

The Effects of Persuasive Message Reading and Supportive Writing on Juveniles' Readiness for Protective and Evasive Actions against Domestic Violence in the Community

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Abstract

Domestic violence has physical and psychological impacts, as well as a negative effect on the well-being of juveniles in the family. Hence, this experimental research explored the interaction between persuasive message reading, supportive writing, types of punishment, as well as well-being and the juveniles' readiness for protective and evasive actions against domestic violence in the community. The research was based on a Post Test Only with Control Group Design, dividing into 4 experimental groups with random assignment. The sample was 450 juveniles in Northern communities within 3 provinces including Lamphun, Lampang, and Nan. The research instruments in this research consist of the articles of 1) persuasive message on "the readiness for protective and evasive actions against domestic violence" and 2) control message on "the importance of English learning" the worksheets of 1) supportive writing on "the readiness for protective and evasive actions against domestic violence" and 2) control writing on "the importance of English learning" the assessment on 1) types of punishment, 2) well-being, 3) the readiness for protective and evasive actions against domestic violence, and 4) biosocial background. For the 10-item well-being assessment, the range of t value = 4.27-7.39, the range of r value = 0.34-0.67, and reliability = 0.78. For the 15-item assessment on the readiness for protective and evasive actions against domestic violence, the range of t value = 5.32-9.21, the range of r value = 0.28-0.56, and reliability = 0.81.

The findings revealed that 1) the juveniles who read persuasive messages, were physically punished, and rarely had a sense of well-being were readier to perform protective and evasive actions against domestic violence than the juveniles who did not read persuasive messages, were psychologically punished, and had a sense of well-being. This was mostly found among the juveniles who spent a lot of time with their families. 2) The juveniles who wrote supportive writing and rarely had a sense of well-being were readier to perform protective and evasive actions against domestic violence than the juveniles who did not write supportive writing and had a sense of well-being. This was mostly found among the juveniles who consulted other people. The results led to suggestions and practices to develop and encourage juveniles' readiness for protective and evasive actions against domestic violence in the future.

Keywords: Message reading, Supportive writing, Domestic violence, Community, Juveniles

Introduction

A family is a major institution to refine and improve family members. The family institution requires to be strong and able to effectively take care of the members within the family. Globally, there are many issues and obstacles to strengthening a family, such as poverty, education problems, readiness problem, and, especially, violence (Scott, 2015). Thailand has recognized the importance of the family institution, as shown in the 12th National Economic and Social Development Plan which aims for well-being. Families play an important role in cultivating their children to grow into high-quality citizens. (Office of the National Economic and Social Development, 2018)

According to the survey research of the National Human Rights Commission (2020), males usually committed violent acts while females were the victims. Over half of the violence acts (64%) were physical abuse, followed by psychological abuse (32%) and sexual abuse (4%). The causes were drug addiction, alcoholism, gamble, and stress over economic situations due to Covid-19. The majority of the violence (88%) is domestic violence (Ministry of Social Development and Human Security, 2021).

Therefore, juveniles should protect themselves against and avoid domestic violence which results from economic, social, and political issues, whether it is physical or psychological abuse. To prevent the affects of violent acts on juveniles, every department and sector should integrate families, schools, temples, and communities into the process of taking care of, helping, and protecting juveniles because domestic violence is not a problem of a certain family. It is every sector's responsibility to care for and be aware of its future effects on the juveniles in the community. They need to prevent domestic violence against juveniles by understanding the context and violence records of each family, parents' stress, the relationship in the family, and the communication among family members (Wacharasin et al., 2018).

To effectively and appropriately solve domestic violence, persuasive messages and supportive writing (Bhanthumnavin, 1988) are beneficial to juveniles while the types of punishment and well-being are significant indicators of the protective and evasive acts against domestic violence.

Objective

The research is to study the interaction between persuasive message reading, supportive writing, types of punishment, as well as well-being and the juveniles' readiness for protective and evasive actions against domestic violence in the community.

Literature Review

The readiness for protective and evasive actions against domestic violence

Academicians such as (Good, 1973) defined readiness as the ability to act based on maturity, experience, and emotions; therefore, readiness is about enabling people to perform a certain activity. (Thatcher, 1970) mentioned that readiness is the state or quality of preparation resulting from arrangement, aptitude, satisfaction, and enthusiasm while (Lefrancois, 1988) explained that readiness is physical qualifications, wisdom maturity, foundational knowledge, experience, or motivational state. Moreover, (Downing & Thackrey, 1971) divided readiness into 4 components: 1) physical components, 2) intellectual components, 3) emotional, motivational, and characteristic components, and 4) environmental components. The protective and evasive actions against domestic violence breaks down into 5 components: 1) protective

actions against the violence caused by social conditions, 2) protective actions against the violence caused by economic conditions, 3) protective actions against the violence caused by social media, 4) evasive actions against the violence caused by addiction, and 5) evasive actions against the violence caused by lifestyle. All in all, readiness for protective and evasive actions against domestic violence refers to the actions or practices to protect oneself against domestic violence and the choice of performing or not performing domestic violence behaviors.

Persuasive message reading and supportive writing

Persuasive message is a method to change personal attitudes through articles, words, or media that can convince the person so that the person will integrate the obtained knowledge into their feelings, leading to the change in attitudes. And readiness is an element of attitude (Wiboonsawat, 1985). Persuasion can be divided into 2 parts: comforting message and threatening message. Comforting messages contain only beneficial contents whereas threatening messages indicate the disadvantages of not doing something (Bhanthumnavin, 1988). Lastly, supportive writing involves noting down advantages or benefits of the readiness for protective and evasive actions against domestic violence.

Well-being

Well-being refers to the acceptance of the conditions of life in various dimensions under the current circumstance (Promphakping, 2012; Jongudomkarn, 2018). Additionally, academicians defined well-being as the desired family conditions where every member live together with purposes, play their roles well, have a good relationship, are self-dependent, can adapt to the changing society, and contribute to the society (Kotchabhakdi et al., 2001). Hence, well-being is a desirable state. Kotchabhakdi et al. (2002) studied and summarized that the indices of well-being in terms of family life contain 5 elements: 1) the components and types of family, 2) roles, 3) relationship, 4) self-dependence, and 5) social contribution. Phuphaibul et al. (2019) stated that family well-being consists of 9 aspects: 1) relationship, 2) roles, 3) economy, 4) self-sufficient lifestyle, 5) unity and safety in the community, 6) spiritual development, 7) healthcare, 8) education, and 9) security and dependency.

Types of punishment

Academicians classified different types of punishment. For example, Bhanthumnavin (1981) categorized punishment into 2 types: 1) physical punishment which is the abuse of physical power to punish and hurt someone physically by pinching, slapping, hitting, kicking, etc. while using few or none of verbal reprimand and 2) psychological punishment which involves verbal reprimand, negligence, apathy, denial of some privileges, or threat. Chantharasakul & Keartibutra (1987) divided punishment into 1) a punishment through negative stimuli when someone exhibits undesirable behaviors and 2) a punishment through a denial of the existing positive reinforcement when someone displays undesirable behaviors. In addition, Iamsupasit (2000) stated that there are several techniques and methods of punishment: 1) physical abuse such as hitting, 2) reprimand through words or sentence to stop a certain action, such as “don’t”, “stop”, and “don’t do it”, 3) time out which refers to the denial of positive reinforcement, 4) fining, and 5) overcorrection. There are also many types of punishment to juveniles such as lashing, probation, study suspension, verbal warning, transfer to new school, cutting marks, termination of student status, standing in front of flagpole, and doing activity for behavioral adjustment (Phisitsakulchai et al., 2022)

Figure 1 presents the conceptual framework of this study. Based on the literature review, the researchers have developed the research hypotheses as follows:

H1: The juveniles who read persuasive messages, were physically punished, and rarely had a sense of well-being were more ready to perform protective and evasive actions against domestic violence than the juveniles who did not read persuasive messages, were psychologically punished, and had a sense of well-being.

H2: The juveniles who wrote supportive writing and rarely had a sense of well-being were more ready to perform protective and evasive actions against domestic violence than the juveniles who did not write supportive writing and had a sense of well-being.

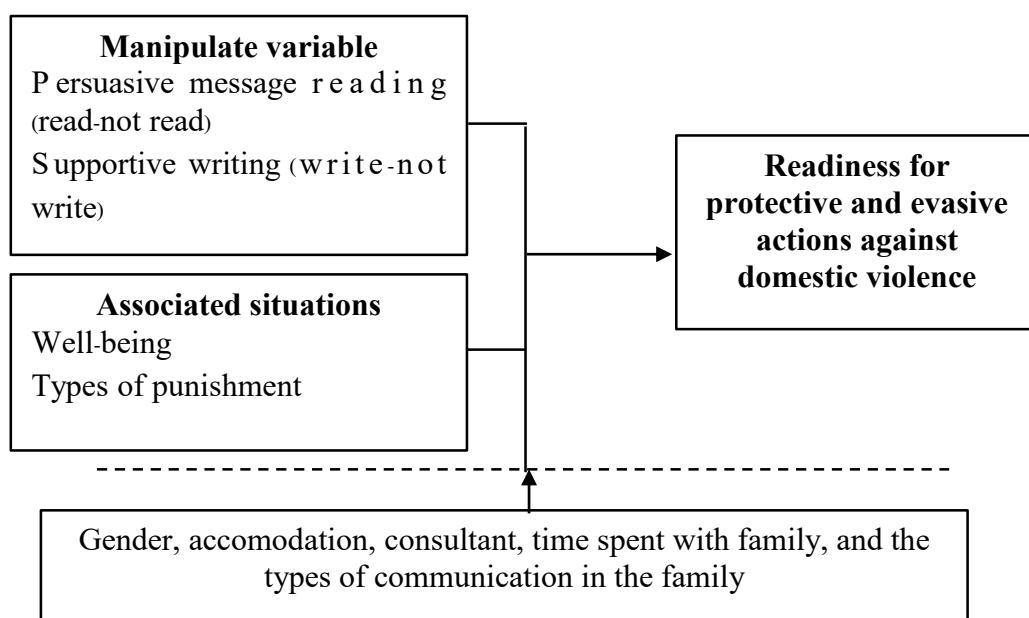


Figure 1 The Conceptual Framework for the Study (Source: Researcher, 2023)

Methodology

Sample

The sample in this research is as follows: 1) 151 juveniles in Tha Pla Duk and Tha Sop Sao Subdistricts, Mae Tha District, Lamphun, 2) 160 juveniles in Hang Chat and Nong Lom Subdistricts, Hang Chat District, Lampang, and 3) 139 juveniles in Nongdang and Nam Phang Subdistricts, Mae Charim District, Nan. Among them, there are 172 males (38.20 percent) and 278 females (61.80 percent). 344 participants (76.40 percent) live with their fathers/mothers and 106 (23.60 percent) live with other people. 243 participants (54.00 percent) consult their fathers/mothers and 207 (46.00 percent) consult other people. 314 participants (69.80 percent) spend less time with family and 136 (30.20 percent) spend more time with family. 336 participants (74.70 percent) communicate with reasoning and 114 (25.30 percent) communicate with emotions.

Table 1 The Sample Size for the Study

Province	District	Subdistrict	Size
Lamphun	Mae Tha	Tha Pla Duk	78
		Tha Sop Sao	73
Lampang	Hang Chat	Hang Chat	86
		Nong Lom	74
Nan	Mae Charim	Nongdang	87
		Nam Phang	52
Total			450

Research Design

Quasi-experimental research by post-test only with control group design was conducted (Campbell & Stanley, 1963) and divided the juveniles into 4 groups via random assignment in which the characteristics and ages of the members were close and the districts and communities they lived in were similar. In this way, the experimental and control groups would be characteristically the same. The randomization was performed by counting; the researcher counted the numbers 1, 2, 3, and 4. Then, the participants assigned as 1 were to read persuasive message and write supportive writing. The participants assigned as 2 were to read control message and write supportive writing. The participants assigned as 3 were to read persuasive message and write control writing. The participants assigned as 4 were to read control message and write control writing.

Experimental Process

When the juveniles were seated, the researcher distributed the arranged assessment row by row. There were 4 sets of assessment (Table 1) based on 4 groups of participants. They were arranged and ordered as (1, 2, 3, 4, 1, 2, 3, 4, ...). For this research, the researcher conducted the experiment with the samples for one manipulate variable.

In group 1, 120 juveniles received Assessment 1 containing manipulate variables which are persuasive message reading on “the readiness for protective and evasive actions against domestic violence” and supportive writing on “the readiness for protective and evasive actions against domestic violence” (100 percent).

In group 2, 114 juveniles received Assessment 2 containing manipulate variables which are control message reading on “the importance of English learning” and supportive

writing on “the readiness for protective and evasive actions against domestic violence” (50 percent).

In group 3, 108 juveniles received Assessment 3 containing manipulate variables which are persuasive message reading on “the readiness for protective and evasive actions against domestic violence” and control writing on “the importance of English learning” (50 percent).

In group 4, 108 juveniles received Assessment 4 containing manipulate variables which are control message reading on “the importance of English learning” and control writing on “the importance of English learning” (0 percent).

Table 2 Research design

Group	N	Random Assignment	Persuasive message reading	Supportive writing	Control message reading	Control writing	Action examination	Assessment on biosocial factors and associated situations
Group 1	120	√	√	√	x	x	√	√
Group 2	114	√	x	√	√	x	√	√
Group 3	108	√	√	x	x	√	√	√
Group 4	108	√	x	x	√	√	√	√

Research Instrument

The research instruments in this research consist of

the articles of 1) persuasive message on “the readiness for protective and evasive actions against domestic violence” and 2) control message on “the importance of English learning”

the worksheets of 1) supportive writing on “the readiness for protective and evasive actions against domestic violence” and 2) control writing on “the importance of English learning”

the assessment on 1) types of punishment, 2) well-being, 3) the readiness for protective and evasive actions against domestic violence, and 4) biosocial background.

Quality of Research Instrument

The articles of persuasive message and control message, the worksheets of supportive writing and control writing, types of punishment, and biosocial background were examined for content validity. The experts in the fields of community development and behavioral sciences were asked to validate whether the instruments used in this research covered the topics of the study and contained the content specified by the operational definition of the variables. They also checked the suitability of the language usage so that the researcher can improve the assessment before distributing it for data collection. For the assessment on well-being and the readiness for protective and evasive actions against domestic violence, the quality analysis for each item was performed through 2 types of statistical analyses. 1) The analysis of Item Discrimination was applied with Independent Sample t-test to identify the t-ratio based on the 30% technique. The items would be selected if the t value was at least 2.00. 2) The analysis of the correlation coefficients between the score per item and the total score without the item was also performed based on the criterion that the r value must be over .20, and then the confirmatory factor analysis was carried out.

For the 10-item well-being assessment, the range of t value = 4.27-7.39, the range of r value = 0.34-0.67, and reliability = 0.78. The confirmatory factor analysis revealed that Chi-square= 42.54, df= 29.20, p-value= 0.34, RMSEA= 0.04, CFI= 0.96, and GFI= 0.97.

For the 15-item assessment on the readiness for protective and evasive actions against domestic violence, the range of t value = 5.32-9.21, the range of r value = 0.28-0.56, and reliability = 0.81. The confirmatory factor analysis revealed that Chi-square= 67.31, df= 33.18, p-value= 0.12, RMSEA= 0.05, CFI= 0.97, and GFI= 0.97.

Ethical Considerations

This research was approved by the Ethical Committee of the Uttaradit Rajabhat University, Thailand on June 25, 2021 (URU-REC No. 037/64)

Results

The data were analyzed with three- ways ANOVA. When the interaction between independent variables were found, the means of each pair were compared through Scheffé's method. The data analysis was performed on both the entire sample group and subgroups:

H1: The juveniles who read persuasive messages, were physically punished, and rarely had a sense of well-being were readier to perform protective and evasive actions against domestic violence than the juveniles who did not read persuasive messages, were psychologically punished, and had a sense of well-being.

Table 3 the result of three-ways ANOVA on the readiness for protective and evasive actions against domestic violence based on persuasive reading message, types of punishment, and juveniles' well-being

Group	N	F value display						
		Persuasive message reading (A)	Types of punishment (B)	Well-being (C)	(A)x(B)	(A)x(C)	(B)x(C)	(A)x(B)x(C)
Total	450	.872	.036	23.008***	16.163***	.188	.435	.021
Male	172	3.717	.053	16.033***	.302	1.048	2.273	.225
Female	278	.095	.804	10.391**	17.361***	.602	.056	.034
Lived with their fathers/mothers	344	.338	.102	20.035***	16.681***	.335	.000	.022
Lived with other people	106	.846	.774	2.819	.955	.002	.796	.025
Consulted fathers/mothers	243	.420	.327	9.792**	4.803*	.093	.043	.224
Consulted other people	207	.477	.608	12.532***	11.619**	.036	.215	.302
Spent less time with family	314	.790	.052	21.298***	6.348	3.149	1.687	1.966
Spent more time with family	136	8.085**	.158	6.481*	15.499***	4.464*	.367	5.734*
Communicated with reasoning	336	.014	.136	18.342***	12.270**	.230	.380	.067
Communicated with emotions	114	4.613*	.251	2.812	8.546**	4.058*	1.529	.043

Note: * p<.05; ** p<.01; *** p<.001

Table 4 The result from the comparison of the means of the readiness for protective and evasive actions against domestic violence based on persuasive message reading, types of punishment, and well-being of the juveniles who spent more time with family

Persuasive message reading	Types of punishment	Well-being	N	Code	Mean	112	221	211	212	122	111	121
Not read	Psychologically	Low	24	222	78.96	1.13	4.11	4.76**	7.83**	8.46**	8.85**	11.90**
Read	Physically	Low	18	112	77.83		2.98	3.63	6.70**	7.33**	7.72**	10.77**
Not read	Psychologically	High	39	221	74.85		0.65	3.72	4.35	4.74**	7.79**	
Not read	Physically	High	10	211	74.20				3.07	3.70	4.09	7.14**
Not read	Physically	Low	8	212	71.13					0.63	1.02	4.07
Read	Psychologically	Low	12	122	70.50						0.39	3.44
Read	Physically	High	9	111	70.11							3.05
Read	Psychologically	High	16	121	67.06							

Note: persuasive message reading 1=read 2=not read, types of punishment 1= Physically
 2= Psychologically, well-being 1=high 2=low

The analysis indicated that the readiness for protective and evasive actions against domestic violence varied based in the three-way interaction between persuasive message reading, types of punishment, and well-being (Table 2). The result was found in the following subgroup: juveniles who spent more time with family. The comparison of the means of each pair through Scheffe's method (Table 3) revealed the important results that 1) the juveniles who were physically punished, rarely had a sense of well-being, and read persuasive messages were more ready to perform protective and evasive actions against domestic violence than the juveniles who did not read persuasive messages; 2) the juveniles who read persuasive messages, rarely had a sense of well-being, and were physically punished were more ready to perform protective and evasive actions against domestic violence than the juveniles who were psychologically punished; and 3) the juveniles who read persuasive messages, were physically punished, and rarely had a sense of well-being were more ready to perform protective and evasive actions against domestic violence than the juveniles who had a sense of well-being.

H2: The juveniles who wrote supportive writing and rarely had a sense of well-being were readier to perform protective and evasive actions against domestic violence than the juveniles who did not write supportive writing and had a sense of well-being.

Table 5 The result of three-ways ANOVA on the readiness for protective and evasive actions against domestic violence based on supportive writing, types of punishment, and juveniles' well-being

Group	N	F value display						
		Supportive writing (A)	Types of punishment (B)	Well-being (C)	(A)x(B)	(A)x(C)	(B)x(C)	(A)x(B)x(C)
Total	450	8.531**	4.740*	6.967**	1.624	.343	.002	.259
Male	172	3.592	2.917	9.316**	1.877	.002	1.160	.010
Female	278	.615	.564	11.395**	.092	.150	.043	.012
Lived with their fathers/mothers	344	.000	.138	5.441*	.403	.121	.222	.414
Lived with other people	106	6.341*	3.935*	2.162	.916	.005	.691	.145
Consulted fathers/mothers	243	1.355	.035	7.730**	.029	1.941	1.178	1.175
Consulted other people	207	6.006*	5.829*	1.683	.854	4.272*	.815	1.800
Spent less time with family	314	4.529*	1.403	4.414*	.115	.496	.003	1.237
Spent more time with family	136	9.447**	4.971*	3.899*	4.951*	.738	1.588	.024
Communicated with reasoning	336	.592	.077	9.017**	.002	.996	1.630	.445
Communicated with emotions	114	13.893***	.261	.248	.374	7.869**	.418	1.105

Note: * p<.05; ** p<.01; *** p<.001

Table 6 The result from the comparison of the means of the readiness for protective and evasive actions against domestic violence based on supportive writing and well-being of the juveniles who consulted other people

Supportive writing	Well-being	N	Code	Mean	22	21	11
Write	Low	55	12	75.05	3.11**	4.42**	4.95**
Not write	Low	33	22	71.94		1.31	1.84
Not write	High	67	21	70.63			0.53
Write	High	52	11	70.10			

Note: supportive writing 1=write 2=not write, well-being 1=high 2=low

The analysis pointed out that the readiness for protective and evasive actions against domestic violence did not vary based on the three-way interaction between supportive writing, types of punishment, and well-being (Table 4), but it varied based on the two-way interaction between supportive writing and types of punishment. This result was found in the following subgroup: juveniles who consulted other people. The comparison of the means of each pair through Scheffe's method (Table 5) showed the significant results that 1) the juveniles who

rarely had a sense of well-being and wrote supportive writing were more ready to perform protective and evasive actions against domestic violence than the juveniles who did not write supportive writing and 2) the juveniles who wrote supportive writing and rarely had a sense of well-being were more ready to perform protective and evasive actions against domestic violence than the juveniles who had a sense of well-being. Furthermore, the readiness for protective and evasive actions against domestic violence varied based on the one-way interaction as follows: 1) the juveniles who wrote supportive writing were more ready to perform protective and evasive actions against domestic violence than the juveniles who did not write supportive writing and 2) the juveniles who were psychologically punished were more ready to perform protective and evasive actions against domestic violence than the juveniles who were physically punished.

Discussions

The result of three-ways ANOVA on the readiness for protective and evasive actions against domestic violence based on persuasive reading message, types of punishment, and juveniles' well-being together with the result of three-ways ANOVA on the readiness for protective and evasive actions against domestic violence based on supportive writing, types of punishment, and juveniles' well-being are consistent with the concept and research which stated that persuasive reading message can alter attitudes through the changes in beliefs, values, and attitudes. The message gave new suitable information, resulting in learning process and response to the persuasion (Bhanthumnavin, 1988). It is also in line with the research of (Khongyingyai et al., 2021) which proposed that persuasive message reading had a positive impact on the readiness to acquire knowledge in order to prepare to be healthy elders and that the student who read persuasive message, wrote supportive writing, and had more indirect experience were more ready to acquire knowledge than the students who did not do those activities. This accords with the research of (Vasavanon, 2020) which demonstrated that the students who read persuasive message displayed positive attitude toward the assistance of the elderly and that the students who read persuasive message thought positively and were readier to support other people to take care of the elderly than the students who did not do the activity. The result is in accordance with the research of (Carfora & Catellant, 2021) which found that the evaluation of supportive message on exercise behaviors had a positive relationship with attitudes and intention.

Additionally, the research of (Chumnanphuttiphon et al., 2017) indicated that the variable like the witness of domestic violence can predict 87.00 percent of the violence behaviors. The research of Sripa & Ninpet (2020) found that family had a significance impact on the violent actions of children and juveniles. This is in line with (Krajangsaeng et al., 2018) who revealed that the influence of family institution can affect the violence behaviors. It is also consistent with the research of (Doungsuwan et al., 2022) which showed that domestic violence against children and juveniles consisted of 1) physical violence, 2) psychological violence, and 3) negligence/abandonment which affected physical and psychological health. The research of Wacharasin et al. (2018) pointed out that the factors like verbal domestic violence, domestic fight, and parents' stress had an association with domestic violence while the factors like family relationship and the communication in the family had an opposite association with domestic violence.

Conclusion and suggestions

In conclusion, this experimental research aims to study the interaction between persuasive message reading, supportive writing, types of punishment, and well-being and the readiness for protective and evasive actions against domestic violence. 1) the juveniles who read persuasive messages were readier to perform protective and evasive actions against domestic violence than the juveniles who did not read persuasive messages while the juveniles who rarely had a sense of well-being were readier to perform protective and evasive actions against domestic violence than the juveniles who had a sense of well-being. 2) The juveniles who wrote supportive writing were readier to perform protective and evasive actions against domestic violence than the juveniles who did not write supportive writing while the juveniles who were psychologically punished were readier to perform protective and evasive actions against domestic violence than the juveniles who were physically punished. And the juveniles who rarely had a sense of well-being were readier to perform protective and evasive actions against domestic violence than the juveniles who had a sense of well-being. These results were found among the juveniles who spent more time with family, juveniles who consulted other people, and juveniles in the families that communicated with emotions, respectively. It supports hypotheses H1 and H2.

New knowledge and the effects on society and communities

1) The findings present the impact of persuasive message on the juveniles' readiness for protective and evasive actions against domestic violence. Juveniles should be encouraged to protect themselves against and avoid domestic violence. Through the articles that the researcher created for persuasive message reading and supportive writing, juveniles will be developed into quality citizens who are capable, moral, and happy. Juveniles will also feel loved when they stay with their non-violent family. Government agencies, municipal organizations, Subdistrict Administrative Organization, schools, and community networks can apply precise, simple, and short persuasive message into the solutions for domestic violence. They can apply the message into creative media such as multimedia, infographic, and motion graphic as well in order to reach the target audience and motivate them to recognize the importance of the readiness for protective and evasive actions against domestic violence.

2) The findings show that types of punishment and well-being are a refinement process starting with family. To prevent violence, family should punish in a suitable and correct way in order to avoid physical and psychological consequences and maintain close-knit relationship in the family. Therefore, local government agencies, such as municipal organizations and Subdistrict Administrative Organization, should provide knowledge, legislation knowledge, a psychological advice to parents, as well as teaching and advising juveniles to be ready to protect themselves against and avoid domestic violence strictly.

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