17 years were 29.8%. For most of length to confine was less than six months (37.4%). Most patterns of institutional misconduct were not attending class or activities (66.21%), followed by growing a mustache or facial hair (54.26%), and writing on their body (42.32%). Most of the sample 65.2% was first confinement, followed by confined previously was 34.8%. For the alleged cases, were most involved narcotics (66.2%), followed by property (15.2%), and life and body (11.2%), respectively. Family factor, it was found that most were domestic violence ($\bar{x}=4.23$, $SD=1.08$), estranged from their family members ($\bar{x}=3.96$, $SD = 1.31$), having a close relationship with their parents ($\bar{x}=3.91$, $SD=1.33$) and those that violated punishment ($\bar{x}=3.70$, $SD=1.21$) respectively. For peers relationship, most sample tried to prevent their friend from making a mistake ($\bar{x}= 3.31$, $SD = 1.19$), followed by those that trusted their friend ($\bar{x}= 3.18$, $SD = 1.10$), and helped their friend with everything ($\bar{x}= 3.00$, $SD = 1.09$), respectively.

2. Analysis of the Exploratory Factor Analysis (EFA) of latent factors

a Family

The Exploratory Factor Analysis (EFA) was examined. KMO and Barlett's Test was 0.820(> 0.60), p-value = .000, df = 9. Cumulative Percentage and Factor loading presented the Eigenvalue could explain 54.44%. The Factor loading of 2 patterns are the good family relationship and domestic violence were more than 0.05. The reliability became 0.803.

b Peers

The Exploratory Factor Analysis (EFA) was examined. KMO and Barlett's Test was 0.694(> 0.60), p-value = .000, df = 9. Cumulative Percentage and Factor loading presented the Eigenvalue of 3 patterns of institutional misconduct could explain 47.656%. The Factor loading of 2 patterns are imitation behavior, violation amongst peer were more than 0.05. The reliability became 0.612.

c Pattern of institutional misconduct

The Exploratory Factor Analysis (EFA) was examined. KMO and Barlett's Test was 0.879 (> 0.60), p-value = .000, df = 19. Cumulative Percentage and Factor loading presented the Eigenvalue of institutional misconduct could explain 58.516%. The Factor loading of 3 patterns violence factors; the level of institutional danger, the level of institutional disruption and the level of institutional deviance were more than 0.05. The reliability became 0.766.

3. Discriminant analysis for creating the equation to predict institutional misconduct behavior

The application of discriminant analysis for research was used for factors affecting the sample to create an equation to classify offending behavior. This research was used to test which independent variables could be used to classify the institutional misconduct patterns of juveniles in the juvenile training school, these patterns were classified via factor analysis into three groups, and next the researcher took three groups analyzed with discriminant analysis as shown in Table 1.

From Table 1, it was found that importation factors and deprivation factors affecting three patterns were used to classify the pattern of institutional misconduct behavior as follows: (i) *institutional danger misconduct* is the highest level of rule violation in this juvenile correctional system (Trulson, 2007) included five importation factors, consisting of gender, age, good family relationship, domestic abuse and peers, which were statistically significant at the 0.05 level of significance. In addition, there were four deprivation factors consisting of the length of confinement, low self-control, staff performance and anticipation after being released, which showed a statistic significant at the 0.05 level. The predicted group membership (hit ratio) was 71.4% correctly classified as institutional danger;

Table 1. Difference between variables affecting three institutional patterns via discriminant analysis

Variable	The institutional danger			The institutional disruption			The institutional deviance		
	F-to-enter	Wilk's Lambda	P	F-to-enter	Wilk's Lambda	p	F-to-enter	Wilk's Lambda	p
Importation Factor									
Gender	20.041	0.954	0.000*	18.933	0.957	0.000*	64.367	.867	0.000*
Age	7.301	0.983	0.007*	6.532	0.985	0.011*	2.210	.995	0.138
Property	1.246	0.997	0.265	2.749	0.993	0.098	2.397	.994	0.122
Life and body	1.368	0.997	0.243	9.733	0.977	0.002*	0.297	.999	0.586
Sexual abuse	0.379	0.999	0.538	0.001	1.000	0.973	5.404	.987	0.021*
Narcotics	0.262	0.999	0.609	0.528	0.999	0.468	0.069	1.000	0.793
Weapons and dynamite	3.066	0.993	0.081	2.778	0.993	0.096	4.166	.990	0.042*
Good family relationship	6.283	0.985	0.013*	2.268	0.995	0.133	1.081	.997	0.299
Domestic violence	12.084	0.972	0.001*	17.241	0.960	0.000*	9.210	.978	0.003*
Imitation behavior	0.000	1.000	0.991	0.766	0.998	0.382	0.060	1.000	0.807
Violence amongst peers	24.805	0.944	0.000*	13.605	0.968	0.000*	7.548	.982	0.006*
Deprivation Factor									
Length of confinement	8.850	0.979	0.003*	15.583	0.964	0.000*	5.485	.987	0.020*
Knowledge of the rules	1.900	0.995	0.169	0.285	0.999	0.594	0.686	.998	0.408
Low self-control	26.396	0.941	0.000*	19.103	0.956	0.000*	20.898	.952	0.000*
Staff performance	16.782	0.961	0.000*	1.068	0.997	0.302	1.433	.997	0.232
General environment of the institution	3.323	0.992	0.069	0.130	1.000	0.718	2.382	.994	0.123
Anticipation after release	26.659	0.940	0.000*	24.117	0.945	0.000*	13.129	.970	0.000*
Predicted group membership	71.4%			66.4%			72.4%		

*Statistic Significant p -value < 0.05

(ii) *institutional disruption misconduct* is variable measures much less serious behavior than the situational danger (Trulson, 2007) were five importation factors, consisting of gender, age, life and body, domestic violence, and peers, which were statistically significant at the 0.05 level of significance. In addition, there were three deprivation factors consisting of the length of confinement, low self-control and anticipation after being released, which showed a statistic significant at the 0.05 level. The predicted group membership (hit ratio) was 66.4% correctly classified as institutional disruption; (iii) *institutional deviance misconduct* were five importation factors, consisting of gender, sexual abuse, weapons and dynamite, domestic abuse, and violence amongst peers, which showed a statistically significant difference between the institutional deviance pattern and the non-institutional deviance pattern at the 0.05 level. In addition, there were three deprivation factors consisting of the length of confinement, low self-control and anticipation after being released, which showed a statistic significant at the 0.05 level. The predicted group membership (hit ratio) was 72.4% correctly classified as institutional deviance.

Discussion and Conclusion

The current study examined factors afflicting the pattern of institutional misconduct. For criminal history factor in this study, it is found that life and body, sexual abuse, and weapons and dynamite affecting the institutional deviance and institutional disruption, which in accordance with the juveniles with a history of drug abuse, damage to property and bodily harm was more likely to commit institutional misconduct than any others (Griffin & Hepburn, 2006 as cited in Tewksbury, Connor & Denney, 2014; Innes, 1997 as cited in Gover et al., 2000). According to the previous research, the number of associations with a group of criminals shows a high frequency in transferring behavior and had related to a history of violence committed while in the institution. Griffin and Hepburn (2006 as cited in Tewksbury, Connor & Denney, 2014) found that a history of serious offenses is relative to the regulation of offenses by the juveniles in the training school. Moreover, Innes (1997 as cited in Gover et al., 2000) found that the number of arrests and a history of serious offenses affected the behavior of the offenses by juveniles in the training school.

Research on the differences between the types of offenses by juveniles is also related to the nature of the offenses (Delisi et al., 2011). It's accordance with the process by which learning takes place in differential association theory, shows that the behavior of crime can be learned from other people. In addition, it also relates to the previous work of Cunningham and Sorensen (2010), which showed that juveniles who were members of a gang in the training school have a 24% higher chance of committing an offense. The greater length of confinement was statistically significant, which according to the previous research, determined that a juvenile who is confined to an institution or juvenile detention center for a long period of time is affected emotionally (Gover et al., 2000). Also, it followed the differential association theory (Cohen, 1955) that this might be due to differences in the frequency of duration that occurred before or after the intensities. This means those who have learned from association with a group of friends and have bad behavior for a long time will display such behavior as well. The result showed behavior of the institutional misconduct group was related to a lack of self-control such as the rejection of rules, not being responsive to punishment, and verbal aggression towards

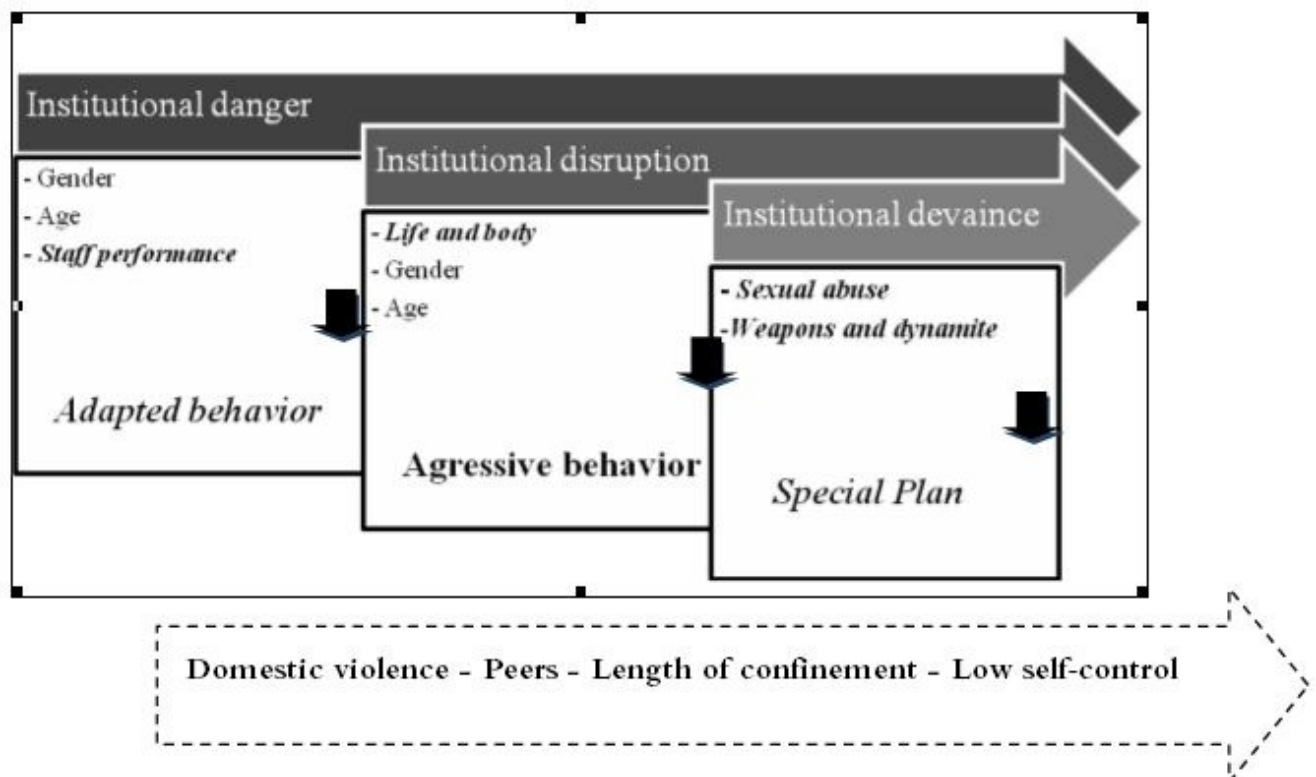
authorities; these behaviors relate to general strain theory (Cullen & Agnew, 2003), which describes deviant behavior as a weak relationship with society.

Low self-control is a tendency that develops early in life, possibly from a negative result in the development of social binding; in later periods of life, a juvenile who lacks self-control result from bad relationships with staff. Finally, the anticipation after release factor were statistic significant with all pattern, showed most of juveniles attached with their family and having the goal for further living, this according to previous research with Raruayruen (2005) found that the most common reason to escape because they miss their families and wish to go home on the future expectations, and mostly go back to live with their family when released, and lack either education, or love and warmth, from their family (Phankhian, 2003).

Recommendations

There should be a special procedure for juveniles that have against the regulations of the training school. If it is found that the juvenile has broken the regulations and the offense has a serious penalty, the criteria for leveling offenses on the juvenile states that the punishment must be determined by a penalty committee (Department of Juvenile Observation and Protection, 2013).

Figure 1: Implementation designed to prevent institutional misconduct following factors afflicting three patterns of institutional misconduct



From figure 1, these juveniles can be divided into three groups, which are juvenile offenders that have violated rule should be considered a process to adjust their differential behavior. These results can be adapted to manage the zoning of the buildings to protect juveniles from assault by others, especially juveniles who are considered to be weak, easily bullied or easily influenced such an institutional deviance, and should plan for alleged related sexual abuse or weapons and dynamite (see institutional deviance). In addition, correct zoning also inhibits juveniles from imitating the delinquent behavior of other juveniles; additionally, this can help to prevent institutional misconduct due to a lack of self-control, a negative peer group, a lack of activities, poor staff performance, including juveniles who are detained for long periods of time usually do not have the opportunity to participate in programming designed to further their educational development. Therefore, it is necessary to create a program and environment conducive to behavior modification, attitude adjustment, discipline training, or a positive training environment. Instead, programming in the institutional facilities is generally designed to assist youth in adjusting to the correctional environment, ease the transition back to the community upon release, and identify problems needing long-term intervention (Austin, Johnson & Weitzer, 2005).

In addition, the youth's family and peer group are important factors regarding their level of disobedience and afflicting three patterns of institutional misconduct, staff can verify the juvenile's history to predict the probability of the youth becoming a gang member and protect misconduct in the institution. Moreover, it was statistically significant with the level of institutional danger in the sample, which is consistent with deprivation theory, as it found that the number of staff and their competence influences the violated rule in the training school. The ratio of staff was insufficient compared to the number of juveniles in confinement, which creates more chances for juveniles to go against existing regulations (see institutional danger). Furthermore, staffs that are deemed to be stricter have experienced more stress in their routines and also receive antisocial behavior. Also, there are not enough staff to take care of juveniles in all categories. It is necessary to create an intensive program for the institutional danger pattern because they are able to perform under pressure with institutional conditions and cope with difficult situations.

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